

## English pre-reading strategies for children: Preparing minds to develop reading comprehension, a literature review

### *Estrategias de prelectura en inglés para niños: Preparar la mente para desarrollar la comprensión lectora, una revisión de literatura*

<sup>1</sup>Evelyn Johanna Guanoluísa Flores

<sup>2</sup>Mayra Alejandra Moreno Genoves

<sup>1</sup>Autor de correspondencia: [evejohan16@gmail.com](mailto:evejohan16@gmail.com)

<sup>1</sup>Universidad Tecnológica Indoamérica,  
Ecuador.

[evejohan16@gmail.com](mailto:evejohan16@gmail.com)

<https://orcid.org/0009-0005-4019-7295>

<sup>2</sup>Universidad Tecnológica Indoamérica,  
Ecuador.

[teachermay.1@hotmail.com](mailto:teachermay.1@hotmail.com)

<https://orcid.org/0000-0002-8645-1296>

#### Datos del artículo:

Recibido: marzo 22, 2026

Aceptado: abril 15, 2026

Publicación: julio 08, 2026

#### Keywords:

learning, pre-reading strategies,  
reading comprehension, education.

#### Palabras clave:

aprendizaje, comprensión lectora,  
educación, enseñanza de inglés como  
lengua extranjera, estrategias de pre  
lectura.

#### DOI:

<https://doi.org/10.53877/dztqhj72>

*Este artículo está bajo la licencia*



#### Abstract

The purpose of this article is to analyze research on the use of pre-reading strategies to improve reading comprehension in the teaching of English as a foreign language. For this purpose, a literature review was conducted based on academic sources obtained from databases such as Scopus, Scielo, and Google Scholar. Studies related to strategies such as brainstorming, KWL, prediction, prior vocabulary instruction, anticipation guides, graphic organizers, visual aids, and think-pair-share were considered. The results show that pre-reading strategies play a fundamental role in activating prior knowledge, increasing motivation, and improving text comprehension. Furthermore, it was found that their application promotes active student participation and contributes to the development of skills such as critical thinking and autonomy in learning. In conclusion, the implementation of pre-reading strategies in the classroom is key to improving reading comprehension among students learning English as a foreign language. Furthermore, the study highlights the need for teachers to incorporate these strategies in a planned and context-specific manner, as well as the importance of conducting future research that explores their application in specific educational settings.

#### Resumen

El objetivo de este artículo es analizar la investigación sobre el uso de estrategias previas a la lectura para mejorar la comprensión lectora en la enseñanza del inglés como lengua extranjera. Para ello, se llevó a cabo una revisión bibliográfica basada en fuentes académicas obtenidas de bases de datos como Scopus, Scielo y Google Scholar. Se tuvieron en cuenta estudios relacionados con estrategias como la lluvia de ideas, el método KWL, la predicción, la enseñanza previa de vocabulario, las guías de anticipación, los organizadores gráficos, las ayudas visuales y el método "pensar-emparejar-compartir". Los resultados muestran que las estrategias de prelectura desempeñan un papel fundamental en la activación de los conocimientos previos, el aumento de la motivación y la mejora de la comprensión del texto. Además, se constató que su aplicación promueve la participación activa de los estudiantes y contribuye al desarrollo de habilidades como el pensamiento crítico y la autonomía en el aprendizaje. En conclusión, la implementación de estrategias de prelectura en el aula es clave para mejorar la comprensión lectora entre los estudiantes que

aprenden inglés como lengua extranjera. Además, el estudio destaca la necesidad de que los profesores incorporen estas estrategias de manera planificada y específica para cada contexto, así como la importancia de llevar a cabo futuras investigaciones que exploren su aplicación en entornos educativos específicos.

**Forma sugerida de citar (APA):**

Guanoluisa Flores, E. J. y Moreno Genoves, M. A. (2026). English pre-reading strategies for children: Preparing minds to develop reading comprehension, a literature review. *RICEd: Revista de Investigación en Ciencias de la Educación*. 4(8), 21-32. <https://doi.org/10.53877/dztqhj72>

## INTRODUCTION

Nowadays, the use of reading strategies in English classes has become very important in education, especially in the teaching of English as a foreign language. In this context, it is important not only what happens during reading, but also what happens before it. It is specifically in this preliminary stage that students have the opportunity to activate their prior knowledge, spark their interest, and mentally prepare themselves to better understand the text. As a result, the reading process becomes less of a mechanical activity and more of a meaningful experience.

