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**Impact of the implementation of a pedagogical
strategy based on short texts for the improvement
of reading comprehension skills in English of
ninth grade students of the Tulio Enrique Tascón
Educational Institution of Guadalajara - Buga**

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Impact of the implementation of a pedagogical strategy based on short texts for the improvement of reading comprehension skills in English of ninth grade students of the Tulio Enrique Tascón Educational Institution of Guadalajara - Buga

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Abstract

This research work was conducted with the aim of testing the implementation of a pedagogical strategy based on short texts to improve the reading comprehension level of tenth grade students. For carrying this out an action research type was selected and the researcher applied diagnostically a validated test to measure the reading comprehension level of the mentioned population then a pedagogical strategy involving short texts in English was given through a nine-intervention period and also a semi structured interview was conducted to know the final perceptions of the students before the whole research process. The final results were quite satisfactory despite the fact their initial level was fairly low when comprehending a short text. To conclude it is important to say that to get some better levels of understanding the main ideas in a short text is necessary to keep on practicing and rely on the themes teenagers like to search for or read.

Key words: Reading comprehension, short texts, pedagogical strategy

Resumen

Este trabajo de investigación se realizó con el objetivo de comprobar la aplicación de una estrategia pedagógica basada en textos cortos para mejorar el nivel de comprensión lectora en estudiantes de noveno grado de la institución educativa “Tulio Enrique Tascón de Guadalajara de Buga “. Para llevarlo a cabo se seleccionó un tipo de investigación acción y el investigador aplicó diagnóstica mente una prueba validada para medir el nivel de comprensión lectora de la población mencionada luego se dio una estrategia pedagógica que involucra textos cortos en inglés a través de un periodo de nueve intervenciones y además se realizó una entrevista semiestructurada para conocer las percepciones finales de los estudiantes antes de todo el proceso de investigación. Los resultados finales fueron bastante satisfactorios a pesar de que su nivel inicial era bastante bajo a la hora de comprender un texto corto. Para concluir es importante decir que para conseguir-mejores niveles en la comprensión de las ideas principales de un texto corto es necesario seguir practicando en función de los temas que el adolescente quiera buscar o leer.

Palabras clave: comprensión lectora, textos cortos, estrategia pedagógica.

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Introduction

The general objective of this paper was to analyze the impact of the strategy based on David's Interactive Reading Model on the improvement of reading skills and reading comprehension in English of ninth grade students of the Tulio Enrique Tascón Educational Institution of Guadalajara de Buga.

To diagnose the reading level of the ninth grade students, a diagnostic test was applied, which yielded relevant information about the reading deficiencies presented by the students; it is considered that these data are very important because they allow the design and implementation of methods and contents focused on working on these deficiencies and overcoming them.

In the background and theoretical framework, a series of reviews are presented on works, theses, studies and research that have been carried out in other countries and in Colombia in which the importance of reading is emphasized, the phalluses that are presented in the educational environment when teaching the child to read, the lack of motivation, knowledge and other shortcomings presented by teachers and the direct relationship of these deficiencies with the low performance in reading that is perceived in young people, especially in the results of the tests that are applied periodically in the country and that yield very low percentages concerning to the different skills and reading capacity of the students.

. For the collection of information, primary techniques were used, a diagnostic test was administered in order to determine if the students had deficiencies in reading comprehension and define the elements in which they present these errors. This is how a test published by Cambridge Assessment English entitled "A2 flyers English test simple test Reading and writing" was applied. Composed of seven parts and 32 questions in which texts of different length and

level of difficulty are presented in which students had to put into practice their level of reading comprehension.

In the results of the test it was observed that of the twenty-two students evaluated, eight presented an acceptable score and fourteen obtained a deficient level; the group was separated into the two subgroups mixing those with reading comprehension problems with those who obtained good scores. Exercises will be done with the study subgroup applying the chosen strategy.

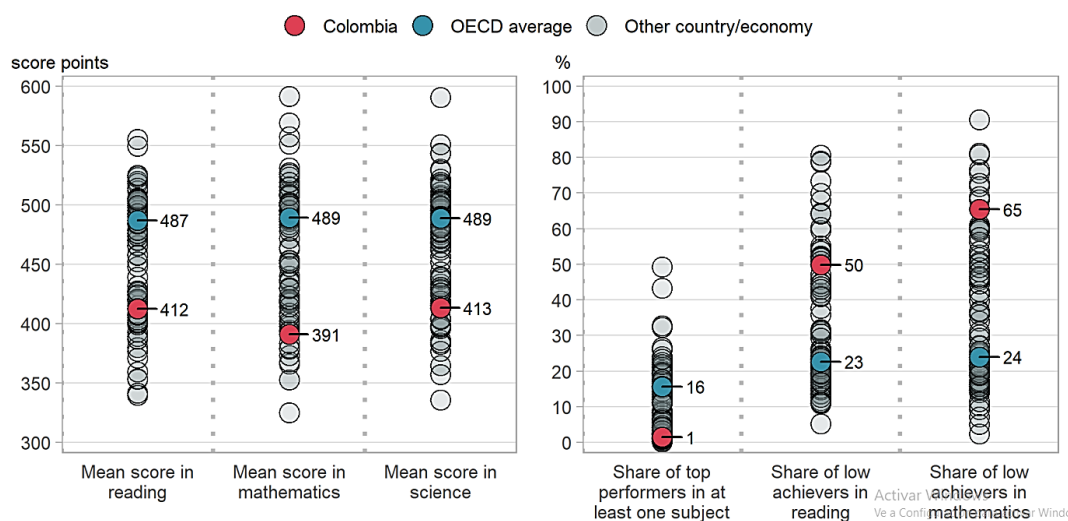
Justification

Education has been changing through the years moving from content to skills development. Reading academically is a challenge in a country where national and international exams evidence difficulties in comprehension and high thinking skills. On this particular matter the newspaper El Pais from Cali Colombia says that the reading comprehension of primary and secondary school students in Colombia is very poor. In the same way that the high illiteracy rates in Colombia were worrisome a few decades ago, now the low reading comprehension rates of primary and secondary school students are the ones that set off the alarm bells.

A study by the Colombian Institute for the Evaluation of Higher Education, ICFES, based on an application made for grades 5 and 9 in three areas, including language, in the Saber 2009 tests, shows the deficiencies of Colombian students in the reading and writing process (See figures). If the results are poor throughout the country, Cali does not escape this panorama. Of 7,451 students in 5th grade, belonging to 182 schools, only 39% reached a satisfactory or advanced level in the language tests. And of the 6,734 9th grade students, belonging to 157 institutions, only 44% reached the minimum level of reading comprehension, i.e., students

recognize main ideas and establish some relationships, but very few are able to understand complex texts, analyze, infer, relate implicit and explicit information in different written texts, and less to assume a critical position and argue about it. And also it shows all this stats in comparison with the performance of some other countries belonging to ODCE countries.

Figure 1: Overview of OECD's 15 years old students in reading, mathematics and science achievement



Fuente: OECD, base de datos PISA 2018, cuadros I.1 y I.10.1.

- In Colombia, 50% of students achieved at least Level 2 proficiency in reading literacy (OECD average: 77, far below the OECD average). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit but sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly instructed to do so.

- About 1% of Colombia's students ranked as top performers in reading, i.e. they reached Level 5 or 6 in the PISA reading test (OECD average: 9%), also moving away from the OECD

average in this respect. At these levels, students can comprehend long texts, handle abstract or contradictory concepts and make distinctions between facts and opinions, based on implicit clues related to the content or source of the information. In 20 education systems, including those of 15 OECD countries, more than 10% of 15-year-old students performed at the highest level.

That is the particular case for this research, where poor results in exams ignited the teacher's reflection around the possible causes of failure in reading comprehension exams.

To confirm what has been previously said, it can be mentioned that Colombian students have a low level of reading comprehension, ideas and, in general, understanding of the Spanish language. This was revealed in a recent analysis by the Economics of Education Laboratory of the Javeriana University.

The report, which was based on the latest Pisa test results for students aged 15-16, found, among other things, that the country's young people have serious problems in developing language skills, lagging behind OECD countries. However, this is a regional malady with generally poor results, with the exception of Chile. The Pisa tests classify performance in this area into six levels, with level 1 being the lowest and level 6 the highest. According to the data collected, 45.2 per cent of young people in Colombia only reach level 1, which shows a low performance in reading comprehension. This suggests that their written language comprehension skills are limited to sentences, phrases or even words. In contrast, only 8.5 per cent achieved a good performance at levels 4, 5 and 6 advanced, which contrasts with 34.76 per cent in the other OECD countries.

Where for achieving better results, teachers have to make an exercise to redefine their instruction in the classroom and to promote reading skills. The study began then as an action

research because it was an exercise executed during an academical period school year. Therefore, this study provided an opportunity of growth for the teacher's practice adapting strategies to a methodology valuable for promoting reading skills in the high school students.

CHAPTER I: PROBLEM STATEMENT

The mastery and understanding of a language begin with the interest in learning and complementing what has been learned by making use of various means and reading is one of the main resources to expand knowledge, but this expansion should be done taking into account the part given to understanding, that's to say that reading is comprehend what has been read at any moment. In addition, reading provides great benefits such as the acquisition of a vocabulary, allows access to different ways of expressing ideas, appropriating countless knowledge, learns to understand different types of text, its structure, to identify the main idea, the secondary ones, the author's intention among other elements that facilitate the understanding of a text.

On the importance of reading and learning to read well Gamboa (2017) cites Cassany (2001), an author who argues that reading is one of the most important, undisputed and indisputable learnings provided by schooling, also claims that the person who goes on to say that he has learned to read efficiently develops, in part, his own knowledge to get this task accomplished. In short, reading comprehension becomes a transcendental learning for schooling and for intellectual growth of the person.

At the level of school training, the mastery of reading comprehension is fundamental in the learning process because it allows the apprehension of the different concepts, themes and knowledge of the various subjects. García and Monzón refer to this importance (2012)

Reading correctly is not only intoning what you read well, or reading in a fluid way. The process of reading must go further, since it is a process of communication between the reader and the text, whatever the nature, that he has in mind. We must try to ensure that students are competent in this matter, since reading comprehension is one of the great bases for the acquisition of increasingly complex learning. Not only should we see in the students if they know how to read correctly but if they understand well what they are reading. (García and Monzón, 2012. P. 1).

In certain cases from home the child begins to have contact with books, parents or adults read stories, shows them the letters, and try to make them memorize, but in most homes parents or responsible adults have no academic training, there is no interest in study or reading, does not invest in the purchase of books, stories, magazine or other textual materials, the child is formed without any knowledge or motivation towards reading.

This is how when the child begins his academic training at the preschool level, it is at this time when he has contact for the first time with books, with letters, with didactic activities through which they try to familiarize him with these elements.

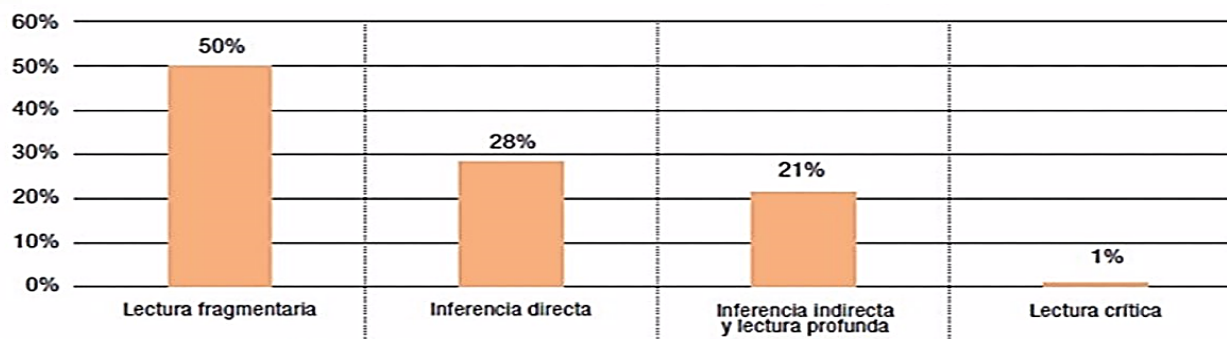
If you seek to motivate the love of reading from early childhood it is recommended that in this first school stage children should be attracted to reading and at the same time to create an environment conducive to enjoy what is being read. Then activities related to the child's daily life are proposed, with elements that the child identifies since as proposed by some teachers of this learning level cannot be alienated or isolated from the child's reality; on the contrary, they must satisfy needs, interests and concerns so that they have a true meaning for him.

As the child progresses in his training process the child must feel a desire to read and be familiar with books and different texts that are part of the academic curriculum or with others that the little kid has at home, he must be able to choose the books and texts of his liking, be able to find the main elements of a reading; to express his ideas clearly and precisely making use of appropriate terms.

As can be seen in the daily teaching experience at the level of schools and colleges in Colombia, the love of reading is not encouraged from homes and at the level of preschool and primary education the time spent on reading is scarce since the content of the curricular plans must be complied with and it is in the schools where the subject of plan is available. Children read a literary book one hour a week.

On this point stats say that Colombia has very low levels of quality in its education in general but it is quite sensible on reading comprehension as it is described. According to the 2018 PISA tests, only 1 % of ninth-grade students achieve critical reading and 50 % cannot infer a single idea from a paragraph.

Table 1: Niveles de lectura para estudiantes de grado 9° en Colombia.



Fuente: ICFES (2020) Informe resultados PISA, muestra Bogotá.

The latter have what we would call fragmentary reading, that is, they only grasp single, fragmented elements of a text, but cannot understand the overall meaning of what they are reading. This is the type of reading that a child should have by the age of 7.

For this reason, it can be affirmed that half of Colombian students of 15 years of age, despite having been in the educational system for ten years, read as if they were 7 years of mental age.

This situation means that in the Colombian school environment from the first years of training children have some difficulties in learning to read and understanding what they read; if these deficiencies are not overcome in time, the child will continue with these errors and reinforce them throughout their educational process, being very difficult to correct them being already an adult.

Philosopher Francisco Cajiao analyzes Colombia's results in the PISA reading tests and advises the following in order to improve the performance of children and young people in the future and how the national education ministry should face this challenge, it has been insisting

that the perspective of education for the next ten years will be much more focused on individual curricula. That is, schools have to include children's interests in the curricula. That, of course, is something that in Latin America does not even occur to us to contemplate. Whereas in Nordic countries, such as Sweden, Finland or Norway, it is already the norm.

Figure 2: Pruebas PISA 2018, Lectura.



Fuente: OCDE

A determining factor of the lack of taste for reading on the part of students of different levels of training is the fact that in their homes reading is not part of daily activities, spaces such as libraries or bookstores in which you can read are not sought, that is, there is a complete disinterest in the practice of reading in the environment that surrounds children and young people and in these ages the example and modeling are fundamental in the formation of habits that will last a lifetime.

Partido (2020) emphasizes the fact that the objective of reading has been minimized at different levels of school education, the author points out that school success is not the final or

unique goal of reading; on the contrary, the fundamental purpose of the reading act is to establish relationships between what is written, what is known and what needs to be done.

Partido (2020) mentions that the priority objective of reading focuses on the understanding of what is read which leads to meaningful learning, but in the school environment it is observed that at the level of the different subjects there is no direct relationship between the fact of understanding a text and apply what has been learned in various situations, the content of the reading is used exclusively to answer the questions of the teachers and then left aside or forgotten.

That is why there are so many difficulties with the learning of reading in the school environment since teachers do not assume reading as an objective in itself, but it is only assumed as a tool that is used in the development of a project.

The school isolates reading from its social purposes by subtracting all the charm and value it brings to the processes of learning, socialization, research, taking advantage of free time, students are deprived of the taste for reading and are discouraged by imposing the reading of texts that do not reach the child or young person, whose content does not appeal to them or interest them. This is how reading in school is stripped of any attraction, it is not assumed as a source of distraction or pleasure that can be frequented outside the school environment.

