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TÍTULO:

Factores que intervienen en el desarrollo de la lectura en Inglés

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TUTOR CERTIFICATION

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CERTIFICATION

The present degree work called: "Factores que intervienen en el desarrollo de la lectura en Inglés" has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The options and concepts expressed in this degree work are the results of the perseverance and originality of its author(s): Cantos Bravo Betsy Marilyn, being her sole responsibility.

Chone, August 2025



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Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de Articulo Científico sobre el tema Factores que intervienen en el desarrollo de la lectura en Inglés, del año lectivo 2025, elaborado por la estudiante(s) Cantos Bravo Betsy Marilyn



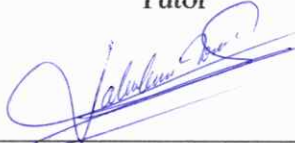
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Dedication

I dedicate this achievement primarily to my parents, José Cantos and Betty Bravo, who, with their love, effort, and constant guidance, have been a fundamental pillar in every stage of my life. Thank you for teaching me by example the value of hard work, perseverance, and humility.

To my daughters, María Belén and María José, who have been my greatest inspiration, my daily strength, and the driving force that kept me going even in the most difficult times. This achievement also belongs to you.

With special affection, I dedicate this work to my aunt Caty, for her unconditional support, her constant presence, and her words of encouragement that have always been a refuge for me. Her love and trust have left a profound mark on this process.

This triumph represents much more than an academic goal; it is a reflection of the love, faith, and support of those who have always believed in me. To all of you, I sincerely thank you.

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Factors Involved in English Reading Development.

Abstract

Progress in English reading skills among learners is determined by factors beyond purely linguistic mastery. Therefore, this research examines the factors influencing the development of English reading skills among upper elementary students. Therefore, a qualitative approach is followed with a descriptive type of research that utilizes three data collection techniques: a literature review of scientific and academic sources, classroom observations of 71 eighth-grade students from two parallel grades (A and B), and interviews with three English teachers selected using the purposive method from an educational unit in the city of Chone. The findings show that internal factors, both motivational and linguistic, influence the reading comprehension of upper elementary students. Similarly, external factors, focused on pedagogical and socio-educational aspects, are also important in shaping English reading performance. Consequently, the development of reading comprehension in English does not depend exclusively on the students' linguistic level, but also on factors that can be both internal and external, which, if known, can be used to encourage reading in English.

Keywords: reading comprehension, internal factors, external factors, English, basic education.

Factores que Intervienen en el Desarrollo de la Lectura en Inglés

Resumen

El progreso en la habilidad lectora en inglés en los aprendices constituye un proceso condicionado por factores que trascienden el dominio puramente lingüístico del idioma. En atención a ello, la presente investigación analiza los factores que intervienen en el desarrollo de la lectura en inglés en estudiantes de primaria superior. Por ende, se sigue un enfoque cualitativo con un tipo de investigación descriptiva que utiliza tres técnicas para la recolección de datos, revisión de literatura en fuentes científicas y académicas, observaciones de aula a 71 estudiantes de octavo grado de dos paralelos (A y B) y entrevistas con tres docentes de inglés, seleccionados con el método intencional de una unidad educativa fiscomisional de la ciudad de Chone. Los hallazgos muestran que factores internos tanto motivacionales como lingüísticos inciden en comprensión lectora de los estudiantes de educación básica superior. De igual manera, los factores externos, centrados en lo pedagógico y socioeducativo, también son importantes en la configuración del rendimiento lector en el idioma inglés. En consecuencia, el desarrollo de la comprensión lectora en inglés no depende exclusivamente del nivel lingüístico de los estudiantes, sino también de factores que pueden ser tanto internos como externos que de cierta medida si se los conoce se los puede utilizar a favor de incentivar la lectura en el inglés.

Palabras clave: comprensión lectora, factores internos, factores externos, inglés, educación básica.

Introduction

English language learning in Ecuador has gained relevance in recent years, both due to the demands of the national curriculum and the communicative demands of the globalized world, considering that English is a lingua franca Vélez et al. (2024). Among the linguistic skills that make up English proficiency, reading comprehension occupies a strategic place, by developing skills such as critical thinking and strengthening abilities such as writing and oral expression (González, 2019).