In this context, Moreillon (2005) notes that pre-reading strategies act as a bridge between what the reader already knows and the new information they are about to acquire. In other words, they allow students to approach the text not from scratch, but with a framework that facilitates the construction of meaning. This is specially important in elementary education, since at this stage students are still developing their reading skills and require more pedagogical support. Therefore, the application of these strategies not only improves comprehension but also encourages active student participation in the learning process.

On the other hand, in the Ecuadorian context, the English language has been incorporated as part of the mandatory curriculum from the earliest educational levels, with the aim of strengthening students' communication skills. However, despite these efforts, reading comprehension remains one of the main challenges within the teaching-learning process. According to the Ministry of Education (2016), many students demonstrate low levels of comprehension, especially when strategies that would allow them to establish a prior connection with the text are not applied. Therefore, there is a clear necessity to implement methodologies that address these challenges and promote more effective learning.

Furthermore, it is important to recognize that reading is not only an academic skill but also a fundamental competency for students' comprehensive development. Through reading, students not only acquire information but also develop skills in analysis, interpretation, and critical thinking. For this reason, strengthening reading comprehension from an early age is key to their academic performance across different areas of knowledge. As a result, pre-reading strategies are presented as a teaching alternative that can make a significant contribution to this goal.

Regarding previous research, several authors have demonstrated the effectiveness of pre-reading strategies in the development of reading comprehension. For example, Hudson (2007) argues that activities such as prediction allow students to anticipate the text's content, which facilitates their comprehension while reading. In the same way, strategies such as brainstorming and image analysis help activate prior knowledge and generate expectations about the text. These techniques are especially useful for students of English as a foreign

language, who depend heavily on context to understand texts in a language other than their native one.

Likewise, other studies have highlighted that when students understand the purpose of the reading before beginning it, their level of motivation increases significantly. This is why Grabe and Stoller (2019) note that students who are actively involved in the pre-reading phase tend to achieve better results in text comprehension. In other words, this is not just about reading, but about preparing students so that their reading is meaningful and has a clear purpose.

Finally, the relevance of this study lies in the fact that it addresses a specific problem within Ecuadorian classrooms: the limited use of pre-reading strategies that involve students actively in the reading process. Although there are several methodological proposals, in many cases those are not applied systematically in the classroom. For this reason, it is necessary to analyze recent research to identify effective strategies that can be adapted to similar educational contexts.

Therefore, the purpose of this article is to analyze recent research on reading strategies used to improve reading comprehension in educational settings, with an emphasis on the use of pre-reading strategies in the teaching of English as a foreign language. In this way, the article aims to provide relevant information that teachers can use to improve their teaching practices and, at the same time, promote the development of reading comprehension among students.

### **Pre-reading strategies**

Reading strategies are divided into three types: those applied before, during, and after reading. Pre-reading strategies are activities that readers perform before reading to prepare for comprehension and acquire prior knowledge, thus facilitating improved overall understanding. These strategies include activities such as asking questions, formulating hypotheses, and motivating oneself to read. Pre-reading helps readers concentrate and connect new information with what they already know, making the reading more understandable (Solé, 1998).

Pre-reading is the preparation a reader undertakes before beginning to read a text. Pre-reading allows the reader to have more detailed information, which facilitates comprehension. Pre-reading strategies are the activities performed before reading, preparing the mind and facilitating understanding (Cassany, 2006).

According to Luque and López (2013), the primary purpose of pre-reading is to facilitate exploratory and selective reading, which allows the reader to activate prior knowledge and gain a clearer understanding of the content they are about to read, thus facilitating a connection between what they know and the new material. The purpose of pre-reading in the reading process is to connect with previously acquired knowledge, help define whether the reading is considered recreational, practical, or informational, and simultaneously prepare the reader for detailed and efficient reading. The purpose of pre-reading is to activate prior knowledge, make interest, and obtain an overview of the text to prepare for in-depth reading, facilitating future comprehension.