Castillo et al, (2019) explain that at the school level it is essential that teachers know the reasons for the disinterest of children and young people towards books, disinterest that leads to true apathy and negative attitudes towards books and reading. This knowledge will lead to the awareness of managers and teachers in order to undertake actions that contribute to solving this problem.

In order for children and adolescents to succeed in school, parents and families must actively participate in the reading comprehension learning process and promote study habits, in addition parents should enable the joy for reading departing from what their sons or daughters really like to read, if the adult reads with pleasure, keeps in his library diverse texts of the taste of young people, they will be able to start reading for pleasure and will assume it as a very important habit throughout their lives, they will also be promoters of the reading habit among their relatives and in the future in their children.

In an article published by the Teaching Federation of Andalucía (2012), it is explained that reading is not only reduced to decoding words but also, and above all, means understanding the written message of a text.

Most of the research found in libraries and on the network in which reading difficulties are studied basically focuses on the decoding activity, but the comprehension difficulties are not studied, which are fundamental because if the message transmitted by the text is not understood, it will not be learned and what is read cannot be applied.

However, Williamson and Collins (2019) authors of this article point out that the failure in comprehensive reading can be caused by various interrelated factors, such as, among others, the lack of clarity in the questions that are formulated around reading, the lack of previous knowledge necessary to understand well what is read, lack of attention to the time of reading and not having cultivated in the students adequate reading habits, that is, having a pleasant environment, without distractions, assigning adequate texts and related to hobbies or tastes of each age, motivating students to read about topics of their interest, among other factors.

Furthermore, Lora and Salas (2018) explain how the problem of reading comprehension is presented in Mexico, the authors describe that in recent years the ability of reading

comprehension is an area of learning that has influenced various sectors. In this sense the quality of education in general is questioned, since the results obtained by students in the tests, they are asked to take throughout their process and their final results are very poor, it means that academic training should be given during that process as well; it is evident that the problem is focused on the area of reading comprehension despite the fact that many efforts and studies have been made by researchers trying to define what comprehensive reading is and suggest strategies to try to achieve better results.

An explanation for the low incidence of these investigations that are carried out outside the school environment is that the directives and teachers of primary and baccalaureate do not access the results of these investigations, do not understand alternative methodologies and therefore at the level of the classrooms continue to incur in the same errors of teaching and reading practice since students are asked to decipher symbols, graphs and join words to read the ideas contained in a text but do not apply reading strategies and comprehension techniques that allow reading to be a comprehensive and meaningful process.

In the report presented in the Semana Magazine (2016) it is pointed out that experts and researchers in the area of reading, think that the deficiencies in reading that students present is a problem that originates in the pedagogical model, so a structural solution would involve changing the curricula, improving the training of teachers – many of whom already come with shortcomings in critical reading – and focusing the educational system on develop skills and not in transmitting information, as it works now.

The demotivation towards reading coupled with the difficulties that students present in their learning process of the basic aspects of this fundamental skill throughout the training process are determinants in the shortcomings that remain in the long term the most serious thing

is that if students do not understand what they read in the different subjects they will have a low academic performance and at the time of wanting to learn another language these difficulties will increase as the grammatical structure and polysemy that characterizes a large percentage of English words makes reading comprehension even more difficult.

Concerning to the importance of learning reading and reading comprehension in the teaching and learning of foreign languages Ballesteros (2012) explains that

Reading in a foreign language plays a major role in improving the comprehension and interpretation of texts and in expanding vocabulary. Thanks to reading, students review sounds and spelling, vocabulary and grammar, fix the spelling and meaning of words and phrases and, in general, improve their communicative competence in the foreign language. The Foreign Language teacher must always strengthen the reading habit by proposing to the students different ways of working on reading in order to respond to all their expectations and the different forms of learning of the student. (Ballesteros, 2012, p- 3)

From the ideas raised by Ballesteros, it is concluded that reading and reading comprehension are fundamental to achieve learning and mastery of a foreign language; through reading the student learns about new topics, reviews grammatical aspects and acquires vocabulary and management of structures that allow him to communicate properly.

The education system in Colombia comprises several levels and it has been observed as follows: basic primary, secondary and vocational middle, the foreign language is learned with limited content as part of the school curriculum, but no approach has been proposed that allows students to learn in an integral way the foreign language, master the reading in such a way that they can understand and apply what they read.

This is how an education model should be implemented that includes guidelines and methods that facilitate the process of learning reading skills, this teaching-learning process should focus on the motivation of students to read texts of different lengths in English and can review the ideas of the texts read.

The rethinking of the pedagogical model is essential to ensure that from the first years students learn to read well, to understand, to be attracted to reading which will allow them to find meaning in what they read, to multiply their level of knowledge, to investigate on topics of their interest or to carry out their work, compare and complement information, that is, to develop the capacity for reading comprehension and critical reading that are so important in academic performance at the school and university level.

Chacón (2022) journalist of the newspaper El Tiempo analyzes the results of the Icfes tests of the year 2021, explains the journalist that in a sustained way, the results of the Saber 11 tests in Colombia are falling. A worrying indicator, if one takes into account that this is the main measure in terms of educational quality that the country has, which would be showing, according to some visions, a significant setback in educational terms that goes beyond the pandemic.

This conclusion is derived from the national aggregate results of the Saber 11 tests revealed by the Colombian Institute for the Evaluation of Education (Icfes), in which it is evidenced by the fact that of 500 possible points, the national average was 250, a number that in itself is not the most encouraging, but that is worrying when compared to 2016, when this score was 264, the year from which the scores have only fallen.

As explained in the ministry of National Education report Al Tablero (2006), the Saber en Lenguaje Tests evaluate two competences: the textual one, referring to the ability to understand and interpret the meaning and structure of different texts; and discursive, which implies the ability to assume a position in front of reading, using different thinking strategies and producing new meanings.

It is added in the ministry's publication that these competences must be evidenced in the structure and organization of a text, the meaning and meaning of it and the contexts and purposes of communication (components of the test), according to the three levels of competence: literal, inferential and critical.

In these three levels it is observed that the students present serious deficiencies which is evidenced in the deficient result obtained in these tests by the students of the different academic levels that are evaluated leads to raise that there is a fundamental problem not only at the level of the structure of the educational system that in its pedagogical part is based on the institutional educational project that has tried to unify level of the municipalities but that suffers from theoretical, practical and methodological contents that focus on strengthening the reading ability of the students and that through motivation, the connection between the contents seen and the experiences of the student generate a growing interest in the student to read with meaning, to look for diverse texts and to develop the joy for reading.

Even though the students' results on national tests have not been successful, despite the efforts carried out by The National Ministry Of Education and that actually claims worrying results left a balance of the Saber 11 tests.

Figure 3: Resultados por prueba en el examen Saber 11°.



The Icfes identified that 66% of the schools maintained or decreased their performance. The general director of the Colombian Institute for the Evaluation of Education (Icfes), Mónica Ospina Londoño, presented the Report of the Aggregate Results Saber 11 in 2021.

In a report presented in Banco de la Republica (2019) in which the result of the Pisa tests that were applied in 2020 were analyzed, it is described that the 8,000 Colombian students of 14-15 and even 16 years who presented the test between April and May 2018 obtained a performance lower than the average of the 37 countries that are part of the OECD (Organization for Economic Cooperation and Development), this result was similar to that obtained by Colombian students in 2015, but in 2018 a notable decrease was observed in the reading area (412 points compared to 425 in 2018).

The results of the Pisa tests generated great concern in the Colombian academic and administrative and educational field since among the 37 member countries of the OECD, Colombia ranked as the one with the lowest results, and it was concluded that the performance

of Colombian students is only equal to those obtained by Albania, North Macedonia and Qatar, non-OECD nations.

The behavior of the students in these tests produced diverse reactions on the part of experts in the educational field, while some consider that much progress has been made because Colombia recently participates in this type of tests other analysts such as the pedagogue Julián de Zubiría (2019) considers that the results are very bad, the professor maintains whereas Colombia's poor performance can be explained by the fact that in Colombia a methodology focused on memory and content that is not related to the reality of students is still used at all levels of training; language teaching cannot continue to be isolated from other areas but, on the contrary, must be integrated as a transversal axis of basic and secondary education in the country.

It is worrying to observe that the progress in the mastery of reading ability, comprehension and the ability to do critical reading is minimal, already in a previous analysis published by DANE (2019) it was mentioned that according to the Pisa tests (the Program for International Student Assessment) practiced in 2019 to 13 and 16 -year-old students from several countries of the world, 48.47 % Colombian high school graduates are below the minimum level on the reading test. In that same exam, only 3 out of every 1,000 students reached the level of critical reading, which means that very few assume an argued position in front of the texts they read.

According to results dropped in 2019 on Pisa Tests the number of students who were below the minimum reading level was 49.5%, in 2020 this figure remained similar and already in 2021 negative results were gotten 47,53% according to the different components of the test

Colombian students did not understand what they read and did not have the ability to make a critical reading of various types of texts.

The deficiencies in teaching and practice within the different levels of training that affect the occurrence of deficiencies in the mastery of reading in English affect the academic performance of students, which has been evidenced through the application of a diagnostic test in ninth grade students of the Tulio Enrique Tascón Educational Institution of the municipality of Guadalajara de Buga, in which difficulties were perceived in the comprehension of texts and in the writing. Based on the results obtained, it was decided to work on the design and implementation of a methodological proposal focused on improving reading and reading comprehension in the English language that would improve the academic performance of ninth grade students of the Tulio Enrique Tascón Educational Institution in Guadalajara de Buga.

Research question

What is the impact of the implementation of a pedagogical strategy based on short texts for the improvement of reading comprehension skills in English on the academic performance of Tenth grade students of the Tulio Enrique Tascón Educational Institution of Guadalajara de Buga?

OBJECTIVES

General objective

To analyze the effect of a pedagogical strategy based on short texts for the improvement of reading comprehension skills in English of tenth grade students of the “Tulio Enrique Tascón Educational Institution of Guadalajara de Buga”.

Specific objectives

- To apply a diagnostic test to determine the performance of tenth graders in reading comprehension ability.
- To design and implement a strategy based on short texts for the improvement of reading comprehension skills in English of tenth grade students.
- To apply a final test to check the progress made by the group of twenty-two students.

This section introduces and discusses some important research references taken into account to strengthen the theoretical framework. Also it accounts some authors' ideas about their theories and their contributions to the topics of this study: reading comprehension strategies. Regarding the research problem of this study and taking into consideration the context in which it was observed, it was essential to gather all the relevant theoretical support that allows a deeper understanding of the problem that was accounted for. Besides, the researcher of this project seeks to contrast the theoretical framework of this study with the findings in the data analysis in order to give support to this research project in the final triangulation and further discussion.

Background

This session presents a set of international, national and regional or local research works done by some other students or researchers around the world and in our country as well. These works are quite significant for this research project as they can contribute to this project from a theoretical, methodological or on the results domain as well.

International background

Barboza (2007) that author of the article "Reading: fundamental tool for the training of future teachers in the context of the knowledge society", states the author that the research was aimed at determining the possibilities of reading in the knowledge society, and information; and

the role that, in this context, she would play, in the training of future teachers. For its development, a qualitative methodology was used supported by the application of interviews with a group of facilitators from the Universidad Pedagógica Experimental Libertador. In this research, some claims stand out as the most relevant results, for instance, in this society, reading will continue to have a fundamental role in accessing knowledge and also developing strategies to really convey the meaning from the given and read texts. In addition, it is essential to instruct future teachers not only in the management of technology, but also in the area of reading comprehension. A situation that could justify assuming reading comprehension as a didactic tool in the training process taught by these institutions in which the new teacher is forged.

This research represents a great contribution to the work that is being developed in the Tulio Enrique Tascon Educational Institution because in the approach to the problem the fact that teachers have serious deficiencies in the domain of reading and due to these shortcomings are not able to teach, correct or strengthen students in this important area of training is analyzed. academic.

Furthermore, Cáceres, Pérez and Zúñiga (2018) are authors of the study "Theoretical methodological reflections that support the role of reading and its understanding in the renewal of teaching and learning processes in the university curriculum". In their study they propose that reading plays a fundamental role in the understanding and integration of knowledge in university students, affecting the results of learning. The authors carry out a series of workshops with a group of twenty students through which they seek to train and promote this group in critical reading processes and then make an evaluation of the effectiveness of the workshops and the advances in reading comprehension shown by the trained students compared to those who did not receive the workshop.

According to the results obtained in the evaluation, it was possible to conclude that it is very important to enhance the joy and pleasure for reading from the first years of teaching as a way to guarantee the breadth and depth of the knowledge acquired; in this way it is achieved that through reading it is possible to transform information into knowledge, an approach that has been supported by UNESCO (2018) by emphasizing the role of reading comprehension as an essential means to master other subjects and as one of the best instruments to formulate forecasts on long-term learning outcomes, placing reading as a priority area to focus efforts on improving educational quality.

This research includes the main approaches of this study since it is considered that the development of reading comprehension and the practice of a comprehensive, analytical and critical reading is fundamental to achieve an optimal academic performance that the student who does not learn to read and who does not assume reading as a complementary or extracurricular activity will not be able to have better results when using or applying it.

On this matter, De Zarobe (2019) in his text "Reading in a foreign language" explains that to improve the reading comprehension skill in a foreign language means opening different doors to reading, since from the research to teaching practice a wide range of possible topics and perspectives are deployed. Reading, in particular, is one of the most complex and essential modalities of linguistic activity, in which variables of a very different nature participate: cognitive, linguistic, textual, sociocultural, biological, etc.

The Complexity of reading derives precisely from its multidimensional character, a complexity which is accentuated in the case of the foreign language. The foreign language means covering an area of foreign language teaching/learning involving teachers, students, teaching methodologies and practices.

Therefore, it seems necessary to know the fundamentals of the reading process such as to propose more effective teaching and students practices, which can be conceived as systems to help understanding the development of more effective comprehension strategies and the mitigation of difficulties.

According with this ~~approach~~ conception of structures to improve reading comprehension, it is essential that within the curricula of the preschool and basic primary levels the time dedicated to learning and practicing reading is extended, in such a way that students are brought closer to this activity, important in their educative process and that provides many elements and knowledge that contribute to increase the acquisition of knowledge that facilitates the access and understanding of various topics, also improving the performances in the different subjects and provides the student throughout his life an ideal means of distraction because in addition to occupying free time in a training activity can share what he has learned with other people and strengthen his social and communicative skills.

National background

As has been evidenced in the different educational environments students have serious deficiencies and errors in reading in Spanish, at the time of starting to study another language, in the Colombian case English, which is the foreign language that is studied at the level of the different levels of education in Colombia, it is perceived in a high percentage of students serious difficulties to learn the grammatical structures and understand what they read. . These deficiencies must be overcome and that is why the entity in charge of organizing the education system in Colombia has proposed various strategies to improve in the areas in which students have deficiencies.

According to OECD figures the nearly 8,000 Colombian students between 14 and 15 years old who took the test between April and May 2020 obtained a lower performance than the OECD average, as in 2018, but decreased their reading (412 points compared to 425 in 2018) and science (413 points compared to 415 in 2018) scores. Meanwhile, in mathematics there was barely minimal improvement, going from 390 points in the last edition to 391 in the most recent edition.

Among the 37 member countries, Colombia was ranked as the one with the lowest results, and according to the report presented, the performance of Colombian students is only on a par with those obtained by Albania, North Macedonia and Qatar, nations that do not belong to the OECD.

A very interesting article on this matter was published In the virtual bulletin of the National Ministry of Education Al Tablero. (2019.) The article "Bases para una nación bilingüe y competitiva", in this article it is proposed that in times of globalization, Colombia needs to develop the capacity of its citizens to handle at least one foreign language. That is why the Ministry of Education formulates the National Bilingualism Program 2004-2019, which includes the new Standards of communicative competence in English.

