THE IMPACT OF READING STRATEGIES BASED ON ONLINE GRAPHIC ORGANIZERS ON THE READING COMPREHENSION OF 7TH GRADERS IN A PUBLIC SCHOOL

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Comprehension of 7th Graders in a Public School

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Abstract

This study describes the impact of reading strategies based on online Graphic Organizers on the reading comprehension of 13 seventh graders in a public school. A teacher journal, a survey, a peer observation form, and a diagnostic test reported participants' difficulties with their reading abilities. Six workshops were implemented with strategies such as scanning, highlighting, note-taking, compare and contrast, previewing/ prior knowledge, and sequencing combined with Graphic Organizers which assisted participants in enhancing reading skills such as recall of relevant details, awareness of text structure and discourse organization, and evaluation and critical reading proposed by Grabe (2009). In the implementation stage, data were collected with the same instruments along with a focus group, a final survey and a final exit test. Findings and conclusions revealed learners' reading improvement in most skills with some challenges related to critical reading and the affective filter.

Keywords: graphic organizers, reading strategies, reading skills, reading comprehension

Introduction

Reading comprehension is a fundamental skill, not only for language learning but for life. Reading opens the doors of unknown worlds and allows the reader to learn, reflect, think, and question. Besides, most of the information found online is in English; that is why there is a rise in interest in learning this language; there is a need for communicating with the world. Furthermore, nowadays, young learners consume hundreds of information thanks to new technologies, following trends, challenges, and fashion. For that reason, it is necessary to help them develop critical skills; they must learn to discern between what is beneficial for themselves and what is not. Thence, this study has the purpose of helping students in developing their foreign language reading skills, in terms of recognition of details, awareness and critical reading, as a contribution to their English language learning.

This research project aimed to assess the impact of reading strategies based on online Graphic Organizers on 7th graders' reading comprehension. The participants agreed to be part of the study; they were active and willing to learn. They were 13 seventh graders, ranging from 11 to 13 years old, from a public school in Armenia, Quindío. This project was outlined based on qualitative research and following the action research protocol presented by Kemmis and McTaggart (2005). That is why, learners presented a diagnostic test, and some instruments were applied, such as a peer observation form, a teacher-researcher journal, and a survey for students. These instruments helped me gather the data needed to identify difficulties in the EFL learning process. As a result, reading was detected as a skill that required intervention.

After the diagnostic, research was carried out intending to find ways from the theory that could help in this process and that is how the literature review was structured, including pertinent information about reading, comprehension, reading strategies, Graphic Organizers, ICT tools,

high affective filter and some related studies. This section states the theory that set the point of departure and served as a guide for the action stage, which was accordant to students' requirements.

In the action stage, took place the implementation of six workshops. Each workshop aimed to assist students in learning how to use reading strategies to improve their understanding of the reading content. The main task in the workshops was to display, in the Graphic Organizers mediated by ICT tools, what they extracted from the readings using the strategies; that is how it was possible to evidence their understanding. The main objectives of this intervention were to impact learners reading sub-skills, such as recall of relevant details, awareness of text structure and organization of ideas, and evaluation and critical reading. For students to create the Graphic Organizers, they used webpages and apps, like Canva, Google slides, Mindmeister, and Storyboard That, showing their comprehension and creative skills at the moment of using the online tools and displaying the information required. A rubric was the guide to assess students' outcomes with descriptors related to the strategies used, the three reading sub-skills and the use of the ICT tool to create the Graphic Organizers. The rubric also presented some scales that corresponded to students' performance.

To gather different perspectives in this study, some instruments were designed and administered. For students, they had to complete a survey giving their opinions about their performance, their progress, the use of strategies, and the use of the ICT tools. As a support to the survey, students also reported their opinions through a focus group that contained a similar structure and requested alike information. There was an external peer observer, who completed a peer observation format, giving his opinion and suggestions. And for the teacher-researcher, it was carried out a journal where insights of each class were recorded. All this information was

codified and then triangulated to come up with the frequencies for each category. This analysis

helped in decision-making regarding the planning of the following workshops. At the end of the

implementation of the workshops, an exit survey was applied as well as an exit test. These two

instruments permitted me to compare their progress, taking into consideration the diagnostic

stage results.

The last sections of this project are related to the findings and the conclusions, in which

the results of the implementation are discussed. Participants showed improvement in the three

skills. However, the recall of relevant events improvement was superior, meanwhile, regarding

the awareness of text structure and evaluation and critical reading skills, students reflected some

limitations. The reading strategies applied were fundamental to students' enhancement. In respect

of the use of ICT tools, students appeared to feel engaged during the development of the

workshops at the moment of using these virtual tools. This motivation was key to helping

learners improve their reading comprehension skills. Nevertheless, some participants also showed

some negative outcomes related to the frustration some activities caused them, leading to

unwanted results in their performance.

1. Research Problem

1.1 Justification

During the year 2020, the world lived an unexpected experience and we were forced to use full-time ICT tools to carry out our EFL classes. The Coronavirus Pandemic affected the whole world and demonstrated the importance of implementing new technologies in education. This situation has shown as well how pertinent is to promote among students the 21st Century skills such as critical thinking, problem-solving, adaptability, and responsibility, among others (Trilling & Fadel, 2009). Following this idea, in our classrooms, our students need to improve the different skills in the EFL and at the same time foster 21st-century skills. For example, D'Angelo (1971) highlights the fact that reading provides students plenty of opportunities to develop "critical reading" a fundamental skill during this period of time because students are usually exposed to information coming from different sources, and they need to know how to distinguish if that new knowledge is beneficial for their lives or not. It is the reason why this project is about the reading skill since students in this setting reported a need to develop comprehension and it is primary for them to learn how to use reading strategies to fulfill this understanding. Besides, some reading skills are essential for learners to achieve and that this project intended to explore; those skills proposed by Grabe (2009) are recall of relevant events, the text-structure awareness and discourse organization, and evaluation and critical reading.

This research project aims at helping Colombian English teachers to become aware of the fact that we are living in a globalized world, where English is taking more leadership and our students are receiving all kinds of information in this language. That is one reason to help our students be critical of the information they receive, mainly under pandemic circumstances. Regarding the pandemic, here in our country, teaching and learning processes are not different from outside.

That is why this project is an opportunity for teachers to adapt the English as a Foreign Language (EFL) classes to a virtual environment. Furthermore, the implementation of reading strategies based on online graphic organizers engages students in their learning process and contributes to the institutional project "Meta para la excelencia" (Spanish for Goal to the excellence). Moreover, one of the objectives of the institution where the research project was conducted is to help students to be more proficient in reading comprehension, complying with the national and regional bilingualism policies. This project is also important for the school context because it follows the suggested curriculum guidelines and the Plan Nacional de Bilinguismo (Colombia Aprende, 2015). In addition, this project takes into account the institutional pedagogical approach "Enseñanza para la comprensión" (Spanish for Teaching for understanding) to adapt the English teaching approaches for the selection of strategies to develop and evaluate the reading skill.

1.2 Description of the Context and Setting

During the last decades, Colombia has seen the necessity of creating global citizens, that is why the government has created different plans throughout the years for making Colombia a multilingual country (MEN, 2016). In 2004, the government and the National Ministry of Education released the PNB (2004- 2019), aiming to have 100% of Colombian students in a B1 level of proficiency by 2019. The government realized that this plan was very ambitious, and for that reason, they decided to create a new one, the PFDCLE (2010- 2014), in which they lowered the goal to 40% of the students to be in a B1 level of language proficiency. In 2013, the bilingualism law modified some articles from the general education law 115, regarding foreign language teaching. Then, in 2015, the PNI. Colombia Very Well proposal was to make Colombia the best country at English in the whole Latin America, that is why they set as a goal a 50% of high school students with a B1 by 2025. Then, the plan "Colombia Bilingüe" appeared, however,

in Colombia there are several people who are already bilingual, counting the indigenous tongues and how multicultural Colombia is (Cruz, Beltrán, & Guarin, 2017). Therefore, there is a new plan (2018-2022) which focuses on bringing foreign languages to create a multilingual country (Colombia Aprende, 2015).

In Armenia, the Municipality and the Board of Education have created different activities among schools to encourage students to learn English. One of them is the Spelling Bee contest conducted by the Board of Education along with the American School Way Institute. This initiative invites students from sixth grade and on to participate in the annual competition, which consists of spelling some words according to their grade level; under the pandemic conditions, the contest was carried out online and students from Armenia competed with students from the Department of Quindío and Pereira (Secretaria de Educación Armenia, 2020). Concerning pedagogical planning, in Armenia, we had a curriculum that was called PAMI (Spanish for Plan de Area Municipal de Ingles), but currently, the schools in the city are migrating to the Suggested Curriculum (MEN, 2016), which is implemented nationally.

This project was carried out in a public school located in the southern part of Armenia, Quindío. Students come from neighborhoods with low economic resources, some of them live in settlements and their houses are made of wood and plastic, and the roads are not paved; some others live in houses given by the government after the 1999 earthquake, and they are usually very dangerous places with high consumption of psychotropic drugs (PEI, 2015). The school had two buildings, but the main building was demolished in 2018 because the government gave some money to build a new and bigger building, but there have been some legal problems around it. This renovation is generating overcrowded classroom issues.

Rufino José Cuervo Sur works with a pedagogical model named Enseñanza Para la Comprensión EPC (Spanish for Teaching for Understanding) (PEI, 2015) model adapted from the Teaching for Understanding Framework introduced by Tina Blythe and associates (1997) from the Harvard Graduate School of Education, Project Zero. All the teachers, from all the subjects, are supposed to adapt the curriculum, lesson plans, and assessment to this model. In this model, the goal is called the Understanding Goal, and the objectives are the Performances of Understanding, there is an ongoing assessment and a final work at the end of each term, which is the synthesis project (Blythe & Perkins, 1998). In our SIEE (Sistema Institucional de Evaluación del Estudiante) we take into consideration five aspects which are: the knowing, the performance, the attitude (behavior), synthesis project and bimonthly test; we also have students' self-assessment, peer assessment and the ongoing assessment (PEI, 2015).

In the English classes, we are implementing, since 2018, the Suggested Curriculum by the Ministry of Education. There are nine English teachers and each one has one grade assigned, and English is taught from 4th grade to 11th and the flexible education groups (*Aceleración, Pensar 1 and Pensar 2*)[1]. Primary school groups, 4th and 5th, have 4 hours a week; from 6th grade to 9th, 5 hours a week, and flexible groups, 10th and 11th have 4 hours a week. There is a cross-curriculum project with Arts in the 10th and 11th grades, where students learn arts through English. According to the Suggested Curriculum document, in seventh grade, we work mainly with theme-based instruction and we work with the series Way to go. In the groups I was assigned, there were students who had represented the school in different scenarios like dancing contests, and spelling bee, among others. There were participative students who were very active,

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[1] *Grupos de educación flexible* (Spanish for flexible education groups), according to MEN (2010), correspond to a model that helps students with behavioral or social interaction difficulties to access to the educational system. Most of the students who are in this model are over-aged, and they can study two grades in one year following some books and materials given by the National Ministry of Education (MEN)

but there was also a significant number of very introverted students. At the time of the diagnostic stage, the English proficiency level was A2 in most of them, some A1, and one B1, according to the CEFR. For the diagnostic, students presented a test designed by the teacher, however, the institution also applied a saber mock test, which showed students' proficiency based on the CEFR.

During the pandemic, some strategies were designed and implemented to get to most students. As I mentioned before, students came from low-income families, and most of them could not have internet connectivity. That is why the administrators decided to print the handouts for all curriculum subjects and give them to the students for free. After the government's directives about the mandatory isolation to prevent covid-19 (MEN, 2020) communication with students was mainly achieved through WhatsApp and with the students who had connectivity we had the sessions through Google Meet. We also used some other Google tools, like Google Classroom, YouTube, Google Docs, Google Forms and Gmail. In some special cases, we provided individual tutoring through phone calls. In the synchronous sessions, the learners had to develop the same handouts as the ones without connectivity, but these students could have the possibility to use ICT tools to develop the activities proposed during the classes. Regarding the assessment, we still implemented the ongoing assessment and students' self-assessment, even though the institution changed some aspects related to the grades assigned to the students. In that sense, teachers used letters instead of numbers, which means that, before the grades were from one to five, being the passing grade 3,0; now they go S for Superior, A for Alto (Spanish for high), B for basic, and I for insufficient, and the passing grade is B.

1.3 Description pf the Problem

At the beginning of this research, I wanted to identify in general what my students needed to improve. At that time, we were in face-to-face classes, so I started writing down a journal so that I could reflect on what they were having problems with. I found out that most of them were good during the listening activities. On the other hand, I could identify struggles in reading comprehension, writing and speaking. That is the reason why I decided to ask them, in a survey, about how they felt and what was their perception regarding their performance in the different activities and skills in the English class. Students expressed that they preferred listening and writing activities, that speaking was difficult because they felt nervous, and in reading they felt frustrated because they barely understood what they read.

During the activities and in the diagnostic test administered I could verify that my learners were having difficulties with reading. In terms of reading levels, literal, inferential, and critical (Saadatnia, Ketabi, & Tavakoli, 2017), my students could only identify the literal information inside the texts, but they displayed several difficulties when they had to infer or go beyond. In some cases, students did not understand, they just wrote a complete paragraph from the reading, or selected the wrong answers to the multiple-choice questions, which showed their limited reading strategies use. Besides, after they presented the diagnostic test, I asked them how they did, and they mentioned that they did not even read the text because they did not understand, which led me to think that they were reluctant to develop the reading tasks. Another issue identified was that they were having difficulties understanding the main idea of the readings. Although they understood some words, they did not get the meaning inside the text and the communicative purpose of it, which was a sign of low inferential comprehension. Smart and Csapo (2007) describe that students learn better by doing, creating, and shaping; graphic

organizers are meaningful, because, somehow, they help learners build their understanding and, in that sense, remember and discriminate the relevant details and have critical thinking towards the situations presented in the reading. This idea is supported by several scholars who have argued how Graphic Organizers can help learners in the recognition of the text structure, the recall of the reading relevant events and a better comprehension of the text, leading them to develop a more critical posture (Griffin & Tulbert, 1995; Hernández-Chérrez, Hidalgo-Camacho, & Carrera, 2020; Jiang & Grabe, 2007). For that reason, this research proposal is about implementing reading strategies based on online graphic organizers to impact the reading comprehension of seventh graders, and to make the reading tasks more engaging and meaningful.

1.4 Research Question and Objectives

1.4.1 Research question

How do reading strategies based on online graphic organizers affect 7th grade students' reading comprehension?

1.4.2 Objectives

General Objective: To determine how reading strategies supported by online graphic organizers affect 7th grade students' reading comprehension.

Specific Objectives

- To analyze students' recall of relevant events inside a reading text.

- To assess students' critical reactions to the content of reading passages

- To appraise students' awareness of text structure and organization of discourse in a text.

- To describe the effectiveness of the ICT tools in the understanding of a reading passage.

2. Literature Review

This section reviews the theory about reading, reading strategies, ICT tools, and the Affective filter when reading. Snow, Burns, & Griffin (1998) defined reading as giving some insights regarding comprehension and the importance of this skill in EFL classrooms. Grabe (2009) explains the different reading sub-skills taken into consideration in this study. Reading strategies, generally defined by Afflerbach, Pearson, and Paris (2008), introduce the six strategies implemented. Also, Habib (2016) and Grabe (2009) describe the aims of assessment regarding reading. Morover, Bautista (2020) sets a starting point for the ICT tools; these are defined and exposed along with the different Graphic Organizers applied. Finally, Saito, Garza, and Horwitz (1999) elucidate the affective factors related to reading in a foreign language. This research study explores the impact of Graphic Organizers (GO) in an online environment on seventh-grade EFL students' reading skills.

2.1 Theoretical Framework

The constructs discussed in this review are reading, reading strategies, remote learning, graphic organizers, and ICT tools.

Defining Reading

It is necessary to understand how vital reading is regarding students' progress and achievements. Moats (2020) states that reading builds knowledge and is an essential ability that is required for almost everything we undertake (p. 3). That is why schools and teachers must do their utmost to help learners in their process of learning how to read. Grabe and Stoller (2013) express that reading is a complex process that involves purpose, skills, background knowledge, and interpretation (pp. 3-4). Reading is closely related to social interaction and emotions (Moats,

2020, p. 4), which constitutes a big part of teenagers' lives. That is more relevant nowadays with the use of social media and the need of being connected to the world.

Reading is comprehension; it is a complex process that requires cognitive processes like retention, interpretation, and language understanding (Grabe & Stoller, 2013, pp. 3-4). Woolley (2011) states that good reading comprehension is achieved when there is successful decoding of words. It means that reading is directly linked with language acquisition; in other words, the more you understand a language, the more you comprehend (p. 56). Grabe and Stoller (2013) explained that comprehension is a high-level process that requires interpretation (p. 19). Various scholars argue that interpretation is formed inside the reader's head and is affected by external factors such as context, prior knowledge, beliefs, cognitive activity, and social relationships (Loan, 2011; Snow, Burns, & Griffin, 1998; Woolley, 2011). Therefore, understanding a text depends on the meaning the reader gives to it.

There are many ways of teaching reading, which go from the mere understanding of the meaning of words and sentences to more complex processes. Zhang (2021) explained three main models for teaching reading, Top-down, Bottom-up, and interactive. The Top-down model refers, in short, to the reader being responsible for deriving meaning from the text; in other words, as Zhang (2021) said the process of reading entails the reader's background knowledge to successfully understand the reading passage (pp. 421-422). Meanwhile, the Bottom-up model is limited as the reader understands the text when s/he deciphers what it means, which is more common in L2 learners (Zhang, 2021, p. 422). The interactive model elucidates that although the Top-down model is essential, the Bottom-up is weighty in beginners, complementing each other in the process of learning how to read (Stanovich, 2000, p. 9).

Another model or approach used when teaching reading is the Three-phase model. The first phase is pre-reading. According to Chacón (2002), it is prime to distinguish each phase to have a successful reading class, as it helps the learner connect and have a better understanding of the reading material (p. 43). The pre-reading phase aid students in anticipating the reading, using prior knowledge and motivation. The while-reading phase is where the reader uses the strategies to build meaning, to extract information, and to infer meaning. And finally, the post-reading phase is when the reader summarizes, assumes a position, and evaluates the text (Saricoban, 2002).

Reading is a process that conveys different objectives, needs, and characteristics. That is why the concern is to be more specific with which features of reading learners need to work on more. It is vital to define what we refer to as a skill in reading. Afflerbach, Pearson, and Paris (2008) argued that skill in reading is proficiency in terms of comprehension. This skill has context, prior knowledge, and reading habits influence (p. 355). Grabe (2009) mentioned some sub-skills of reading that are fundamental at the moment to elicit the constructs; this can give the learner a purpose and the teacher a clear idea of what exactly to assess (p. 352). Some of these sub-skills were taken into account in this project; they are being exposed in the following paragraphs.

Recall of Relevant Events. One of the aims of a reader is to remember the information presented in the text. However, it is not an easy task for EFL learners as they might present difficulties with vocabulary, complex words, and context, among other features that combined give meaning to the text (Griffin & Tulbert, 2006, p. 76). Recalling the information from reading is understanding it. Robb (2000) states that comprehension and recall are related to motivation and interest in the reading material. That is why it is essential to use different strategies that

might help learners feel engaged (pp. 91-92). Another possible factor that influences interest is their familiarity with the topic. The reading content must connect to context, prior knowledge, preferences, and language proficiency; thence, it becomes meaningful, and the recall of the information is a more effective process (Robb, 2000, p. 81).

Text-awareness and Discourse Organization. Before facing a reading, it is prime to be aware that it has a structure. The intention, purpose, or style determine that structure. Several scholars have discussed that being aware of the text organization fosters comprehension and retention because it is easier to identify the main ideas (Carrell, 1985; Grabe, 2009; Jiang & Grabe, 2007). According to Grabe (2009), when the reader understands the discourse, it helps to improve the general comprehension ability. That is to say, the more conscious of the organization of the text and ideas readers are, the easier it is for them to infer and understand the intention of the author and the meaning of the text (p. 255).

Evaluation and Critical Reading. Teenagers are facing a challenge nowadays due to the amount of information they are receiving; therefore, the relevance of helping students to improve their critical skills. According to D'Angelo (1971), reading fosters analytical thinking; when texts are adequate and challenging, students think beyond the text (p. 29). This skill is more complex because it requires inference and usage of different skills; this helps the reader interpret and evaluate the content of the text (Grabe, 2009, p. 10). Several authors refer to Critical Thinking (CT) as the principal part of learning, and this one should be a fundamental skill in any school or institute curriculum (Fahim & Rezanejad, 2014; Grabe, 2009; Jiang & Grabe, 2007; Klimovienė et al., 2006; Thadphoothon, 2002).

Defining Reading Strategies

It is needed to teach students some strategies to help them read comprehensively and effectively. Afflerbach, Pearson, and Paris (2008) defined strategies as a plan adapted to improve the ability. Therefore, the strategies must be clear and suitable to achieve the purpose; there must be a way to monitor them, as this is a formative process (p. 365). In other words, strategies are the actions used to arrive at the main goal, which is the skill (an aspect of comprehension) (Graesser, 2007, p. 5). That is why for this paper, we will explore six strategies: Scanning, Highlighting, Note-taking, Compare and Contrast, Prior Knowledge/ Previewing, and Sequencing.

The Scanning Strategy. This strategy is used to find specific information in a text. According to Mikulecky and Jeffries (1996), scanning is a strategy to read fast that requires the use of clues or the question the reader wants to answer. Thence, keywords are vital to teach this strategy because they are the ones that help the learner to find what they need to answer the given questions (p. 15). Teachers need to teach this strategy and provide students with the opportunities to practice it (Gonzalez, 2017, p. 33). In this sense, students can profit from this strategy when they read a text. Nunan (1991) argued that this is an essential technique, and it is one in that skilled readers excel (p. 70). That is why it is key to teach it to the students to help them ameliorate their reading skills.