The importance of instructional design lies in creating effective, efficient, and meaningful learning experiences, ensuring that content aligns with the learner's goals, taking into account their needs and characteristics. Instructional design optimizes information retention, increases motivation, saves time, and facilitates adaptation. Pre-reading strategies are crucial in instructional design because they prepare the student for the reading process by

activating prior knowledge, establishing a clear purpose, and motivating the reader. This also improves knowledge retention and transfer (Broderick, 2001).

### **Theoretical foundations**

Schema theory states that the mind uses schemas, also called mental frameworks, to organize, clarify, and recall information. These schemas act as shortcuts to past experiences, facilitating learning, perception, and memory. Schemas are information frameworks that allow for the assimilation, adjustment, or restructuring of information. Schema theory tells us that memory and understanding are not perfect records, but rather are reconstructed through mental frameworks or schemas, built from prior knowledge and experiences, which allow to interpret and understand new information (Bartlett, 1932).

Constructivism is a learning theory that maintains that knowledge is not passively received, but rather constructed by the individual through the interpretation of experience and interaction with the world. Constructivism recognizes the importance of questioning students' existing mental models in order to improve their understanding and performance. The constructivist approach to teaching and learning suggests that students develop various types of skills, most notably metacognitive, cognitive, and socio-affective skills, thus enabling them to prepare for global challenges through inquiry, action, and reflection (Coll, 1990).

Activating prior knowledge is an educational strategy that connects new information with the learner's existing knowledge. It utilizes prior knowledge and experiences to develop comprehension and improve retention, thus making learning more meaningful. Activation of prior knowledge facilitates the understanding and organization of new information, motivates students to engage with what they already know, and enhances comprehension. Furthermore, it is a cognitive process in which the learner retrieves long-term information to support new learning. This technique is based on schema theory and constructivism, allowing for the acquisition of new concepts while simultaneously making the most meaningful information easier to retain. (Asadovay, 2018).

Interactive reading models suggest that reading is a dynamic interaction between the reader's prior knowledge and the characteristics of the text, using phonetics as the primary context for comprehension. These models are considered a modern approach that views reading as a simultaneous interaction among sounds and words, as well as a cognitive process where the reader activates their prior knowledge (Bustos et al., 2017).

### **Types of pre-reading strategies**

There are various types of pre-reading strategies, including brainstorming, KWL charts, prediction activities (based on titles, images, and text features), vocabulary pre-teaching, anticipation guides, graphic organizers, visual aids (such as images, videos, and realia), discussion questions, and think-pair-share before reading.

Brainstorming is a technique in which a group of people try to find a solution to a specific type of problem by collecting spontaneous ideas from each of the group members, without initial criticism, but rather with creative ideas about a problem (Osborn, 1953). Also, Pincay (2018), argues that brainstorming is a group technique focused on generating diverse ideas for solving a problem, in addition to considering it as a tool to stimulate creative thinking.

It is a graphic organizer that helps in the learning process for both educators and learners, allowing them to better organize knowledge before, during, and after a topic is addressed. It is presented as a teaching model to develop active reading of text, and is also

considered a strategy to involve students in reading and learning, allowing them to connect with the text and with comprehension. This strategy guides students through three key steps: K(know) allows learners to brainstorm with prior knowledge about a topic, W (want to know) learners ask questions or define learning objectives, and finally L(learned) students summarize the new knowledge acquired (Ogle, 1986). Alsalhi (2020), suggests that KWL charts improve students' memory retention, aid in their analytical thinking, and promote student independence, allowing them to connect with collaborative learning theories.

Vocabulary pre-teaching is a pedagogical strategy in which key words and concepts are introduced before a main lesson. In this lesson, students interact with a specific text or task, allowing them to better understand and improve their academic language skills. The main objective is to facilitate reading comprehension and reduce unfamiliar terms (Justice, 2014).

An anticipation guide is a pre-reading strategy that presents key themes of a text, motivating learners to agree or disagree with them before reading, thus generating curiosity and allowing them to establish a purpose. Anticipation guides are teaching strategies that activate prior knowledge to generate predictions about a topic, allowing students to have a clearer focus and better comprehension. They also allow for the formulation of hypotheses through the use of titles, images, or prior knowledge to increase interest in what they are about to read. (Chacón, et al., 2022)

Graphic organizers are visual representations that facilitate the understanding, organization, and memorization of concepts by allowing the association of ideas, words, and pictures, thus activating skills such as critical thinking, classification, and comparison. Graphic organizers help structure information by focusing on the most important aspects, and they also allow ideas to be connected hierarchically or sequentially (Diaz et al., 2010).