It is mentioned in this article that bilingualism is essential in a globalized world; the production of a second language means being able to communicate better, open borders, understand other contexts, appropriate knowledge and circulate it, understand and make us understand, enrich ourselves and play a decisive role in the development of the country. Being bilingual is having more knowledge and opportunities to be more competent and competitive, and improve the quality of life of all citizens.

Professor Peñaranda (2019) developed the research "Reading comprehension of English as a foreign language" The author argues that reading comprehension represents a fundamental orientation for the development of the thinking skills of the human being; that is, speaking, listening, reading and writing; the advanced process focuses on learning English and understanding various texts written in this foreign language. The teacher for the development of his research starts from the observation of the performance of his students inside the classroom, especially when they are assigned short texts in English to be read and understood.

The approach proposed by the author serves as a reference to execute both educational and training processes, in the short, medium and long term. Understanding what is read in English is related to the student's ability to understand that language, and the know-how in a given context; as stated by Rebecca Oxford (2017), the reconversion of knowing what (Know what) and knowing how (Know how) play a vital role in student learning. The communicative competences: linguistics, pragmatics and sociolinguistics, necessary in the student's learning, focus on the meaning of the words that are part of a text and the understanding of it.

The teaching and learning of reading comprehension in the Mother language and especially in a foreign language has suffered from gaps either for administrative or cultural reasons; at the level of contents, methodologies, ability of the teacher to motivate students to read, the lack of reading training at home, the lack of didactic resources and support in schools entails a series of consequences that are evident in the whole series of difficulties that people of all ages have to understand any text; the lack of understanding of the text influences directly or indirectly in the cognitive, social and personal performance of the student in the classrooms and in other spaces of his life. -

Despite the theories proposed, the concepts developed and the attempts to apply new teaching methodologies , the negative results continue to be presented. If you want to guarantee a comprehensive learning of English, you must bear in mind that reading comprehension in this foreign language is key to the student's training process, it is learned properly when in the teaching process a series of theories, activities and methods focused on guaranteeing meaningful learning are used.

First, In the research entitled "The teaching of reading in Colombia: pedagogical approaches, methods, policies and school texts in the last three decades of the twentieth century", Martinez and Guzman (2019) explained that in this article they present the most relevant findings of a documentary research that, in historical perspective, characterizes the initial teaching of reading in Colombia during the last third of the century XX. From a review of the primary or school texts designed for this purpose, the preeminent pedagogical approaches, as well as the teaching methods, are studied in parallel, in contrast to the official pedagogical discourse of the time. The authors conclude that it should be noted, in relation to politics, that each 'renewing' discourse of teaching is juxtaposed with the previous one, and, in the meantime, the publishing industry is rearranging its production and adapting its texts to the swing of them.

The analysis carried out by these authors constitutes a very important input for the present work of applied research since it allows to know how different textbooks have been edited according to the formulation of new pedagogical models, new educational trends, new interests in the administrative and directive areas, but it would be necessary to investigate if these texts fit the needs of the students, they allow meaningful learning and if they yield positive results in the areas of reading comprehension, interpretation and critical analysis that are so necessary in today's society.

Regional background

Zapata and Londoño (2021) carried out a study entitled "Strengthening the process of reading comprehension in English of high school students in Colombia" which sought to contribute to the strengthening of the process of reading comprehension in English as a foreign language of eighth grade students of the Magdalena Ortega Educational Institution of La Unión, Valle del Cauca ; through the design of a didactic strategy composed of pedagogical and didactic activities.

This study with descriptive scope, applied methodological design and exploratory type used a didactic device validated through focus groups of different educational institutions in the region, arising from documentary analysis, modeling, the deductive method, direct observation, the pedagogical diary and the external tests applied to the students with their respective measurement and analysis, using the Cronbach alpha coefficient (0.767) for the reliability and validity of the system of measurement and association of variables. Finally, according to the results, it was observed that the students of the eighth grade at the beginning showed low performances in the levels of reading comprehension in English, but progressively improved their performance.

The results of this study allow us to demonstrate that the shortcomings in the level of reading ability, comprehension of texts and analysis of what has been read can be worked on and improved by making use of appropriate methods, applying various exercises and motivating students to practice reading consciously, with interest, with a desire to learn and to learn. To know the content of each text because this improvement in reading ability will allow them to

improve in all other areas and subjects that are part of the academic curriculum of each institution.

Theoretical framework

Reading

In the concept of (Carrasco Altamirano, 2003) "Reading is a process of coordination of information from different sources, particularly from the reader and the text, whose final objective is to obtain meaning. whose final objective is to obtain meaning", reading is a psycholinguistic process that seeks to produce meaning. is not enough to recognize the letters and master the grapho-phonetic information.

information, all reading requires that the reader, in addition to the information given by the inkblots, brings into play all the information given by the ink stains, to bring into play all the knowledge acquired through experience and practice.

Delia Lerner, a researcher in reading and writing didactics, stresses that "Reading is to enter other possible worlds. To enter other possible worlds. It is to inquire into reality in order to understand it better. distancing oneself from the text and assuming a critical stance towards what is said and what is meant..." (Lerner).

(Lerner, 1997), according to the author, the factors that determine reading comprehension and that are applied as reading comprehension strategies are reading comprehension and that are applied as basic reading strategies are Sampling, Prediction, Inference, Verification, Self-correction, Purpose, Prior knowledge, Level of cognitive development, Emotional situation, etc. The first five will be explained and applied in this paper due to the age and development of the children. the age and development of the students who are the subjects of the research; the

other strategies will be reinforced in the fifth and sixth grades. The other strategies will be reinforced in the fifth and sixth grades of basic education (Chalela, 2016).

Emilia Ferreiro, dedicated to the study of all aspects of the reading process, defines reading as a process of coordination of information from diverse sources, particularly from the reader and the text, whose final objective is to obtain meanings.

the grapho-phonetic model, where the fundamental thing was to prepare the student to make spelling and then to make graphemes and then learn the name and sound of each one (Ferreiro Schavi & Gomez Palacio, 2003). Gómez Palacio, 2003).

According to the postulates of the MinEducación, it can be stated that "Reading is a process of constructing meanings from the interaction between the text, the context and the reader" (Ministerio de Educación Nacional, 1998, p. 47). Educación Nacional, 1998, p. 47). When reading, meanings are constructed to the extent that the text, the context and the reader interact, the context and the reader interact with each other; it is an interplay among three factors that requires a coordinated relationship among them to obtain results. coordinated relationships among them in order to obtain efficient results. Each of these factors Each of these factors contributes to the meaning construction process, which is relative, i.e., each reader understands a text according to the reader understands a text according to his or her inner reality, to his or her previous experience, to his or her level of cognitive development, to his or her level of cognitive level of cognitive development, emotional situation, and others.

Also, reading is the key to the main door of knowledge, the foundation of human intelligence. human intelligence; dialogue, experience and the arts contribute to the acquisition of knowledge, but reading is the main "gateway to knowledge". knowledge, but reading is the

main "gateway to knowledge, the privileged mechanism to expand the intellectual privileged mechanism to broaden the intellectual horizon of any human being" (De Zubiria Samper, 1995). Samper, 1995) The level of comprehension of a text would be equivalent, then, to the creation, modification, elaboration and integration of knowledge structures, that is to say, the degree to which the information that is, the degree to which the information contained in the text is integrated into these structures.

Reading for Solé (1992) is the process by which written language is understood, in this understanding both the text, its form and its content intervene, as well as the reader his expectations and previous knowledge. For the author saber reading is not only to be able to decode a set of spellings and pronounce them correctly, but fundamentally it is about understanding what is read, that is, being able to interpret what the text contributes and also, to reconstruct the global meaning of it; this implies identifying the main idea, what the author wants to communicate to us, the purpose that leads him to develop said text, the structure he uses, etc.

Torres (2015) explains that the practice of reading is fundamental for the formation of the reading habit, considering that it contributes to the intellectual, general, moral development of a man. It also aims to stimulate and encourage reading while encouraging students to read habits , so that they acquire skills in the search and processing of information, based on a consistent skill in action and the ability to read systematically: the correct interpretation of what is read, which provides culture and knowledge, as well as communicative capacity : writing, dissertation and fluid presentation on certain topics , pillars of a multilateral formation of the individual.

Torres (2018) mentions as well, that in today's society information demands more than ever from a reader with an active attitude, which allows him to interact with information, appropriate it and construct meanings, while ceasing to consult the books, magazines, newspapers and other sources that provide the Individual information much faster, hence the importance of enhancing reading, to provide skills that strengthen the habit reading with the aim of improving to the maximum skills to read and write, because they are essential for the scientific, technological and cultural advancement of a country.

In summary we can say that it implies an intellectual action of a high degree of complexity in which he who reads elaborates a meaning of the text that contemplates the same one that the author gave him. For Solé (1992) teaching to read is a complex process that requires an intervention before, during and after, as well as considering the relationship between reading, understanding and learning, this is the conception given by Solé around the reading process.

Reading requires a series of conditions for learning:

- Clarity and coherence of the oral or written text: expectations of the text, has to do with its entire grammatical structure.
- Previous knowledge: they facilitate or hinder understanding.
- Strategies: specific reading objectives, allow us to establish significant relationships between what you already know and what the text brings you, to acquire, retain and use the information, the strategies we perform unconsciously allow us to interact with the text and finally understand it.

For his part , Remolina (2013) cites the concept of reading put into practice by the Brazilian pedagogue Paulo Freire for whom reading is an action that circulates through a critical revision of the world aimed at its comprehension; the act of reading is configured in a search for

understanding the social context through the association of the school experience with the daily life of the student (Freire , 2000).

Complementing the priorly said , Castillo (2011) considers that reading is one of the axes of formal education, allows the acquisition of knowledge, personal growth, the organization of thought, communication, the registration of ideas, among many other functions; It is the activity that allows to know the information, that is, incorporate it into cognitive structures to process it and then use it.

According to Emilia Ferreiro (2004), the verb leer has not had and will not have the same meaning in the twelfth and twenty-first centuries. In its most traditional meaning, reading is decoding signs but when you are only able to pronounce the signs without understanding their meaning, without appropriating the global meaning of the text read and relating it to what is known, you can speak of functional illiteracy.

For his part, Cassany (1994) highlights the importance of reading as a transversal practice in people's lives and points out the risks of functional illiteracy. Teaching to read is more than teaching the linguistic code and its mechanisms of articulation, the most important thing is to understand the written language as another way of expressing oneself, another way of "saying" ideas, of manifesting what is wanted. Learning to read is to come to understand that reading conveys messages.

Bernal, (2021) considers that improving high deficiencies in reading skills would allow better performance of students in and out of the classroom. On the one hand, it would help students improve their proficiency in understanding texts in different areas of knowledge. On the other hand, it would help to expand their communicative, linguistic, analytical and critical skills, among others, allowing them a better preparation for their personal and work life.

Although one might think that reading has a specific objective and is only done in one way, Durango (n.d.) explains that reading is understanding, and this act involves the exercise of higher mental skills such as: predicting, inferring, analyzing, synthesizing, among others. The author points out that the reading act provides previous knowledge, allows to establish hypotheses and verify them, elaborative inferences to understand what is suggested, to finally build possible meanings.

According to this approach it can be said that reading not only depends on the deconstruction of the text, but involves the reader, his knowledge, his vision of the world, adapting it to the context in which it is read; this allows that through reading the reader can identify and retrieve information present in one or more texts, build your overall meaning, establish relationships between statements and evaluate their intentionality. According to the intention and interest of the reader, it is said that there are three levels of reading: literal, inferential and critical.

Literal reading is the predominant reading in the academic field; it is the basic level of reading focused on the ideas and information that is explicitly exposed in the text.

Inferential Reading is the implicit reading of the text and requires a high degree of abstraction on the part of the reader; inferences are constructed when the local or global meaning of the text is understood through relationships and associations. The objective of inferential reading is the elaboration of conclusions and is recognized by inferring a whole series of elements that go beyond the text and that enrich the meaning of what is read.

Critical reading is the reading of an evaluative nature where the previous knowledge of the reader, his criteria and the knowledge of what has been read intervene, taking distance from

the content of the text to be able to make evaluative judgments from a documented and sustained position.

Reading Comprehension

Comprehension is considered a flexible process; it responds to the reading purposes at each moment.

Comprehension is achieved through the interaction between the upstream and downstream information and cognitive resources, which allow determining whether the text has been understood superficially or deeply (De Zubiria Samper). whether the text has been understood superficially or deeply (De Zubiria Samper, 1995).

The process of comprehension requires at least three moments of intellectual work, the first is the effort that the reader makes to build a mental model of the text (De Zubiria

The reader builds a mental model of what he/she reads; a model that is constantly updated with respect to the constituent constantly updated with respect to the constituent elements: the subject, the actions and the complements, elements that appear and disappear. elements that appear and disappear in the text and of the temporal, causal, spatial and spatial relationships that appear and disappear in the text.

spatial, causal and temporal relationships that are established; once the reader has a mental image of what the student is reading.

Once the reader has a mental image, the individual looks for a coherent representation in which (spatially, temporally or causally) the elements and relationships established in the text fit. the elements and relationships established in the text, and finally they try to remember all the

elements that contain the ideas the ideas understood during the reading, sometimes, if any of the two previous steps have remained superficially sometimes, if any of the two previous steps have remained superficial, the reader at the end only speaks about the ideas the ideas that were evident in the process, in this last step the memory plays an important role because it allows to remember ideas that, although memory plays an important role in this last step because it allows remembering ideas that although they are not totally clear, they were recorded.

According to Daniel Cassany (Cassany, 2006) "the most modern and scientific view is that to read is to understand". In order to develop this vision, it is essential to develop several cognitive processes that become skills that make it easier to understand the meaning of a text. Meaning of a text. Among these processes is the ability to anticipate what the text will say, to bring in previous knowledge of the text and to the reader's previous knowledge, making hypotheses and verifying them, making inferences to glimpse what is only hinted at, constructing meaning, and others that in this work are taken as cognitive processes. this work are taken as cognitive processes necessary for the strengthening of the reading process.

CHAPTER III: METHODOLOGY

The term design refers to the plan or strategy for obtaining the information the researcher needs. The term design refers to the plan or strategy to obtain the information the researcher needs, sets the steps to follow to coherently integrate the objectives, the techniques to be used and the techniques to be used and the analysis to be performed. The methodological design constitutes the best strategy to follow in order to provide a solution to the objectives and includes the definition and sequencing of a set of particular activities, here are the techniques to be used and the and instruments to be used in the research and the analysis of the information.

analysis of the information, it is an important phase because the link between what we want to achieve and how to achieve it. and how to achieve it.

Methodological approach

The present research work aims to contribute to the improvement of the understanding of the written word formulated by some mass media and social networks, offering tools that strengthen the ability to discern the intentions of the news they publish. The measures aimed at achieving this purpose are planned according to the needs of the context and the points of view of the population under study. This first aspect makes the present document a qualitative educational action-research study. Latorre (2005) even quotes Zuber-Skerritt (1992) to indicate that one of the characteristics of this type of work is that its procedures are based on the perspectives of the people included in the exploration (Zuber-Skerritt, 1992, cited in Latorre, 2005). Hernández complements this assertion by recommending qualitative research for searches that seek to contribute to a topic that has not been widely investigated or has never been investigated, such a project is done when the objective is to determine the way people appreciate the situations that surround them, delving into their opinions and interpretations (Hernández et al., 2014).

For this reason, the technique that has been adopted in the intervention process of this document is observation, so that information or discoveries can be extracted first hand that will allow valuable discussions and conclusions to be reached, which in the end will be part of the large volume of inputs that are contributing to the improvement of thinking in the region. Regarding observation, Latorre also explains that it is part of the set of resources used to collect information in qualitative methodology (Latorre, 2005), the act of looking closely at the

characteristics of the participant group with respect to their thinking is carried out in the present research within the field of action itself and the data are collected through field notes, a topic that will be expanded on later when the data collection instruments are mentioned; for now, the present document attempts to specify that the field notes are distinctive of the qualitative study carried out in a space where the circumstances surrounding the situation of the population under study are carefully looked at and without which it is not possible to properly glimpse the solutions that may be really useful in their case (Latorre, 2005).