However, despite its relevance, it is not adequately developed in students, because in pedagogical practice, it lacks favorable affective, methodological, and contextual conditions. According to Paredes et al. (2018), despite curricular efforts to promote a communicative approach, in practice, there is a tendency to prioritize the fulfillment of content over the actual development of reading skills in students, causing a gap between the curriculum's objectivized the results obtained in the classroom.

The problem identified by the authors of this research is not limited only to the complexity of the texts or the students' level of English; rather, it involves the study of factors that directly affect the reading comprehension process, due to the absence of a pedagogical and research approach that recognizes these factors in the reading process from different dimensions. Frequently, students are held responsible for their low performance without considering the influence of variables such as reading anxiety, inadequate pedagogical strategies, Limited family support, or the limited use of didactic resources.

Hence, it is necessary to understand the factors that are influencing the development of reading in English among students, and their interaction with each other, to facilitate or hinder this process. It is not only a matter of identifying weaknesses, but

also of generating useful information to rethink the teaching of reading comprehension from a situated approach, sensitive to the school context of Ecuadorian students.

Consequently, the general objective of this research was: to analyze the factors that influence in the development of reading among English in high school students. To guide the inquiry, the following research questions were formulated:

1. What are the main factors that affect the development of English reading skills?
2. What is the relevance of the factors that intervene in the development of reading comprehension in English in upper elementary school students?
3. How do the factors affect the development of English reading comprehension in upper elementary students?

Based on the above, the present study employed a descriptive qualitative approach, utilizing a literature review, semi-structured interviews with teachers, and a classroom observation guide focused on reading activities to address the research variables.

Literature Review

Factors in learning

Factors in learning are understood as the conditions that influence something to occur or develop in a certain way (Moliné, 2003). Bastidas and Muñoz (2020) and Abarca (2023) point out that two types of factors participate in learning: internal factors, which include linguistic and emotional aspects; and external factors, which are based on pedagogical and contextual factors.

Internal Factors

In the words of Olmo and Stîngă (2022) and Zaquinaula (2023), the internal factors of learning focus on the individual characteristics of the learner that directly affect how they acquire, process, and retain information. As mentioned above, the internal factors can be emotional and linguistic.

Emotional factors. Delgadillo et al. (2023) outline that emotional factors in the learning process include elements such as motivation, insecurity, fear, attitude and active listening, which are manifested during specific situations in class, such as reading aloud, interacting with classmates, being evaluated, or facing different school circumstances.

For their part, Vera and Mejía (2024) point out that emotional factors are important for learning because they facilitate the implementation of didactic strategies that integrate in a balanced way the affective and cognitive aspects, which contribute to more effective learning, especially when emotional support programs are applied, oriented to the student's integral development.

Moreno et al., (2025) highlight that the emotional factors that affect the development of reading comprehension in English include motivation, anxiety, attitude, and self-esteem, focused on elements that have a considerable impact on the learning process of the new generations, so the teacher plays a key role in motivating and stimulating the student.

Córdoba et al., (2024) stipulate that student motivation represents one of the important factors in the learning process, since it affects academic performance, the attitude towards study, and the student's personal development, which involves analyzing various aspects, both individual and social, family and educational, due to its relevance within the educational field.

In particular, motivation is essential to achieve the learning of English as a foreign language, since it acts as the impulse that guides and sustains the student's effort towards the achievement of his or her objectives (Moreno et al., 2025).

Linguistic factors. Linguistic factors in English language learning refer to the elements of language that directly impact the acquisition of a second language, since they

include various linguistic components and skills that are fundamental for students to understand, produce, and use English efficiently (Betancourt, 2015).

In reading comprehension, linguistic factors are the aspects of language that impact the way in which people learn and use a language, encompassing elements such as grammar and vocabulary that affect both the interpretation and production of the language read (Mlakar, 2020).

On the one side, Grammatical Knowledge. According to Zheng et al. (2023), the connection between grammatical knowledge and reading comprehension is deeply linked. Grammatical knowledge forms the basis for understanding sentence structure, enabling readers to accurately decode and interpret meaning. On the other hand, Vocabulary mastery, from the perspective of Figueroa and Gallego (2021), is important for both language acquisition and reading development.