Visual aids are considered teaching materials or tools that allow us to present information using images, graphics, and diagrams, thus facilitating comprehension, learning, and retention. Visual aids are beneficial and essential in education to promote and facilitate learning. They are generally helpful for all learners; however, they are especially helpful for visual learners or students with language difficulties (Frascara, 2006).

According to Lyman (1981), said that TPS is a pre-reading learning strategy designed to activate prior knowledge and prepare students for reading. This strategy allows students to complete key steps before beginning to read, such as thinking individually about the topic, pairing up to discuss ideas, and finally sharing their reflections with the entire class. This process fosters student participation and comprehension for future reading. In conclusion, TPS is a collaborative learning routine that transforms passive readers into active readers, promoting critical thinking and communication among readers.

### **Benefits of Pre-Reading Strategies**

According to Solé (1998), pre-reading strategies have as their key factor to encourage reading among students, valuing their prior knowledge in order to improve the understanding of key vocabulary terms, as well as fostering greater participation and critical thinking. There are some benefits to pre-reading strategies, such as: motivation and participation, activation of prior knowledge, greater accessibility to the text, and improved vocabulary recognition. Motivation and participation are fostered through activities such as title analysis or debates on topics that might spark interest in reading, allowing students to become involved in the process and making it more dynamic. On the other hand, activating prior knowledge connects new information with what was previously known, thus creating stronger memory pathways and at the same time helping learners understand complex ideas, improving their retention.

Furthermore, increased text accessibility allows students to familiarize themselves with difficult vocabulary and concepts before they begin reading, thus making them feel better prepared and facilitating comprehension. Finally, improved vocabulary recognition introduces key terms through discussions or word games before the reading begins, helping students recognize and understand new vocabulary more easily.

### **Pre-Reading in EFL/ESL Contexts**

Pre-reading is important for learners of English as a foreign language because it activates prior knowledge, generates motivation, and introduces new vocabulary, making the content more accessible and understandable by connecting it to new information. Pre-reading is fundamental in English as a foreign language (EFL/ESL) because it reduces linguistic barriers, activates prior knowledge and vocabulary, and bridges cultural gaps by anticipating cultural contexts, thus establishing greater comprehension for learners. In conclusion, pre-reading in English is important because it activates schemas, fosters motivation and purpose, allows familiarization with new vocabulary and content, improves concentration, prepares the mind for new ideas, overcomes linguistic barriers, and enables more efficient reading comprehension (Padrón, 2001).

### **Empirical Studies on Pre-Reading Strategies**

Reading comprehension, by promoting the activation of prior knowledge, along with the observation of elements such as titles and illustrations, helps improve student performance, especially for students with reading difficulties. This strategy, through anticipation and inference, helps consolidate learning in all academic and curricular aspects. Furthermore, these strategies demonstrate their effectiveness in L1/L2 contexts, showing positive impacts on vocabulary skills, fluency, and content comprehension (Osei, 2014).

### **Reading comprehension**

Reading comprehension is the ability to understand and process written texts, grasp their meaning, and integrate them with prior knowledge. It also involves understanding new vocabulary and the message the author intends to convey through critical thinking. Furthermore, reading comprehension allows us to interpret and construct meaning from a text. Techniques that aid reading comprehension include summarizing, outlining, and identifying main ideas. Key aspects of reading comprehension include pronunciation and word recognition, linguistic comprehension (understanding the meaning of words, sentences, and grammar), and active participation, which is critical thinking (Solé, 2012).

According to Diaz, et al. (2002), there are several components to reading comprehension, but the most important are: decoding, which allows us to recognize words; fluency, which involves reading with rhythm, pauses, and prose; vocabulary, which allows us to know the meaning of words; prior knowledge, which is what the reader already knows; and finally, text structure, where we can organize ideas. Furthermore, quality reading comprehension involves cognitive skills such as attention, memory, analysis, and synthesis.