Along with data collection, another important process for research is reflection, which in the words of Latorre (2005) is related to the skill and experience of the researcher. In this case, the reflection provided stems from the skills developed by the present researchers after several years in the educational field, specifically, in secondary and tertiary education classrooms. This experience is of great help, both for the construction of the didactic strategies implemented, as well as for the analysis carried out in the light of thinking skills.

In parallel, Hernández et al. (2014) agree that qualitative researchers "handcrafted pieces of knowledge, handmade, tailored to the circumstances" (p. 470). Since there are no studies with generalized norms, there may be works with similar characteristics but not replicas; "simply, the fact that the researcher is the instrument of data collection and that the context or environment evolves over time make each study unique" (Hernández et al., 2014, p. 470).

The latter represents a challenge for the researcher of this study, since there is no procedure that follows a standard, model or pattern to examine in detail the results of the study and reach conclusions adjusted to the reality of the context, making it difficult to determine the tasks that are properly aligned with the process of information assessment. In any case, Latorre

(2019) presents as a proposal some recommendations given by Tesch (2018) for qualitative reflection:

- First, get a general idea.
- Then, start with a document.
- Make a list of topics or themes.
- Reread the data.
- Redefine your organizational system.
- Decide on the codes for each category and make an alphabetical list.
- Gather the information pertaining to each category and perform a preliminary analysis.
preliminary analysis.
- If necessary, recode the existing data (Tesch, 1990, quoted in Latorre, 2005, p. 83).

In the case of the present document, the tactics adjusted for this context have been defined as the work has evolved and will be defined in detail later on. For the time being, it is now necessary to emphasize that the research phases of this project are subject to a spiral work and never to a rigid sequence, since the findings in one stage have led to the need to return to a previous stage to rethink or rearrange elements that otherwise would not have fit with the fluidity of the line of work. Hernández et al. (2014) affirms this feature in qualitative research by stating that in the course of the exploration there is a circular dynamic between the facts and its

own interpretation. In fact, "qualitative studies may develop questions and hypotheses before, during or after data collection and analysis" (Hernández et al., 2014, p. 7).

In sum, the present study aims to understand the behavior of the population under study depending on practice and not limiting itself to mere theory, understanding that the way people proceed is not governed by generalized rules but by the distinctiveness of the individual. In this sense, "it is accepted that reality is dynamic, multiple and holistic" (Rodriguez, 2005, p. 30).

Method

Within the procedures and techniques for collecting and analyzing data, for the purposes of this degree work, the qualitative paradigm has been adopted as the form of inquiry of educational action research, which includes some stages and particular mechanisms proposed within this model.

Educational action research

Authors coincide that Action research aims at changing classroom experiences and practices, in addition to being a propositional factor that contributes to the creation of new forms of teaching. In relation to the above said, Restrepo (2004) would suggest the relevance of this type of research in the transformation of the context. Indeed, Stephen Kemmis (1983) as one of the exponents of this method, proposes action research as a self-reflective search that allows understanding both social and educational practices, as well as the circumstances that have an effect on them, so as to contribute to their improvement (cited in Berrocal & López, 2011).

The importance of the application of action research in pedagogical practices and the reflection of pedagogical knowledge from the contextualization and deconstruction of these

practices to achieve a transformation and reconstruction from the articulation between theory and praxis must be reiterated (Restrepo, 2004). This implies a help both for the diagnosis of problems and for the implementation of innovations in the classroom and the development of teaching and learning strategies, a point that is exposed by Latorre (2005) as the way teachers have to improve their actions from the inquiry, the review of their practices and the analysis of their experience.

In this regard, Cohen and Manion (1990) state as purposes of educational action research the resolution of problems and the improvement of particular situations, the continuous training of teachers from a better knowledge of the classroom, the implementation of new teaching methods and the contribution to new forms of research outside the traditional models (cited in Berrocal & López, 2011). This point being particularly relevant for the present research, given the need to contribute to the development of thinking skills in students, and thus contribute to the educational environment, encouraging reflection and the need to conduct studies in the line of research in question.

Among the characteristics of educational action research, one in particular should be highlighted, expressed by Jhon Elliot (2000), which refers to the protagonist character of the actors in the process, whose viewpoint is essential for the research exercise based on the interpretation of the facts "from the point of view of those who act and interact in the same problem situation, for example, teachers and students" (p. 5), in this way, the results obtained will be grounded in the reality of what actually happens in the classroom and not simply from external and technical analysis, so that educational practices can be improved through intervention and innovation.

Similarly, in the framework of qualitative research and the chosen method of educational action research, the research question is solved from the model of Colás and Buendía (1994, cited in Berrocal & López, 2011), who formulate four phases: 1) Diagnosis of the situation, 2) development of the action plan, 3) Action and 4) Reflection or evaluation; similarly, the collection and analysis of information is processed through the following instruments.

Research Design

With the purpose of observing the thinking skills of tenth grade students from educative institution Tulio Enrique Tascón from Guadalajara de Buga in order to carry out the planning, implementation and analysis of the study, as well as to propose possible solutions, the guidelines suggested by educational action research will be used as a methodological strategy.

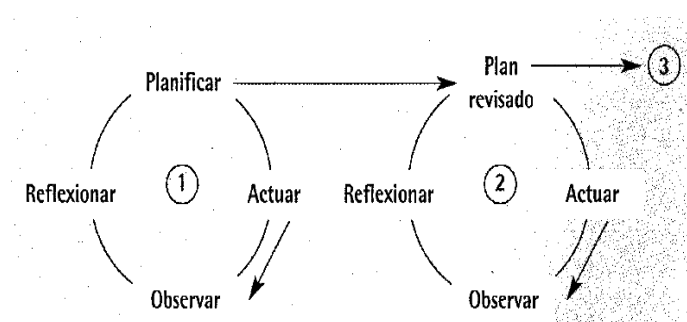
Phases of action research in the classroom

Within the framework of action research, there are different designs that help to organize the development of the research process, which are described either as cycles of reflexive action according to Lewin, as a flow chart according to Elliot, or as action spirals proposed by Kemmis, McKernan and McNiff (Lewin, 1946; Elliot, 1993; Kemmis, 1988; McKernan, 1999; McNiff, 1996, cited in Latorre, 2005), it is worth mentioning that according to the authors, these processes, called cycles or spirals, have the characteristic of continuing indefinitely.

From the variety of representations of the research process, the authors of this degree project highlight the following:

In the socialization carried out by Latorre in 2005, there is a model that exposes four spiral phases called planning, action, observation and reflection, and imply a dialectical functioning between action and reflection in such a way that these moments articulate and complement each other.

Figure 4: Spiral of research-action cycles (Latorre, 2005).



Note: Model showing the four spiral phases of action research proposed by Antonio Latorre. Taken from "Knowing and changing educational practice" by A. Latorre, 2005. Educational research series, p. 34

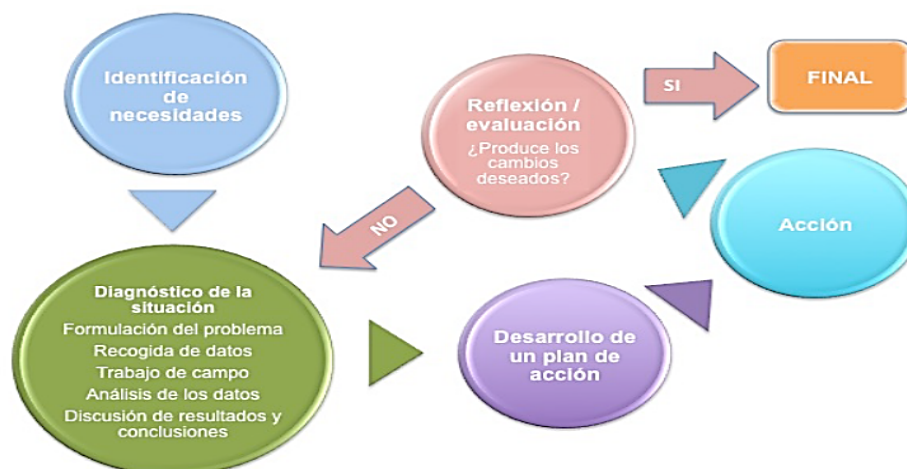
Planning requires the construction of an action plan that aims at improving the practice, this planning should allow the generation of adaptations according to the needs that arise from the process; the action should take place in a controlled manner, in such a way that an effective execution of the plan is achieved; at the time of observation of the action, all due evidences should be collected and recorded in a diary, such observation should start from the planning and allow the evaluation; the reflection of the action that may lead to the reconstruction of meanings and enhance a new cycle (Latorre, 2005).

In the same way, he exposes Kemmis' model (1989) organized by a strategic axis where the phases of action and reflection are found and an organizational axis, which is formed by the phases of planning and observation, these dimensions remain in interaction and aim both to understand the practices developed in the classroom and to solve the problems that underlie it (quoted in Latorre, 2005).

Phases according to Colás and Buendía

1) Diagnosis of the situation, 2) development of the action plan, 3) Action and 4) Reflection or evaluation (cited in Berrocal & López, 2011), there are also some requirements to start these phases of action research, which have to do with the constitution of the group of participants and the identification of needs (Colás, et al., 1998).

Figure 5: Phases of action research methodology (Colás, et al., 1998).



Note: Proposal of phases for the methodology to be implemented in action research. "El proceso de investigación educativa II: Investigación-acción" by E. Berrocal and J. López, 2011. Faculty of Educational Sciences, University of Granada, p. 8.

Diagnosis of the situation

It is essential that once the problem has been determined, it is possible to determine its root and progress, as well as the characteristics of the subjects involved, for this a diagnosis is developed that involves understanding the situation, for this first phase different instruments can be used to reflect the events, phenomena, behaviors, etc. (Berrocal & López, 2011).

Development of the action plan

According to Berrocal and López (2011), after having diagnosed the research problem, it is necessary to develop the action plan, which should be conceived from a broad perspective that allows for flexibility, so that it can include non-budgeted aspects throughout the research that can be incorporated into the previously planned actions.

Action

Action research, as its name suggests, is based on the intervention and activation of "changes that modify the studied reality" (Berrocal & López, 2011, p. 49), in this process it should be taken into account that the data obtained should be contextualized so that relationships, interpretations and meanings can be generated to respond to the established problem.

Along with the description of educational situations (in the observations, interviews, and diaries), there are the researcher's judgments, opinions, suspicions, doubts, reflections and interpretations, making it necessary for the analysis and elaboration of data to alternate or overlap in the research process (Berrocal & López, 2011, p.49).

Reflection or evaluation

In this phase the analysis, interpretation and generation of conclusions from the reflection take place, this moment should allow to understand and elucidate the problem, it

should be understood that it is not a final matter, but it establishes a starting point for the generation of a new identification exercise as required by the process (Berrocal & López, 2011).

Evidence of the phases in this research work

Identification of needs

The identification of needs is not conceived as a phase; however, Colas and Buendía (1998) propose it as a necessary requirement for the beginning of action research, which precedes the beginning of the phases. In the case of the present research such requirements were met when information was sought on the state of critical reading in individuals at the national level, which according to sources such as DANE (2017) shows that Colombian readers do not take into account the need to confirm the sources they access, coupled with the fact that young people in secondary or tertiary education are not able to debug the correct sources from among the thousands of information sources they browse the web (McLoughlin & Lee, 2008, cited in Luna, 2015). At the same time, the ICFES Saber Pro Informe Nacional de Resultados 2016-2017 report indicates that university students do not have a high or superior level of critical reading and only a minimum percentage of students have the necessary skills and competencies to do it properly.

After having identified the initial needs, the researcher proceeded to carry out the phases of diagnosis of the situation, development of an action plan, action and reflection or evaluation, the characteristics of which are explained as follows.

Diagnosis of the situation

In this phase, a diagnosis of the situation at the international, national and regional levels was carried out, which is part of the research background.

Development of the action plan

In this part we proceeded to intervene with the population with the pedagogical strategy permeated by short texts in English, all selected according to the level of the students, after studying the lesson plans provided by the teacher of the grade. In this way we were able to corroborate that the students had a low degree of reading comprehension, even when the texts were simple and oriented to their full understanding.

Action

After the application of the initial tests mentioned above, the researchers proceeded to apply the didactic strategies, which were techniques that allowed to put in order actions to build goals in the intervention process, taking into account the needs of those who are part of the participating population (Feo, 2015). These were designed with different objectives as the process progressed. At the beginning of the interventions, the activities aimed, on the one hand, to encourage students to compare and establish similarities and differences between the ideas presented in a text and, on the other hand, to identify the strength of the arguments and investigate whether the definitions and analogies are correct.

Reflection or evaluation

In this phase, the present researchers focused on analyzing and interpreting the data obtained from the tests, the field diary and the semi-structured interview. Similarly, the questions that arose in the development of the research and the reason why they arose were interpreted. As a result of the above process, conclusions and recommendations were drawn up, initiating a discussion that opened the field for reflection. From here, the research takes a new starting point to identify new needs in the population under study (Colás & Buendía, 1994, cited in Berrocal & López, 2011).

Population and sample

From the statistical theory, sampling consists of decanting a selected part of the study population that allows it to be representative (Alperin & Skorupka, 2014) and significant for the development of the research analysis; in correspondence with the objectives of the study. The present work adopts the simple random probability sampling technique, since it allows determining the probability that the subjects have of being included from a random selection and guarantees that the entire target population has the same opportunity to be chosen and included in the study (Otzen & Materola, 2017); likewise, the sample will be chosen by convenience, since they are formed by the available cases to which access is available (Hernández et al. , 2014) and allow the selection of the group taking into account characteristics conducive to solving the research problem.

The population object of study are the students of 10th grade from Institucion educativa “Tulio Enrique Tascón” from Guadalajara de Buga. The group 10-5 is composed by 27 men and 21 women around 15 and 16 years old, belong most of them to stratum 2 and 3 from the same municipality.

Instruments for data collection

In relation to the data collection instruments, the present work considers necessary the use of an instrument to measure the A2 flyers English Test which will be described in further pages; a systematized guide for the development of the activities in class, known as the pedagogical strategy; an instrument to collect relevant information that will allow taking corrective actions as the contents are developed, with its respective analysis known as field diary and an instrument that will allow obtaining the students' perceptions of the process, which is the semi-structured interview.

The field diary

The field diary is essential for recording notes describing the details of the setting where work is to be done. Below are some indications from Taylor and Bogdan (1987) on the use of this instrument for data collection in the field.

When to record

Taylor and Bogdan recommend recording in the phase preceding the fieldwork and just after observing the work, including any events that happen by chance and even dialogues over the phone (Taylor & Bogdan, 1987).

How to record

The authors state that the more detailed and extensive the descriptions recorded in the field diary, the better for creating mental images of what is being narrated. As a result, the writer's point out that it is common to see observers spend up to six hours formulating a written account of what happened in one hour of class time in the field. The recommendation in the text is that all on-site events are valuable resources; indeed, any informal conversation can lead to key points to understand the way of seeing things according to the context of the individuals who are part of the research population. On the other hand, if possible, an academic peer should be asked to help review the collected notes, with the purpose of revealing, if necessary, some topic that appears behind the notes and has escaped the observer's view (Taylor & Bogdan, 1987).

What to record

The field diary should explain what the people, things or places covered in the investigation are like in order to give a complete idea of all of them. It is also necessary to record

the facts, talks, and any type of operation, feelings, clairvoyants and conjectures of the observer with enough precision; even the terms and expressions that are not understood by the researcher should be written down, since in the course of the investigation he/she will end up understanding their meaning in context, converting such data into a complete and accurate record. into relevant information. In other words, the researcher should record as much data as possible in the field diary, as the writers quote "if it is not written down, it never happened" (Taylor & Bogdan, 1987, p. 75).