The Highlighting Strategy. In general, this is a strategy that consists of highlighting relevant excerpts from a text. According to Ben-Yehudah & Eshet-Alkalai (2018), text highlighting focuses on marking concepts, definitions, facts, ideas, and information and whose purpose is to spot the principal aspects of the reading. The advantage of text-highlighting is that it helps the reader focus on what is relevant instead of the whole reading material (p. 7). For

teaching this strategy, it is prime to instruct students to use different colors, depending on the information they need to spot. Yue, Kornell, Storm and Bjork (2015) suggested that text-highlighting helps learners remember better the information presented in a text because it forces them to be more aware of the information, differently from how they usually do it when facing the readings. This means that this strategy helps the reader to recall the details from the texts and be conscious of the ideas presented (p. 70).

The Note-taking Strategy. In reading, this strategy consists of writing the ideas that are related to what the learner is looking for in the text. According to Chang and Ku (2014), the Note-Taking strategy's effect on the readers is that it ameliorates their attention and memory, as it helps to retain and connect the information from the readings more easily (p. 283). Following what Ben-Yehudah and Eshet-Alkalai (2018) said about digital documents, this strategy is very helpful because students who handwrite the ideas from the texts demonstrate a deep reading process and better comprehension than students who take notes digitally (p. 7). In other words, the Note-Taking strategy is an aid in connecting and analyzing the information leading the reader to a better understanding.

The Compare and Contrast Strategy. This strategy leads students to look for similarities and differences in some terms used in the readings. Marzano, Pickering, and Pollock (2001) explained that using this strategy promotes awareness of their knowledge and understanding. In other words, the reader is actively involved in the content of the reading because when using this strategy, the student must understand the meaning to make comparisons between terms and topics (p. 14). Marzano, Pickering, and Pollock (2001) also mentioned that this strategy helps the reader to solve problems, and to open discussion between the students, enriching the classes and fostering critical thinking (p. 16).

The Previewing/ Prior Knowledge Strategies. For the previewing strategy, it is fundamental for students to analyze the titles, the images, and the keywords to anticipate the text content. Williams (2006) affirms that this strategy is successful because it activates students' prior knowledge, helping the reader reach an effective reading comprehension (p. 9). Besides, Prichard and Atkins (2016) argue that the previewing strategy has the potential to activate not only background knowledge but also improve the global awareness of the text and the usage of other reading strategies (p. 112). On the other hand, Kikas, Silinskas, Mädamürk, and Soodla (2021) mention that prior knowledge works as a guide for the reader to interpret, comprehend and recall information from the reading passages (p. 2). To recap, these two strategies complement each other, helping the reader to understand effectively.

The Sequencing Strategy. This strategy consists of ordering in a logical or chronological order the events presented in a reading and focuses on enhancing the recall of events and relevant features that determine the order of occurrence (Mercorella, 2017, p. 103). When the reader organizes the information presented in the text, he demonstrates understanding, awareness of the structure and the organization of discourse, and an effective recall of relevant details (Gouldthorp, Katsipis, & Mueller, 2017, p. 13). Sequencing is a strategy that can be used at any age and level of language proficiency, as it can be adapted depending on the reader's needs.

Assessment of the Reading Skill

When teaching any course, teachers need to be aware of students' learning process, which can be successful if an appropriate assessment plan is carried out. Assessment is a pedagogical practice used in teaching and learning to determine students' knowledge, comprehension, and skills (Habib, 2016). Besides, Grabe (2009) argued that assessment is beneficial for the learning process, although it should be carried out carefully as it can also harm the process of learning.

That is why teachers need to be aware of assessing adequately the learners because learners' progress depends on that.

In reading, there are different reasons to conduct an assessment plan. That means that teachers need to have clear what to be assess and the purpose (Grabe, 2009, p. 352). It is necessary to understand that assessment is not only for identifying students' knowledge; it is also fundamental to the decision-making of the whole process. Giraldo (2019) exposed that teachers' beliefs delimit the assessment plan (p. 40); however, those beliefs are sometimes contrary to what it is in reality. This happens when there is no clear planning and the constructs needed to reach the goal are not well set. To put it another way, when implementing an assessment successfully, it is necessary to determine the specific constructs (Habib, 2016, pp. 126-127).

Thence, according to what Grabe (2009) said, it is necessary to know what the reading skill is about and which type of activities are going to be used in the process (p. 357). That is why, for the assessment process in this project, skills such as recall of relevant events, awareness of text structure and discourse organization, and evaluation and critical reading were taken into consideration, responding as well to students' needs, age, and language proficiency level. Habib (2016) highlighted that it is necessary to use varied questions, focusing only on comprehension rather than grammar or spelling; he also mentioned the need to use different types of questions, as they confirm if the learner is understanding or just answering correctly by chance (p. 135). In addition, Green (2014) gives some aspects that help teachers to create more efficient questions to check comprehension. In that sense, teachers need to write positive statements, as negative ones tend to confuse the reader, write short instructions, and avoid exaggerations and absolutes (p. 59).

In this study, students' performance was assessed through a rubric that helped the teacher identify the use of the strategies to extract the information needed, demonstrating their

understanding through the creation of Graphic Organizers with online tools (ICT). In a remote

learning environment, it is necessary to use different strategies to motivate students and help

them through their learning process (Reich, 2021, p. 23). In this project, six strategies mediated

students' reading process, and the ICT tools were a complement that engaged them more in their

learning process. Besides, Graphic Organizers (GO) is a visual representation of the information

of a text. Several types of Graphic Organizers serve different purposes. For instance, according to

Armbruster, Anderson, and Meyer (1991), GO helps students' comprehension, recall, and

awareness of structure. However, Griffin and Tulbert (2006) reported difficulties or little progress

when implementing GO in their classes. Jiang and Grabe (2007) stated that it is necessary to

conduct more research on this matter. Most of them concluded that there is a need to research

more on the topic. These topics will be complemented in the next section.

ICT Tools and Graphic Organizers

Reading is involved in people´s everyday lives, including teenagers who are into social

web pages and virtual means of communication. English also keeps growing globally, and online

content is frequently in this language. Bautista (2020) states the importance of taking advantage

of the new technologies as a way of engaging learners in learning and improving their reading

understanding; different ICT tools can be used to create the Graphic Organizers and Table 1

displays the most common ones nowadays:

Table 1

ICT tools to create Graphic Organizers

Tool/ Webpage	Description of the tool	Link
Canva	On this page, students can create the infographic and the Mentefacto. Here you can find different templates for different types of Graphic Organizers.	https://www.canva.com/es_co/

Google Drive	On this tool, students can create the Organizational Chart and highlight the text required.	https://docs.google.com/presentation/u/0/
Pear-Deck	With this tool, you can create your lessons and make your classes interactive. Here you can find Venn diagrams.	https://app.peardeck.com/home/
Mindmeister	This page offers the possibility to create mind maps.	https://www.mindmeister.com/es
Storyboard that	In this webpage, it is possible to create a storyboard using different scenarios and characters.	https://www.storyboardthat.com/es

Note: Table 1 displays the different web pages used in this study with their corresponding link and short description.

Infographic. This visual instrument mixes images and text to communicate the wanted information. López-Cupita and Puerta-Franco (2019) found that using this tool is advantageous for students' reading comprehension skills because it helps them recall better and create more critical thoughts (p. 234). This Graphic Organizer is visually striking, and readers may find them interesting. Davis and Quinn (2014) mentioned that infographics are helpful to work on reading skills because they allow readers to be aware of different points of view, and it is easier to remember details. This GO also helps the reader be more critical of the information displayed (p. 17).

Nowadays, it is becoming common to see how teachers incorporate new technologies into the classroom. EFL teaching and learning are not foreign in this field. Manowong (2017) exposed how the use of the webpage Canva in the reading instruction class helped his students improve their language skills (pp. 114-115). Similar to this study, they implemented Canva to create an infographic mentioning that although there are other webpages with characteristics like this, Canva offers varied features that are eye-catching and very intuitive to use, even for the less handy in this matter (p. 105). Canva, as mentioned by Priansyah (2019), is a tool that

incorporates various types of images, templates, and backgrounds, and with all that, anyone can create diverse types of graphic designs. Considering that, this tool was used twice in this study, as aforementioned, to create an infographic and create a mentefacto, which will be discussed ahead.

Organizational chart. This type of graphic organizer is frequent in companies, and they help to show the hierarchies in terms of employees' positions (Zhang, Yu, & Lv, 2015). Although it is not that common for teaching and learning purposes, students can use it to organize the information presented in the readings in a hierarchy. For doing the chart, students can also use Google slides; it is a tool where it is possible to create presentations, and add shapes and text boxes, colors, lines, and images, among many other features. This tool allows students to create, share, edit their work, and it is possible to track who made the changes (Manowong, 2017, p. 114). Although there are different web pages to create organizational charts, Google is somehow familiar to students and it is compatible with Google Classroom.

Mind Map. This type of Graphic Organizer involves main ideas and drawings. Male (2019) argues that mind maps help students to improve memory, motivation, and easier recognition of the information in which the process of reading is involved (p. 58). Tee, Azman, & Mohamed (2014) explain that this GO, in combination with the strategy Note-Taking, improves concentration and retention during the reading process; even mind maps can also be used as a Note-Taking technique (pp. 28-29). To create the Mind maps, participants can also use Mindmeister; it is an online tool with different items that allow the students to interact and design their customized mind maps.

Venn-diagrams. According to Samosir (2012), the Venn diagrams were common mainly in the mathematics field. However, these Graphic Organizers are becoming more popular in different subjects, including EFL teaching and learning (p. 14). The Venn diagrams are used to establish relations among ideas (Gunstone & White, 1986, p. 151); this helps students to develop

comprehension through comparisons and also recall information or characteristics to compare. The usage of this GO helps readers to become strategic, recognize characteristics, be aware of the organization of ideas and text structures, and take a critical stand towards the reading content, leading to problem-solving (Samosir, 2012, p. 7). To create the Venn-diagrams, learners can use the App Pear-Deck, in which it is possible to check students' classwork during synchronous classes. Liu, Sands-Meyer, and Audran (2018) define Pear-Deck as an interactive online platform that allows the teacher to know participants' immediate answers; this tool engages students in the learning process (p. 4).

Mentefacto[2]. Following the cognitive theory by M. De Zubiria (1999) the Conceptual Mentefacto expresses the relations involved in the intellectual processes. In other words, in a mentefacto, it is possible to indicate the keyword to which we are going to establish the relations (Supraordinación, exclusión, isoordinación, infraordinación) (Zubiria, 1999). As an adaptation, students can create a simpler Graphic Organizer following some ideas from what De Zubiria (1999) proposed. That is to say, students can include the supraordinación, the infraordinación and varied ideas that can be designed with the Canva application.

Storyboard. This Graphic Organizer can help the reader to organize the events presented in a text as they occurred. Molina-Naar (2013) argues that implementing storyboards in the reading classes helps students ameliorate their comprehension, recall details and identify the organization of ideas (p. 158). This Graphic Organizer aids in students' engagement; its use demands interaction with the reading material (Bruce, 2011, p. 78). Storyboard that app is eye-catching and allows students to be creative in adding characters, settings, and features needed to represent the sequence and organization in chronological order.

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[2] A **Mentefacto** is a graphic representation used to reflect the structure of values and thoughts. The word is formed by the union of "mente" (mind) and "facto" (facts).

Affective filter when reading

During the learning process of a language, it is common to see students feeling uncomfortable, hesitant, reluctant, and nervous when facing the usage of the target language. Al-Shboul et al. (2013) argued that reading anxiety varies depending on learners' native language due to the symbol system (p. 39). However, not only the writing system plays an important role, but when the text is contextualized in an unknown culture for the reader, resulting in confusion and misinterpretation (Saito, Garza, & Horwitz, 1999). As Zayed and Al-Ghamdi (2019) discussed, although anxiety in reading is not that common, it is possible to notice the high affective filter in students' behavior and their tendency to avoid doing homework and class attendance (p. 111). This means that the learner shows rejection to read the passages; this possibly occurs because it is too high level, students' low confidence, or the text refers to cultural topics hard to understand by a non-native speaker.

It is vital to pay attention to these feelings and emotions learners present while reading, as they may affect comprehension. Saito, Garza, and Horwitz (1999) mentioned that when students present these uncomfortable feelings, it leads to loss of concentration, ending up quitting reading any text in the target language. These negative thoughts can cause a less efficient process affecting their working memory and retention of information, leading to no progress in their learning process (Rama, 2021). To sum up, some factors cause in EFL learners' reactions that impede progress in their learning. Although it is very difficult to avoid, it is possible to help students overcome these feelings and try to reduce them as much as possible.

2.2 Previous Related Studies

This section describes some previous studies on Graphic Organizers to impact reading. Researchers have applied and adapted the use of these tools to their contexts and needs. However,

their research focused on graphic organizers as the principal reading strategy rather than the tool learners use to demonstrate their understanding.

Sari, Drajati, and Rochsantiningsih (2019) conducted research in which the main objective was to describe the impact on students' reading comprehension of narrative text through the use of the graphic organizer strategy in Indonesia. The participants were ninth-year students, and the researcher conducted classroom action research. Some instruments used to collect data were achievement tests, observation checklists, and field notes. The research findings indicated that the graphic organizer strategy was pertinent for teaching reading comprehension because learners showed significant improvement at the end of the study. Graphic organizers provided a structure and organization to the reader process. As a result, students were able to understand the story more effectively.

Llumiquinga (2018) investigated how the use of Graphic Organizers affected EFL university students reading comprehension skills. To determine its efficacy, a control group and an experimental group presented a pre-test and a post-test; the experimental group went through six reading workshops, in which they used GOs for reading comprehension. Additionally, a test was conducted in the experimental group to describe their confidence when using GOs for reading comprehension in a foreign language. Results showed that the experimental group had a significant improvement from the pre-test to the post-test.

Rahat, Rahman, and Ullah (2020) conducted research in which they focused on the impact of Graphic Organizers on intermediate-level English learners' reading comprehension. The study focused on the employment of graphic organizers within the teaching of English drama. The study also looked into how participants felt about using this strategy. During this project, they used a quasi-experimental design. This study included forty intermediate-level learners. The

experimental group had twenty pupils who received the GOs treatment, whereas the control group had twenty students who received instruction using the same old ways. A pre-test and post-test were administered to both groups to assess the impact of the strategy on participants' reading comprehension after five weeks. They used a t-test to assess the given data. A significant difference in the mean score of both groups was noticeable, and the results suggested that the usage of GOs had a positive impact on the students' comprehension. The semi-structured interviews, which were qualitatively examined using themes and subthemes, revealed a favorable assessment of the usage of GOs.

Hernández-Chérrez, Hidalgo-Camacho, and Carrera-Martínez (2020) discussed in their study the use of adequate strategies to impact reading comprehension in learners of English as a Foreign Language (EFL). One of the proposed strategies is the use of graphic organizers, and this study aimed to measure the influence on the development of reading comprehension in Ambato-Ecuador. The control group had 40 students, and the experimental group had 35 students; they made up the needed sample. The observation was used to gather data, and then the results were compared, taking into account the reading comprehension pre-test and post-test results. Finally, this study concluded that using graphic organizers helped the learner to develop successful reading comprehension.

3. Methodological Design

This section explains the research methodology that holds up this study. It also includes information about the type of study, participants, data collection instruments, and data analysis method, which I shall detail in the following paragraphs.

3.1 Type of study

This study is outlined based on qualitative research, following the steps of the Action Research in which the researcher identifies the particular situation in the setting, for instance, the teaching methodology, how it is working, students' needs and difficulties, and aspects to improve or discover what is working for students, setting a starting point for the teacher to plan (Nasrollahi, Krish, & Noor, 2003). According to Burns (1999), Action Research is an approach based on reality. For that reason, it is adaptable, allowing the researcher to explore teaching and learning more deeply and propose modifications as needed. In other words, it is an exploratory method that permits the researcher to investigate the context and identify the main issue before deciding how to fix it.

In this respect, Kemmis and McTaggart (2005) stated that action research conveys some steps that the researcher needs to follow: first, planning after diagnosing the issue, the researcher starts thinking about which action to implement; second, implementing what was planned; third, observing and reflecting on what occurred; and fourth, revising planning and continuing with the same previous steps. This methodology involves the researcher in trying to solve the found problem following the action research cycle (Rose, Spinks, & Canhoto, 2015). The four steps of Action Research, previously described, are illustrated in Figure 1.

Figure 1

Action Research Cycle (Kemmis & McTaggart, 2005)
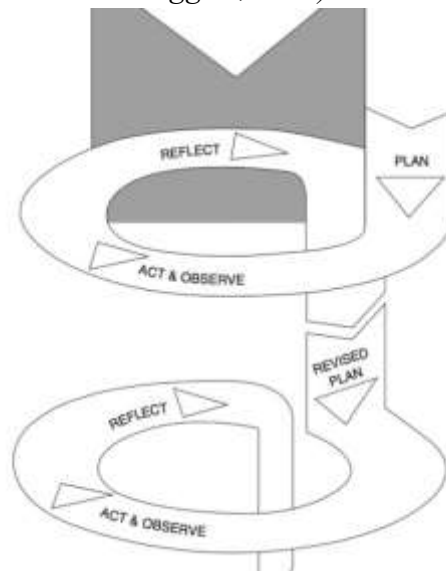
This methodology is pertinent for the educational context because, following this framework, the participants can act to improve the difficulties that may be presented during the teaching and learning procedures. As a result, this type of research was selected as it allowed this study to gather and analyze information on each of the workshops, plan, implement, reflect and act on those reflections to improve the teaching practice and the learning process.

3.2 Participants

The participants of this research study were 13 students whose ages ranged from 11 to 13 years old. There were eight boys and five girls; they all were seventh graders in a public school in Armenia, located in a low-income family neighborhood. Their English level proficiency was similar as they had studied in the same school since elementary courses, and none of them had received particular English classes. That is why the results of the diagnostic test showed low levels of reading comprehension.

The sample was selected based on convenience sampling (Taherdoost, 2016), as the institution assigned these students to the teacher-researcher, and these participants agreed to be

part of the study. Because of the COVID-19 pandemic, the implementation took place in a virtual environment, which is a relevant aspect since participating in the study conveyed the use of resources to connect to the synchronous classes, and some students did not have the means to do it.

3.3 Data collection instruments and procedures

It was necessary to administer some instruments to identify participants' difficulties. That is why the first instrument applied was a journal, in which I recorded what happened in the classes. During the diagnostic stage, two external observers wrote their perceptions about the lessons; they gave their opinion about what needed to be improved. For the participants, they answered a survey to get their insights about the English class and their point of view on their performance regarding the different language skills. An entry test was also applied, in which students dealt with vocabulary, reading, writing, listening and speaking. The test results and observations led the researcher to the conclusion that students presented low reading comprehension skills and, in some cases, rejection to read in English.

During the action stage, four instruments were applied. The teacher-researcher recorded what happened during the implementation of each workshop using a journal. That was an aid in deciding what to do next. The peer observer wrote his perceptions in an observation form; he also wrote some comments and suggestions for further workshops. The students answered a survey and participated in a focus group, which contained similar questions, to know their perceptions regarding the activities, performance, and language learning. In the evaluation stage, an exit survey and an exit test were administered at the end of the implementation to assess the learners' reading comprehension skills after being exposed to the reading strategies and the ICT tools. In Table 2, the instruments used in this study are summarized.

Table 2

Instruments applied during the study

N.	Technique	Instrument	Description
		Diagnostic stage	
1	Notes and diaries (observational)	Journal	The teacher-researcher wrote reflections and insights about what happened in the classes before the implementation.
2	Notes and diaries (observational)	Peer observation form	The observers wrote their perceptions about the EFL class in an observation format.
3	Questionnaire (non-observational)	Survey	The survey was applied to determine students' point of view about the English lessons.
4	Multiple choice questionnaire / true and false statements (non-observational)	Diagnostic test	A diagnostic test was applied to determine the level of proficiency of the learners in the four skills and verify what was found in the other instruments.
		Action Stage	
5	Notes and diaries (observational)	Journal	The teacher researcher wrote reflections and insights about what happened during the implementation.
6	Notes and diaries (observational)	Peer observation form	The observer wrote his perceptions about each workshop, he also wrote some suggestion in an observation format.
7	Questionnaire (non-observational)	Survey	A survey was applied to identify students' opinion about each workshop, their thoughts about their performance and what they thought about the activities, strategies, and reading skills.
8	Questionnaire (non-observational)	Focus group	A focus group was carried out to support the survey. It aimed at gathering information about students' perceptions.
		Evaluation Stage	
9	Questionnaire (non-observational)	Exit survey	A final survey was applied to students in an effort of collecting their perspectives about the whole implementation. Students could reflect on the whole process and give their final opinions.
10	Multiple choice questionnaire / true	Exit test	An exit test was carried out to identify how the implementation of the six workshops impacted

and false statements (non-observational)	learners and determine if there was any improvement in the reading skill.

The analysis took place after gathering it from the previously mentioned instruments. Then, the following step was to codify the data collected in each workshop. Cresswell (2009) states that it is necessary to code the data to conduct analysis (p. 189). Then, the triangulation helped find the frequencies of each code after analyzing each workshop and instrument. Nightingale (2020) exposed that triangulation is a procedure for analyzing the outcomes of a study using multiple data gathering methods. It is employed for three major reasons: to increase validity, to have a more detailed image of a research topic, and to investigate multiple perspectives on a research subject (p. 477). Finally, the total number of frequencies was recorded and converted into percentages. After that, students answered the final survey and the exit test to verify their progress and views of the whole process. The comparison between the diagnostic test and exit test results helped as a support and to identify if there were any progress regarding their reading skills.