Meaning-making processes are the emotional ways in which people interpret their experiences, actively constructing understanding and personal meaning by drawing on existing knowledge and beliefs. These processes contribute to learning, overcoming trauma, and developing a stable sense of identity. Eventually, meaning-making actively contributes to

the meaning of one's writing through linguistic processes, personal experiences, cultural contexts, and interactions with readers (Beshaun, 2002).

Literal, inferential, and critical comprehension are considered progressive levels of textual comparison. Literal comprehension involves understanding explicit facts, that is, the characters and events presented in the text; inferential comprehension involves understanding implicit meanings by connecting clues, character motivations, and previously acquired knowledge; and finally, critical or evaluative comprehension involves judging the text by assessing the message the author intends to convey. All three types of comprehension are crucial for deep understanding, as they range from the simplest form, memorization, to the evaluation of the text (Cassany, 2006).

Vocabulary, syntax, and discourse comprehension are considered the fundamental components of language. Vocabulary is the set of words and their meanings that a person knows; vocabulary can include words such as nouns, verbs, adjectives, and adverbs. Syntax is the structure of sentences, which creates logical meaning by analyzing word order and grammatical correctness. Discourse comprehension is the understanding of language in context, that is, conversations that go beyond the sentence itself. Finally, it can be said that effective communication requires all three components: vocabulary, syntax, and discourse comprehension, which allows for the interpretation of the message conveyed by the context (Saussure, 1916).

### **Theoretical perspectives**

The bottom-up theory states that reading is a sequential process, progressing from the smallest units, such as letters and sounds, to more complex units, such as words, sentences, and meaning. It is also considered an approach that enables learners to recognize the alphabet, phonetics, and decoding in order to understand complex texts (Gregory, 1966).

Top-down theory, also known as the whole language approach, suggests that reading comprehension begins with using prior knowledge and the reader's expectations to understand the overall meaning of the text, rather than focusing on individual words or letters. Top-down theory utilizes skills such as prediction, and in many cases, involves omitting unfamiliar words to grasp the main idea (Gregory, 1966).

An interactive model is considered an approach to reading comprehension, focusing on the dynamic interaction between the reader and the text. In this approach, the reader uses prior knowledge, constructs meaning, makes predictions, and employs cognitive and affective strategies to achieve a deep and meaningful reading experience. This approach fosters deeper understanding through a combination of top-down and bottom-up learning, resulting in active learner participation (Solé, 1999).

Metacognitive theory involves reflecting on one's own thinking during reading, allowing readers to actively monitor and control their comprehension through techniques such as planning, questioning, summarizing, evaluating, and adjusting strategies. In metacognitive theory, the reader is solely responsible for controlling their own understanding; this theory involves planning, monitoring, and evaluating one's own learning and problem-solving processes (Flavell, 1979).

### **Factors influencing reading comprehension**

Factors that influence reading comprehension include various aspects such as vocabulary knowledge, prior knowledge, cognitive skills, motivation, reading fluency, and text difficulty.

All of these factors contribute to and facilitate the comprehension and understanding of the text (Vásquez, 2022).

Vocabulary knowledge plays a fundamental role in reading comprehension, as it allows readers to understand the text from word formation to sentence structure, enabling them to grasp the message the text intends to convey. However, for vocabulary knowledge to be effective, it must be combined with fluency, motivation, cognitive strategies, and other factors (Vásquez, 2022).

Background knowledge is a crucial foundation for reading comprehension, facilitating a deeper understanding. The more a reader knows about the topic they are about to read, the easier it will be to engage with the text. This allows them to connect new ideas with what they already know, grasp the intended meaning more easily, and facilitates the process of recalling information (Vásquez, 2022).

Like other factors, motivation plays a crucial role in reading comprehension, increasing concentration, engagement, interest, and curiosity about the text. Furthermore, it encourages readers to read more and with greater interest, fosters effort and the use of comprehension strategies, and creates an engaging and appealing environment for them. In conclusion, motivation influences reading comprehension because when you are motivated, you have greater concentration, and if you are motivated, you want to read more, in addition to expanding your vocabulary and increasing your knowledge (Vásquez, 2022).

Cognitive skills are considered key elements for reading comprehension, including attention and memory, which are necessary to retain information and link it to previously acquired knowledge; phonological awareness, responsible for recognizing sounds and word formation; vocabulary and grammar, responsible for knowledge of words and structures; and finally, critical thinking, thanks to which it is possible to connect ideas, use prior knowledge, and solve problems (Vásquez, 2022).