Recording style

Regarding the way in which field notes should be written, Taylor and Bogdan (1987) suggest that, "care should be taken to use descriptive rather than evaluative terms. For example, do not simply describe a room as "depressing"; rather, write something along the following lines: "The room was relatively dark, with dust and cobwebs in the corners and window frames, and peeling paint on the walls" (...) The researcher's feelings, evaluations, and interpretations should be included in the "observer's comments" (p. 84, 85).

How to analyze the information collected in the field diary

Taylor and Bogdan (1987) suggest a set of procedures for recalling details in fieldwork scenarios, of which this paper cites some as appropriate.

- Take notes as quickly as possible after taking a close look at the events. The author reiterates that the more time that is allowed to pass between events and their corresponding noting, the more details the observer will forget.

- To remember events during the course of the class, it is advisable to draw diagrams of the workplace and draw over them the routes the observer took during the time he/she was working there; it is also advisable to draw a diagram of the places where the observer sat, as this is effective for remembering who did what and the people who are most overlooked.

For the elaboration of the previous point, a simple sketch can be developed, complemented by words, circumstances and facts that have stood out in the observation, as well as the first and last things that the researcher has observed in the conversations.

Field diary format of the present research

For the recording of the intervention process with the students in the application of the didactic strategies, the present researcher took as a reference the proposal made by Valverde (1993). The elements that make up the field diary are explained below:

- Activity: where the name of the didactic strategy to be applied in each work session is recorded.

- Researcher or observer: where the name of the researcher of this degree project is written.

- Objective: in this space the learning goal to be achieved in the class session with the application of the didactic strategy is explained.

- Situation: here the activity is placed in a specific moment.

- Place or space: this box specifies the semester and the subject that the participants are taking where the intervention takes place.

- People involved: this box names the population under study, in this case the group of research participants.

- Description of activities, relationships and daily social situations: this is the space where the events that occurred in class are described textually.

- Interpretative/Analytical considerations: this is the space where the present researcher record their analysis and interpretations of the classroom events and the work submitted by the students.

- Observations and reflections: finally, this box contains other relevant elements to be taken into account during the process and which are subject to reflection

Field Diary format

Table 2: Formato diario de campo.

DIARIO DE CAMPO	
Actividad	Fecha
Investigador/Observador	
Objetivo	
Situación	
Lugar-espacio	
Técnica aplicada	
Personajes que intervienen	
Descripción de actividades, relaciones y situaciones sociales cotidianas	Consideraciones interpretativas/Analíticas
Observaciones y Reflexiones	

Semi-structured interview

In research methods, the procedures for obtaining information are of great importance since the quality and confidence of the results of the study will depend on their rigor, the best known and most commonly used instrument to collect information are interviews (Taylor, 2005, cited in Kallio et al., 2016). This medium becomes a key to understand how subjects perceive and interpret reality, in this sense Flick (2006) states that the purpose of an interview is to reveal knowledge in such a way that it can be expressed in the form of answers and become accessible to interpretation (cited in Zohrabi, 2013) this is why interviews have been used in research as a means to obtain detailed information on a topic, while other instruments focus on the superficial elements of what is happening, interviews grant a clearer idea of its meaning and importance (Wilkinson & Birmingham, 2003).

It should be noted that there are three interview models: the unstructured interview; the semi-structured interview; and the structured interview (Wilkinson & Birmingham, 2003), for the particular case of this degree work, the semi-structured interview has been selected as the qualitative instrument that will obtain the perceptions of the subjects of study regarding the process, this type of interview has been chosen because of its open nature, allowing the researcher to have flexibility in exploring new questions as the interview flows with the possibility of linking topics and answers.

Now, the most preferred type of interview to use in the qualitative technique is the semi-structured interview (Kallio et al., 2016; Zohrabi, 2013) one of the reasons why it has such a high preference is because it can be applied with both individual and group interview methods (DiCicco-Bloom & Crabtree, 2006, cited in Kallio et al., 2016) and because its structure can be

modified according to the purpose of the work and the research questions (Kelly, 2010, cited in Kallio et al., 2016). This type of interview is flexible and allows obtaining more information from the interviewee than other methods, in addition to being a moderate way (neither too rigid, nor too open) to obtain considerable data (Zohrabi, 2013).

In this way, with the semi-structured interview it is possible to explore perceptions and opinions in relation to complex issues, which facilitates obtaining more information, as well as the clarification of the answers (Barriball & While, 1994). This type of interview requires a level of study and prior knowledge in accordance with the objects of study, because the interview questions will be constructed in advance and will be based on that prior knowledge (Kallio, et al., 2016); at the same time, it is constituted by a list of questions that do not require strictly following the order or wording in which they are made, in that case it is the researcher who decides about it (Kvale, 1996, cited in Luo & Wildemuth, 2017).

To sum up, semi structured interviews are an effective method for data collection when the researcher wants: (1) to collect qualitative, open-ended data; (2) to explore participant thoughts, feelings and beliefs about a particular topic; and (3) to delve deeply into personal and sometimes sensitive issues.

Description of the initial and final test

Adding some information about this test, it is well known that Cambridge University has created a set of international tests that are taken by hundreds of people all over the world each year. These groups of exams begin with the ones for assessing the level of English of little kids, these tests are starters, movers and flyers. Each exam has its own particularities and aims. The one selected for being adapted was A2 flyers because it fulfills the requirements and it can

properly measure the level of English of the population of study according to the standards already set by the government.

Descriptive scope

In correspondence with qualitative research, for this research it is of vital importance to approach the understanding of the experience of the subjects of study, which in the view of Lichtman (2014) translates into attitudes, motivations, perceptions and actions described in a natural context. This work merits a look at the meaning of the events occurring inside the classroom, from the perspective of the subjects by covering them from a descriptive practice, which allows highlighting the processes in the context and providing answers to questions about how and where it develops (Magri, 2009). In this sense, the current research aims to-describe-how critical thinking skills are used in the process of news analysis by eighth semester students of the Bachelor's Degree in Foreign Languages with Emphasis in English and the reflections that they build from the information accessed, through the observation of the application of the instruments proposed in this study, as were the didactic strategies designed for this purpose.

Regarding this topic, it should be noted that studies with this scope describe different elements that occur in certain contexts or environments and that make up a research problem, in order to provide details of its manifestation. In this sense, they are an approach to certain aspects of social reality to detail the characteristics of certain people, groups, situations, phenomena, facts, etc. that are plausible for analysis (Hernández et al., 2014), characterizing them and indicating their most notorious properties. For the case of the present research, the detailed aspects are related to the state of the critical thinking skills proposed by Robert Ennis in the study subjects, both at the beginning of the process and at the end, taking into account the

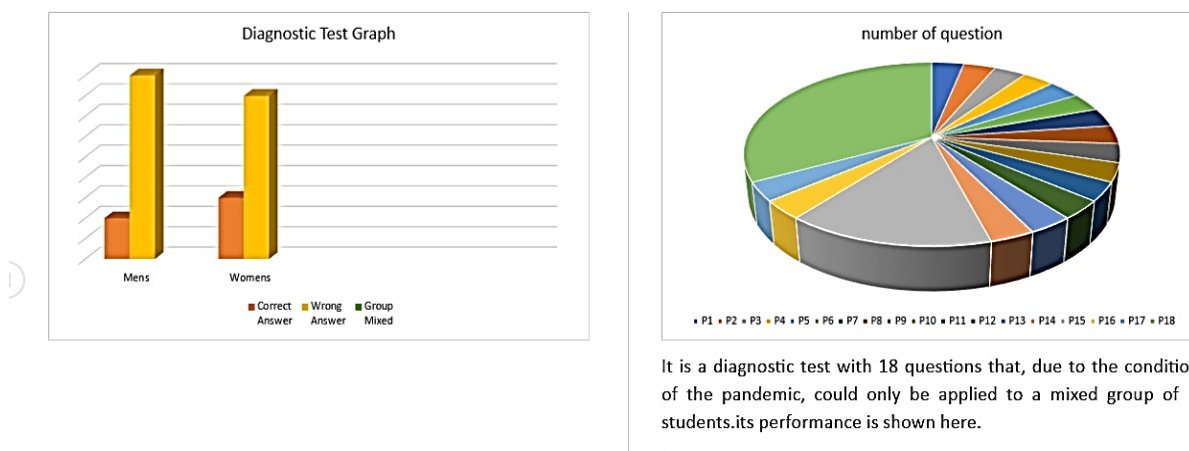
intervention carried out. Therefore, this research is qualitative with a descriptive scope since it intends, through a rigorous approach, to identify, specify and describe how these skills intervene in the analysis of news, highlighting the most important characteristics and features that take place, which allows an approach to an exercise of description of the problem.

CHAPTER IV: ANALYSIS AND DISCUSSION OF RESULTS

In this session all the results obtained through the applications of the instruments will be described in a general and individual way, by the end a triangulation process will be done to contrast the results obtained by those referential works and the ones got in this research work and then contrasted also with the theoretical conceptions described previously in this work. In the form, a discussion can be made to prove the validity of the results obtained here.

Diagnostic test (Results)

Figure 6: Diagnostic test results.



The following graph shows the results of the diagnostic test applied at the beginning of the research project; it was applied to 11 tenth grade students from the Tulio Enrique Tascón educational institution in Guadalajara de Buga. These results, supported by the graph, show that the group in general obtained very low results, validating the low reading comprehension skill of short texts in English. the diagnostic exam was taken from Cambridge, it is an A2 level exam for flayers, which evaluates reading comprehension and writing, this exam was adapted for the reading comprehension part with a total of 18 questions, all of them multiple choice since the majority of the group answered the questions wrong, these results are very worrying, so the need for research - action was seen

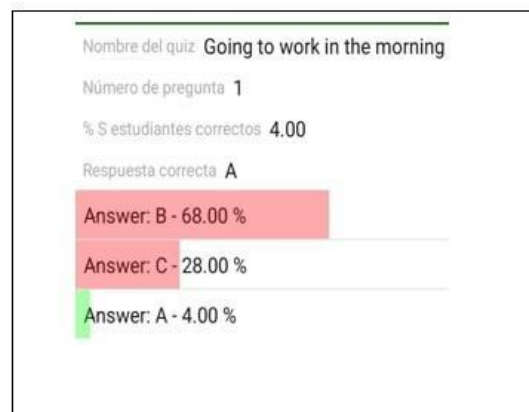
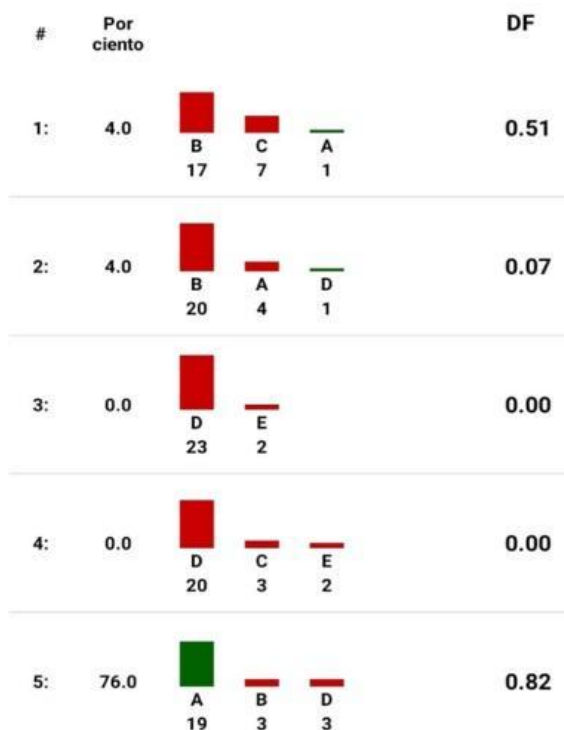
First intervention results

Figure 7: First intervention results.

← ANÁLISIS DE

Nombre del quiz: Going to work in the morning

Clase



In graph number 1, in the results obtained in the first intervention by the students of the tenth grade of the Tulio Enrique Tascón educational institution, it can be inferred that their level of English was not good at all, where the color the red color refers to the number of students who answered the question incorrectly, and the green color refers to the number of students who answered correctly, 26 students presented the test, according to the graph, 25 students answered the first four questions incorrectly and only 1 student, answered correctly a high percentage of students do not have a good level of reading comprehension, they do not have a good vocabulary and many words are unknown to them and they have difficulties when they were going to

answer this type of questions that are literal since the information is explicit in the text. 96 percent of the students answered incorrectly, only the remaining 4 percent answered question one correctly, question number two in question number 2, 96 percent answered incorrectly and only 4 percent answered question 2 correctly, in question number 3 all answered wrong, in question number 4 all students answered wrong

Second intervention results

Figure 8: Second intervention results.

←

ANÁLISIS DE

Nombre del quiz English text, London

Clase

#	Por ciento					DF
1:	10.3	<div><div>B</div><div>17</div></div>	<div><div>A</div><div>9</div></div>	<div><div>D</div><div>3</div></div>		0.52
2:	6.9	<div><div>C</div><div>18</div></div>	<div><div>B</div><div>6</div></div>	<div><div>A</div><div>2</div></div>	<div><div>D</div><div>2</div></div>	<div><div></div><div>1</div></div> 0.20
3:	20.7	<div><div>D</div><div>20</div></div>	<div><div>A</div><div>6</div></div>	<div><div>B</div><div>2</div></div>	<div><div>E</div><div>1</div></div>	0.47
4:	20.7	<div><div>B</div><div>17</div></div>	<div><div>C</div><div>6</div></div>	<div><div>A</div><div>5</div></div>	<div><div>D</div><div>1</div></div>	0.68
5:	75.9	<div><div>A</div><div>22</div></div>	<div><div>C</div><div>3</div></div>	<div><div>B</div><div>2</div></div>	<div><div>D</div><div>2</div></div>	0.25
6:	3.4	<div><div>C</div><div>19</div></div>	<div><div>D</div><div>6</div></div>	<div><div>B</div><div>3</div></div>	<div><div>A</div><div>1</div></div>	0.36

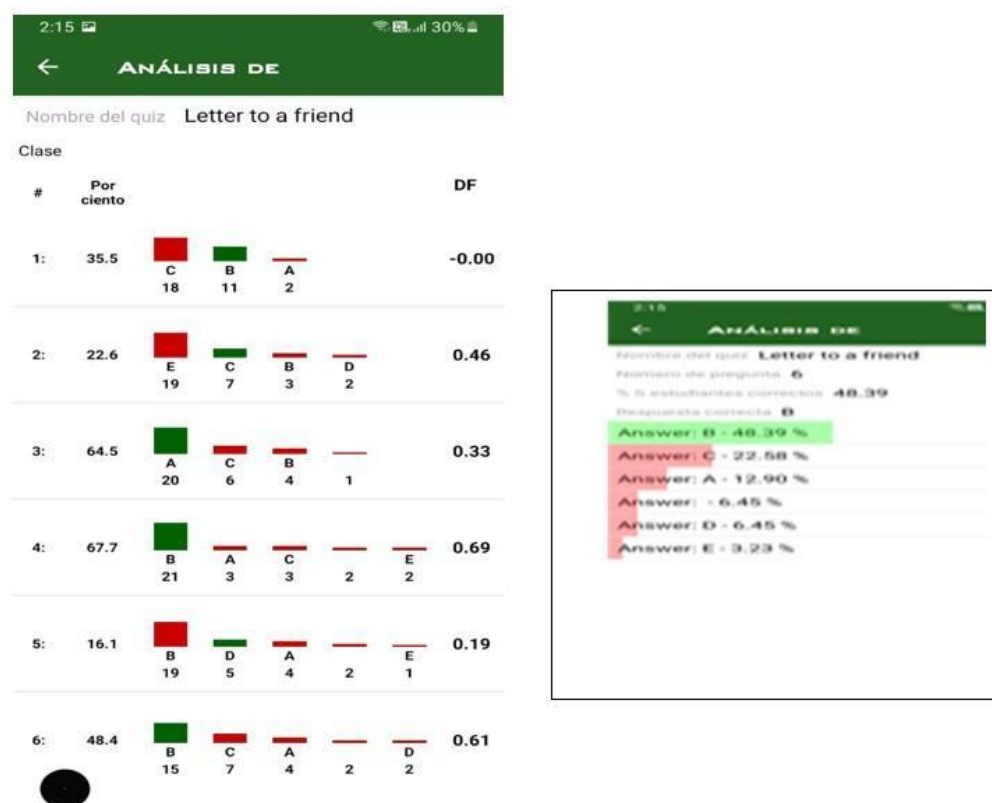


In the first pedagogical strategy, it can be seen in the graph that reading comprehension of the questions and the short texts given is still difficult for these students, literally, it is a lack that has been reflected. the exam this time consists of 6 questions, 26 students out of 29 who presented the strategy answered incorrectly, that is, there is a strong concern, the previous results validate this problem, 80 percent of the students in general had a low result and only 20 percent obtained a good result, in question number 1, 89.65 answered incorrectly, and the remaining 10 percent answered correctly. In question number 2, 88 percent of the students answered incorrectly and 12 percent answered correctly, in question number 3, 79 percent answered incorrectly and only 21 percent answered correctly in question number 4, the percentage was similar , and in question number 5, 76 percent answered correctly and 24 percent answered

incorrectly, question number 6 97 percent answered incorrectly and 3 percent answered correctly.