4. Research Stages / Phases of the Study

4.1 Diagnostic Stage

At the beginning of the study, I conducted the diagnostic stage to identify the main issues that English as a Foreign Language (EFL) learners presented. That is why it was crucial to use three instruments that allowed the teacher-researcher identify these issues from three different points of view: the teacher, students and peer observer. From the teacher's perspective, she carried a journal; students responded to a survey; the two observers wrote their commentaries in an observation format. For the analysis, the data were coded and then triangulated to come up with the frequencies that permitted me to identify the main problems these students had regarding their English skills; and have an insight into the classroom situation. Figure 2 displays the categories of analysis of this stage of the research:

Figure 2

Categories of analysis of the diagnostic stage.

Diagnostic Stage Triangulation

	Limited reading comprehension skills	L1 interference	High Affective filter level	Interest in the activities proposed	Reluctance to speak	Reluctance to read	Limited reading comprehension strategies
Series1	33.3%	31.7%	28.6%	27.0%	19.0%	12.7%	12.7%

categories
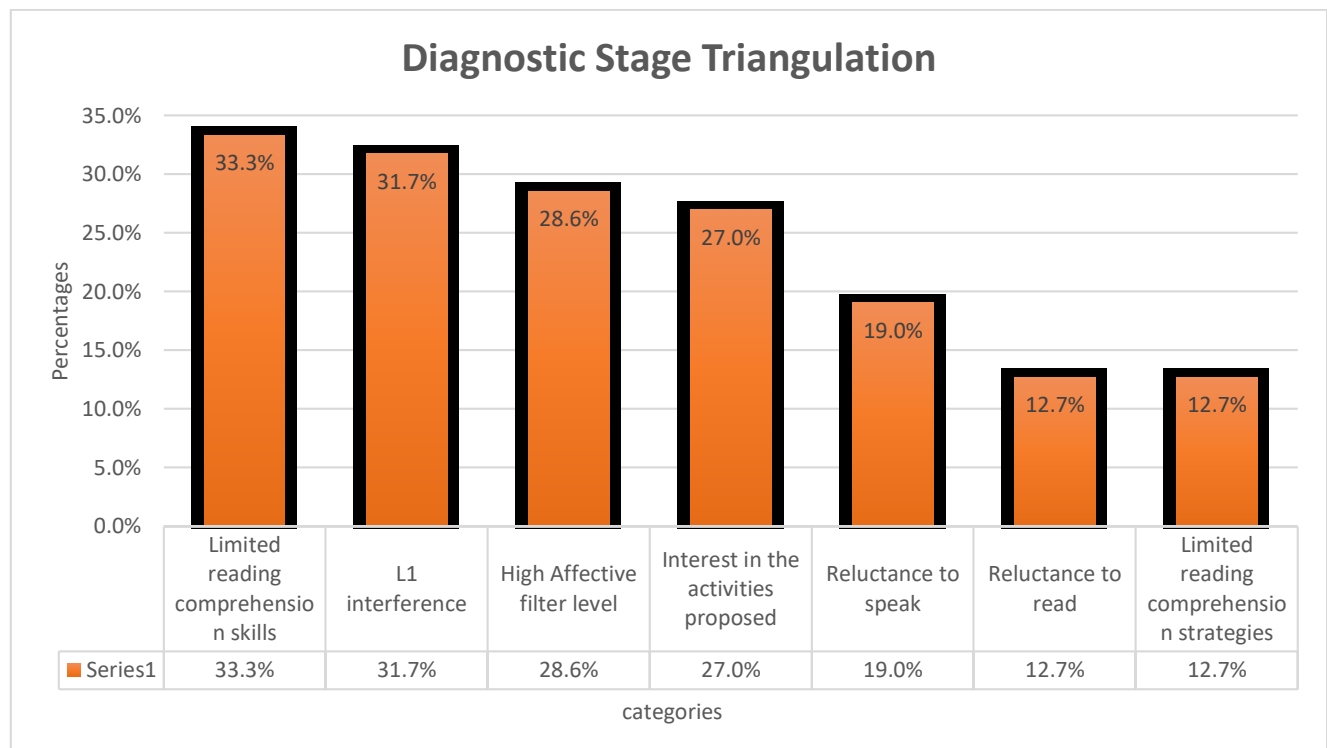
The triangulation shows that the highest category, with 33,3%, deals with the *limited reading comprehension skills* students reported. In the journal, I could notice that some students were having hard times trying to understand what a given text said, or ~~to~~ follow some written instructions. For instance, they answered the questions independently of what was asked, as if they were writing just to justify that they were working.

> *"...the answers they wrote in the open questions part were some exact parts from the text, some of them related to the questions, but some others were very different to the information required." (Teacher-researcher journal, entry #3-Appendix 1)*

In the peer observation format, two peers observed some of my classes and they identified this aspect; also some difficulties in understanding written instructions. As a suggestion, during a class that was focused on writing, one of my peers wrote:

> *"Ss present difficulties in reading comprehension, it is very important to work hard*
>
> *on reading skills before doing a writing task to obtain better results" (Peer*
>
> *observation form #4)*

Furthermore, the survey showed that students tend to reject activities related to reading. The category *reluctance to read* had a percentage of 12.7%. According to students, these activities related to reading caused them frustration. In the survey students wrote some opinions regarding reading comprehension, showing how they rejected reading because of their low understanding:

> *"me gustaría que pusiera más de escuchar y menos de lectura por que las*
>
> *personas como yo o sólo yo creo que no entiendo bien" (Students' Survey –*
>
> *Appendix 2)*

> *I would like you to do more listening activities and less of reading because people*
>
> *like me or just me I believe I don't understand. (Close translation)*

> *"a veces no entiendo los textos de lectura" (Students' survey)*

> *Sometimes I don't understand the texts of Reading. (Close translation)*

> *During a class where they had to complete a reading task, one student manifested*
>
> *"I start reading but because I don't understand I stop" (Teacher-researcher*
>
> *journal- entry #5)*

This rejection of reading activities can be caused due to the *limited reading comprehension strategies* that had a percentage of 12.7%. These limitations created a barrier that prevented them from improving. Students already knew some strategies, like skimming and

scanning; however, they failed at the moment of using them. One observer suggested

implementing some reading strategies, so they could see that reading is not that difficult.

> *Some students are using some strategies like skimming and scanning to find the*
>
> *literal information, but there are others who really struggle with it. (Teacher-*
>
> *researcher journal- entry #3)*

> *Work more on reading strategies and encourage ss to participate in activities*
>
> *where they have to solve or create something. (Peer observation form #2 –*
>
> *Appendix 3)*

The other category, *L1 interference,* refers to students' usage of their native language

during the English classes. With 31,7%, this category showed that students relied a lot on

Spanish; that is not bad until a certain point. The use of Spanish can help students to become

more confident in the Target Language (TL), as Mora et al. (2011) argue that since it is an

effective tool for clarification during the first levels of the TL learning. However, the L1 usage

should decrease as their level in the TL increases. That is why I consider that my students'

reliance on the L1 is too high because instead of reducing the use of Spanish, they even ended up

translating the whole text.

In the peer observation, it was also possible to identify that students used L1 a lot. The

peer observers also recorded the excessive use of Spanish, students' dependence on the translator,

and how they delivered the assignments in the L1. In the survey, some comments in this respect

are presented below:

> *"... there were some students who asked repeatedly the meaning of some words,*
>
> *they were trying to translate into Spanish everything" (Peer observation form #4)*

"He said that he didn't understand what to do, and he sent the writing task in

Spanish." (Peer observation form #1)

The high affective filter with a percentage of 28,6% reflects how participants felt during certain activities. In the survey, students mentioned that they felt very nervous, mainly when they had to talk or share their opinions or answers, referring to the speaking activities or oral participation. Some other students expressed feeling anxious about any correction or peers' reactions as they believed that their performance would not be good enough, so it was better to remain quiet.

"Asustado porque casi no se pronunciarlo bien". (Students' survey)

Frightened because I don't know how to pronounce correctly. (Close translation)

"Me siento nervioso ya que siempre pienso lo peor" (Students' survey)

I feel nervous because I always think the worst. (Close translation)

In the peer observation and teacher-researcher journal, it was possible to identify that some students felt very anxious when they had to speak during the class, that is why participation among students was low, and the same students always participated. One observer recorded the following about a student refusing to participate:

"He was expressing that he was ashamed to do it" (peer observation form #8)

"This happened during a class when I asked students about a homework I assigned

the previous class, the idea was for them to share what they understood about the

homework, and they were allowed to say it even in Spanish, but this student

strongly stood in his position that he did not want to talk, which was curious as I

told him, he did not want to talk, but he was talking. He did the homework because

he sent it to me through WhatsApp, and that leads me to think that he was ashamed

of sharing his homework because of his insecurities about the correct development

of this one." (Teacher-researcher's journal- entry #9)

The category *interest in the activities proposed,* with a percentage of 27%, is about students' engagement with the activities carried out in class. The data analysis evidenced engagement in the activities, and during the lessons, some students said they wanted to do the assignments. Students agreed that the activities were appealing; they liked them, especially the listening activities with songs. The observers noticed this and highlighted this aspect as a strong characteristic.

"T projected again the same sentences of the song from the beginning of the class.

Then she explained that they had to organize them in the order they appeared in the

song. They are really good listeners; this activity was appealing for them" (Peer

observation form #2 – Appendix 2)

"the teacher used a lot different and engaging activities, asking all the time for

students' intervention and demanding their attention in the class." (Peer

observation form #4)

Las actividades de las clases son bien porque uno aprende y pues es entretenido.

(Students' survey)

The activities in class are good because we learn and they are entertaining (Close

translation)

The next category shows students' *reluctance to speak.* Students highlighted in the survey that they were having difficulties ~~in~~ speaking. This category had a percentage of a 19%. The observers also pointed out the importance of improving this aspect among the students.

> *Some students are very reluctant to speak. They do not want to participate orally, maybe because of their low level or a high affective filter in the classroom. (Peer observation form #3)*

One suggestion I was given was,

> *"The implementation of oral strategies is relevant not only to encourage students' participation, but also to promote students' self-confidence". (Peer observation form #3)*

A diagnostic test was applied to verify where students were presenting difficulties. This test was divided into five sections to assess students' performance in terms of vocabulary, reading, listening, writing, and speaking (Appendix 4). In a Google Meet, participants answered a Google Forms questionnaire that included the vocabulary, reading, and listening parts. Students sent a picture of the paragraph they wrote about themselves, and the speaking section was a video talking about themselves and a family member; I used a rubric to assess their performance in their writing and speaking. Figure 3 shows the results of the diagnostic test:

Figure 3

Average scores of the diagnostic test results
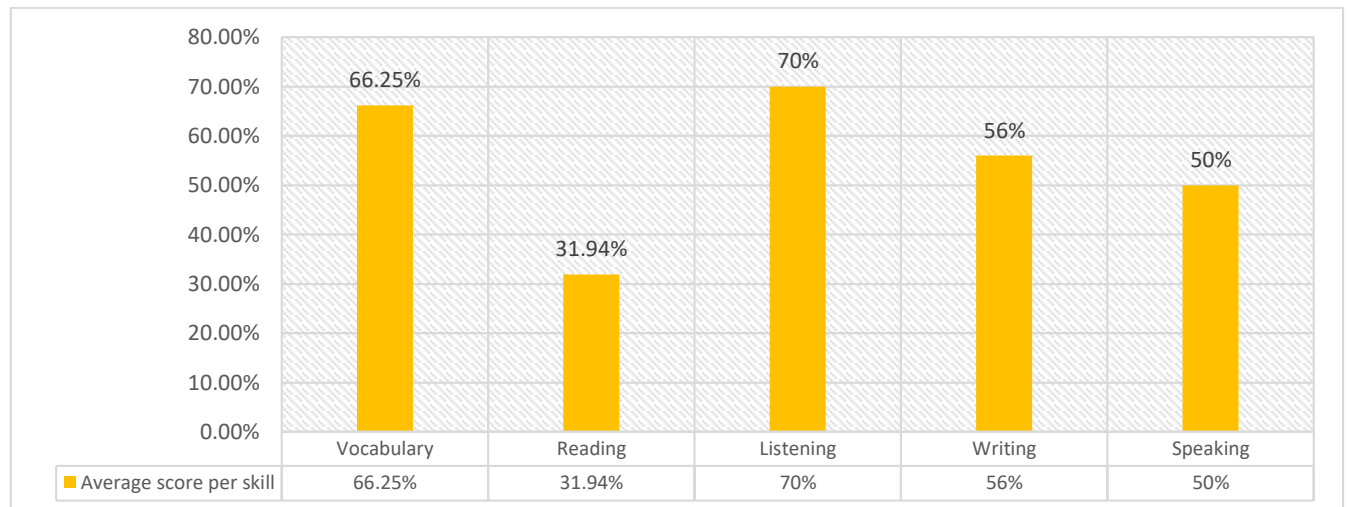
The results are represented in terms of the average of the results of each skill or section within the test. The percentages are taken having as a reference the higher score possible, which is 5.0. This 5.0 represents 100%. In that sense, we can notice that listening has the higher score with 70%, followed by vocabulary with 66.25%, writing with 56%, speaking with 50%, and finally reading with 31.94% in relation to the reference score. These results confirm the perceptions that the triangulation arose in terms of the problematic situation that the reading skill posed.

4.2 Instructional design

After the results from the diagnostic stage, it was considered that reading was the skill to be intervened since in the triangulation there were three categories describing limitations towards reading: *Limited reading comprehension skills, reluctance to read, and limited reading comprehension strategies*. For that reason, and after reviewing the literature, the workshops were designed considering the reading sub-skills proposed by Grabe (2009), the reading model explained by Saricoban (2002), and the school method stated by Blythe et al. (1997). The purpose of each workshop was to enhance these sub-skills with the help of six reading strategies

based on Graphic Organizer, which according to Armbruster, Anderson, and Meyer (1991), these tools can help learners enhance their reading skills.

The strategies selected in this project were: scanning, highlighting, note-taking, comparing and contrasting, previewing/ prior knowledge, and sequencing. These strategies were chosen because they could fit with a specific graphic organizer; for instance, following the previous order, the GO used were: infographic, organizational chart, mind map, Venn-diagrams, mentefacto, and storyboard. Besides, some allowances were made due to the COVID-19 pandemic that brought us to a virtual learning environment. That is why, the use of ICT tools was key during the development of the workshops, as they were used for students to create their GO.

The workshops were designed following the three-phase model explained by Chacón, (2002) and Saricoban (2002). Besides, the workshops were outlined based on the institutional model of teaching for understanding proposed by Blythe (1997). The model presents three stages, which match the reading model phases. The first one is the entrance or pre-reading; at this stage, students participated in different activities that aimed at contextualizing and motivating them. During this stage, students developed listening activities, warm-ups, and an explanation of the grammar. The second one is the while reading or process. At this stage, learners develop the main task. Here the reading strategy was learnt and practiced along with the ICT tool assigned. And the third one is post-reading or closing (assessment). Students developed wrap-up activities to verify what they had learnt. Some of the activities developed here dealt with games, questionnaires, or oral presentations to check their performance.

This pedagogical intervention thence focused on enhancing students' reading skills with the help of strategies based on graphic organizers mediated by ICT tools. Participants received the instruction on each strategy, GO, and App, to help them understand better the readings in English. ICT tools were also a way to keep students motivated, as Bautista (2020) mentioned because it was necessary to take advantage of these virtual tools, taking into account that nowadays students are immersed in this new technology world, and, as teachers, we must use this as an opportunity of learning.

4.3 Action Stage

The purpose of this pedagogical intervention was to apply six strategies with the help of Graphic Organizers during six workshops to impact seventh-grade students' reading skills. Those workshops were implemented in virtual classes during the social distancing due to the COVID-19 pandemic. The workshops were designed using topics from the suggested curriculum and following the school pedagogical model based on the teaching for understanding principles. The implementation lasted seven months, and each workshop one month, taking into consideration the school timing, the health contingency, some social issues, and the regular holidays. Table 3 summarizes this project implementation with the title of each workshop, the reading strategies used, the graphic organizers incorporated in the pedagogical proposal, and the language forms:

Table 3

Workshops description

	Workshops	*Strategy*	*Graphic Organizer*	*Language/ Grammar*
1	Lifestyle and healthy habits	Scanning	Infographics	Simple present
2	Being clean is cool and fun!	Highlighting	Organizational chart	Adverbs of frequency

3	A case of stress	Note-taking	Mental map	Modal: Should – shouldn't
4	Let's be superheroes! Assertive communication	Compare and contrast	Venn diagram	Modal: Can/cannot
5	No bullying allowed!	Prior knowledge/ predicting	Mentefacto	Modal: Can/cannot
6	Tell your story	Sequencing	Storyboard	Simple past

Note. This table was created to summarize the workshops' content.

Following Table 3, the first workshop (Appendix 5) considered the reading strategy scanning to help students extract the information needed to create an infographic reading report. The topic was related to lifestyles and healthy habits; the grammar reviewed was the simple present. As all the lesson plans designed for the intervention, this workshop was structured according to the school pedagogical model, which has an entrance to activate students' prior knowledge and contextualize them; they spoke about their leisure activities, learnt about the simple present, and did a listening task about teenagers' free-time activities. During the process, they learnt about this strategy and they had a practice activity in which they could use it with the support of the ICT tool assigned to create the infographic with the help of the teacher. For this workshop, learners used Canva as the ICT tool to create the Graphic organizer. Finally, the closing activity was a spinning wheel used to ask students some questions related to the information from the readings.

For the second workshop (Appendix 8), students learnt the reading strategy highlighting; they had to identify the information with a given color and then place it in an organizational chart. The readings were about daily hygiene routines. For this workshop, students used the webpage Nearpod, taking advantage of its interactive features, which helped students review and learn new vocabulary, and have a more dynamic contextualization. They revised the adverbs of

frequency and practiced in this online tool. Students employed Google Slides to create the organizational chart; they practiced with the teacher's help, and then they did the activity by themselves, placing the information they highlighted first in the text. To help students use the ICT tool more easily, the teacher-researcher created a video tutorial to share through WhatsApp before the class. The closing activity was a racing game in Nearpod, with a multiple-choice questionnaire about the information from the readings.

Note-taking was the strategy implemented during the third workshop (Appendix 10). In the entrance, learners defined the word stress, and then they drew different situations that made them feel that way. They learnt about the modal verb should and how to use the corresponding reading strategy. Then they learnt about the webpage Mindmeister to create a mind map. Students had two readings (one for practice and the one for the final task). The first reading was about a situation Sofia was living in. They had to use the strategy and some questions to create a mind map, and following the case presented they had to come up with a piece of advice using the modal verb "should"; all this with the help of the teacher. In the end, they created a mind map by themselves with the second reading about the stressful situation Pedro was having; they completed a survey, they had a final score and we could compare which student obtained the lowest score; this student shared what he did to have life stress free.

The strategy learnt during the implementation of the fourth workshop was Compare and Contrast (Appendix 12). First, students had to vote whether they felt that the situation was positive or negative. Then they matched the Incredibles characters to their superpower and write sentences using can and cannot. Later, students were presented with three different types of communication: passive, aggressive, and assertive. After reading the text, students had different dialogues; they had to decide which talk belonged to each type of communication. The teacher

presented a Venn diagram, in which they placed if they thought that certain dialogue belonged to aggressive, passive, or assertive communication. For this purpose, we used Pear-Deck. Some of them came up with different classifications, but they argued the reason for that decision. In the end, they completed a questionnaire in a google forms about these types of communication.

In the fifth workshop (Appendix 14), they learnt prior knowledge and previewing, and the topic was bullying. For the previewing strategy, it was essential to use students' prior knowledge from the beginning to the end of the class. They started by watching a picture and video about bullying. Then they spoke about what they knew about it, and then they were presented with two clouds of positive and negative terms, such as tolerant, polite, arrogant, bossy, and so on. They had to use should and shouldn't with the previous words to give recommendations to people. Then the teacher asked students to read the title and analyze the image; then before reading the text content, she asked them to read the subtitles, so the teacher asked them to come up with the possible main idea of the text. Then they created a simplified mentefacto; they had to present the type of bullying they picked from the reading. Finally, they played on a webpage named Word Wall, an activity similar to a TV show game, where they read about different situations, and they had to identify the type of bullying.

For the final workshop (Appendix 16), students learnt about the sequencing strategy. At the beginning of the workshop, they played a game where there were some pictures of famous people, known and unknown by them; they had to say if they knew these people. After that, they did a listening activity and learnt about the strategy using the connectors of sequence (First, second, at the end). For doing so, students read the biography of Rosa Parks. Then, the teacher explored with them the ICT tool Storyboardthat.com. Using this app, they were going to create a visual representation of a text. Altogether, the students and the teacher designed the storyboard of

Rosa Park's life. During the previous classes, some students manifested that what they missed the most about face-to-face classes was working in teams. That is why this activity was teamwork in the Google Meet Breakout rooms. Each group presented a different biography; they had to read it and organize it in a sequence, then represent it in the storyboard with the help of the ICT tool. They presented, in a plenary, what they did, and gave a conclusion to what they thought was the contribution of these people to the world. In the final activity, the teacher presented a timeline with these life stories, students answered a questionnaire on Quizizz about these biographies.

Implementation Analysis

This section targets the procedures used to analyze the data collected during the implementation with the help of the instruments applied. As explained in the methodology section, to spot the impact on the seventh-grade students' reading skills, the researcher used the journal, the peer observation format, and a survey and focus group for students. In the journal, the teacher-researcher wrote her perceptions from the classes, focusing on student's recall of relevant events, awareness of text structure, and critical reading, as well as their engagement with the activities and their interaction with the ICT tools. The peer observer format was filled by an English teacher, who was present in the classes and wrote his perceptions on the implementation of the workshops and their impact on these students. Also, to elicit students' point of view they answered a survey and a focus group to gather their opinions about their performance and how they felt during this project execution.