Reading fluency is a key pillar in text comprehension, as it allows for interpretation and aids in understanding language. Fluency includes elements such as speed, correct pronunciation, and intonation, thus facilitating the connection of ideas and the processing of meaning (Vásquez, 2022).

Reading involves three stages for comprehension: pre-reading, while reading, and post-reading. These are considered the main phases for deep understanding. Pre-reading prepares the brain and generates interest in the text. This begins with observing the title, subtitles, any images, and the author. This activity also activates prior knowledge – the reader's existing understanding of the topic. The second phase, while reading, focuses on understanding the text and extracting its meaning. This involves identifying main and supporting ideas, analyzing the author's message, and taking notes or underlining key points. Finally, the last phase is post-reading. In this phase, comprehension is evaluated, and knowledge is consolidated; that is, a summary or a concept map is made, the topic is discussed, and opinions are shared with other readers, and what has been read is critically reflected upon (Solé, 1998).

### **Reading Comprehension in EFL/ESL Learners**

Students of English as a Foreign Language (EFL) and English as a Second Language (ESL) often face common challenges, including difficulties with reading comprehension due to limited vocabulary, often poor grammar, excessive translation of grammatical structures, and a general lack of understanding. Other challenges include a lack of prior knowledge, a lack of motivation to read, and difficulty distinguishing between main and supporting ideas, all of which hinder reading comprehension. Linguistic challenges also arise, such as a high number

of unfamiliar words, word order, and grammatical structures that impede comprehension, mispronunciations that disrupt fluency (especially when reading aloud), and the need to translate vocabulary word for word into the source language, which hinders natural understanding and alters the intended meaning and message (Cassany, 2006).

Students of English as a foreign language (EFL/ESL) have problems in reading comprehension due to interlanguage, such as limited vocabulary, difficult grammar to understand, lack of knowledge related to the topic at hand, and insufficient reading strategies, thus forcing readers to depend on their native language or, in turn, develop an interlanguage to better understand the text, hindering the construction of meaning (Cassany, 2006).

### **Measuring reading comprehension**

Reading comprehension assessment utilizes various tests and evaluation tools, such as multiple-choice tests, fill-in-the-blank exercises, and memorization exercises. These allow for the analysis and verification of the reader's understanding, including identifying the main idea and vocabulary meanings. Formative methods such as summarizing and matching definitions with words are also employed. Furthermore, reading comprehension assessment utilizes standardized tests, diagnostic instruments, and qualitative tools like self-assessment and open-ended tests to evaluate critical analysis and literal comprehension. The goal is to provide personalized instruction and identify and address learning difficulties (Mermelstein, 2022).

Rubrics for measuring and analyzing reading comprehension are tools that evaluate readers' skills and their understanding of the text they have read. These rubrics identify main ideas, comprehension of new vocabulary, reading fluency, and critical analysis. Rubrics are typically classified into levels such as excellent, good, fair, and unsatisfactory to measure and evaluate the extent of comprehension. Furthermore, these rubrics divide the reading into sections to analyze aspects ranging from literal to critical (Mermelstein, 2022).

### **METHODOLOGY**

First, this study was based on a literature review, with the purpose of analyzing different theoretical contributions and studies related to pre-reading strategies, the teaching of English as a foreign language (EFL), and reading comprehension.

Moreover, to collect information, academic databases such as Scopus, Scielo, and Google Scholar, were used, as they provide access to reliable research in the field of education.

Furthermore, the search was conducted using keywords such as "pre-reading strategies," "EFL teaching," "reading comprehension," "education," and "learning," which allowed for the identification of relevant information related to the study topic.

Additionally, in terms of selection criteria, peer-reviewed articles were considered, as well as books and theses related to education and language learning. Both classic and current sources were also taken into account in order to have a more complete theoretical foundation. Articles that were not directly related to the topic were excluded.

In total, 24 bibliographic sources were analyzed, which contributed to the theoretical foundation of this study.

### **DISCUSSION**

A review of the literature reveals that there is a wide variety of pre-reading strategies used in educational settings, particularly in the teaching of English as a foreign language. Among the

most common are brainstorming, graphic organizers such as the KWL chart, prediction, vocabulary previewing, anticipation guides, the use of visual aids, and collaborative strategies such as think-pair-share. Although each has specific characteristics, they all share a common goal: to activate students' prior knowledge and facilitate text comprehension.