Fourth intervention results

Figure 9: Fourth intervention results.

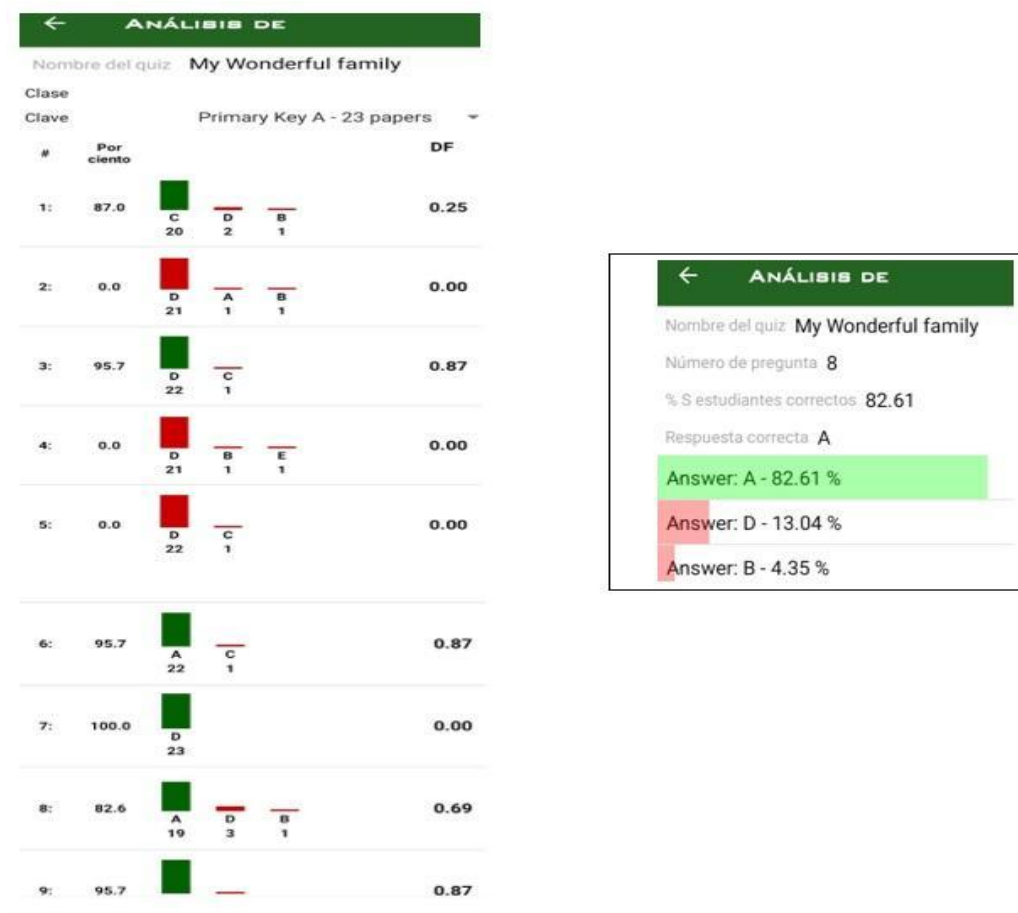


In the third intervention, taking into account the results of the graphs, a small improvement can be seen in the results, that is, a slight improvement in reading comprehension is noted, with better results than the previous ones, with 49 percent of the results. positive overall result, it means that the pedagogical strategies applied have had some effect on the students since

they have learned new vocabulary and grammatical structure, important for learning a foreign language

Sixth intervention results.

Figure 10: Sixth intervention results.

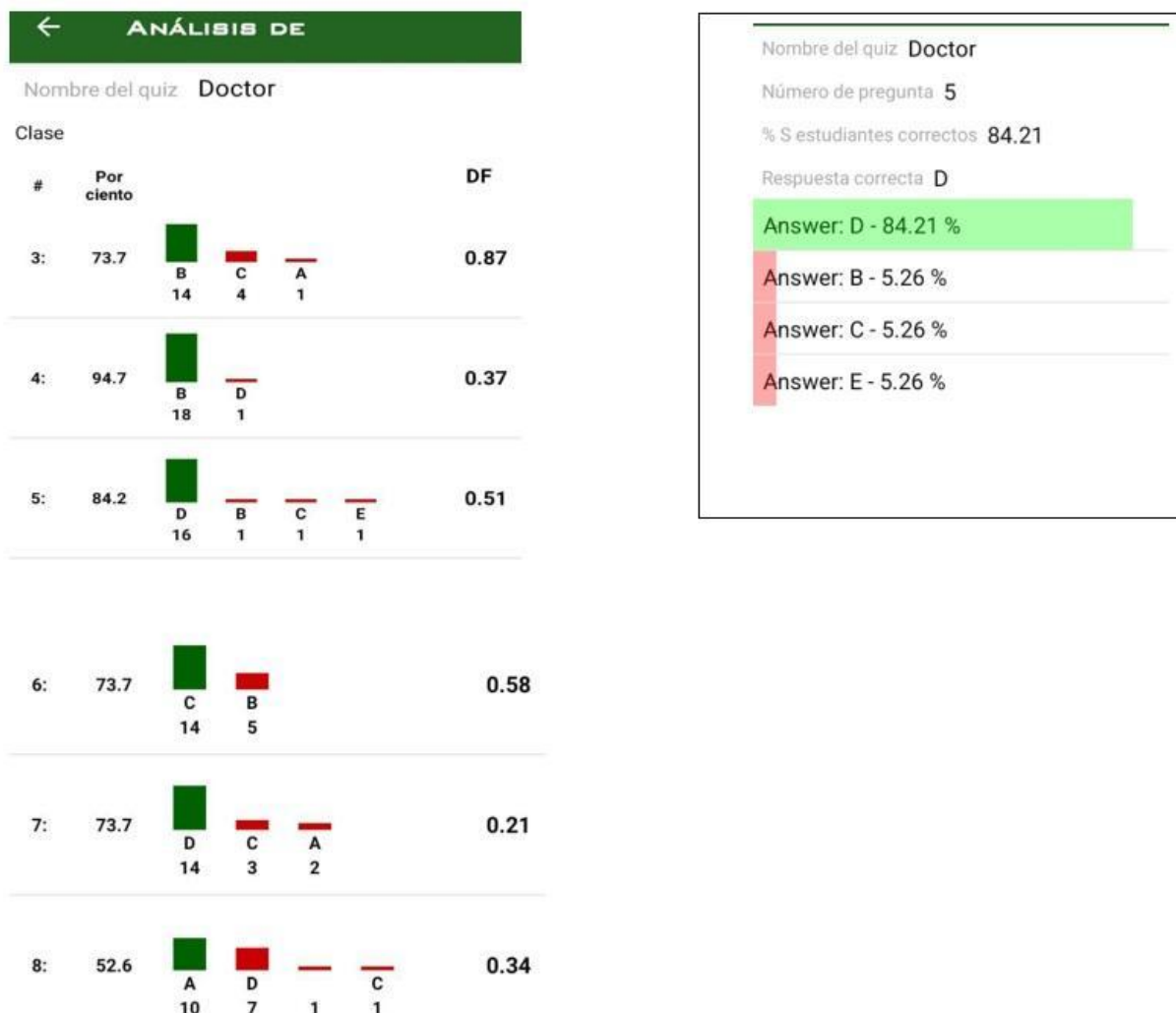


In the implemented strategy number 5, a significant scope in reading comprehension can be perceived, that is to say that the students through the process have significantly improved

their level of comprehension, since little by little they have been acquiring vocabulary that helps them to understand easily what they read. As the graph shows, a high percentage of students answered questions 1, 3 and 6, 7, 8 and 9 correctly, however a high percentage marked questions 2, 4 and 5 incorrectly, something worrying but thanks to the pedagogical activities developed in the classroom, the students have acquired vocabulary, something that they can use not only for the reading part, but also for other language skills such as writing, listening and speaking. The first question 87 percent answered correctly, and 13 percent answered wrong, in number 2, all answered wrong. The number 3 and 96 percent responded well and 4 percent poorly. Question four all answered wrong, in question 5 all answered wrong, in question 6 95 percent answered wrong and only 5 percent answered right, in question 7 all answered right, in question number 8 82 percent answered right and 18 percent answered wrong, in question number 9 95 percent answered right, and only 5 percent answered wrong

Seventh intervention results.

Figure 11: Seventh intervention results.

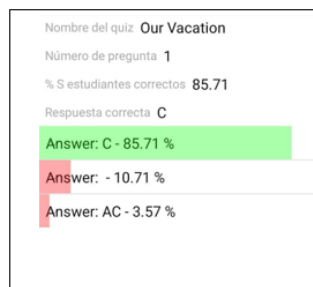


In intervention number six, the students show an improved change in reading comprehension because these strategies have been successful for the students since at this point they demonstrate that they are capable of understanding short texts in English, they have developed the reading comprehension skill with help of vocabulary, grammatical aspects,

coherence, cohesion, lexicon that they have learned throughout the interventions and the research process, the graph validates that the students have been improving in each pedagogical strategy, the results have been satisfactory, this implementation consisted of 8 questions, with a single answer, in general 87 percent of students got all the answers right and only 13 percent got one or two answers wrong, to be more clear, it is said that in the first question 52 percent answered correctly and 48 percent answered incorrectly , in the second question the percentage is very similar, in the third 73 percent answered correctly and 27 percent answered bad wave In the third question, 74 percent answered correctly and 26 percent answered incorrectly; in the fourth, 94 percent answered correctly and 6 percent answered incorrectly; in the fifth, 85 percent answered correctly and the remaining 15 percent answered incorrectly; the sixth question, 73 percent answered correctly and 27 percent answered incorrectly, in question number 7 the result was similar, and in the last question 52 percent answered correctly and 48 percent answered incorrectl

Eight intervention results.

Figure 12: Eight intervention results.



In intervention number 7, through the development of the exercise and the results obtained, it can be shown that the students at this point are capable of reading short texts without much difficulty since they understand the message of the text, understand and know the vocabulary used. , there it is necessary to mention that the objective and purpose of the activities has been fulfilled since at the beginning of the project through the diagnostic test the students manifested a low level and capacity for reading comprehension but thanks to the strategies implemented, reading comprehension has improved. improved. Significantly improved. Reading comprehension in tenth grade students of the educational institution Tulio Enrique Tascón. To better understand the results obtained in the previous graph, in general 86 percent of students had good results and 14 percent had poor results, but in general the global results are satisfactory.

In question number 1, 86 percent answered correctly and 14 percent incorrectly. The second, 96 percent responded well and 4 percent responded poorly. The third question 92 percent got it right and 8 percent got it wrong, the fourth 96 percent got it right and 4 percent got it wrong, in question number 5 92 percent got it right and 8 percent got it wrong, in question number six, seven and eight the result was similar to question number 5

Final test results

Figure 13: Final test results.

← ANÁLISIS DE					
Nombre del quiz reading test final					
Clase					
#	Por ciento				DF
1:	52.6	<div><div>B</div><div>10</div></div>	<div><div>C</div><div>7</div></div>	<div><div>A</div><div>2</div></div>	0.95
2:	21.1	<div><div>B</div><div>9</div></div>	<div><div>A</div><div>6</div></div>	<div><div>C</div><div>4</div></div>	0.29
3:	57.9	<div><div>B</div><div>11</div></div>	<div><div>C</div><div>8</div></div>		0.91
4:	63.2	<div><div>A</div><div>12</div></div>	<div><div>B</div><div>5</div></div>	<div><div>C</div><div>2</div></div>	0.87
5:	78.9	<div><div>B</div><div>15</div></div>	<div><div>A</div><div>2</div></div>	<div><div>C</div><div>2</div></div>	0.46
6:	78.9	<div><div>C</div><div>15</div></div>	<div><div>A</div><div>4</div></div>		0.56

In the results obtained from the final exam, taking into account the results of the previous graph, an improvement in reading comprehension is observed by the tenth-grade students of the Tulio Enrique Tascon educational institution, since in the final exam the results in general were very good, with an average of 67 percent correct answers. the exam was presented by 19 students, in question number 1, 10 answered correctly and the remaining nine answered incorrectly, in number 2, 15 bad and 4 good, in number 3, 11 good and 8 bad, in the four 12 good and 7 bad, in number 5, 15 good and four bad, in number 6, 15 good and four bad, number 7, 14 good and 5 bad, in question number 8, 12 good and 7 bad, in the number 9, 13 good and 6 bad, number 10, 13 good 6 bad, number 11, 17 good and two bad, number 12, 13 good and 6 bad, number 13, 12 good and 7 bad, number 14, 11 good, and 8 wrong, question number 15, 11 students answered correctly and 8 answered wrong, in question number 16, 18 students answered correctly and only one answered wrong, in number 17 all were correct and in the last

question of the exam 16, students they responded well and only 3 students of the research group responded badly, in general 67 percent of the group obtained satisfactory results

After the presentation of the diagnosis and intervention results, the work will continue explaining the categorization and codification applied to the field diary. This process is intended to get the most important data from the great amount of information obtained by the application of this instrument.

Open Coding for the field diaries

This is the analytical process through which the researcher must identify in the texts those fundamental concepts related to his/her research, while at the same time discovering their properties and dimensions (Valles, 1997; Strauss and Corbin: 2002; Andréu et al., 2007).

Open Coding

Definition of terms

1. Open coding: The analytical process by which concepts are identified and their properties and dimensions are discovered in the data.
2. Phenomena: Central ideas of the data represented as concepts.
3. Categories: Concepts that represent phenomena.
4. Properties: Characteristics of a category, the delineation of which defines it and gives it meaning.
5. Dimensions: Scale on which the general properties of a category vary, and which gives specifications to the category to the category and variations to the theory.

6. Subcategories: Concepts that belong to the category, which give it additional clarity and specificity.

Table 3: Field diary 1.