In this segment, the results after analyzing the data gathered are presented and discussed. As evidence and support to these categories, some excerpts from the instruments were cited, as well as theories from the literature review. This study took into consideration the Grounded

Theory (Creswell, 2009, pp. 50-51), the operationalization, and triangulation of the information

collected with the instruments. The following categories emerged from the data analysis:

Table 4

Operationalization of the categories of analysis in the Action Stage

No.	Code/ Category	Operationalization
1	Efficacy of the ICT use	The code describes how helpful was the ICT tool and how engaged were students the students with it.
2	Reluctance to use ICT	The code represents students' reluctance for the use of the strategy
3	Good strategy use	the code describes the good use of the strategy by the students.
4	Limited strategy use	The code describes students' difficulties using the strategy
5	Effective Recall of relevant events	The code describes how students remembered the details and relevant information in the texts
6	Awareness of text structure	The code describes that students awareness of the structure of the text
7	Critical reading ability	The code represents students' critical reading
8	Limited critical reading	The code describes students low critical reading
9	Limited reading comprehension	The code describes students low reading comprehension
10	Reluctance to read	The code represents student's reluctance to the reading activities
11	High affective filter	The code represents students' feeling nervous or insecure when they participate in class.

Note. This table displays the different codes that appeared when analyzing the data

collected with the four instruments applied during the implementation.

After the implementation of the workshops and the triangulation of the data, a summary is introduced below:

Figure 4

Data Triangulation in the action stage of research
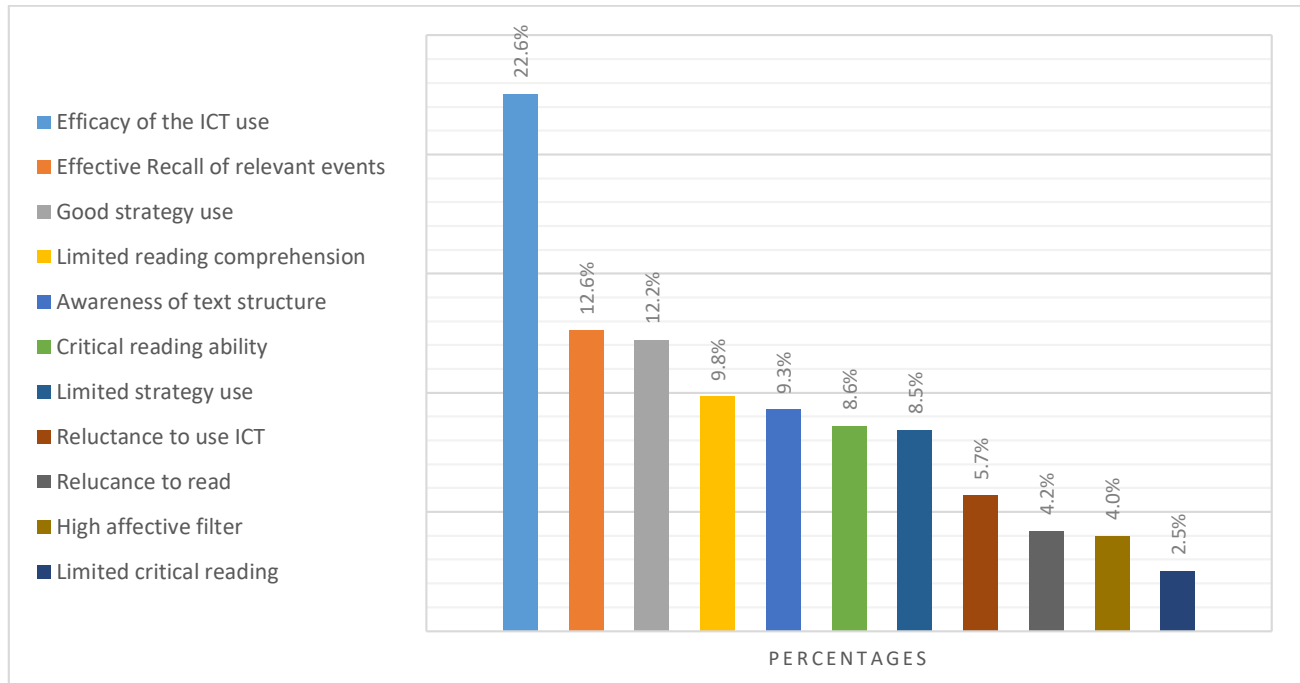
Figure 4. Triangulation summary. This graph shows a summary of the percentages obtained in each category during the data triangulation

When I applied the diagnostic, I could realize that the students were having some difficulties understanding what they read, that is why the implementation of these six workshops sought to impact these students' reading comprehension, and the summary presented in Figure 4 displays the results after the analysis was made. This section discusses the different categories that appeared after the analysis of the implementation.

Efficacy of the ICT use was the first category with 22.6% of the data; although in the second workshop the learners faced some difficulties, it showed a significant improvement in the following interventions. The use of the ICT tools appeared appealing to the students, as they felt more engaged during the activities and showed progress in the different reading skills, mainly with the recall of relevant events. For instance, they could highlight the details from the readings, and they had to represent the information more graphically. This can be upheld by what students mentioned in the survey (Appendix 7):

> *Porque en Canva trabajamos la infografía en la que destacamos la información más importante del texto y se entiende la idea central más importante.*

> *Because in Canva we work the infographic in which we highlighted the most important information from the text and you understand the main and most important idea. (Close translation)*

> *La profe siempre trae aplicaciones interesantes y eso fue muy bueno para poder entender los temas.*

> *The teacher always brings interesting apps and it was really nice to understand the topics. (Close translation)*

Besides, the high percentage of this category hints at how the ICT tools were undertaken by the students; in other words, students were involved in the activities, which can be evidenced during the implementation of the workshops, as reported in the peer observation form and the researcher's journal:

Some groups were very active and participatory, they were so into the activity,

they explored the app and came out with very interesting ideas, some of them

called me out to check their progress, I could see how enthusiastic they were.

(Teacher researcher's journal- workshop 6)

Students looked interested in the activity and the ICT tool that they were using.

They were already familiar with the virtual tool and the topic, they seemed

engaged in designing their Graphic Organizer and some of them even added

pictures related to the subtopic they chose. (Peer Observation form – workshop

5)

Some of the limitations in the use of ICT tools were reported by some participants who claimed that some of the online applications were not very entertaining or that their devices did not fit the requirements concerning hardware or software, as shown in the following comments:

Pues la verdad es que la herramienta no es difícil pero no es tan entretenida, o

sea, si sirve, pero me gustó más la anterior. (focus group - workshop 2)

Well the truth is that the tool is not difficult but it is no fun, it means, it Works,

but I liked better the previous one (Close translation)

El uso de la herramienta es regular (Survey- workshop 2)

The use of the tool is not too good (Close translation)

Regarding the ICT use, it was difficult for the students without computer, I sent

two video tutorials explaining how to edit from the computer and the cellphone,

and I also explained in the meet session, and some students could do it, but

some others did not have enough space in their cellphones to install the app in

their devices. (Teacher researcher's journal- workshop 2)

These limitations concerning ICT were also reflected in the students' attitudes according

to the category *Reluctance to use ICT* with 5.7% of the frequencies in the analysis, which means

that the students presented some difficulties related to the use of the virtual tools. This was

evident mainly during the second, third, and fourth workshops, due to their limited experience

using these tools. Although most of the students felt engaged with these activities, some of them

remained reluctant to learn to use these tools. These can be supported by students' opinions in the

focus group, the peer observation form, and the teacher researcher's journal:

Es que no soy experta usando esas cosas virtuales, lo hago porque me toca, no

me gusta nada de eso entonces me aburro y no presto cuidado y me distraigo

con otras cosas en mi casa. (focus group - workshop 4)

It is because I am not an expert on this virtual stuff, I do it because I have to, I

don't like any of that so I got bored and I don't pay attention and I got

distracted with other thing in my house. (Close translation)

...some students looked completely reluctant to the exercise they were doing

and some of them said that they felt lost at the moment of using the ICT tool.

(Peer Observation form – workshop 2)

They mentioned that they feel overwhelmed with the amount of webpages they

were using (Teacher researcher's journal- workshop 3)

Additionally, an aspect that did not help the learners to be more engaged was the limited

options of devices they had. For instance, some of the difficulties dealt with were the cellphones

storage capacity, or that the app used in the workshop did not run well in some cellphones or tablets, even some computers. The connection also played an important role, because sometimes some students could not participate due to the internet connection failure. These can be evidenced in the teacher researcher's journal, peer observation form, and the focus group:

> *They did not answer and they expressed that the connectivity was not very good*
> *at home at that moment (peer observation form, workshop 5)*

> *In another group, one of the members had connection issues, but the other two*
> *worked very actively. (Teacher researcher's journal- workshop 6)*

> *some others did not have enough space in their cellphones to install the app in*
> *their devices. (Teacher researcher's journal- workshop 2)*

> *Sí es bueno, pero si tuve problemas con el internet y perdía el hilo de la clase y*
> *pues casi no entendí por eso decidí entregar a mano, eso de internet no me*
> *funciona bien. (focus group, workshop 4)*

> *it is good but I had problems with the internet and I lost track of the class and*
> *well I did not understand that is why I decided to turn in handwritten, that*
> *about internet doesn't work for me (Close translation)*

Despite these drawbacks in the use of ICT, the frequencies reported by the *Reluctance to use ICT* category reduced in number at the end of the workshops' implementation. It was possible to notice how students were improving as they gained experience throughout the process, some of them commented on this in the survey and focus group:

Al principio se me dificultó pero luego ya lo entendí y ahora me gusta hacer los

ejercicios (Survey, Workshop 5)

At the beginning it was difficult but then I understood and now I like doing the

activities. (Close translation)

Es que uno al principio no usaba nada de eso y por ejemplo esa de canva

estaba fácil porque yo descargué la aplicación, y pues mela la de nearpod pero

se me laggiaba a veces, pero bien y las más difíciles eran esa del google que

casi que no resalto y en el teléfono era difícil resaltar, y la de mindmeister creo

que se llama, esa no me dejaba, me tocaba voltear la pantalla a cada rato,

pero igual vea que estuvo bien y no sé de dónde saca la profe tantas páginas,

la última estuvo muy buena. (Focus group, workshop #6)

At the beginning I didn't use any of that and for example canva was easy to use

because I downloaded the app, and Nearpod was good but sometimes it got

lagged, but it was good and the most difficult ones were that one of google

because I almost couldn't highlight and in the cell phone it was difficult to

highlight, and mindmeister I believe is the name, didn't allow me, I had to turn

my screen every time, but it was good and I don't know where the teacher takes

all those webpages, the last one was really good. (Close translation)

The *Good strategy use* category with 12.2% of the data analysis is evidence of the positive impact of the pedagogical intervention on the reading comprehension ability of the participants, that is to say, they had an efficient use of the reading strategies implemented. Although the perception in the second workshop was that participants presented difficulties with

the strategy used and they did not find the highlighting strategy as useful as scanning, at the end of the implementation and in the final survey, the strategy "highlighting" was selected by students as one of the most efficient ones at the moment of reading.

> *Creo que me gusto más scanning pero también muy útil la de resaltar. (Final survey)*

> *I think I liked better scanning, but highlighting is also very useful. (close translation)*

> *La de escanear muy útil y pues creo que la resaltar también y creo que es la que más utilizo, me ayuda mucho. (Final survey)*

> *Scanning is very useful and I think that is also highlighting and I believe it is the one I use the most, it helps me a lot. (Close translation)*

Besides, students manifested that the strategy learnt during the fifth workshop was very useful. "Previewing" along with "prior knowledge" strategies helped students to anticipate to the reading and have a better understanding. Another strategy that was appealing to students was sequencing; they easily organized the information of the text and came up with the storyboard following the strategy. This is supported by the point of view of students and teacher-researcher:

> *Pues es que uno ya conocía el tema ese del bullying, entonces fue fácil como adivinar de que trataba el texto y pues no me equivoqué, si era lo que había pensado. (Focus group, workshop 5)*

Well, I already knew that topic about bullying, so it was easier like guessing what was the text about and I did not get it wrong, it was the one I thought of first. (Close translation)

Profe es que es solo mirar la imagen y ya uno se hace la idea, y luego que el título y ahí decía types y esa se parece al español entonces fue fácil deducir el tema de ese texto y pues los que sabemos del bullying eso ayuda. (Focus group, workshop 5)

Teacher it is only to watch the picture and I already had the idea, and then the tittle and there was a word similar to a Spanish word, type, so it was easy to guess the text and well we already knew about bullying that helps. (Close translation)

Organizando la secuencia (del texto) uno se mete en la historia y se imagina lo que pasó con estas personas, considero que es muy entretenida ya que nos permite volar a nuestra imaginación (Focus Group, Workshop 6)

Organizing the sequence (of the text) we get immerse in the story and we imagine what happened with these people, I consider that it is very entertaining because it allows us to fly to our imagination (close tranlation)

It seems that they feel really engaged with this strategy, the idea of working with this storyboard have them active and participatory. They apparently got faster this strategy, even above scanning. (Teacher researcher's journal-workshop 6)

Additionally, the scanning strategy was also appealing to students. Most of them agreed that it was very useful and easy to use. For instance, some students manifested that this strategy helped them to save time because they could answer faster and correctly.

La estrategia (scanning) estuvo impresionante, me ayudó a entender un poco más. (Survey, workshop 1)

The strategy (scanning) was impressive, it helped me understand a bit more. (Close translation)

It is possible to appreciate that students had a good performance with scanning, they learned fast to use it, and few students presented difficulties. (Peer Observation form – workshop 1)

Buena porque con la estrategia ubicamos los detalles más importantes y en ese sentido entendemos más fácil la lectura, en vez de leer todo y llenando nuestras cabezas con un montón de ideas que no son importantes o clave. (Survey-Workshop 1)

Good because with the strategy we placed the most important details, and in that way we understood easier the reading, instead of reading everything and filling our heads with several ideas that are not important or key. (Close translation)

However, not all of the participants had a good performance when implementing the strategies, as the category *Limited Strategy Use* indicates. This means that some students had difficulties at the moment of applying the given strategy. For instance, some students showed

frustration, and some others did not ask for clarification and it was evident when developing the main task. This can be supported by students' opinions in the survey, the teacher's perception in the journal, and the peer observer in the observation form.

> *Es que si estaba complicada la de Note-taking no fue tan fácil hice lo que pude. (Survey - Workshop 3)*

> *It was complicated the Note-taking strategy it was not easy I did what I could. (Close translation)*

> *Some students were having difficulties to come up with the task, so I asked them what was going on, but nobody answered, that is why I asked one student by his name and he said that he felt lost, he was writing anything because he didn't know how to extract the information from the text. (Teacher researcher's journal - Workshop 3)*

> *It was possible to notice how some students were not doing what they were asked to do. T asked them and they mentioned that they did not understand the strategy. (Peer observation format - Workshop 2)*

The highlighting strategy caused them difficulties during the workshop implementation, students were confused and it was also evident when they turned in the assignment. For instance, one student was highlighting everything with the same color, so it was not possible to differentiate the information. This is upheld by the teacher's journal and the peer observer's form:

> *I could notice that some students were highlighting with the same color, so I asked them to color with different ones, and I explained again where in the*

Google Slides they could find the different colors for the highlighter. (Teacher

researcher's journal – Workshop 2)

It caught my attention that some students were highlighting the text with the

same color, and the teacher had already explained that they had to highlight

with different ones according to the information requested. Teacher asked them

what happened and she had to explain again and she also showed how to select

the different colors. (Peer observation form – Workshop 2)

On the same hand, the strategy Compare and Contrast was complicated for students. They seemed to understand at the beginning of the lesson, but during the practice, they were lost. The teacher explained the strategy using two balls, one soccer, and the other football, they had to find the similarities and the differences, and then she practiced with them during the reading, but at the moment of doing the activity by themselves, they were blocked. This can be ratified by the peer observer format and the focus group.

It seemed that students were having trouble with comparing and contrasting.

They apparently understood, but when doing the activity assigned by the

teacher they seemed confused… (Peer observer form – workshop 4)

Parecía fácil y era entendible, pero como uno haciendo se le olvida yo por

ejemplo me enredé, aunque cuando le expliqué profe pues usted me dijo que

estaba bien y no entendía por qué, pero ya después ya entendí y, pues bien.

(Focus group – workshop 4)

> *It seemed easy and understandable, but when doing one forgets, I for example*
>
> *was lost, even though when I explained to you, teacher, you said that it was ok I*
>
> *did not understand why, but then I understood. (Close Translation)*

Regarding students' reading skills, the category *Effective Recall of Relevant* events indicates that students could recall the important details given in the readings. To rephrase it, it was easier for them to extract the literal information requested. For instance, the sequencing strategy helped them to report in the Graphic Organizer the events that occurred in the biographies assigned and that were presented in a literal way. The teacher researcher journal, the peer observer form and students' survey can evidence that aspect:

> *The sequencing strategy was very helpful to extract the literal and most*
>
> *relevant information. (Teacher researcher's journal – Workshop 6)*

> *This strategy was helpful for them to create the storyboard. It was possible to*
>
> *see how students could extract the information they needed to come up with the*
>
> *GO, I guess it was easy because they needed more literal information to*
>
> *represent the story. (Peer observation form – Workshop 6)*

> *Estuvo muy interesante porque podíamos poner personajes y así era mejor*
>
> *seguir la secuencia y podíamos recordar los eventos importantes que*
>
> *ocurrieron en la biografía que nos tocó (Survey – Workshop 6)*

> *It was interesting because we could organize the characters and it was better to*
>
> *follow the sequence and we could recall better the important events that*
>
> *occurred in the biography that we had. (Close translation)*

During workshop 3, students showed an effective recall of the important details from the texts. Although some students presented difficulties with the use of the strategy, they could remember the stories presented in the readings. This can be backed by the student focus group, peer observation format, and teacher's journal.

Cuando leí el primero pues lo que decía era sobre el estrés que sentía una chica por la situación difícil en su familia, según eso los papas estaban divorciados o algo así y eso le preocupaba y estresaba… (Focus Group – Workshop 3)

When I read the first one it talked about stress and how a girl felt because of a situation that was difficult in her Family, her parents were divorced or something like that and that worried her and caused her stress… (Close translation)

It seemed that some students could remember some details from the reading, because of how they did in the mind map, and then when the teacher asked them, they answered with the information from the readings. (Peer observation form – Workshop 3)

When I asked them to tell me what they could remember, several students raised their hands in the Google Meet, some of them participated, and they mentioned what was going on with the girl according to the information from the readings. (Teacher researcher's journal – Workshop 3)

Although during workshops one and two students presented a lower recall of the events, this was improving along with the implementation. Nevertheless, the strategy presented in the fifth workshop, helped students to bare more in mind the important details they needed to

complete the assigned task. This can be evidenced by the focus group, students survey and peer observation form.

> *Es algo que ya sabemos, pero no tan a fondo, entonces era aprender sobre algo que ya sabemos, pero más detallado, así que fue fácil recordar mucho. (Focus group, workshop 5)*

> *It was something we already knew, but not so deeply, so it was learning about something we already knew, so it was easier to remember. (Close translation)*

> *Como uno lee el título y el tema es conocido por todos creo y pues había cosas que uno no sabía pero ahí aprendimos y recordamos detalles nuevos. (Survey, workshop 5)*

> *Because we read the title and the topic was known by everybody I believe so, and there were things we did know but we learnt and remember the new details. (Close translation)*

> *It was possible to see how familiar were students with the topic. They knew about bullying and they could even recall the new information they were receiving. (Peer observation form, workshop 5)*

The *Awareness of text structure* category shows that students demonstrated at some point the recognition of the organization of the texts. Throughout the sixth workshop, students showed more awareness about the structure of the reading assigned and the discourse order. This can be upheld by students' perception in the survey and the peer observation form:

Es que los eventos en la vida de Frida Kahlo la que me tocó pues están en un orden como de tiempo, entonces fue fácil seguir como la secuencia de la historia de ella. (Survey – Workshop 6)

The events in Frida Kahlo's life the one I got were in a chronological order, so it was easy to follow the sequence of the story about her. (Close translation)

It was possible to notice how most of students were participating in the teams and the way they were creating the storyboard using the sequence of the events presented in the story, I overheard one who even mentioned that it was organized with the dates in the biography. (Peer observation format – Workshop 6)

Even though during workshop 2 most of the students presented various difficulties regarding the strategy and the Graphic Organizer, it was easier for them to identify the discourse and the text organization. Some students even mentioned that they understood because the texts were written in a simple language and they knew most of the vocabulary, except for the adverbs of frequency, some of which were new to them. This was evidenced in the teacher's journal, the peer observation form, and some of their opinions in the focus group:

There were some students who understood easily the texts presented. They mentioned that it was easy to identify the order of the information presented. (teacher's journal – Workshop 2)

As I could perceive students didn't have problems understanding the text, apparently it was easy for them because of the way the routine was presented,

there were new words, but apparently they were not a problem for them. (Peer

Observation Format – Workshop 2)

Bueno teacher es que el texto si estaba fácil, con palabras nuevas, pero no

estaban difíciles, entonces era fácil, lo que no entendí a la primera fue la

estrategia, pero esa también es fácil y me gustó por lo practica. (Focus group -

workshop 2)

During the third workshop, it was possible to evidence students' awareness of the

discourse and the organization of the ideas. They could place the information needed and even

discovered that these texts had similar information organized together; for instance, if they were

speaking about feelings, two or three sentences were talking about the same idea. That can be

supported by the teacher's journal and peer observation form:

I asked them to tell me how the person from the reading was feeling, and some

volunteers mentioned some different feelings, and one student said that it was

easy because the feelings appeared in the readings one after another, as well

as the symptoms the character from the reading was experimenting. (Teacher

researcher's journal – Workshop 3)

It was interesting to see how students realized that the different "arguments"

were grouped in the reading. So when the teacher asked they knew where the

answer was. (Peer Observation Form – Workshop 3)

The *critical reading ability* category shows that students reached a certain level in terms

of taking a critical position towards the given reading content. In workshop 4, students argued

about the different points of view they had. For instance, they were defending their position by

taking into consideration their thoughts, beliefs, and understanding of the reading. This can be seen in the different instruments applied, the survey and focus group for students' perceptions, the peer observation form, and the teacher researcher's journal.