First, strategies such as brainstorming and the KWL model show similarities in their focus on activating prior knowledge. Osborn (1953) and Pincay (2018) highlight that brainstorming promotes the free and creative generation of ideas, which allows students to actively engage from the start. On the other hand, Ogle (1986) argues that KWL not only activates prior knowledge but also guides learning through clear objectives and subsequent reflection. This means both strategies encourage student participation, although KWL has a more organized structure that makes it easier to track the learning process.

On the other hand, strategies like prediction, anticipation guides, and the use of visual aids all emphasize setting expectations before reading. Chacón et al. (2022) note that anticipation guides allow students to formulate hypotheses and establish a reading purpose, while Frascara (2006) highlights the importance of visual resources in facilitating comprehension and retention of information. Likewise, these strategies help contextualize the content, which is particularly beneficial for students of English as a foreign language, who are heavily dependent on visual and contextual cues.

Furthermore, prior vocabulary instruction and the use of graphic organizers focus more directly on content comprehension. Justice (2014) indicates that introducing key vocabulary before reading reduces the difficulty of the text and improves comprehension, while Díaz et al. (2010) highlight that graphic organizers allow students to structure information and establish relationships between concepts. These two strategies, although different in their application, help students process information in a clearer and more organized manner.

Regarding collaborative strategies, think-pair-share represents an approach that integrates social interaction into the pre-reading process. According to Lyman (1981), this strategy allows students to reflect individually, share ideas in pairs, and finally participate in group discussions. This not only enhances comprehension but also promotes communication skills and critical thinking, key elements in language learning.

The majority of studies agree that pre-reading strategies have a positive impact on reading comprehension, motivation, and student engagement. Furthermore, there is a preference for strategies that combine the activation of prior knowledge with interaction and visual support, which addresses the needs of foreign language learners. There is also a tendency towards the use of active methodologies that make the student a more dynamic participant in the learning process.

However, despite these contributions, some gaps in the research have also been identified. First, there are only a limited number of studies that focus specifically on primary education contexts in countries such as Ecuador, which makes it difficult to generalize the findings. Furthermore, while many studies analyze the impact of individual strategies, fewer explore the combination of various pre-reading strategies within the same educational context. Finally, there is a need for research that evaluates the practical application of these strategies in the classroom, taking into account the realities and limitations of teachers.

Therefore, it is essential to continue researching the use of pre-reading strategies in real teaching contexts to strengthen reading comprehension and improve teaching practices. In this way, it will contribute not only to students' academic development but also to the construction of more meaningful and lasting learning.

## CONCLUSIONS

After reviewing the literature, it was found that pre-reading strategies have a positive impact on the development of reading comprehension among students learning English as a foreign language. Some of the main findings highlight those strategies such as brainstorming, the KWL model, prediction, prior vocabulary instruction, anticipation guides, graphic organizers, visual aids, and think-pair-share help activate prior knowledge, increase motivation, and facilitate text comprehension. Furthermore, it was evident that students who participate in pre-reading activities are able to interact more actively and meaningfully with the content.

Therefore, the importance of pre-reading strategies lies in the fact that they not only prepare students before engaging with the text but also promote more dynamic and participatory learning. These strategies transform reading from a passive activity into a process in which students construct meaning based on their prior experiences. Consequently, their application is particularly relevant in contexts of teaching English as a foreign language, where students require greater support to understand texts in a language other than their native tongue.

Regarding recommendations for teachers, it is suggested that pre-reading strategies should be incorporated in a planned and consistent manner into English classes, adapting them to the students' age, level, and context. Likewise, it is important to combine different strategies to achieve better results, as well as to use visual resources and collaborative activities that encourage participation. Similarly, it is recommended that teachers create opportunities for students to express their ideas, make predictions, and connect the content to their prior knowledge.

Finally, regarding future research, it is considered necessary to conduct studies analyzing the application of these strategies in specific contexts, particularly in elementary education and within Ecuadorian educational settings. It is also suggested to investigate the impact of combining various pre-reading strategies on reading comprehension, as well as to explore their implementation in real classroom situations. In this way, existing knowledge can be expanded and contribute to the improvement of pedagogical practices in English language teaching.