Field diary 1		
Actividad	Reading comprehension short English text (first intervention)	Fecha :28 -04-2022
Investigador / Observador	Jean Yeffry Carvajal Duque	
Objetivo	To analyze the incidence of the strategy based on short text on the improvement of reading comprehension skill in English of ninth grade students of the Tulio Enrique Tascón Educational Institution in Guadalajara de Buga.	
Situación	Educacional Field	
Lugar - espacio	IE Tulio Enrique Tascón School, room 19, Guadalajara of Buga	
Técnica aplicada	Action research	
Personajes que intervienen	Researcher, teacher and students	
Descripción de actividades, relaciones y situaciones sociales cotidianas		Consideraciones Interpretativas y/o analíticas
<p>The preliminary intervention of the didactic strategy was carried out on Thursday, April 28 of this year, days before the researcher agreed with the director of the institution Tulio Enrique Tascón to provide the space and time for the pedagogical intervention, which she agreed without any engagement type. problem, the researcher went to room 19, a unique and exclusive room for the English area, spacious, the room has comfortable chairs, air conditioning, technological tools such as a smart TV, and other tools to carry out the classes, the researcher addressed the group, introduced himself as a student of foreign languages with an emphasis on English at the uceva, then the researcher explained to the students what the test consisted of and for what</p>		<p>Marchant, Luccchini and Cuadrado (2007) teachers and researcher from the Arauco Educational Foundation of Chile write the article entitled “Why is it important to read well? Association of the reading domain with other learning”:</p> <p>In their article, they mention that once the student develops good auditory oral language and achieves fluency to decode, reading becomes a source of linguistic experience that greatly improves listening and speaking</p>

purpose, the test consisted of a reading comprehension of a short text called our vacations, 8 multiple-choice questions, the researcher delivered the short reading with the answer sheet, the students agreed to solve it without any inconvenience, they were given a reasonable amount of time to carry out the didactic strategy, during the exercise there was discipline, good aptitude on the part of the group and total silence. at the beginning students seemed very anxious about the activity they looked each other, and they ere asking to the teacher if the reading was to score, they were scare to have a bad score because it might affect the grade

skills. Learning to read easily and comprehensively contributes to the learning of new words and the acquisition of new knowledge.

short texts that are of pleasure and interest on the part of the students and in this way promote reading comprehension in them,

Observaciones y Reflexiones

It is necessary to encourage reading in students since the development of this skill is essential not only for the English area but also for other subjects.

Table 4: First diary category and sucategory

Main category	Subcategory or final category
Bad Behavior	No comprehension

Table 5: Field diary 2.

Field diary 2		
Actividad	Short Reading	Fecha:
Investigador / Observador	Jean Yeffry Carvajal	
Objetivo	To improve Reading comprehension skills through short texts	
Situación		
Lugar - espacio	Tulio Enrique Tascon Educational Institution	

Técnica aplicada	Short Reading	
Personajes que intervienen	Researcher and students	
Descripción de actividades, relaciones y situaciones sociales cotidianas		Consideraciones Interpretativas y/o analíticas
to start with a greeting and then proceed to the application of the activity that is scheduled for today, initially the students are introduced to the text to work on, an article taken from lingua.com, these texts are according to the level of the students, with vocabulary that they know, texts of their taste and interest, this as a strategy to lead the child to the motivation and interest to adopt reading comprehension, this activity is done individually. students are between 15 and 16 years old, strata 1 and 2		
Observaciones y Reflexiones	Reading comprehension in this context is a weakness that has been occurring for various reasons, lack of habit of the reader, because reading is not part of their interests and that has been affecting the academic performance of students in different areas of knowledge, because as stated Carpio, Garcia, Mariscal (2012) in his article the home environment can contribute in various ways in reading skills, generating interaction and opening a gap to the field of knowledge, and this has been affecting the academic performance of students in different areas of knowledge.	

Table 6: Main category-Subcategory or final category

Main category	Subcategory or final category
Weakness	Low understanding text

Table 7: Field diary 3.

Fiel diary 3		
Actividad	Reading	Fecha:
Investigador / Observador	Jean yeffry Carvajal duque	
Objetivo	What do they imagine when thy read?	
Situación	School	
Lugar - espacio	Tulio Enrique Tascon Educational Institution	
Técnica aplicada	Short Reading comprehension	
Personajes que intervienen	Tenth grade students	
Descripción de actividades, relaciones y situaciones sociales cotidianas		Consideraciones Interpretativas y/o analíticas
extracurricular activities in the classroom are very enriching because through reading that they enjoy, they develop reading comprehension skills and learn new vocabulary.		it is very good that reading is adopted in regular classes since reading plays a fundamental role in learning not only the foreign language English, but also the mother tongue, and reading is also fundamental for the development of other cognitive skills.
Observaciones y Reflexiones	students like this type of reading, since they somehow feel identified with the characters mentioned there and in their minds they create <u>situations and stimulate their imagination</u>	

Table 8: Field diary 4.

Field diary 4		
Actividad	Reading Comprehension	Fecha:
Investigador / Observador	Jean Yeffry Carvajal Duque	
Objetivo	To make students to understand text they read	

Situación	Tulio Enrique Tascon Educational Institution	
Lugar - espacio	Tulio Enrique Tascon Educational Institution	
Técnica aplicada	Short reading texts	
Personajes que intervienen	researcher Jean Yeffry Carvajal Duque	
Descripción de actividades, relaciones y situaciones sociales cotidianas		Consideraciones Interpretativas y/o analíticas
<p>For this day, the head of studies was with me in the classroom. I waited a few minutes while the students came in and as they arrived I greeted them to see how they had done during the week. When the students arrived and each one settled in their place, the head of studies did a roll call to verify that all the students who were part of the investigation were there, then I gave them a general greeting and welcomed them to the classroom. The students were calm, then I explained to them what the activity consisted of, pedagogical strategy, then I gave them the indications and instructions of the activity and how they should work, I clarified questions and doubts before starting, during the exercise the researcher observed the behavior of the students, they all worked normally, they were very concentrated during the exercise, however it was necessary to make the round to verify that everything was in order and indeed it was, each student was concentrated in solving the activity, once they finished each student handed in the activity as the student delivered the reading activity, they left to start the next class</p>		<p>Through what is observed, it can be interpreted that the students feel more comfortable with the reading activities since their aptitudes have improved, the students have enriched their vocabulary and this allows them to understand what they are reading.</p>
<p>Observaciones y Reflexiones</p>		<p>A fundamental element to know or learn new things either out of curiosity, interest or necessity is reading; because through it we can interpret, imagine and live what we read, the ability to read gives us the opportunity to decipher and translate signs. These signs have a meaning in which the knowledge that other human beings have created is implicit and we are the readers, who attribute a certain meaning to an object, place or event, which allows us to know or reaffirm what we already know. And in this attribution of meaning, reading is a fundamental ally since it directs us for a purpose, which is reflected when reading since as we discover the content of the text, reading marks paths <u>for us that we must travel to</u></p>

Understanding a written text, in the same way, allows us to extract meanings contained implicitly or cleanly in the text, which may or may not satisfy our concerns as readers.

Table 9: Fiel diary 4 category and subcategory

Main category	Subcategory or final category
Comfortable	Better Reading comprehension and understanding texts

Table 10: Field diary 5.

Fiel diary 5		
Actividad	Reading Comprehension	Fecha:
Investigador / Observador	Jean Yeffry Carvajal Duque	
Objetivo	To make students to understand text they read	
Situación	Tulio Enrique Tascon Educational Institution	
Lugar - espacio	Tulio Enrique Tascon Educational Institution	
Técnica aplicada	Short reading texts	
Personajes que intervienen	researcher Jean Yeffry Carvajal Duque	
Descripción de actividades, relaciones y situaciones sociales cotidianas		Consideraciones Interpretativas y/o analíticas
To improve reading comprehension in tenth grade students of the tulio Enrique Tascón educational institution, it is necessary to implement a didactic		Reading teaches you new words and perspectives. It helps strengthen language and

<p>strategy, gradually showing their progress in this skill, enhancing acquisition. Linguistic and social skills in activities individuallyTo carry out this activity, first search the internet for short text readings according to the suggested level, and vocabulary known to them, search for different types of readings, search different pages and websites, until I was able to find some quite interesting texts with very interesting topics.</p>	<p>sharpens sentence structure. It gives you a better command of the language. All of these are fundamental to being a good speaker.</p>
<p>Observaciones y Reflexiones</p>	<p>The results of the pedagogical strategy reflected that the students present great difficulties in reading comprehension, added to the little space and time that the teacher gives to the development of this skill and the need for a change in the methodological strategies of the teachers involved in the study. teaching-learning process</p>

Table 11: Field diary 5 category and subcategory

Main category	Subcategory or final category
Reach vocabulary	Reading comprehension deeply

Table 12: Field diary 6.

Field diary 6		
Actividad	Reading Comprehension	Fecha:
Investigador / Observador	Jean Yeffry Carvajal Duque	
Objetivo	To make students to understand text they read	
Situación	Tulio Enrique Tascon Educational Institution	
Lugar - espacio	Tulio Enrique Tascon Educational Institution	
Técnica aplicada	Short reading texts	

Personajes que intervienen	researcher Jean Yeffry Carvajal Duque	
Descripción de actividades, relaciones y situaciones sociales cotidianas	Consideraciones Interpretativas y/o analíticas	
<p>The pedagogical strategies implemented are very effective because maximum attention and disposition of the reader is needed to be able to understand what is read, this type of pedagogical strategies through short texts is called literal level since information that is included in the text is retrieved In a clear, explicit or obvious way, the formulation of this type of question is always of a closed nature, for example, who prepared breakfast? where was the dog hiding? that is, it is easy to discover the answers because they are made evident in the text many situations in the classroom, students only read texts not for pleasure but because they are required for academic work, where they have to read and memorize, something that is wrong since reading comprehension is not worked on in this way. and when the student reads but does not interpret what he reads but memorizes when he forgets a word, he loses all the text and there is no learning</p>		<p>the traditional method used by the director becomes very repetitive and students lose interest, since everything becomes monotonous in classes, and motivation is lost, so it is necessary to implement new teaching strategies to arouse interest and motivation</p>

Table 13: Field diary 6 category and subcategory

Main category	Subcategory
Progress	Improving

Table 14: Field diary 7.

Field diary 7

Actividad	Reading comprehension short English text (seventh intervention)	Fecha : -2022
Investigador / Observador	Jean Yeffry Carvajal Duque	
Objetivo	To analyze the incidence of the strategy based on short text on the improvement of reading comprehension skill in English of ninth grade students of the Tulio Enrique Tascón Educational Institution in Guadalajara de Buga.	
Situación	Educational Field	
Lugar - espacio	IE Tulio Enrique Tascon School, room 19, Guadalajara of Buga	
Técnica aplicada	Action research	
Personajes que intervienen	Researcher, and students participants	
Descripción de actividades, relaciones y situaciones sociales cotidianas		Consideraciones Interpretativas y/o analíticas
On the xxx day, the seventh implementation of the pedagogical strategy based on short texts was carried out in the institution. It is worth mentioning that this activity was carried out during the absence of the head teacher, since he was unable to attend due to medical incapacity, while the students were carrying out the activity they were very calm and confident, there was silence and concentration on the part of the group, and an improvement in the students could be evidenced, since during the previous interventions the students had enriched their vocabulary, and the activity was much easier for them, It was possible to show through the results obtained that their reading comprehension had a significant advance since the majority of students obtained scores of 4.0, a result that if we compare it with the result of the entry test and the first interventions, are good for the students,		
Observaciones y Reflexiones	It will allow students to learn new words, increasing their vocabulary and consolidating the already acquired. Efficient learning requires training the most important vocabulary of each topic and quickly recognizing unknown words in order to focus on them later.	

Table 15: Field diary 7 category and subcategory:

Main category	Subcategory
acquisition	Improve reading skill

Table 16: Field dairy 8.

Field diary 8		
Actividad	Reading comprehension short English text (seventh intervention)	Fecha : -2022
Investigador / Observador	Jean Yeffry Carvajal Duque	
Objetivo	To analyze the incidence of the strategy based on short text on the improvement of reading comprehension skill in English of ninth grade students of the Tulio Enrique Tascón Educational Institution in Guadalajara de Buga.	
Situación	Educacional Field	
Lugar - espacio	IE Tulio Enrique Tascon School, room 19, Guadalajara of Buga	
Técnica aplicada	Action research	
Personajes que intervienen	Researcher, and students participants	
Descripción de actividades, relaciones y situaciones sociales cotidianas		Consideraciones Interpretativas y/o analíticas
On the xxx day, the seventh implementation of the pedagogical strategy based on short texts was carried out in the institution. It is worth mentioning that this activity was carried out during the absence of the head teacher, since he was unable to attend due to medical incapacity, while the students were carrying out the activity they were very calm and confident, there was silence and concentration on the part of the group, and an improvement in the students could be evidenced, since during the previous interventions the students had enriched their vocabulary, and the activity was much easier for them, It was possible to show through the results obtained that their reading comprehension had a significant advance since the majority of students		

obtained scores of 4.0, a result that if we compare it with the result of the entry test and the first interventions, are good for the students,

Observaciones y Reflexiones

It will allow students to learn new words, increasing their vocabulary and consolidating the already acquired. Efficient learning requires training the most important vocabulary of each topic and quickly recognizing unknown words in order to focus on them later.

Table 17: Field diary 8 category and subcategory

Main category	Subcategory
acquisition	Improving reading comprehension skill

Semi-structured interview analysis

Subcategory: value judgments

In this sense, according to what was expressed by the interviewed participants, the researcher of the present research work, interpreted in the first place, that the population under study believes that value judgments are derived from points of view supported by arguments.

"...have a position... about something... based on arguments..."

"...the personal position and not just to believe anything or everything that we saw..."

Student 2

"...your perception through argumentation that's what I think it is" Student 4

"...the ability to give another sense... another... aspect, another view to the information that we received" Student 5

This statement can be considered valid, since when argumentation is mentioned in the list of higher thinking skills, it is explained as the reasoning process that contradicts or ratifies something using value judgments (García, 2014). In fact, it should be highlighted that Ennis also considers critical thinking as "the ability to give value judgments in the face of situations of the immediate context, to expose criteria around believing, feeling and doing" (Ennis & Weir, 1985, cited in Rojas & Linares, 2018 p. 37), while incorporating it within the list of critical thinking skills (Ennis, 2005). The researcher of this paper relates the clarity that students have about value judgments with the fact that the participants have already studied important subjects for the development of the research, among which is the Theory of Argumentation according to their academic Pensum.

Subcategory: analysis of arguments

Secondly, the population under study considers that the analysis of arguments allows them to appreciate the information through an observation exercise, in order to know if it contributes to their knowledge.

"...is the ability, for me is an ability... to analyze... or evaluate... analyze and evaluate the cons..." Student 3

"...ability to analyze something that is taking... from a text from... any source, any source of information... it's not only to read something and take it, take it... just like it is writing or, or it is... like (unintelligible)... But, to make a process, to make a process, in which we can..." Student

This definition is valid in the sense that argument analysis helps to see how all the parts fit together in a reasoning. This is done by observing the conditions necessary to prove an argument according to the required evidence, which ends in drawing conclusions (Ennis, 2005). In the opinion of the present researcher, this involves a thorough examination to ascertain the state of affairs.

The researcher clarifies that determining whether something is valuable in order to incorporate it into one's own knowledge is a decision that is made by making more use of value judgments that contradict or ratify an idea, than of the analysis of arguments. As can be seen in the intervention of student 5.

Subcategory: linguistic competence

As mentioned above, the exercise focused on reading as a means for analysis. We start from the definition of the concept of reading as the set of actions related to each other that are performed with the purpose of satisfying a goal, and that imply processing and exploring the text when interacting with it (Isabel Solé, 1996). The proposed exercise was linked to the implementation of a critical reading of the documents, which required the development of reading competence, which in the first place implied having a set of necessary knowledge with the ability to mobilize it in a timely manner in given situations (Zambrano, 2002, cited in Serrano & Madrid, 2007).

In this path of the knowledge necessary to access reading, Isabel Solé (1996) states that in order to read it is essential to understand written language, since in this way the reader will be able to find in the content a real contribution to his or her objectives and knowledge. Taking into account the above, it is worth highlighting the statement made by one of the students

interviewed, who emphasizes the importance of the didactic strategy for the development of their reading skills, specifically with regard to the linguistic component:

"...We were working on two different skills, the first one was of course reading skills, right? Because of the articles and the thinking ... it helps us to improve and to work on those skills ... they show a real interest in grammar, in the topic, in the content..." Student 2.