When scholars do not understand many words of the language, difficulties in interpreting and comprehending a text increase (Portilla, 2016; Zheng et al., 2023). For this reason, students must have a solid foundation in grammatical knowledge and vocabulary mastery in order comprehend English texts effectively.

External Factors

As conveyed by Cedeño and Hernández (2022), external factors are those components outside the individual, but which influence the process of acquiring knowledge and skills, such as pedagogical and socio-educational factors

Pedagogical factors. Pedagogical factors, according to López (2014), refer to the mastery of knowledge and the use of techniques. Pedagogical factors are oriented to adjust the teaching-learning process, through the application of appropriate methods during educational practice.

As stated by Pamplona et al. (2019), pedagogical factors are elements of the educational process that comprise the knowledge, methodologies, and strategies that educators use to facilitate learning. From the author's perspective, the purpose of pedagogical factors is to improve the quality of the teaching-learning process.

Ordóñez (2021) and Quiñones (2021) claim that pedagogical factors in reading comprehension are integrated by class planning, the use of authentic resources, the selection of texts appropriate to the student's level, and the application of techniques such as prediction, underlining of main ideas, and formulation of questions. Considering the above, pedagogical factors enhance reading comprehension by employing methodologies, strategies, techniques, and resources tailored to students.

Socio-educational factors. Noguera (2018) explains that learning is influenced by various socio-educational factors, including the family environment, access to technological resources, teacher preparation, classroom conditions, and the number of students, among other aspects. Socio-educational factors are determinant in the academic performance of students in the acquisition of the English language, therefore, they are essential in the development of reading comprehension skills

Cerezo and Rivadeneira (2022) and Quito et al. (2024) emphasize that access to technological resources contributes to the development of reading comprehension in students, because these resources encourage learning that promotes critical and reflective thinking in a second language. For his part, Crespo (2019) states that the development of reading proficiency in English and the use of technological resources in the classroom encourage reading habits and contribute to the formation of a more informed and constructive society.

In synthesis access to and adequate use of technological resources in the classroom strengthens reading comprehension in English, while promoting critical thinking and the formation of more reflective and engaged readers with their environment.

On the other hand, Rojas (2022) states that the teacher's work in the field of reading consists of encouraging learners to be interested in reading when they need it, require it, or feel the desire to do so. Therefore, it is essential for the teacher to be prepared to face any type of inconvenience that may arise in their role as a facilitator of knowledge.

Materials and Methods

The present study was developed through the qualitative approach, considering that the main objective was to analyze in depth the factors that influence the development of reading skills in English in high school students.

The qualitative approach, according to Iño (2018), is ideal for educational research because it facilitates understanding pedagogical phenomena from the perspective of the actors involved, in this case, teachers and students. Since this is a research that seeks to describe and analyze the identified factors without manipulating variables, a descriptive type of research was adopted, supported by three data collection techniques, such as literature review, teacher interviews, and classroom observations.

The study population consisted of 816 students and 39 teachers of the Educational unit at Chone City. However, for this research, we worked with a non-probabilistic intentional sample, which, in the words of the study, was composed of three English teachers of higher basic education, selected for their experience and availability, and two groups of eighth grade, 35 students in parallel A and 36 in parallel B, 71 students in total.

The choice of the groups is justified by considering the eighth grade as an important level for the development of reading skills in English, since it is the transition level from elementary to high school.

Pertaining to the methods used, first, a literature review was conducted in academic databases to identify the factors that affect reading in English. Subsequently, semi-structured interviews were conducted using the Zoom platform with the three selected teachers in different sections to gather their perceptions on the most relevant factors affecting reading comprehension in their students. Finally, class observations focused on reading activities were carried out, using an observation guide to record classroom interactions in order to support the factors identified in the literature review.

Results

Results of the interviews

The results of the interviews, conducted with three English teachers from an educational unit, gathered relevant opinions about the internal and external factors that affect the development of reading comprehension in high school students. The teachers' responses provided data from the practice of English language pedagogy in the classroom.