Fue muy interesante el ejercicio, pudimos conocer los diferentes puntos de vista y algunos compañeros hablaron muy bien sobre lo que pensaban. (Survey – Workshop 4)

The exercise was interesting, we could get to know the different opinions of some of my classmates they spoke really well about what they thought. (Close Translation)

Estuvo muy bien porque en la lectura nos decían las características, pero como decían algunos compañeros, todo depende también de la situación y la persona con la que estamos tratando, la profe nos presentó diferentes situaciones, pero creo que todo eso es subjetivo y depende de si estamos tratando con la mama, un amigo, un profesor, todo depende. (Focus group – Workshop 4)

It was good because in the reading they mentioned the characteristics, but as some classmates said, everything is up to the situation and the person we are talking to, the teacher gave us some different situations, but I believe everything is subjective and it depends on if we are talking to our mom, to a friend, a teacher, everything is relative. (Close Translation)

I could notice that students gave their opinion about the reading content, because some of them did not agree with what it said, the reading was about types of communication (Aggressive, passive and assertive) and they had to

classify some given situations into a type of communication, and as most of them had different classifications, teacher asked them to support orally their answers. It was interesting because most of the answers were logical and accurate. (Peer Observation Form – Workshop 4)

Students completed the graphic organizer differently, that is why I asked them to tell me why was that, some of them said that they imagined each situation in different scenarios, so one student mentioned, "exactly, I can't imagine saying things this way to my mother, for me it is no assertive, although it has the characteristics of it mentioned in the text." (Teacher researcher's journal – Workshop 4)

During the first workshops, students presented a lower critical reading, but it improved during the implementation. It is fundamental to highlight that the readings were increasing in level of difficulty, and included topics they could reflect on more. For instance, the workshops which had higher occurrences focused on topics such as assertive communication, bullying, and biographies about people who made relevant contributions to society. In support, there is evidence in the focus group, survey and peer observation format:

El tema era ya conocido por nosotros, y más porque ahora estamos pasando por algo similar en el grupo, entonces identificar las características y darnos cuenta de que el bullying se puede dar de varias maneras fue lo nuevo, porque bullying para mí era muchas cosas que ni siquiera lo son, en cambio otras que veía normal si lo es. Entonces sí, siento que el que más se ve ahora con esto de la virtualidad es ese de ciberbullying y que es lo que está pasando ahora con nosotros. (Focus group – Workshop 5)

The topic was known by us, and even more because now we are facing

something similar in our group, so identifying the characteristics and realize

that bullying can come in different ways was the new thing, and that for me

bullying was so many things that are not even bullying, instead of other things I

saw normally, but that it is actually bullying. So yes, I feel that the one that we

see more nowadays with this virtuality is the one of cyberbullying and that is

what we are living now. (Close Translation)

Creo que el tema es importante porque nos pone a pensar en cómo le hablamos

a la gente. (Survey – Workshop 4)

I believe the topic is important because it makes us think about the way we

speak to people. (Close Translation)

It is possible to notice how students highlighted the contributions these people

made to society, it was interesting how one girl expressed that she and her

team partners thought these contributions were important, and thanks to them

we can live in our society the way it is nowadays. (Peer Observation format-

Workshop 6)

However, most students' interventions on this topic were made in their mother tongue, it was difficult for them to express their thoughts and reflections in English. The peer observer highlighted this in some occasions.

Some students answered the questions the teacher asked, but they did it in

Spanish. (Peer observation form – Workshop 4)

> *Students participated actively, one girl tried to say her opinion in English, but*
>
> *at the end she did it in Spanish, as the rest of the class. It is still difficult for*
>
> *them to express deep thought in English. (Peer observation form – Workshop 5)*

Another challenge learners faced was the fact that some of them had *limited critical reading*. This category evidences that not all students could develop this skill. Some of these students' interventions were shallow or out of context; they just raised their hands to participate no matter what they said. Some other students were reluctant to go beyond when creating the graphic organizer. They limited themselves to extracting information from the readings, instead of reflecting on them. This can be backed by the teacher's journal and the peer observation form:

> *I saw them work so concentrated that I was checking what they were doing in*
>
> *the webpage, and I could notice how some were copying and pasting from the*
>
> *reading, not even having into consideration the beginning and ending of the*
>
> *idea. I asked the student who was doing this, and he answered it was what he*
>
> *understood, so I asked him to add then his opinion, and he said that he didn't*
>
> *have one on the matter. (Teacher researcher's journal – Workshop 3)*

> *It was possible to notice how some students were reluctant to express their*
>
> *thoughts, even when the teacher said that the reflection or opinion could be in*
>
> *Spanish, students' answers were just that they don't have any thoughts about*
>
> *the topic. (Peer observation form – Workshop 3)*

During workshop 6, most students gave very interesting opinions about the person they got. However, one student mentioned details from the reading, and the conclusion the reading

said, but when he was asked if he could add his own conclusion, he was speechless. This can be evidenced in the teacher's journal and focus group:

> *This team presented a very beautiful storyboard and they picked one partner to present it to the class, this student described what happened in the biography, literally reading from it, and I asked them to talk about this person's contributions and give our opinion on the matter, but he stopped as he finished reading the biography. I asked him or anyone from the team to say a reflection about it, but no one spoke, they were mute. (Teacher researcher's journal – Workshop 6)*

> *Usted profe nos dijo en las instrucciones que diéramos nuestra opinión sobre los aportes de la persona que nos tocó a la sociedad, pero muchos compañeros no dijeron nada, como si no pensaran, me parece que les faltó seriedad. (focus group – workshop 6)*

> *Teacher you told us in the instructions to give our opinion about the contributions to society the person we had made, but some classmates didn't say anything, like they were not thinking, I think this is lack of seriousness. (Close Translation)*

Students also showed a *limited reading comprehension* skill, which means that some of them still had limitations in terms of understanding the readings during the implementation of the workshops. It was more evident in terms of the inferential reading because as they did not find the answer literally in the text, they thought the answer was not there, or they were lost and said

they did not understand what they were reading. This can be upheld by the peer observation form, the teacher's journal, and the students' survey:

> *Some students argued that the questions did not correspond to the text because*
>
> *they could not find similar words. (Teacher researcher's journal – Workshop*
>
> *1)*

> *I realized that they were having trouble understanding some information*
>
> *requested. (Peer observation form – Workshop 2)*

But the learners not only had difficulties with the inferential information, some of them also presented limitations regarding their understanding of a given text. This situation caused frustration in these students, and although I explained it several times, they still were presenting difficulties. This can be evidenced in the teacher's journal, the peer review and the student's survey:

> *Some students were copying and pasting random information that was not*
>
> *related to the questions. (Teacher researcher's journal – Workshop 1)*

> *Three students were asking constantly for help because they could not find*
>
> *some answers. (Peer observation form – Workshop 1)*

> *Estuvo bien pero fue dificil saber lo que decian los textos (survey- workshop 3)*

> *It was good but difficult to know what the texts said (Close translation)*

> *No entiendo el inglés no es fácil entender lo que dicen, me siento mal por eso.*
>
> *(Survey – Workshop 2)*

I don't understand English it isn't easy to understand what they say, I feel bad

because of that. (Close translation)

Some students even argued that they felt the readings were too complex. This comment was made during the third workshop implementation. I tried to help them with vocabulary activities, however, they kept saying that they did not understand a word, that they tried but it was just too difficult for them. This can be supported by students' survey and focus group:

Es complicado porque uno no sabe inglés y uno lee eso enredado, en verdad lo

intento pero no entiendo nada. (Survey – Workshop 3)

It is complicated because I don't know English and I read that tangled up, I

really try but I don't understand anything. (Close translation)

Es que para ser sincera eso me frustra siento no se nada de nada no sé si soy

muy lenta o es que las lecturas que nos pone profe son muy avanzadas si se

palabritas pero no todo eso. (Focus group- Workshop 3)

To be honest it frustrates me I know anything about anything I don't know if I

am too slow or the readings that you give us are too advanced for us I know

some words but not all of that. (Close Translation)

Some students were not only having comprehension issues, but they were not reading at all. That is why the *Reluctance to read* category arose. This evidences that some students were not working during the reading classes, they even mentioned that they were not doing the task. This can be supported by the peer observation form, the survey, and the focus group:

I could see how some students were not working in class, when the teacher asked, one student even mentioned that he didn't want to do it because he knows that he doesn't understand a word. (Peer observation form – Workshop 3)

No entiendo yo no soy gringa y no me gusta leer en inglés. (Survey – Workshop 2)

I don't understand I am not "gringa" I don't like reading in English. (Close Translation)

Es simple profe yo no leo lo que no entiendo profe. (Focus group – Workshop 3)

It is easy teacher I don't read what I don't understand teacher. (Close Translation)

This can be evidenced as well because these students did not turn in the assignment, one student even wrote on the webpage that she did not like to do these tasks. This can be backed by the teacher's journal:

After the class was done I checked students work immediately in the webpage. The fist students I checked did the task as asked, but then I found the work of a girl who painted the whole sheet in black and wrote "Not like" and then I asked her personally and she said "I don't understand and I don't even want to" (Teacher researcher's journal – Workshop 4)

I noticed that out of 14 students only nine turned in the assignment, when I

asked them, they just answer they were not doing it, because reading in English

was not for them, I spoke with them and I convinced two students to do it, the

other ones were still reluctant. (Teacher researcher's journal – Workshop 3)

However, I could realize that this situation was reduced as the implementation of the

workshops progressed. I must say that in the last workshop, every student turned in the

assignment, even though some of them started with a negative attitude at the beginning. This can

be supported by the students' opinions in the focus group and the survey.

Al principio era muy difícil y aún lo es pero lo intento y creo que he mejorado.
(Survey - Workshop 6)

At the beginning it was difficult and yet it is but at least I try and I think I have

improved. (Close Translation)

Para mí es difícil y sé que hasta fui grosera porque no entendía y eso me

frustraba y pues no entendía porque ni leía así jamás iba a entender, pero

también es porque nunca me ha gustado el inglés, pero ya por lo menos le puse

cuidado y apunte vocabulario y creo que ayudó el hecho de que trabajáramos

en equipos, porque tengo compañeros que saben mucho y lo hacen ver fácil.
(Focus group – Workshop 6)

For me it was difficult and I know that I was rude with you because I did not

understand and that frustrated me and well I didn't understand because I

didn't even read and in that way I was never going to understand, but it is also

because I never liked English, but now at least I paid attention and I wrote

> *down some vocabulary and I think that it helped the fact that we were working*
>
> *in teams, because I have classmates who know a lot and they make it look so*
>
> *easy. (Close Translation)*

The category *high affective filter* shows students' feelings towards reading. It was frequent seeing students with frustration, nervousness and sometimes angriness. These feelings also caused students' reluctance to develop the activities proposed. This can be evidenced throughout the whole implementation and upheld with the teacher researcher's journal, the peer observation and students' survey:

> *Understanding some questions was difficult for some of them, a girl was*
>
> *frustrated. (Teacher researcher's journal – Workshop 1)*

> *Some students were not confident when developing the activities, sometimes*
>
> *teacher asked them questions related to the reading and they got nervous.*
>
> *(Peer Observation Form – Workshop 3)*

> *Me frustro y me enojo conmigo misma por no entender. (Survey – Workshop 4)*

> *I get frustrated and angry with myself because I don't understand. (Close*
>
> *Translation)*

The students not only felt that way towards reading but they also felt frustrated and stressed because of the ICT tool use. Learning to use these tools was difficult for some students. Some students expressed their limitations and they decided to turn in, in some cases, the assignment handwritten. This can be supported by students' opinions in the survey, and the teacher's journal:

Se me dificultó usar Canva fue muy estresante (Survey – Workshop 1)

It was difficult for me using the Canva tool it was so stressful. (Close

Translation)

Some students talked to me through WhatsApp to ask me if it was possible to

turn in the assignment handwritten, so I answer them to try first and if it was

not possible, they could do the way they said. (Teacher researcher's journal –

Workshop 2)

Another cause of stress and frustration was when I asked the learners to participate in a

plenary or in front of any classmate. This was too evident even more during workshop six

because they had to interact with other classmates in teams. This can be backed by the peer

observation form and teacher's journal:

I was checking students work and in one team they were silent, I asked them

what was going in, because one student was sharing screen and doing

everything, so one girl spoke and said that they were writing their opinions on

the chat, because they did not feel good at speaking. (Teacher researcher's

journal – Workshop 6)

I noticed that some students didn't look confident and were too hesitant,

teacher spoke with one girl who almost cried, she at the end spoke, but it was

too low we barely listened. (Peer observation form – Workshop 6)

Table 5 shows a summary of the results collected from the reading rubric (Appendix 6)

used in each workshop, as well as the average scores students received throughout the

implementation to validate the influence of reading strategies supported by graphic organizers

with the help of online resources on students' reading comprehension abilities.

Table 5

Summary of the average results during the six workshops rubric

Abilities for reading comprehension	Ws 1	Ws 2	Ws 3	Ws 4	Ws 5	Ws 6	AVERAGE
Reading comprehension: Recall of relevant events	3.6	3.4	4.4	3.6	4.0	4.4	3.9
Reading comprehension: Text-structure awareness and discourse organization	3.4	4.0	3.5	3.4	3.7	3.9	3.6
Reading comprehension: Evaluation and critical Reading	2.9	3	2.9	3.5	3.5	3.2	3.2
Reading strategy use	4.0	3.3	3.7	3.4	4.2	4.4	3.8
ICT tool use for reading comprehension	3.8	3.7	4.1	3.7	4.3	4.7	4.1

Note: This table shows the average results obtained by students during the whole

implementation per ability.

The outcomes of the participants' reading performance during the implementation of the six

workshops are summarized in Table 5, along with the group's average score. For that purpose, a

rubric was used to assess students' accomplishments during the application of the project

(Appendix 6). The rubric displays five main aspects taken into consideration at the moment of

appraising the learners' assignments: three abilities for reading comprehension proposed by
Grabe (2009), which are the recall of relevant events, text-structure awareness and discourse
organization, and evaluation and critical reading; the use of the strategy proposed per workshop;
and the use of graphic organizers with the support of the ICT tools. This instrument presented a
scale, going from very low (1) to superior (5), and the descriptors for reading comprehension
were adapted from the CEFR.

The aspect with the highest score is the ICT tool use for reading comprehension, with an
average grade of 4.1. This is also the category with the highest percentage in the triangulation,
meaning that students' use of ICT tools to create the graphic organizers was appealing to them.
The rubric indicates that during the fifth and sixth workshops, students showed a better
performance, that ratifies the opinions of the researcher, the observer and participants, and that is
justified in *Figure 4.* the triangulation summary. In addition, students' opinions at the moment of
using these online tools were very positive, and it was possible to evidence their engagement
during the classes, and with the outcomes they presented.

Regarding reading skills, the rubric shows that students had a higher performance with *the
recall of relevant events*, which, according to Table 5, presented an average score of 3.9. That
means that students could better recall key details from the readings. The workshops where
students presented higher scores were the third and the sixth; that supports what the triangulation
arose concerning this skill. That means students efficiently retained the essential information to
fulfil the given task. Students also mentioned that they understand more and they could
remember the readings' context more easily.

For achieving understanding, some strategies were implemented, that is why the aspect
reading strategy use was assessed in the rubric. This item presented an average score of 3.8,

meaning that students somehow appropriated the strategies implemented in the class, and this helped them to succeed in developing the given task. During workshops 5 and 6, students presented a better performance in terms of using the strategy according to the scores, which can be backed with the summary triangulation, meaning that it was also perceived during the class development. In the surveys, students expressed that the strategies were useful for them because they could find easier the answers or the information they needed.

Going back to reading skills, *text-structure awareness and discourse organization* had an average score of 3.6. Meaning that students were in some way aware of how the texts were organized and the information within to extract the main ideas of the readings. This skill was more complex for students to develop, and all of that depended as well on the discourse of the readings. Despite all of that, students showed improvement at getting the main ideas. However, the rubric indicates that they had a better result in workshop 2 regarding this skill, but the triangulation summary suggests that they had a better performance during workshop 6. But, taking into consideration the learner's opinions, they could understand better the discourse and the text structure during the last workshop which suggests that the strategy used during workshop 6 helped them better with this skill.

Evaluation and critical reading skills are key for students to develop. However, it was difficult for them to achieve a critical position in the readings content. For that reason, the rubric has an average score of 3.2, being the workshops 4 and 5 the ones where they showed a better critical stand. Nevertheless, in the triangulation, the results suggest that in workshop 4 learners had a better performance and that in workshops 5 and 6 they had a similar critical level. Meaning that the perceptions concerning this skill in workshop 6 were higher than what they did.

According to Table 5, although all the reading aspects assessed reported fluctuating scores throughout the project implementation, they all tended to rise. These findings are also consistent with those presented in Figure 4, the triangulation summary. It means that the reading strategies based on online graphic organizers had an impact on the students' reading comprehension.

4.4 Evaluation Stage.

In this section, the results of the diagnostic and the exit tests are compared, to support the results in the action stage. The diagnostic test was applied before the pedagogical intervention, and the exit test at the end of the implementation of the workshops.

On one hand, in the diagnostic test (Appendix 4), participants answered some multiple-choice questions and true and false statements based on a reading. As presented in Figure 5, students obtained a low score, meaning that they had difficulties understanding the readings. On the other hand, in the exit test (Appendix 17), students answered some multiple-choice questions, true and false statements, and some open questions to check students' understanding of text structure, and critical reading. As we can evidence in Figure 5, most students improved their reading skills significantly:

Figure 5

Comparison of results of diagnostic and exit test in terms of performances.
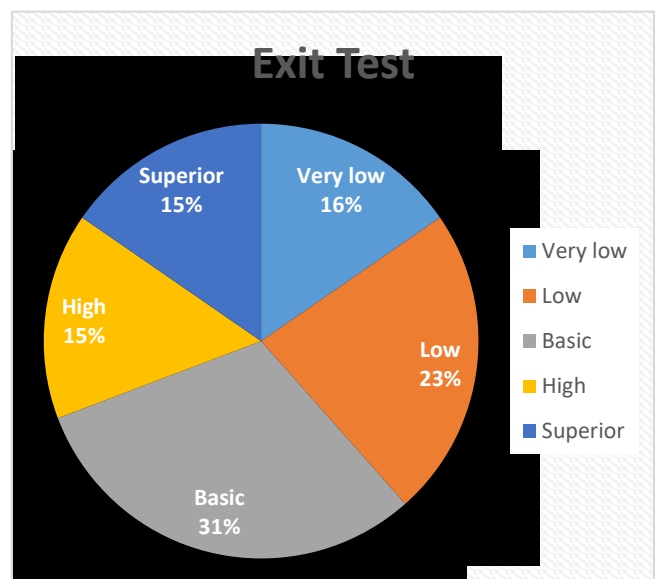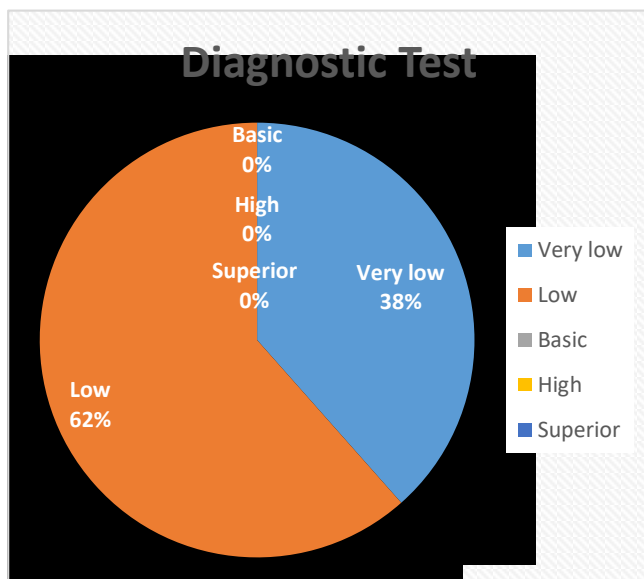
The exit test had a total of 16 questions, students were able to use most of the strategies learnt. The questions where students had a better performance were the ones dealing with the recall of relevant events. Most of these questions asked for literal information, however there were an improvement with the inference questions. This is consistent with the results from the triangulation which shows that this skill excelled from the others. In other words, the use of strategies based on the online graphic organizers affected in a meaningful way students' recall of relevant events skill.

Besides, text structure and text organization also had a significant improvement. However, it is not as significant as the other skill. First, the text structure and discourse organization, had a clear improvement, meaning that students' awareness of this skill was also impacted during the implementation of the workshops. According to what they did in the tests, and the opinions in the survey, the strategies that influenced more in this skill were scanning, previewing and sequencing. Regarding the triangulation, the one that helped better students was sequencing, followed by highlighting and note taking. That means that this skill showed some improvement, however, it is necessary to keep working on it, as it is relevant to understanding the key factors in the readings.

