Abstract
The purpose of this research was to determine the effect of the application of an Integrating Instructional Strategy for Reading Comprehension (EIICL), implemented in a virtual context and designed to develop comprehension text skills on social sciences and administration of second semester students of Public Accounting and Administration Bachelor’s Degree, in a Higher Education Institution. The research was conducted with a correlational design, applied to an experimental group and a control group, with before and after measurements of applying the EIICL. The results confirm that, there are significative differences between the students that made the text reading in a virtual environment with the application of EIICL, from the students that made the reading without the application of such strategy.

Keywords
Instructional Strategy, Reading Comprehension, Virtual Learning Environments.