Emotional Factors

The teachers interviewed expressed that emotions are determinant in the student's disposition toward activities that integrate reading in both English and Spanish. Educators believe that a student's daily mood and self-perception influence his or her performance. For example, one teacher stated that students facing complex personal situations tend to disengage from activities, even when they have mastered the content.

Besides, it was mentioned that emotional reinforcement from the classroom, such as praise and words of encouragement, can reverse negative attitudes towards reading in English, since for many students reading a text in a language other than their mother tongue is a tedious and complicated activity, and many students tend to become frustrated and therefore blocked when analyzing or reading a paragraph.

Linguistic Factors

Addressing the linguistic component, the interviews noted that numerous students have a strong dependence on Spanish when confronted with English texts, both to translate words and to organize ideas. Teachers believe that the development of reading comprehension is hindered by the lack of independent reading outside the classroom.

Moreover, one of them pointed out that “students are not in the habit of reading in either English or Spanish”, a fact that represents a double barrier ranging from the idiomatic to the cognitive, since they not only face the language, but also a low exposure to reading as a regular practice.

Pedagogical Factors

The teachers interviewed stated that a teacher’s pedagogical methodology influences the degree of students’ reading comprehension, but they also mentioned the importance of teacher flexibility when planning a class that integrates reading. On the other hand, teachers affirmed that adjusting strategies according to the type of group, their mood, and their interest in the content is essential to generate a better reading experience.

In his sense, two of the interviewees emphasized that when working with texts that have a connection with the students’ daily lives, they are more willing to participate and understand the content, since the vocabulary and information in the text is more attractive to them.

Socio-Educational Factors

Teachers emphasized that various students do not have a family environment that promotes reading or learning English. From their experience as teachers, they pointed out that the lack of accompaniment at home generates a gap between what is taught in the classroom and what students can reinforce outside the classroom.

Educators reported that institutional conditions, such as the number of students per classroom or the time assigned to the subject, do not always favor differentiated attention. One of the teachers reflected that “the student’s context greatly influences his or her progress; there are children with great potential, but without support or resources.

Results

Results of classroom observations

The results of the classroom observations were categorized into two parts, internal factors, and external factors, which were subdivided into dimensions.

Table 1

Internal Factors

Dimensions	Main findings
Emocionals	-Motivation varies; motivated students participate more and understand better. -Anxiety and fear limit participation and affect performance. -Insecurity decreases self-esteem and willingness to read.
Linguistics	-Students with a large vocabulary infer better. -It was evidenced that students who have difficulties with grammar and vocabulary face problems interpreting and reading fluently, they could not finish autonomously the activities proposed by the teacher. -Some students depend on mental translation, making it difficult to understand the texts provided by the teacher.

Note: own elaboration.

Table 1 presents the results related to the internal factors that influence reading comprehension in eighth-grade students. The factors are grouped into two areas: emotional and linguistic. When it comes to emotional aspects, it was identified that motivation drives learners' participation and improves reading comprehension; on the other hand, it was found that the presence of anxiety, fear, and insecurity makes it difficult for students to engage in reading activities.

Regarding linguistic aspects, it was observed that students who master vocabulary and grammatical structures better understand texts as paragraphs in English, unlike those with limitations in these aspects, since they have greater difficulty interpreting what they read and completing tasks independently. The researchers also noted that students who rely on mental translation have difficulty completing activities quickly.

Tabla 2

External factors

Dimensions	Main findings
Pedagogical	-The teacher used techniques such as guiding questions, highlighting, and visual aids to increase student participation and comprehension. -The texts used by the teacher were adequate to maintain student interest. -The educator did not use technological resources to strengthen student comprehension, despite having a screen.
Socio-educational	The overall classroom atmosphere was perceived as positive; however, on occasion, students engaged in conversation, which diminished their attention span during reading comprehension activities.

The teacher's rapport with students is exceptionally good, which contributes to student participation in the activities.

Note: own elaboration.

Table 2 presents the results of the observations regarding external factors that influence reading comprehension, focusing on pedagogical and socio-educational aspects. In the pedagogical dimension, it was observed that the teacher applied effective strategies such as the use of questions, highlighting, and visual aids, which engaged the students in class.