## BIBLIOGRAPHIC REFERENCES

- Asadovay, D. (2018). La activación de los conocimientos previos para lograr un aprendizaje significativo en niños de E.G.B [Thesis, Degree]. Universidad Estatal de Cuenca <https://acortar.link/wtW1Pk>
- Bartlett, F. (1932). *Remembering: A Study in Experimental and Social Psychology*. Editorial Cambridge University Press.
- Beshaun, J., Kelsey, A., Aieyat, Z., Lysakerd, H., & Kyle S. (2022) Meaning-making processes across the lifespan: An investigation of the developmental course of metacognitive capacity. *Schizophr Re*, Vol (2), (pp. 240 – 245).
- Cassany, D. (2006). *Tras las líneas. Sobre la lectura contemporánea*. Editorial Anagrama S.A.
- Coll, C. (1990). Un marco de referencia psicológico para la educación escolar: la concepción constructivista del aprendizaje y la enseñanza. *Editorial Universidad de Barcelona*, Vol (2), (pp. 435-454).
- Díaz, F., Hernández, G. & Barriga, A. (2002). *Estrategias Docentes para un Aprendizaje Significativo: Una Interpretación Constructivista*. McGraw Hill [Mexico, D.F].
- Díaz, F., Hernández, G. & Barriga, A. (2010). *Teaching Strategies for Meaningful Learning. A Constructivist Interpretation*. McGraw Hill [Mexico, D.F].

- Flavell, J. (1979). Metacognition and Cognitive Monitoring. *American Psychologist*.
- Frascara, J. (2006). *El diseño de comunicación*. Editorial Infinito [Argentina].
- Gregory, R. (1966). *Eye and Brain: The Psychology of Vision*. Ediciones Guadarrama.
- Justice, L. (2014). *Engaging Children with Print: Building Early Literacy Skills Through Quality Read-Alouds*. Guilford Publications [New York].
- Luque, A. & López, B. (2013). Pre-reading as a strategy to improve student understandings in that 2º ESO. *Revista Educación y Futuro Digital* (ISSN-e 1695-4297), 15(7), 28-46.
- Lyman, F. (1981). The Responsive Classroom Discussion: The Inclusion of All Students. In A. Anderson (Ed.), *Mainstreaming Digest* College Park: University of Maryland Press, Vol (2), (pp. 109-113).
- Mermelstein, A. (2022). Three Dynamic Methods of Assessing the Reading Comprehension of ESL/EFL Learners [Thesis, Degree] National University of Kaohsiung. <https://acortar.link/bmynzR>
- Ogle, D. (1986). K-W-L: A Teaching Model That Develops Active Reading of Expository Text. *Editorial The Reading Teacher*, Vol (39), (pp. 564-570).
- Osborn, A. (1953). *Applied Imagination: Principles and Procedures of Creative Thinking*. Editorial Charles Scribner's Sons [New York].
- Osei, A. (2014). The Use of Pre-Reading Activities in Reading Skills Achievement in Preschool Education. *European Journal of Educational Research*, Vol (5), (pp. 35-42).
- Padrón, D. (2001). Influencia de las estrategias de aprendizaje en la comprensión lectora del inglés con propósitos específicos. [Tesis, Universidad del Zulia] <https://acortar.link/Cy0W6n>
- Pincay, K. (2018). Herramientas de educación imaginativa en la generación de ideas de negocios innovadoras [Tesis, Grado] Universidad de Manabí. <https://acortar.link/WeRFFO>
- Saussure, F. (1916). *Cours de linguistique Générale*. Editorial Maison d'édition à Lausanne [Suisse].
- Solé, I. (1998). *Estrategias de lectura*. Editorial Graó [Barcelona]
- Solé, I. (1999). *Anticipación y comprensión lectora*. Editorial Académica Española.
- Solé, I. (2012). *Estrategias de lectura: Comprensión lectora*. Editorial Graó [Barcelona].
- Vásquez, A. (2022). Reading comprehension: theoretical foundations and Strategies approach to text. *Ciencia Latina Revista Científica Multidisciplinar*, Vol 6(4) 618-633. DOI: <https://acortar.link/EKpg5q>