Nevertheless, critical reading is still a skill students need to work on more, it also improved, but it was evident that it was harder to achieve. This is also coherent considering the different perceptions that came up with the triangulation. According to the test results and the perceptions in this study, the strategy of compare and contrast helped students work better in their critical reading skill.

Besides, as mentioned in the action stage section, it was possible to perceive students' improvement throughout the whole implementation, which is supported by the results of the exit

test. This can also be backed by students' perceptions in the exit survey, where they expressed that some strategies were very helpful for them because they helped them understand better the readings, as illustrated by the following comments:

Me pareció que todo lo que la profesora nos enseñó en el año fue útil, no tengo quejas y siento que si entiendo mejor ahora más el inglés muchas gracias teacher por todo, por las estrategias de lectura y por las actividades divertidas que traía siempre. (Exit survey)

I considered that everything the teacher taught us during the year was very useful, I don't have any complaints and I feel that I understand better English thank you very much teacher for everything, for the reading strategies and for the fun activities that you always brought. (Close translation)

Students also said in the survey that there were strategies that were more useful at the moment of reading, that is why most of them selected the scanning and highlighting strategies like the ones that helped them better to understand the readings. This can be evidenced by what they said in the final survey.

La verdad es que sí es más fácil scanning, pero creo que highlighting es un buen complemento porque me ayuda a destacar la información que uno encuentra, además sé que soy mucho de acordarme cuando hay dibujos, colores, y así porque es más entiendo los textos y me acuerdo más fácil, eso es como una referencia que me ayuda. (Exit survey)

To be honest it is easier scanning, but I think that highlighting is a good complement because it helps me to distinguish the information that one founds,

besides I know I remember better if there are drawings, colors, and things like

that because it is more entertaining and I remember easier, that is like a

reference that helps me. (Close translation)

Students were also asked to say which strategy or strategies were less useful for them. Most of them selected the note taking strategy because for them it was more complex to use and less effective during an exam. This is what one student mentioned in the survey:

Yo escogí note taking porque siento que es más difícil de usar en un examen,

además es mucho el proceso y para ser sincero uno busca cosas más fáciles y

más rápidas, esa la utilicé solo en la clase en donde la profe nos la enseñó, pero

nunca más la he vuelto a usar, pero si utilizo las otras. (Exit survey)

I chose note taking because I feel that it is more difficult to use in an exam,

besides the process is long and to be honest one looks for easier and faster ways,

this one I only used it during the class when the teacher taught it, but I never

used it again, I use the other ones. (Close translation)

Regarding the Graphic Organizers, students agreed that the infographic and the storyboard were very useful and entertaining for them and that these were more effective than the other ones. On the contrary, they expressed that the Venn Diagram and the Organizational Chart were the ones less useful. These opinions contrast what they thought about the strategies, as they believe that the strategy used with the organizational chart, highlighting, is very useful, and the same with the strategy used to create the Venn Diagram, the Graphic organizer was not that effective, but the strategy was.

To conclude, taking into consideration students' perceptions and the results of the exit test, the strategies were useful and effective, as well as the Graphic Organizers which helped them to organize the information visually, however, students have preferences for some strategies, as they believe they are easier and more practical to use.

5. Findings

After implementing the six strategies based on online Graphic Organizers to impact seventh graders reading skills, this research study found that although the participants presented positive effects on their reading performance, they also presented some difficulties and showed different levels of improvement in the different sub-skills that were intervened. For instance, the awareness of text structure and discourse organization and evaluation and critical reading sub-skills showed lower enhancement when compared to the recall of relevant events skill. That is going to be explained in the following paragraphs.

Students' recall of relevant events skill.

One of the leading objectives was to help learners improve the retention of the relevant information presented in the readings. All this is to enhance students' reading comprehension in the target language. Learners were given tasks linked to identifying relevant details in each workshop, with the help of reading strategies intending to complete a Graphic Organizer. For instance, Mercorella (2017) states that sequencing is a strategy that improves the reader's retention of relevant information, as it is needed to establish the sequence of events. During the development of workshop #6, participants showed understanding of details, following chronologically the events presented; that is compatible to the theory and to what the triangulation displayed, supported by the sixth workshop rubric results (see an example of the rubric in Appendix 6).

Another strategy that helped students to improve their recall was Note-taking. According to Chang and Ku (2014), this strategy helps to enhance memory and retention, which is accordant with the results of the use of this strategy. However, participants mentioned that they only used the strategy during the workshop because they did not feel that it was a strategy that could be

used at any moment, for instance, a quiz. They found strategies like scanning more flexible. In other words, this was a strategy that aids learners to be more aware of the reading content ameliorating retention, but it is, according to students, a strategy that works better while studying, but not while being tested.

Participants also upgraded this skill after using the previewing/ prior knowledge strategies. These strategies obtained one of the highest scores during the implementation. Students also thought that these strategies helped them be more conscious during the reading process. This is consistent with what Kikas et al. (2021) said about the use of these strategies, which are helpful for the reader regarding understanding, interpretation, and recall of the reading content. Besides, this reading sub-skill showed improvement throughout the implementation as discussed in the triangulation. The final survey supports these findings since participants mentioned that when using these strategies, it was easier to face the reading because they already knew what it was about.

Students' awareness of text structure and organization of discourse

Another objective was related to awareness of text structure and organization of discourse skill because when the student is aware of the structure of the readings and the way ideas are organized, it is easier to understand the content of the passages. Concerning this skill, students showed improvement in understanding main ideas and making some inferences. According to Grabe (2009), when the reader is conscious of the text structure and ideas order, the easier is for them to gather the author's intention and the purpose of the text, leading to a better comprehension of written texts. The strategy that helped learners to be more aware of the structure of the readings was sequencing. Gouldthorp, Katsipis, and Mueller (2017) mentioned that one benefit of the sequencing strategy is that it helps the readers be more aware of the text

organization, improving comprehension. That is coherent with students' performance using this strategy, as they showed improvement regarding this skill.

The data analysis regarding the highlighting strategy showed improvement with this skill. Despite the theory little talks about the benefits of this strategy regarding this skill, Yue, Kornell, Storm and Bjork (2015) suggested that highlighting helps the reader be more conscious about the ideas and the way they are presented in the text. That may hint that this is what happened while participants were developing this particular workshop. According to Chang and Ku (2014), this strategy helps to ameliorate retention and make connections among the information presented in the passages. However, during this study, learners demonstrated to be more aware of the text structure and the organization of ideas using this strategy. This probably happened to respond to what Ben-Yehudah and Eshet-Alkalai (2018) argue about this strategy, that it helps the reader develop a deep reading process.

Even though this reading ability showed improvement in students, this was also challenging for them. They showed lower percentages in the triangulation concerning the recall of relevant events skill. However, this is not negative as they showed improvement regarding those skills in general terms; it is an ability that needs to be addressed in the lessons because if students develop it effectively, they will reach a successful reading comprehension process.

Students' critical reactions to the content of reading passages

Critical reading is a challenging but necessary ability students must develop. This skill aimed to help students to go beyond the readings to make them more meaningful and to be more critical when facing any reading. During this study, students showed some improvement throughout the whole implementation. However, the most notorious one was when they used the compare and contrast strategy; with the help of this strategy, they shared their opinions towards

the situations presented, and they showed some interest in trying to defend their point of view. This is coherent with Marzano, Pickering, and Pollock (2001) ideas regarding the use of the compare and contrast strategy because they mentioned that the use of this strategy helps foster in the reader critical thinking and problem-solving abilities.

Other strategies that impacted this sub-skill were previewing and prior knowledge. Supported by Prichard and Atkins (2016), these strategies have the capability of activating students existing knowledge, leading them to go beyond the reading content, and evaluating how that content can be related to their realities. Sequencing also played a relevant role in helping students activate this sub-skill. However, any of the authors referred to this skill when talking about the strategy. For that reason, taking into consideration what happened during the implementation of this workshop, and keeping in mind what Gouldthorp, Katsipis, and Mueller (2017) explained that the strategy helps enhancing recall of details and text structure improving in this sense the comprehension, the content of the reading also played a fundamental part in this process of developing these skills; because it means understanding the content students were able to reflect about it.

Nevertheless, among the skills that were intervened during this study, Evaluation and Critical Reading ability was the one with lower improvement. Some students showed limited critical reading in each workshop. To recap D'Angelo (1971) said that this skill conveys a particular level of difficulty as for developing it, the reader needs to have developed some certain reading levels, like inference and the use of other sub-skills. In other words, this is an ability that needs to be fostered in students. It is challenging, but it only means that we need to keep working on helping our learners to develop this skill.

ICT tools in the understanding of reading material.

The ICT tools represented a significant role during this study. It is reasonable to highlight that participants improved their reading comprehension with ICT tools use, considering the data analysis. However, more than reading, the ICT tools played a vital part in motivation, as students showed enthusiasm and willingness to develop the activities in these interactive tools. It was also evident in the assignments they submitted, demonstrating their engagement and connection to the class. That ratifies what Bautista (2020) said about using new technologies in the EFL classes, especially in the reading instruction. It is necessary to take advantage of the power these tools have among young learners. In this sense, students are going to be more interested in learning.

The ICT tool that obtained a superior percentage and that students agreed was the most interesting one was Storyboard that; it is an eye-catching App useful when designing storyboards. According to Molina-Naar (2013), storyboards in reading are engaging and helpful in building a better reading comprehension. Canva was another App that helped students be engaged in the class and their reading process. Manowong (2017) backs this idea by saying how practical and eye-catching this webpage is and how this aids learners to improve their reading skills.

Nevertheless, students also presented some reluctance to use the ICT tools. For instance, during workshop 2, students had some difficulties developing the activities in the webpage assigned. Manowong (2017) mentioned that the advantage of using Google slides is the familiarity people find in it; however, during this workshop, this familiarity did not help much because students' felt frustrated at the moment of using the tool due to the device they were using, that did not allow them to develop the activity correctly.

High Affective Filter

Sometimes, in the process of learning, students tend to feel insecure, uncomfortable, anxious, and frustrated about various situations that are probable to occur during a class. In this study, that was not the exception. When using ICT tools, some learners appeared to feel frustrated and anxious. During workshop 2, this was notorious, as reported in the triangulation. Saito, Garza, and Horwitz (1999) discussed how these negative feelings affected the results. For instance, when the learner loses concentration or interest, the easiest thing to do is quit. That is congruous to what happened during this workshop implementation; as discussed in the action stage, students were having difficulties with the tool, they decided to turn in handwritten.

Regarding reading, students also presented negative thoughts related to the reading activities. Authors like Al-Shboul, Ahmad, Nordin, and Rahman (2013) stated that anxiety while reading can result in a rejection to read anything written in a foreign language. All this is consistent with the triangulation, as this one shows how the reluctance to use the ICT tool, the reluctance to read, and the high affective filter obtained high percentages during workshop 2.

6. Conclusions and Pedagogical Implications

After implementing, having analyzed the data and arrived at pertinent findings for the EFL field, some conclusions and pedagogical implications are displayed in this section. Thence, I consider this an opportunity to contribute to the research made in this field and provide valuable contributions and recommendations for other researchers.

Using strategies based on Graphic Organizers has positive results in learners' reading comprehension. Moreover, applying GOs mediated by ICT tools helped students feel more attracted to learning and be aware of their learning process. This motivation leads learners to be successful readers, thanks to the different perceptions that ratified the improvement students showed at the end of the implementation. These new technologies not only can be used to foster students reading skills but also creativity.

However, it is also relevant to mention that during this study, students presented some difficulties caused by the frustration they felt using the ICT tools. Although this was not frequent, it is apposite to recognize that these situations can be present during any process. In this case, students felt frustrated because they could not use the ICT tool; this affected their reading performance.

Another aspect of this study is the use of reading strategies. These strategies helped students face the readings more effectively, improving their retention and awareness. That is key because when students use strategies effectively, their anxiety levels are low, and understand better texts. Some strategies work as an aid in activating other strategies. For instance, the previewing strategy and sequencing have this characteristic. Although teaching strategies is sometimes a demanding process, the benefits they bring to the class dynamics are worthy; once

students learn how to use them, it is easier for them to solve the activities and to feel more comfortable when facing any reading.

Teaching reading requires determining the sub-skills guiding the activities because this sets a purpose. The retention of the information is primordial when reading; that is why it is necessary to help students develop sub-skills such as recall of relevant details, as this allows them to identify the main aspects needed to understand the readings. When teachers permit students to be the protagonists in their learning, this process is successful because the learners are engaged. Students learn better by discovering and creating. For that reason, the use of graphic organizers with the help of the ICT tools allows students to be emerge in their learning, finding new things through the readings and the tools to create a visual representation of what they understood.

Once students are aware, the learning process become easier for them. For that reason, one of the aims was to improve the awareness of text structure and organization of discourse skill. This skill needs to be fostered in students because when they create that consciousness, it is easier to recall the information, gather main ideas, and even make inferences from the readings; it leads to deeper processing. That is why the use of strategies based on online Graphic Organizers focused on improving this skill. These tools made it easier for students to understand how a text is produced and what the author's aim was based on the order of thoughts. That should be one of the principal skill teachers promote in learners; it would help them to become more independent and successful readers.

The workshops also pointed to strengthening students' critical reading. This skill should be mandatory in every lesson, subject, and institution. Nowadays young students face challenges when using new technologies that affect them without notice. It is fundamental to help them develop critical positions toward the information they receive every day. This is a demanding

skill that requires the readers to develop before deeper processes and abilities. However, it is necessary to take learners out of their comfort zone and help them go beyond the readings.

Reading strategies like scanning and previewing/ prior knowledge can be used with other strategy as support; scanning encourages fast word recognition and works perfectly with highlighting and note-taking. In other words, this strategy helps students in finding faster the information needed and in using the other techniques. Moreover, it is a strategy that does not require advanced language proficiency, and as a recommendation, teachers should teach it during the early years when learners are starting their process of learning a new language. On the other hand, previewing helps the reader use and improve the use of diverse reading strategies; in combination with prior knowledge, the reader can skim, organize, compare and contrast, among other techniques, to get the information needed to understand the texts. It is relevant to highlight that prior knowledge is essential when activating the top-down processing.

Highlighting and note-taking help students be aware of the relevant information. These two strategies help learners to improve their memory and retention of information, because they are used to highlight the excerpts needed, and they are also helpful when establishing relations among the ideas presented in a text due to their characteristics. These two strategies can aid other strategies to increase their effectiveness and obtain better results in terms of understanding.

Comparing and contrasting strategy helps foster critical reading since it allows the reader to immerse in the passages' content, trying to find similarities or differences in the information presented, which leads to deeper processing influencing the reader to exceed the limits of the reading. This happens because it stimulates the readers to create awareness of their knowledge, developing understanding and a critical stand.

Sequencing is a flexible strategy that promotes retention and memory in students. In other words, it is possible to adapt this strategy to any language level. Sequencing is an aid in enhancing structure awareness, as it helps them be conscious of the organization of ideas that are key to giving the structure of the reading. It becomes easier to find the information required and recall the relevant details once readers are conscious of this structure.

When learning, it is essential the exposure to that new knowledge to acquire it; it is the same regarding reading. Activities that promote comprehension in students are pertinent because it is necessary to practice to become proficient readers. Those activities need to be present in the classes to the extent of conducting students to arrive at reading for pleasure. Reading is a way to get closer to the rest of the world and learn meaningfully. That is why it is necessary to help students understand easier to avoid rejections towards reading; that reluctance can lead to unwanted results. ICT tools are a form of achieving this comprehension; teachers need to become aware of the benefits of these tools because they are here to stay.

Future research should focus on ICT tools to develop reading skills in the EFL field. Nowadays students are motivated and immersed in this technological world, that is why it is needed for teachers to be in trend with students' preferences, and new technologies are on the list; these tools can bring benefits if used correctly. Furthermore, researchers need to keep investigating how to promote critical reading; young learners are exposed to these new technologies, that is why it is necessary to help them develop these 21st-century skills, in which critical thinking plays a relevant role.

It is necessary to consider teaching strategies to enhance reading comprehension in similar setting and population for further research. As teachers, we need to keep working to improve our practices and help students to succeed academically. The use of these strategies is

vital to aid learners in achieving comprehension. It is possible to conduct investigations promoting in students the desire of discovering their learning styles, creating consciousness in their learning process, which would help them become autonomous learners.

Graphic Organizers should be a subject of further research. These tools have demonstrated their usefulness in reading and other skills, such as writing or speaking. It is necessary to keep conducting studies related to GOs, as they still have undiscovered potential that might be useful for learners to improve in their process of learning a new language.

Some plausible questions for future research can be the following:

- How to Foster Critical Thinking on Foreign Language Learners through the ICT Tools use?
- What is the Impact of Implementing Reading Strategies to Promote Autonomous Learning?

During this research project, some limitations appeared. However, they were also opportunities to change the methodology and approach teaching and learning differently. The COVID-19 pandemic played a relevant role in those changes. One of the main difficulties was related to the setting because these students are from low-income families, and not all students had the same opportunities to access the virtual classes. Another aspect that caused a delay in implementing the workshops was the national strike in 2021; some families supported these protests, resulting in absences in the classes. Finally, students need to keep working on improving their reading strategy use, which might be helpful for them to become successful readers.

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Appendices

In this section, it is possible to observe each of the workshops implemented during the action

stage and samples of the instruments used to collect data about it.

Appendix 1. Diagnostic Stage- Teacher researcher journal (entry #3)

UNIVERSIDAD DE CALDAS

FACULTAD DE ARTES Y HUMANIDADES

MAESTRÍA EN DIDÁCTICA DEL INGLÉS

DIAGNOSTIC STAGE JOURNAL ENTRIES

This format is an observational instrument to collect information from the researcher point of view, who is a participant observer.

SCHOOL	Institución Educativa Rufino José Cuervo Sur		
GRADE	7Th	N. OF STUDENTS	31
AGES	11 to 13	LENGTH	2 hours
DATE: February 9th, 2021		ENTRY	
DESCRIPTION			

We started the class at 7 O´clock, I sent the Google Meet link five minutes before. At 7 O´clock

they started to get in, I greeted them and called the roll. Then I started presenting my screen, and

we started with the class rules and the assessment agreement for the first term. After that I

introduced myself and then asked them what they understood from what I said, and some students

said most of the things I mentioned (they spoke in Spanish). I said OK, now that you know me, we

are going to do a diagnostic test in a Google Forms document, and I explained them how to do it.

They had 30 minutes to do so and at the end I showed them the results, of the vocabulary, reading,

and listening part, and explained how to develop the writing and oral part, I asked them to send me

the writing through WhatsApp after the Google meeting and to record the oral part. After that

explanation, I started showing some images about food, and asking the if they knew how that food is called in English, I showed for example, an apple, corn, broccoli, oil, avocado, dairy products, among others. After reviewing that vocabulary, I showed them five nutrients, and I played an audio, then I asked what they understood, and some of them answered in Spanish, e.g., "Yo entendí que eso hablaba de vitaminas y proteinas y mencionaba también que comidas y cosas por ese estilo y comida diaria", "si, mencionó también de las grasas que son malas y algo sobre carbohidratos o algo parecido". After that, I asked them to do a matching exercise while they were listening, then I asked them about how they were doing, but some students mentioned that it was difficult to understand, then I played it again, but this time I helped them by pausing the audio, so they could finish the activity easier. After the audio, there were a reading activity about completing a chart using the information inside a text. I completed the first space to explain them, then I asked one student to explain in his words what they had to do, and then we started the activity. I also asked them to underline where they had found the answer inside the text. Sometimes, I asked them how they were doing and if they had any question, but some of them turned on the microphones and said "No teacher, todo bien". I started asking for answers 20 minutes later. I asked randomly and the first girl said, "facil teacher, la primera es vitaminas y minerales", and I asked, are you sure? she said yes, yes. Then I asked another student to confirm or correct, and he said, "no estoy seguro, pero creo que es fruits y vegetables" I asked again, do you agree? And most of them said yes. The I kept asking around to random students, and I could realize that even though it was a literal comprehension exercise, it was challenging for some students, in contrast it was too easy for some others. Another part that seemed tricky was fiber and they confused a lot -dairy with daily- which I clarified at the end of the Google Meet session. They seem also too afraid when I ask for participation, like they are not sure about what they did.

20 minutes before to finish, I asked them "What kind of nutrients does your daily food have?" and I asked for volunteers to participate, one boy answered mixing English and Spanish "Teacher, the food yo consumo have (si se dice have?) many nutrients porque is rich in the nutrients" and a girl answered "Teacher, I don't like the fruits y vegetables (mispronouncing fruits and vegetables) ay es que la hamburguesa es lo más rico"

We had 5 minutes left, so I explained the homework, which consisted in creating a food pyramid, they had to take into account what we learnt and the activities, as well as their own very short

reflection of their eating habits, I explained the writing activity showing them the rubric, so they could know what I was expecting. We said good bye and we disconnected from the session.

Update February 18th: I already checked some of the pyramids they sent and only one student sent her short reflection. The pyramids are very basic, I asked the to make drawings and write what they understood from each nutrient, but most of them just sent the name of the nutrient and drawings of the food. The only text sent was good enough, I asked the others about the writing and they were confused about it, because they did not know how to write it.

INTERPRETATION

These students are very willing to work, but they hesitate too much, and do not trust their performance. During the activities, there are some difficulties in understanding the instructions or probably they do not understand well the readings/ audio, because most of the time I ask one student to explain in their own words, to check understanding, but at the moment of performing it is different. It is important to take into considerations those students who develop the activities without any difficulty, one boy mentioned that it was easy, that everything was inside the text, and another girl said that it was "regalado".

REFLECTION

I think that most of the students are confused about the activities. I asked them if the instructions were clear and they said that yes, they were but they do not understand the language, but then they mentioned that they learnt about new words and they seem to like to work a lot, which is an advantage. One of the girls speaks English, her father is a professor of English at the university, so I was thinking of giving her different readings, more advance readings to challenge her.