It was also noted that the teacher appropriately selected the text topics, as the students seemed to enjoy them, given that they covered personal information about a famous player and a rock band. On the other hand, the use of technological tools was underutilized, despite having available resources such as a screen and internet access, which would have made reading a more interactive and meaningful process.

When it comes to the socio-educational aspect, the classroom environment was mostly favorable, with good relationships among both peers and the teacher, which undoubtedly contributed to building trust. However, at certain times, distractions were detected due to conversations between classmates, factors that affected concentration and the full development of reading activities.

Discussion

The qualitative analysis developed from teacher interviews and student observations showed how internal and external factors shape the reading experience of upper elementary students. Far from being isolated elements, these factors operate interdependently, revealing patterns and tensions that determine the pace and quality of the reading process in English.

In terms of emotional factors, researchers show that reading comprehension cannot be addressed through technical proficiency alone. Students' emotional disposition-their level of motivation, self-confidence, and self-esteem been shown to be a critical component that determines their ability to interact with English texts.

Lopez et al. (2023) and Moreno et al. (2025) claim that emotional factors such as motivation, self-esteem, and attitude influence students' willingness to interact with texts in a foreign language. Delgadillo et al. (2023) indicate that emotions manifest themselves in specific classroom contexts, such as reading aloud or social interaction, influencing the quality of learning. In this sense, the role of the teacher as a motivating agent is important to mitigate the emotional barriers that limit access to reading.

Conversely, limitations in grammar and vocabulary prevent students from comprehending texts effectively and autonomously. In the classes, it was observed that students with poor linguistic knowledge rely on word-for-word translation, which interferes with reading fluency. Zheng et al. (2023) argue that grammatical knowledge is essential for interpreting complex syntactic structures.

Similarly, Figueroa and Gallego (2021) add that the importance of vocabulary mastery is a basis for effective comprehension reading. In this sense, the linguistic component as a factor involved in learning conditions text decoding and the ability to interpret and construct meaning to carry out a reading activity.

The implementation of didactic strategies such as the use of guiding questions, selective underlining techniques and complementary visual resources demonstrate the relevance of pedagogical factors in the development of reading comprehension: on the one hand, they enhance textual comprehension skills by directing attention to content elements; on the other hand, they function as catalysts for student participation by creating scaffolds that encourage students to interact with the written material.

Nonetheless, a missed opportunity was also detected: the teacher did not use the technological resources available in the classroom that could have enriched the reading experience. In the interviews, teachers highlighted the need to adapt methodologies according to the group and link texts to meaningful contexts for students.

Pamplona et al. (2019) report that pedagogical factors comprise the adequate selection of strategies, materials, and texts, and that their correct application notably improves the teaching-learning process. Ordóñez (2021) sustains a similar perspective by saying that the use of texts appropriate to the level and interests of the student is important to achieve greater involvement in reading.

To sum up, socio-educational factors had an impact on reading comprehension. Teachers pointed out that the lack of family support hinders the consolidation of learning, while distractions and group size limit personalized attention. Noguera (2018), posits that elements such as family environment, available resources, and school infrastructure directly influence academic performance. In contrast, Cerezo and Rivadeneira (2022) suggest that access to adequate technological resources strengthens reading comprehension by promoting the interaction of written content with the teacher's explanation.

Conclusions

The main factors that influence the development of reading skills in students are internal and external. Among the internal factors are a) emotional, where motivation and anxiety stand out, and b) linguistic, focused on vocabulary mastery. As for external factors, c) pedagogical, such as the methodology employed by the teacher and the use of didactic resources, as well as d) socio-educational, which include the family environment and the quality of the relationship between students and the teacher.

The relevance of factors involved in reading comprehension lies in their direct influence on students' performance in the activities that make up reading. Therefore, adequate attention to these factors improves reading comprehension, increases class participation, and fosters a cheerful outlook towards learning English as a foreign language.

To conclude, it is determined that both internal and external factors affect the reading comprehension process because they condition the way in which students face texts, process information, and apply reading strategies. Consequently, a pedagogical intervention that the factors identified in this research can enhance the development of reading skills in the English language.

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