In this sense, the didactic strategies allowed us (students) to strengthen linguistic skills and therefore lay the foundations for the development of the critical exercise of reading. Serrano and Madrid (2007) state that critical reading skills include, among others, linguistic and discursive skills, which include "knowledge about the grammatical, discursive and sociocultural characteristics of the text: thematic scope, type of text, register, structure, functions" (p. 64). This allows us to see the importance of linguistic knowledge for the critical analysis of a text, an element that was reflected in the intervention proposal, which according to the perception of students who conducted the interview, was a binding component in their critical reading.

Finally, and in correspondence with the next subcategory called information analysis, participating in the critical reading exercise also requires establishing relationships between the different actors in the process-author, text and reader. It also implies the staging of previous knowledge, as well as contextualizing and inferring the author's intentions, in order to make an interpretation and build new knowledge (Craig & Yore, 1996, cited in Oliveras & Sanmarti, 2009).

Subcategory: information analysis

To read critically requires not only linguistic knowledge of the language, but also the capacity for comprehension and analysis that allows one to go beyond what is said textually and

reach the meaning and purpose of the information. If a person does not know how to read better, it is because he/she has no basis for reasoning, and without reasoning it is very difficult to discover what is read (Lipman, 1990, cited in Marciales, 2003).

In this way of having the basis to understand what is read in a critical way, the pedagogical strategies that were implemented through reading for the development of thinking skills are highlighted.

Subcategories: improving reading competence, promoting reading strategies and practicing reading competence.

To complement this, the participants stated that in order to learn to question information and to think about the reality of the context, reading should be one of the main classroom activities. In this sense, the present researchers interpret that the students postulate that it is necessary to promote strategies that lead to the practice of reading competence and result in its improvement.

Subcategory: strengthening of linguistic competencies

As mentioned in one of the previous categories, linguistic competence is necessary for the development of critical reading skills, a competence that appears when one of the students mentions the contribution of the didactic strategies to their knowledge and understanding of new vocabulary, as well as grammatical improvement, elements that are linked to their reading comprehension.

the present researcher focused on analyzing and interpreting the data obtained from the tests, the field diary and the semi-structured interview. Likewise, the questions that arose in the

development of the research and the reason why they arose were interpreted. As a result of the above process, conclusions and recommendations were drawn up, initiating a discussion that opened the field for reflection. From here, the research takes a new starting point to identify new needs in the population under study (Colás & Buendía, 1994, cited in Berrocal & López, 2011).

With the triangulation of the results obtained during the process, a greater understanding of the problematic situation was achieved. In this way, it was possible to know the thinking skills used at the time of news consumption by the students; according to what was found, the researcher proposed possible situations to investigate for future work.

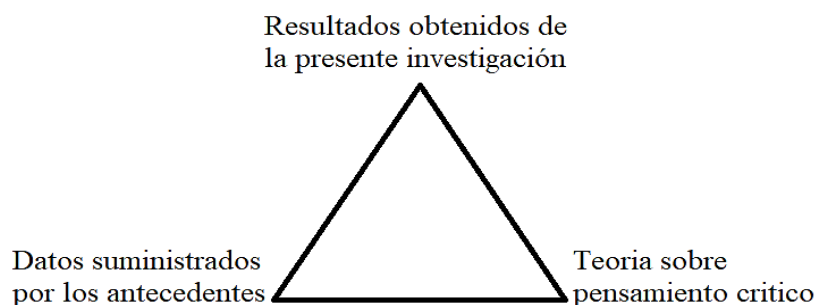
In relation to triangulation, it is important to highlight that it constitutes the way to study a problem from different perspectives for the researcher and helps to find patterns of affinity that will be useful to confirm an explanation of the meaning of the topic under investigation (Mays & Pope, 2000, cited in Okuda & Gomez, 2005). In the present study such patterns were observed in the similarities found in the literature review, the research background and the results obtained in the research. Of the four types of triangulation proposed by Denzin (2000, cited in Okuda & Gomez, 2005) for the purposes of this research, data triangulation has been chosen, which refers to the verification and contrast of information collected at different times by means of different strategies and data sources.

Data triangulation

To make it clear, it can be said that a data triangulation is where the researcher can use two or more methods for the verification of the findings and results of his research work. Also, data triangulation can be also called **cross examination** because it double or even triple checks the results obtained from the research. So, the basic idea behind this or the **rationale** for using

this approach is that the researcher himself can be more confident and can increase the credibility and **validity** of the findings when different methods yield the same results.

Figure 14:Data Triangulation diagram



Note: Triangulation between the results obtained from the present research with the data provided by the antecedents and the theory on developing reading comprehension skills.

Next, the present researcher proceeds to present the analysis of the results carried out from a triangulation of data (see figure 5), which made it possible to engage in an academic discussion in reference to the study objectives. This analysis was carried out by contrasting the results obtained from the present research with the data provided by the background information and the theory on reading comprehension reviewed in the second chapter.

Based on the work done, which included the news analysis and thinking tests, as well as the didactic strategies and the field diary, it was shown that the thinking skills proposed by Robert Ennis (2005) present in the process of reading comprehension in English by students in grade 11 of the "Tulio Enrique Tascón" school in Guadalajara de Buga, were six in total. On the one hand, the researcher identified those skills that imply carrying out a process of inference, that is, exposing the implicit information, that which is omitted from the text where the use of interpretation is necessary, such as the skill of deduction and the evaluation of deductions, the skill of induction and the evaluation of inductions and the skill of making and judging value

judgments In the skills that require clarification, that is, to be clear about what is being said in order to be able to reason about it, the researcher found the ability to analyze simple arguments; finally, among the skills that facilitate substantiation as a basis for making a decision in the discourse to explain easily the answers to the simple questions already posed. the present researcher was simply able to observe progress, whether slight or considerable, which was evidenced in the exit tests applied at the end of the progress, as well as in the analysis of the pedagogical strategies, which were applied more precisely.

In turn, most of these findings are related to what Delgado Condori (2015) stated, due to the fact that he concludes that through the implemented strategy of understanding simple texts, students were able to demonstrate the progress of different to understand a very simple text given to them in the classes. To the same extent, the analysis of the work of the Research Seminar on Geopolitics of the Tecnológico de Antioquia (2019), reveals that at the moment of reading a short item there is an inclination on the part of a considerable number of participants to critically analyze the information accessed, in addition to a habit of corroborating the veracity of the source and of contrasting the information by consulting other similar sources, as regards the observation and judgment of the data present in a discourse, the research shows it as another relevant factor to be taken into account in the analysis of a news item; on the other hand, Romano and López (2016) in their research, when performing a diagnosis of the interaction that students perform with texts in the written press, conclude that both the identification of the aspects of reality present in the text and the ability to infer the author's intention -which is related to the making of value judgments and the analysis of arguments-, are factors that students, for the most part, develop in a moderately adequate manner.

Likewise, in the present research, an improvement in the ability to comprehend a simple text was noted. This is due to the fact that at the end of the process the students were able to determine the congruence of the old and new vocabulary with the text and to recognize simple new structures as well, much better than they did at the beginning of the process.

Finally, regarding the ability to analyze arguments, Ennis (2005) mentions that for the development of this ability, it is necessary to couple all the elements contained therein, apart from demonstrating that each of these elements are really necessary within the simple or complex main idea presented. Simultaneously, the author states that there are some necessary characteristics to be taken into account at the time of analysis, such as the identification of conclusions, the recognition of motives, premises or irrelevancies and the determination of the structure of the arguments (Ennis, 2013).

Additionally, regarding the analysis of the results of the application of pedagogical strategies, the present researcher found advances related to several superior thinking skills proposed by Ennis (2005) at the moment of facing a new simple text. In the first place, there is the development achieved to discern the credibility and relevance of the vocabulary and ideas given, where students took into account as part of their analysis, the recognition of the context that to give their opinion on the information presented, such as the relevance given according to the recognition of the person who wrote the topic, as well as the differentiation with their own reality. They also showed how the text handled the information, analyzing the coherence of the ideas, as well as the global aspects that influenced the course of the interaction with the text. It is important to say that, although the students were able to work on this skill satisfactorily, there were a number of students who limited themselves to saying that the information was hard to

get, without offering arguments for their statements or focused on giving personal opinions that detracted from objectivity in the observation of the quality of the source of the short texts.

Conclusions

Initially, it is important to highlight the importance of the processes used during the study, since they allowed a participatory and proactive development during the course of the research, providing a close perspective adjusted to the reality of the subjects. The reflections derived from the above, allow me to affirm that the realization of diagnoses helps to know the context and the real needs of the group in an accurate way, facilitating the design adjusted to the particularities of the participants and resulting in an effective response to the problems formulated in the research. At the same time, the construction and implementation of well-designed pedagogical strategies in tune with the particularities of the diagnostic exercise, facilitated the implementation of reading comprehension skills in the students, fostering their strengthening. At the same time, the implementation of the field diaries made it possible to follow up on the process, making it possible to propose adjustments to the didactic strategies formulated and to determine whether the proposed goals were achieved.

Even though, students were able to use the ability to observe and judge the data reports when they had the opportunity to decode part by part all the sentences composing the short texts to be understood and decoded. In this sense, students were able to come up with their own strategies to comprehend the given text and identify the simpler and more complex structures in the foreign language.

Thirdly, by intervening the target population through a pedagogical strategy, it can be concluded that the work carried out allowed an advance in the strengthening of short texts

comprehension in English, where students activated thinking skills to perform an understanding of the information they accessed. Among the elements to highlight regarding the work done by the students, it is relevant to mention that during the sessions the objectives proposed by each pedagogical strategy were developed, such as observing the analysis of information and the discernment of discourses, to promote exercises of comparison and establishment of similarities and differences to identify the strength of the arguments through contrast, to provide bases to understand the elements of a simple text and to analyze the arguments even so simple ones of the texts, to question the information provided, to determine the relevance the importance of it.

Fourth and finally, after analyzing the results of the application of the pedagogical strategy, it was possible to observe progress in the development of several thinking skills proposed by Ennis (2005) in the reading of a short or long text. This could be seen at the moment of discerning the credibility and relevance of the sources of a news item, since during the development of the activities the students prioritized the type of source they were accessing, identifying its importance and analyzing the coherence of the statements. In addition to this, they highlighted the central aspect of the topic and the secondary ideas.

Finally, the discussion of the findings made by the researcher from the triangulation of data, lead the present document to mention a series of recommendations aimed at improving the effectiveness of the work, for future research on the development of reading comprehension skills.

Recommendations

On the other hand, since it was found that the organization and implementation of the didactic strategies generated positive advances in the development of critical thinking skills in students, it is suggested to consider for its application, two options that could promote the

strengthening of thinking in the students of the academic program. The first is to consider a subject that is part of the curriculum of the bachelor's degree, which deals specifically with thinking and analysis of texts, whether news or otherwise. The second is to enhance teachers from private and public schools to promote reading within the classrooms, this important process can begin by asking the students what they really like to read and why, and then give these young people the chance to explore and to develop their high thinking skills, but these recommendations are also true for the teachers themselves who most of them do not read so they can not give any advice to their students on this relevant matter.

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Anexes



KEY ESPAÑOL TEST

Reading and Writing
Sample Test

Time 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.
Write your answers on the answer sheet. Use a pencil.
You **must** complete the answer sheet within the time limit.
At the end of the test, hand in both this question paper and your answer sheet.

PV1 500/2416/4

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Part 1

Questions 1 – 6

For each question, choose the correct answer.

1

For Sale
Women's bicycle (small)
11 years old - needs new tyres
Phone Debbie
- 0794587454



A The bicycle that's for sale was built for a child.

B Some parts of the bicycle must be changed.

C Debbie is selling the bike because she's too big for it now.

2

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him



A Tim thinks Ben should look on the website.

B Tim hopes that Ben will be able to with him.

C Tim wants to know if Ben can pay back today.

3



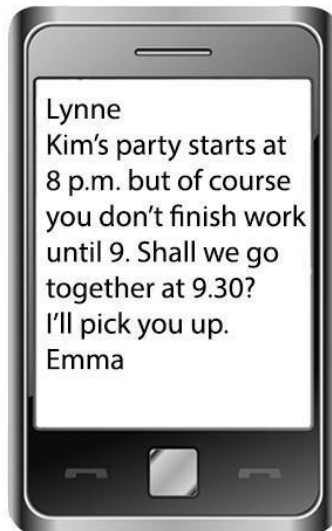
A You get into the park by going this way.

B It is more expensive to go here alone.

C You will have fun if you come with friends.

4

at the
bit later
but not



A Emma knows that Lynne can't be party when it starts.

B Emma wants to go to the party a than Lynne.

C Emma wants to go out with Lynne to the party.

5

A The



ice cream shop is open for only 2 hours.

B Two ice creams will cost the same as one.

C You can get free ice creams all afternoon.

6 Why

A to

B to let

C to

Part 2



did Sophie write this message?

check if Anna has completed her homework

Anna know what they did in class today

ask Anna to contact her about the homework

Questions 7 – 13

For each question, choose the correct answer.

		Tasha	Danni	Chrissie
7	Who writes both a magazine and a blog?	T o	B	C
8	Who says that studying and writing a blog at the same time can be hard?	T o	B	C

- | | | | | |
|----|---|----------------------|----------|----------|
| 9 | Who answers questions from other people who read her blog? | T
o | B | C |
| 10 | Who plans to stop writing her blog soon? | T
o | B | C |
| 11 | Who didn't have many people reading her blog in the beginning? | T
o | B | C |
| 12 | Who asks a member of her family to help her write her blog? | T
o | B | C |
| 13 | Who says writing a blog is easier than some other types of writing? | T
o | B | C |

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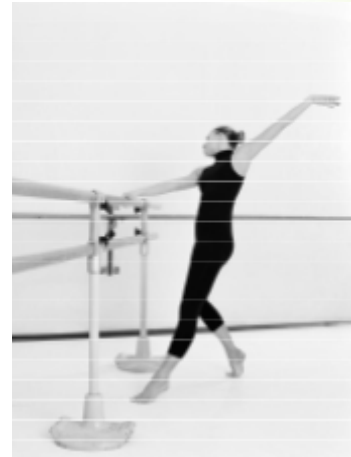
Part 3

Questions 14 – 18

For each question, choose the correct answer.

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.



Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says,

'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'

A Dancer

B teacher

C dress-maker

15 Demi had her first ballet lessons

A at a very young age.

B at the National Ballet Company.

C from her mother.

16 Jack helped his wife and daughter by

A moving to a larger house.

B letting them use the living room for dancing.

C making a place for them to practise in.

17 What was the best thing about the *Swan Lake* show for Demi?

A It was her first show with the company.

B All her family were there.

C She was wearing a new dress.

18 Hannah says that Demi

A will be a star one day.

B is her favourite granddaughter.

- C dances better than Alice did.

Part 4

Questions 19 – 24

For each question, choose the correct answer.

William Perkin
William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) of chemistry that really interested him. At the age of 15, he went to college to study it.
While he was there, he was (20) to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) to make the colour purple. At that (22) it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William
(23) his own factory to make the colour. It sold well, and soon purple clothes (24) very popular in England and the rest of the world.

- 19** A class **B** subject C course
- 20** A thinking **B** trying C deciding
- 21** A way **B** path C plan
- 22** A day **B** time C hour
- 23** A brought **B** turned C opened

24 A began B arrived C became

Part 5

Questions 25 – 30

For each question, write the correct answer.

Write **one** word for each gap.

0	you
---	-----

Example:

From:	Maria
To:	John

I hope (0) are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (25) lovely beach. We had to leave before lunch because it was very hot. We went to a party (26) the evening in the centre

(27) the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) on a boat trip or (29) tennis.

I'll show you my photos (30) I get back.

See you soon,

Maria

Part 6

Question 31

You want to go swimming on Saturday with your English friend, Toni.
Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write **25 words** or more.

Write the email/story on your answer sheet.

Part 7

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.



Write the email/story on your answer sheet.