Appendix 2. Diagnostic Stage Survey

UNIVERSIDAD DE CALDAS
FACULTAD DE ARTES Y HUMANIDADES
MAESTRÍA EN DIDÁCTICA DEL INGLÉS
METODOLOGÍA, RECURSOS, INTERESES Y PROCESO DE EVALUACIÓN EN
LENGUA EXTRANJERA INGLES

Fase diagnostica

Fecha: _____

La siguiente encuesta tiene como propósito saber su opinión sobre aspectos generales de la clase de inglés, entre los cuales se tienen en cuenta las actividades realizadas en clase, su comprensión de los temas, su interés sobre el área, el proceso de evaluación y los materiales utilizados. Cabe recordar que sus datos personales se mantendrán bajo confidencialidad.

INSTRUCCIONES

Como característica de la aplicación Google Forms, todas las preguntas son de carácter obligatorio, es decir, para poder pasar a la sección siguiente debe responderlas todas, de lo contrario el formulario de Google no dejará que continúe. Si tiene alguna duda con respecto a la encuesta resuélvala con la persona a cargo. Es de aclarar que las preguntas son de tipo valorativo, conteste cada una teniendo en cuenta la escala presentada.

A. METODOLOGÍA Y AMBIENTE ESCOLAR
Para cada enunciado, marque la posición en la escala que mejor refleja su opinión:

1. Las instrucciones en las actividades de la clase de inglés son claras

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6____ 7____ Totalmente de acuerdo
                                           1   1   2   14

2. En mi opinión las actividades realizadas en clase son:

Poco pertinentes 1__ 2__ 3__ 4__ 5__ 6__ 7__ Pertinentes
                         1   1   5   11
Aburridas 1__ 2__ 3__ 4__ 5__ 6__ 7__ Entretenidas
                      1   2   2   13
Desmotivantes 1__ 2__ 3__ 4__ 5__ 6__ 7__ Motivantes
                         1   2   1   4   10

3. El ambiente en la clase es el adecuado y propicia una buena experiencia del aprendizaje de la lengua extranjera inglés.

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7____ Totalmente de acuerdo
                                         2   8   8

B. INTERESES

4. Considero que mi rol en las actividades propuestas en la clase de inglés es:

Pasivo 1___2___3___4___5___6___7___ Activo
                  3   4   3   4   4

No-participativo 1___2___3___4___5___6___7___ Participativo
                 1   4   2   5   2   4

Indiferente 1___2___3___4___5___6___7___ Interesado
                         1   5   7   5

5. Considero que, en las habilidades o actividades presentadas a continuación, me va:

	Extremadamente mal	Mal	Regular	Bien	Extremadamente bien
1. Leer textos	4	1	3	6	4
2. Comprender lo que dicen los textos	2	3	5	5	3
3. Actividades de escucha			4	9	5
4. Practicar hablar con mis compañeros			6	8	4
5. Explicaciones explicitas de cómo funciona el idioma	1		6	8	3
6. Juegos			1	8	9
7. Escribir sobre mí y lo que sucede a mi alrededor			4	7	7
8. Actividades con canciones			4	9	5

|					
9. Presentar trabajos asignados delante de mis compañeros			1	3	8	6
10. Aprender vocabulario				1	7	10

C. HABILIDADES, USO DE RECURSOS Y ESPACIOS

6. De los recursos utilizados en la clase de inglés, cuales te parecen más eficientes y entretenidos, ya que ayudan a una mejor comprensión de los temas

    Marca 3 opciones
    __8__ Videos por WhatsApp
    __6__ Guías
    __15_ Encuentros por Meet
    __4__ Tablero virtual
    __7__ Formularios de Google
    __4__ Classroom
    _____ Otro ¿cuál? _____

7. Marque con una X en la habilidad en que se siente más confiado, luego explique brevemente por qué.

| HABLA	LECTURA	ESCUCHA	ESCRITURA
5	4	5	4
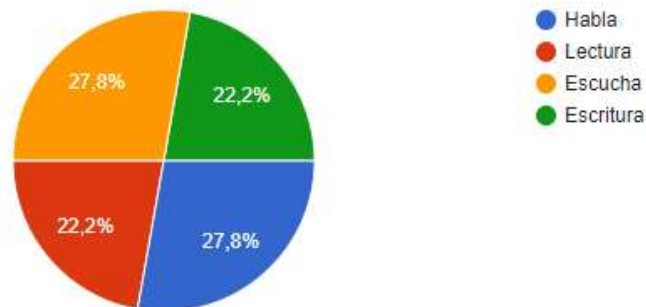
Porque _____

- Porque aprendemos a escribir mejor y podemos recordar lo que no en tendemos
- por que comprendo mejor lo que dicen después de escucharlo dos veces

- Porque me gusta leer mucho
- No se me dificulta mucho la pronunciación y puedo leer más o menos bien en inglés
- Porque entiendo muy bien el idioma en el tema de escritura
- Porque me gusta confirmar y es poner dudas ante la clase y opinar lo que pienso
- Pronunció las palabras
- Porque yo siento que los audios que pone la profesora son fáciles de entender
- Por qué tego experiencia
- Siento que puedo leer muy bien un texto
- Porque me interesa mucho el inglés y lo estudio mucho
- Porque es la profesora explica muy bien y no es tan complicado escuchar canciones cosas cuando se repiten
- Por qué me gusta practicar algunas frases
- Porque entiendo lo que me dicen
- Por qué se pronunciar el inglés
- Porque se me hace más fácil
- Porque con las preguntas que pone la profe, puedo entender lo que me pide

8. Marque con una X en la habilidad en que se siente menos confiado, luego explique brevemente por qué.

HABLA	LECTURA	ESCUCHA	ESCRITURA
2	9	4	3
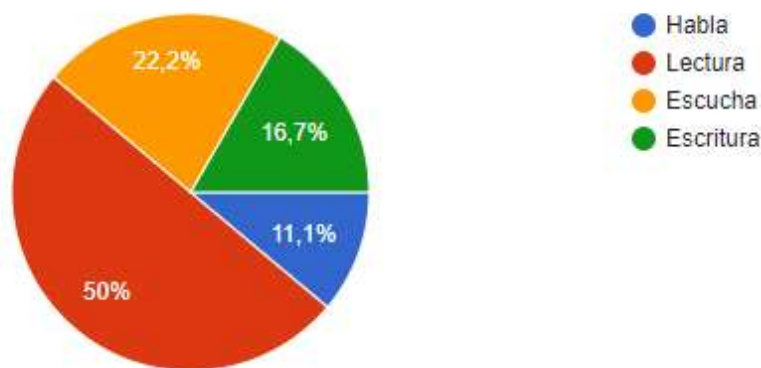
Porque _____

- Por qué aveces se escucha mi pasito o hablan muy rápido
- comprendo regularmente
- Porque me da pena hablar

- Se me dificulta recordar cómo se escriben muchas cosas y su orden, siempre he tenido problemas con eso
- Se me complica pronunciar algunas palabras
- Me gusta mucho participar así que no me gusta casi escuchar en algunos aspectos
- Casi no entiendo
- Hay palabras muy raras en inglés en esos textos y pues se me hace difícil responder las preguntas.
- Por qué yo sé que tengo un poquito de experiencion
- Se me dificulta un poco
- Porque hay palabras que no se que significan y las pronunció mal
- Porque hay cosas que no entiendo al leer y es muy difícil
- No entiendo nada
- Porque no soy capas de leer en ingles. Entender las palabras juntas y entender los textos es difisil.
- Por qué muchas veces no entiendo las palabras
- Porque se me hace más difícil entender
- No entiendo lo que leo

D. EVALUACIÓN Y EXPECTATIVAS

9. ¿Cómo se siente cuando es evaluado en la clase de inglés? ¿Cómo cree que debería ser la evaluación en la clase de inglés?
- Me siento bien y las evaluaciones deberían ser de lo que sabemos y de lo que estamos haciendo
- me siento seguro, la evaluacion deberia de ser recreativa
- Autoevaluación
- Me dan nervios, pero eso es porque soy muy ansiosa, de resto no siento nada.
- La verdad no sé, supongo que por un formulario de Google y que sólo aparezcan preguntas de lo que se vio en las asesorías
- Cuando me evaluan me siento bien porque la profesora te hace entender muy bien
- Me siento muy bien
- La evaluación esta bien como esta actualmente
- Que debería ser más didáctico
- Bien, la profesora hace los exámenes que todos hacen en el colegio entonces bien.
- No se
- Bien,debería ser por formularios de Google
- Nervioso y ansioso , así como siempre ha sido
- Me siento preocupado porque aveces no entiendo lo que leo o no se escribir las palabras bien
- Bien, con mis compañeros
- Me siento nerviosa , pero me va bien cuando escucho. No deberian haber evaluaciones en inglés solo juegos y actividades vacanas.

- Me siento bien y así está bien
- Me siento muy bien y no creo que deba cambiar nada
- Bien, me gustarían menos exámenes y más juegos

¿Cuáles son sus expectativas en la clase de inglés?

- Entender las esplicaciones de la profesora para poder hacer más entendible la guia
- mi expectativa es apreder ingles , ser una persona bilingue
- Muy buenas
- No tengo
- Mejorar en el tema de hablar
- Aprender ingles e irme a otro país a hablar ingles
- Aprender cada día mas
- Yo quisiera aprender más, pues me gustaría entender mejor los textos para pasar el IFEs
- Ser mejor
- Que la clase sea clara y divertida
- Aprender más palabras
- Aprender mas cosas para leer mejor los trabajos y escribir lo que me piden
- Aprender mucho
- Aprender muchas cosas para poder ver mas cosas en ingles, y aprender a leer mas en ingles y lo quiero entender .
- Son buenas
- Poder entender muy bien el idioma
- Aprender a hablar y a comprender las lecturas porque escribir y escuchar es más fácil

Muchas gracias por su colaboración
Si tiene alguna duda puede contactarse al correo lauraescobarb27@gmail.com
Responsable: Laura Alejandra Escobar Bermúdez

Appendix 3. Diagnostic Stage Peer Observation Form #2

Institution: Rufino Sur		
City: Armenia	Date:	
Time: 2:00 pm	Length: 2 hours	
Topic: Reading activity		
Group: 7	Level: A1- A2	Number of students: 20
Name of the teacher: Laura Escobar		
Name of the observer: Francisco Sabogal		

CLASS OBSERVATION #2		
TIME	ACTIVITY	COMMENTS
2:00 pm	Prior knowledge activation	T projected some sentences on the screen, these were excerpts from a song "just the way you are by Bruno Mars" but she did not mention that they were from a song. She just asked them to tell her what they understood and pose their opinion about it (students did it in Spanish). Then, T proposed students to make a review about animals and environment vocabulary to activate prior knowledge. T asked ss to match the images with the new words, students were activated doing the exercise. Then, the T asked some questions about the bats and some students answer into Spanish (Feos or Bonitos) T explained that the definition of beauty can change depending on ss point of view.
2:30 pm	Main Activity	T proposed a reading as an exercise for reading aloud and asked students to follow the reading. Some students said that they didn't know how to read properly and the majority of them looked anxious. Then, the T asked ss to answer some open questions based on the reading. Some of them provided short answers in English while some others had to go back to the reading many times to answer the questions. Even if they tried harder some of the answers were not right. T kept asking questions based on the reading, but some ss looked confused and they provided wrong answers. After that, the T used another strategy to foster ss participation talking about the environment. She asked them How important are bats for our environment? Students went back to the reading as looking for the literal answer in the reading. In the reading question, there was a word unknown for ss, so they asked the T about the word *function* so students were lost because of that word was not inside the text. It is not so clear, but it looks like ss have some problems with vocabulary or with reading comprehension. There was another tricky question for students because they had to go back several times to the second paragraph of the reading, looking for the word china in order to provide the right answer to the question but they almost copied and pasted the whole paragraph where China was mentioned. Some ss, three or four, are starting to use words in the TL and trying to come up

		with sentences, but those ss were always asking to talk, while the others were quiet, T had to ask directly to those quiet ss for participation.
3:15	Wrap up	At the end T asked ss to highlight in the reading with different colors where the answers were, and they had to go back to the text, but this time with T's help, so she asked them to identify what they had good and say which was the most difficult question they found, and most of them said that the one with the word function.
		Then, T asked them to tell them their opinion about bats. T started by saying that unfortunately people kill them because they are ugly, and currently with this pandemic situation and all the speculation around the poor animal is causing damage to this specie. Then one girl agreed and did a reflection (in Spanish) about how cruel human beings can be with other living beings. One student mentioned that his uncle put a cigarette on one bat, that it was funny, but he knows now that it was wrong.
		Finally, T projected again the same sentences of the song from the beginning of the class. Then she explained that they had to organize them in the order they appeared in the song. They are really good listeners, this activity was appealing for them, one student even mentioned that they should do more activities like those, because the ones about reading are frustrating.

OBSERVER'S FEEDBACK
How effective and meaningful was the lesson?

How effective and meaningful was the lesson?
STRENGTHS

- The stages in the class were clear and the activities were good, the contextualization was good for them and was the part where they participated the most.
- Good listeners, some of them have nice pronunciation, at least they can shadow the words correctly. The song was an interesting closing.

AREAS TO WORK ON

- Reading comprehension and ss participation.
- It is relevant for ss to learn new vocabulary and work on inferential comprehension because they are only looking for information with the exact words in the reading. In the text, the *function* of bats in nature was mentioned, but they didn't use that word inside the text, that was why they were lost.

SUGGESTIONS

- Work more on reading strategies and encourage ss to participate in activities where they have to solve or create something. Try using different web pages or apps to work in class.

Appendix 4. Diagnostic Test

Diagnostic test

---
1. Vocabulary

Select the word that fits better with the description.

a. This is a red fruit which is commonly used to create desserts.
   (a) Tomato
   (b) Strawberry
   (c) Pineapple
   (d) Papaya

b. This is the most famous sport played in Colombia.
   (a) Ice-skating
   (b) Baseball
   (c) Soccer
   (d) Cricket

c. This is an action that consists in exercising or participating in a sport. This one is also used when someone is using an instrument.
   (a) Eating
   (b) Walking
   (c) Going
   (d) Playing

d. We have this part of the body inside the mouth.
   (a) Teeth
   (b) Nose
   (c) Ears
   (d) Fingers

e. This is a woman who is part of your family.
   (a) Uncle
   (b) Mother
   (c) Nephew
   (d) Son

---
2. Reading

Read the following text. Choose if the statements are true, false or are not mentioned. Then answer the multiple choice questions below.

Team UNICEF is a program organized by UNICEF that promotes sports around the world. Team UNICEF believes that every child has the right to play sports in a safe and healthy environment. They work with schools, institutions and Physical Education teachers in rural and urban areas to encourage children to play sports. For example, in France, they help refugees by giving them the opportunity to play football. That way, they make friends and don't feel so stressed and alone. In a rural area of Jamaica, coaches help elementary schools to do different sports and play games. Students are going to school more and feeling happy. Children learn communication and teamwork, and they become confident and have better self-esteem. Team UNICEF believes that everybody can participate and play!

		True	False	Not mentioned
1.	Team UNICEF only helps refugees.			
2.	Team UNICEF promotes sports around the world.			
3.	Team UNICEF only works with schools in rural areas.			
4.	In France, Team UNICEF helps elementary school children by giving them the opportunity to play football.			
5.	In Jamaica, children only learn how to play a sport.			
6.	Team UNICEF also provides food for the children.			

7. According to team UNICEF, who has the right to play sports in a safe and healthy environment?

   a. Every poor child has the right
   b. Every child has the right
   c. Every rich child has the right
   d. No-one has the right

8. What do children learn when they play sports and games?

   a. Children learn communication and teamwork, and they become confident and have better self-esteem.
   b. Children learn to communicate easier their thoughts, but sometimes it is a problem because it can lead to differences creating conflict.
   c. Children learn communication and teamwork, and they become leaders either negative or positive.
   d. Children learn how to play sports and games, which is not useful in their lives. It is a waste of time.

9. Propose a title for the text. _____

3. Writing

Introduce yourself in not less than 50 words. You can use the following questions as a guide for your writing composition.

1. What is your name?
2. How old are you?
3. Where are you from?
4. Who do you live with?
5. Do you have any pet? Talk about it.
6. What is your favorite food?
7. What is your favorite color?
8. What do you like to do in your free time?
9. Which is your favorite place in the city?
10. What do you miss the most of the school?

4. Listening

Listen to these conversations and match them with the replies.

1. Can you help me with my Science project, please?
2. Do you want to come to the cinema with me this afternoon?
3. Would you like a cup of coffee?

4. Are you coming to my party on Saturday?
5. Let's play football.

a) I'm so sorry, but I can't come. We're going on holiday.
b) Thanks for the offer, but I'm afraid I don't drink coffee.
c) I'd love to help you, but I'm very busy at the moment.
d) Sorry, I can't today. What about Friday?
e) Thank you very much for asking, but I can't today.

5. Speaking

Record a video talking about yourself. You can use the written part as a guide for your speech. At the end of the video present a member of your family or your pet and speak about them.

**Appendix 5. Workshop 1- Lifestyle and healthy habits**

SECUENCIA DIDÁCTICA

AREA: inglés   **GRADO:** Séptimo   **PERIODO:** I – 01   **AÑO:** 2021

Información general	
Tópico Generativo	Lifestyle and healthy habits

Desempeños de comprensión	• Language: Recognizes and uses expressions about daily routines, hobbies and their frequency.
	 • Reading comprehension: Identifies specific information in brief written texts
	 • ICT tools: Expresses through an infographic what was comprehended in written texts
	   • Reading strategy: Scanning
	   • ICT graphic organizing tool: Infographic

Pregunta orientadora	*Why is it important to take integral personal care physically (body), intellectually (mind), emotionally (psychological) and spiritually (beliefs)?*
Duración	3 horas
Entrada	Etapa de exploración
	• **Classroom management:** Call the roll, classroom agreement, assessment agreement. • **Description of the activities:** **Motivation – Prior knowledge activation: Length**: 50 minutes **PRE-READING** The class starts with the following instruction. • Name five leisure activities. Which of those do you do in your free time? Why? 1. T will ask Ss the previous questions using a web page called ClassDojo. On this web page we can call the roll, select Ss randomly, and assign time to limit Ss' participation. (https://www.classdojo.com/). That is why taking advantage of the tools the page offers us, I click where it says random, so the page will pick a student randomly, this student will answer the question orally, but before doing that, they are going to have some minutes to write down some notes to get prepared for their oral intervention.
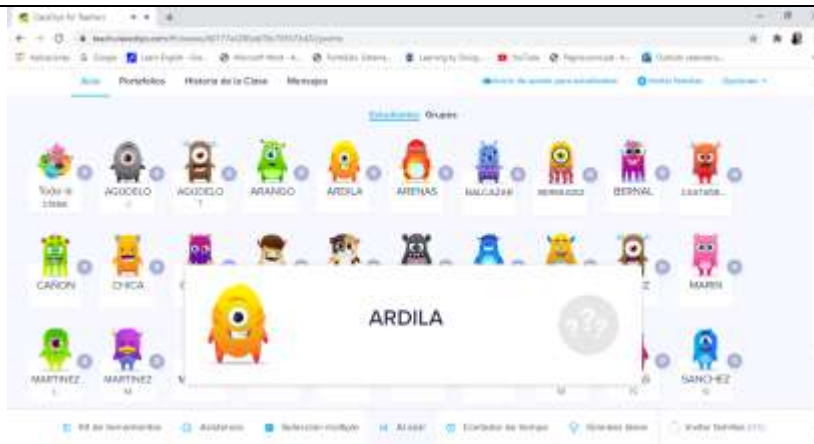
	Taking into account that previously T uploaded some videos and webpages to the Google Classroom, and Ss needed to check them and take notes to share in the class what they understood. The ideas shared by the students will be listed by the teacher who is going to highlight the basic rules in the use of simple present tense. 2. After Ss' participation, T will open a word document and illustrate and exemplify the present tense. These are the webpages that will be shared with Ss before the class. https://www.grammar.cl/Present/Simple.htm https://www.grammar.cl/Games/Simple_Present_Tense.htm 3. After that, we will listen to an audio about some students talking about what they do in their free time and complete a chart where they are going to write the information mentioned in the audio (That information is in a word bank), one person in the chart is not mentioned in the audio, they need to identify who is it. Then they will write the same information about themselves. (Appendix 1) Ss will share what they do with their classmates in a plenary.
Proceso	Etapa de estructuración/práctica
	While Reading
	Description of the Activities: 1 hour

4. T will explain how to use scanning in reading. For that purpose, T will show a short article about some differences between teenagers in the cities and teenagers in the rural area, and how they spend their free time. T will ask them to look at how many times they can find the word "teenagers" inside the text and some other words, and after they search for the words, T will ask some Ss how they looked for the words. Then T explains that Scanning consists in looking for a specific information requested, without reading the whole text.

**How do our teenagers spend their free time?**
by Consuelo Mejía

The Colombian Government is very concerned about how urban teenagers are spending their free time. Research shows that in cities many teenagers spend their time indoors, chatting on social media, watching TV or playing video games. These teenagers can have poor posture and they can also be depressed, because they don't spend enough time being active in the fresh air.

In contrast, most teenagers in the countryside spend their free time doing physical activities and playing outdoor games. They also help their parents; they do chores, feed the animals, and milk the cows. Because these teenagers have an active life-style, they are also fitter and don't have so many health problems.

5. Then T will provide some questions and Ss will look for the information requested in the questions, inside the text using the strategy. (10 minutes)

- How do city teenagers spend their free time?
- What are the consequences of spending too much time without being active?
- How do teenagers in the countryside spend their free time?

6. T explains the layout of the infographic she will tell them that to come up with the infographic they are going to use a web page https://www.canva.com/es_co/ T will explain how to use it in connection to the reading skill and Ss can use the page images or upload their own. On this webpage Ss can share their infographic and the T can check in real time how they are doing. They can work from the computer or their cellphones.

7. Using the same text and using the previous questions (number 6), they are going to complete a pre-established infographic applying the scanning strategy with the help of the teacher (teacher is going to give

them the layouts and questions to complete it, Appendix 1) They are going to extract and recall the important information inside the text using the strategy, as well of being aware of the contrasting organization of the text, in the first part of the infographic they are going to present and expose the situation with urban teenagers leisure activities. Then, in the second part, they are going to expose critically the consequences of spending too much time doing those activities and at the end, they are going to present a contrast with teenagers from the countryside, as it is in the text. For doing so, they are going to be guided with the questions and use the strategy scanning.
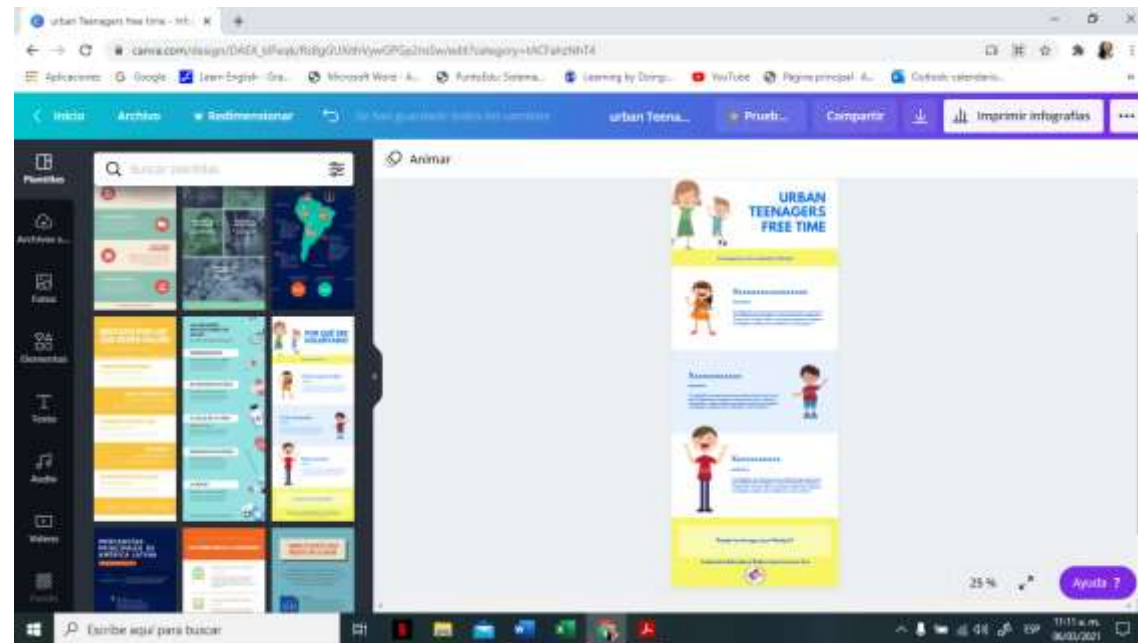
Independent reading task:

8. Ss will read independently a text about tips to grow healthy (Appendix 1) and they are going to answer the questions using the scanning strategy to create an infographic based on the following questions:

    - What is the main idea of the text? (Use this for the title)

	• What can you eat to have a healthy diet?
	• Why is it beneficial to keep an active routine?
	• What is the importance of having a rest of quality?
	• Mention four good hygiene habits.
	Ss will use the same ICT tool to create their infographic https://www.canva.com/es_co/. The learners' performance will be assessed with the rubric shown in Appendix 2.
Cierre	Etapa de transferencia
	POST-READING **Description of activities:** To close the lesson, we will play with a spinning wheel. In the Spinning wheel there are questions or phrases like: 1. How do you spend your free time? 2. Tell us anything you learnt from this lesson. 3. Talk about one healthy habit. 4. Name three activities teenagers from the countryside do. 5. Mention three healthy habits. 6. Give a conclusion for the class. 7. Bonus for the whole class 8. Bonus for the student T will pick ss randomly using again classdojo.com so they have their turn to play with the spinning wheel, it depends on what the wheel asks them to do, probably answer a question, or the teacher talking about their performance (feedback) or winning extra points for them or the whole class.

Referentes curriculares

Estándar general	• Comprendo textos cortos de cierta dificultad sobre actividades cotidianas, de mi interés, sobre otras asignaturas y mi entorno social.
Estándares específicos	• Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. (1, 2) • Aplico estrategias de lectura relacionadas con el propósito de la misma. (2)
Competencia comunicativa	Linguistic competence (1), Pragmatic Competence (2)
Derechos Básicos de Aprendizaje	4, 5

Appendix 6. Action Stage Rubric

UNIVERSIDAD DE CALDAS
FACULTAD DE ARTES Y HUMANIDADES
MAESTRÍA EN DIDÁCTICA DEL INGLÉS
READING COMPREHENSION ASSESSMENT RUBRIC

RATIONALE: This Rubric main objective is to assess students' performance during a reading comprehension task using the reading strategy Scanning and Canva as the ICT tool to create an infographic. The Rubric presents a scale using the Performances of Understanding indicators (Blythe, 1997), the abilities for reading comprehension (Grabe, 2009) and a scale, going from very low (1) to Superior (5). The descriptors for reading comprehension were adapted from the CEFR.

Reading Comprehension Assessment Rubric					
Abilities for reading comprehension	**Very low 1 pts**	**Low 2 pts**	**Basic 3 pts**	**High 4 pts**	**Superior 5pts**
Reading comprehension: Recall of relevant events	The learner has serious difficulties at the moment to recall the relevant events in the given text.	The student presents difficulties to recall the events from the text given.	The student reads the text and recalls just a few events requested in the text.	The student reads the text comprehensively, and can easily recall the main events inside a given text.	The student efficiently and rapidly recalls the main events inside a given text.
Reading comprehension: Text-structure awareness and discourse organization	The student fails to recognize the organization and structure of the discourse in the text.	The student hardly recognizes the organization and structure of the discourse in the text.	The student recognizes basic features of the organization and structure of the discourse in the text.	The student recognizes and uses well the organization and structure of the discourse in the text.	The student can outstandingly recognize and use the organization and structure of the discourse in the text.
Reading comprehension: Evaluation and critical Reading	Learner is unable to react to reading content with their own opinions	Learner reacts to reading content with weak arguments	Learner reacts to reading content critically with some personal opinions	Learner reacts to reading content with solid arguments that support their opinions	Learner critically reacts to reading content with solid arguments and opinions based on facts.
Reading strategy use	The student fails to understand and use the reading strategy	The student has difficulties to understand and use the reading strategy	The student understands and uses the reading strategy facing challenges and displaying limitations.	The student can understand and follow the instructions given for the use of the reading strategy.	The student can use the strategy effectively, understanding and following the instructions given.
ICT tool use for reading comprehension	The student fails to comprehensively record reading content in ICT tool.	The student presents several difficulties using the ICT tool to record reading content.	The student uses ICT tool to record reading content with some limitations.	The student uses the ICT tool correctly to report their comprehension of the reading material.	The student uses efficiently and creatively the ICT tool to record and report reading task.

Appendix 7. Data collection instrument - Workshop 1 survey

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UNIVERSIDAD DE CALDAS

FACULTAD DE ARTES Y HUMANIDADES

MAESTRÍA EN DIDÁCTICA DEL INGLÉS

EL IMPACTO DE ESTRATEGIAS DE LECTURA BASADAS EN ORGANIZADORES GRÁFICOS VIRTUALES EN LA COMPRENSIÓN LECTORA DE ESTUDIANTES DEL GRADO SÉPTIMO EN UNA INSTITUCIÓN PÚBLICA DE ARMENIA

</div>

INSTRUCCIONES

Esta encuesta pretende identificar algunos aspectos sobre su desempeño en las actividades de lectura realizadas durante la clase de inglés como lengua extranjera en un ambiente virtual, utilizando la estrategia de lectura *Scanning* y la *infografía* como organizador gráfico en la herramienta virtual *Canva*. Con esta encuesta se pretende conocer su opinión personal, por lo tanto, no existen respuestas correctas o incorrectas. Los datos recogidos serán utilizados y guardados por el investigador. Recuerde que esta es una encuesta anónima, por lo tanto, no se requiere que dé información personal y su participación será confidencial. Por favor, responda la encuesta de manera honesta y teniendo en cuenta la clase sobre *Lifestyle and healthy habits* que acabamos de concluir.

I.   Uso de la estrategia - Scanning

Marque una equis (X) en el número que mejor represente su opinión. Recuerde que en la escala 1 es menor y 7 es mayor.

1. Considero que la estrategia utilizada (Scanning) es:

Inútil   1____ 2____ 3____ 4____ 5____ 6____ 7____   Útil
                                                      6   **6**

Poco practica   1____ 2____ 3____ 4____ 5____ 6____ 7____   Muy practica
                                                          3   **9**

difícil   1____ 2____ 3____ 4____ 5____ 6____ 7____   fácil
                          2   **1**   **1**   **8**

2. Considero que el uso de la estrategia (Scanning) me ayudó a ubicar mejor la información específica de las lecturas.

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
                                          1   **2**   **2**   **7**

3. Considero que la estrategia utilizada fue de gran ayuda para la realización del organizador grafico (infografía)

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
                                          1   **2**   **4**   **5**

COMENTARIOS ADICIONALES:

Men encaró la información
Muy buena
Me parece que es muy buena, fácil y práctica, me gusta
La estrategia de Scanning es muy útil
Casi no entendí la lectura, la estrategia es muy útil pero necesito practicar más habían
respuestas que no estaban en la lectura como igual.
Seguír haciendo más ejercicios así porque así entiendo más las lecturas que hicimos y eso que
la Profe explica.
Me pareció muy chevere porque aprendí mucho de lo que la profesora enseñó
me gusto mucho la estrategia y las actividades
Esa estrategia fue chevere, me ayudo a entender un poco más
Muchas gracias

II.   Organizadores Gráficos – Herramienta virtual

Marque con una equis (X) la opción que mejor represente su opinión acerca del uso de la
infografía y la herramienta Canva:

	Muy inapropiado	Inapropiado	Regular	Apropiado	Muy apropiado
1. Uso del organizador grafico (infografía)	4	2		3	3
2. Uso de la herramienta virtual (Canva)	4	2		4	2

COMENTARIOS ADICIONALES

Es más fácil utilizar
Bien
Me parece fácil de utilizar y muy bonitos sus diseños elementos fuentes etc.
Canva es una herramienta increíble
Me gustó mucho hacer todo eso en el computador
Me gusta mucho Canva porque es muy bonita y deja hacer muchas cosas.
La profesora siempre trae aplicaciones muy interesantes y la de canva estaba muy buena para
entender el tema
me gusto mucho trabajar canva
Me gusto usar la pagina de internet, aunque a veces no tenga internet
Gracias

III. Habilidad de comprensión lectora

a. Habilidad para recordar detalles importantes de la lectura

Marque una equis (X) en el número que mejor represente su opinión. Recuerde que en la escala 1

es menor y 7 es mayor.

1. Comprendí detalles importantes de la lectura con la estrategia *Scanning* al momento de leer.

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ Totalmente de acuerdo
1   2   2   7

2. Los detalles en la lectura fueron claros y me ayudaron a comprender el texto de forma general con la ayuda de la estrategia *Scanning.*

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ Totalmente de acuerdo
2   1   4   5

3. Se me facilitó recordar la información relevante presentada en las lecturas.

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ Totalmente de acuerdo
1   2   3   6

b. Habilidad para reconocer la estructura del texto y la organización del discurso

Marque con una equis (X) la opción que mejor represente su opinión acerca de cada enunciado.

	Nada	Poco	Regular	Lo suficiente	Mucho
1. Al utilizar la estrategia de lectura Scanning y la infografía logré identificar la estructura del texto y cómo se organizaban las ideas y eventos en la lectura.			**5**	**4**	**3**
2. reconocer la estructura del texto y comprender la manera en que estaba organizado fue importante para comprender la lectura.		**1**	**2**	**3**	**4**

c. Habilidad de evaluación y lectura crítica.

1. El uso de la estrategia Scanning y la infografía ayudaron a que creara una opinión propia sobre el contenido en la lectura.

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ Totalmente de acuerdo
1   1   5   5

2. Al comprender las lecturas utilizando la estrategia y la infografía pude reflexionar sobre el tema tratado en el texto.

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ Totalmente de acuerdo
1   1   4   6

Preguntas abiertas

Escriba su respuesta a las siguientes preguntas

1. ¿Cómo considera la estrategia de lectura Scanning en el proceso de comprensión del texto? ¿Por qué?
   - La estrategia es buena, pero se me dificultó porque tenía dudas y la profe le respondió pero necesito más práctica
   - Muy bacana porque la Profe hase ver eso muy fácil y yo aprendí muchas cosas
   - La considero muy buena porque entendí mas fácil la información sin tanto complique
   - Muy buena porque recordé algunas cositas
   - Me parecio muy chevere, y me ayudo a entender un poquito , pero las lecturas son dificiles de entender
   - Muy buena, porque!e ayudo
   - Por que me falicita muchas cosas que no comprendo
   - Buena para identificar palabras
   - Buena, por que con esa estrategia ubicamos los puntos más importantes y así comprendemos más fácil el texto, que en vez de leer todo y llenarnos la cabeza con un poco de ideas sino con las más importantes y claves .
   - Porque nos ayuda e encontra siertes palablaras en el texto

2. ¿Cómo cree que el uso de la herramienta Canva se relaciona con el proceso comprensión de lectura? ¿Por qué?
   - Es que se comunican por su medio y ayuda a la gente pueda hacer con su letura
   - Porque se realizan textos y su forma
   - Por que en Canva trabajamos la infografía en la que destacamos los más importante del texto y comprendes lo principal e importante
   - Porque al realisar infografias nos indita a leer
   - Fue muy divertido, logré hacer uso de canva y aprendi mucho. Pude hacer en la infografía información del texto
   - Esa aplicación de canva es muy buena porque es muy usada y a mi me Gusto que se puede hacer muchas cosas
   - Porque cuando vemos la lectura en canva es más interesante hacer la infografia y mejorar la lectura así entendemos como están ordenadas las ideas
   - Bien, me ayudo mucho
   - Depronto las imagenes nos van a ayudar a entender mas

- Porque me me hace tener coerencia parecido a los textos

3. ¿Tiene alguna sugerencia para la próxima clase? Si su respuesta es afirmativa ¿Cuál?
   - Me gustaría leer sobre Youtubers
   - No. Todo está bien.
   - Me gustaría seguir aprendiendo a leer usando canva y otras aplicaciones que nos enseñe la profesora
   - Trabajar con más herramientas virtuales
   - No
   - No, gracias
   - No ninguna
   - No
   - No :)
   - Estaria bien que en la siguiente clase nos enseñara mas heramientas de canva

Muchas gracias por su colaboración

Si tiene alguna duda puede contactarse al correo lauraescobarb27@gmail.com

Responsable: Laura Alejandra Escobar Bermúdez

**Appendix 8. Workshop 2- Being clean is cool and fun**

SECUENCIA DIDÁCTICA

AREA: inglés   **GRADO:** Séptimo   **PERIODO:** I – 01   **AÑO:** 2021

Información general	
Tópico Generativo	Being clean is cool and fun
Desempeños de comprensión	• Language: Recognizes and uses expressions about daily hygiene routines, and their frequency. • Reading comprehension: Identifies specific information in short written texts. • ICT tools: Expresses through a conceptual map the information presents in the readings. • Reading strategy: Highlighting • ICT graphic organizing tool: Organizational chart
Pregunta orientadora	*Why is it important to take integral personal care physically (body), intellectually (mind), emotionally (psychological) and spiritually (beliefs)?*
Duración	3 horas
Entrada	Etapa de exploración • **Classroom management:** Call the roll, classroom agreement, assessment agreement. • **Description of the activities:** **Motivation – Prior knowledge activation: Length**: 50 minutes **PRE-READING** The lesson is going to be carried out in Nearpod https://share.nearpod.com/IwwtGaLkLeb The class starts with the following question. • What do you usually do after you get up in the morning? 9. Before posing this question, T is going to say what she usually does after she gets up in the morning. Then they login in to Nearpod and answer this question in it, so each student can type an individual answer. T can monitor in real time

student's participation in the webpage. After they write T is going to share some of ss' answers. Teacher's description of activities must be detailed, well elaborated, with no mistakes and giving an appropriate and accurate step by step of exercises.
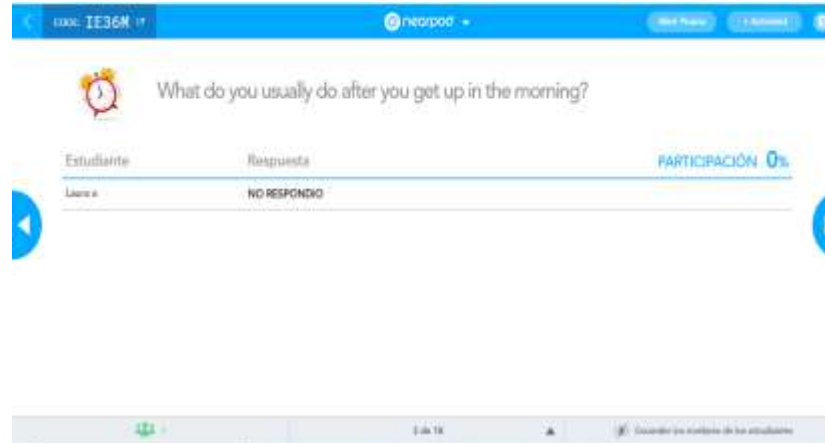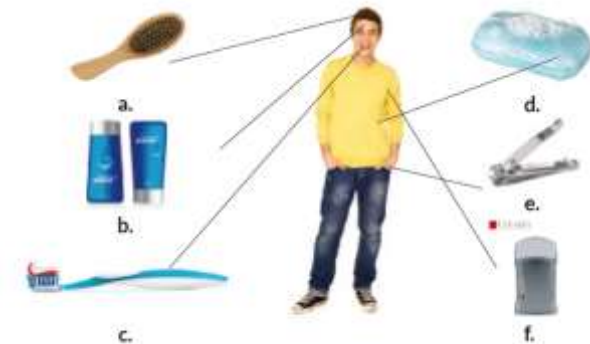

10. Then T is going to show some images about hygiene products and ask Ss if they know what is it, after they guess the name of the object, she is going to show the name of them. Then they are going to develop an activity of labeling the products. (Appendix 1)

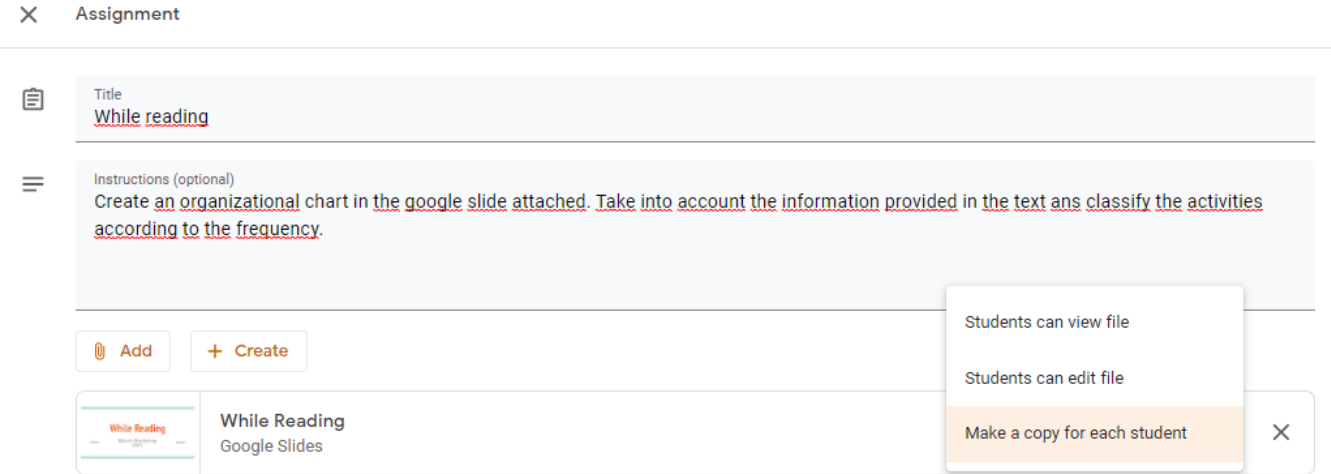|	
	11. T is going to show to students an image about the verbs of frequency, the idea is for them to analyze it. The image presents the Adverbs and expressions of frequency, T is going to ask as well if they already know what are those, she is going to present some examples in a word document a will let students explain what are those for, then she is going to ask them to write their own examples in the Meet chat, and T is going to paste them in the word document and correct if necessary.
	12. Then they are going to complete a gap-filling activity in Nearpod (the same activity is in a handout for the ones without connectivity).
Proceso	Etapa de estructuración/práctica
	While Reading **Description of the Activities: 1 hour** 13. T will explain how to use the highlighting strategy in reading. For that purpose, T will show a short daily routine and will explain the concept of keyword, then they are going to look for the keyword the T says and they must highlight it,

then T is going to ask a question from the text and they must go and highlight the answer. They can use different colors or highlighters.

14. Then T is going to introduce an organizational chart template where they are going to organize, with the help of the teacher, the activities the person from the text do, regarding the frequency. Ss are going to highlight the frequency of the activities and the activities with different colors and classify them in the organizational chart, which already has the colors.

Camila's Lifestyle

Always	Usually	Sometimes	Often	Never
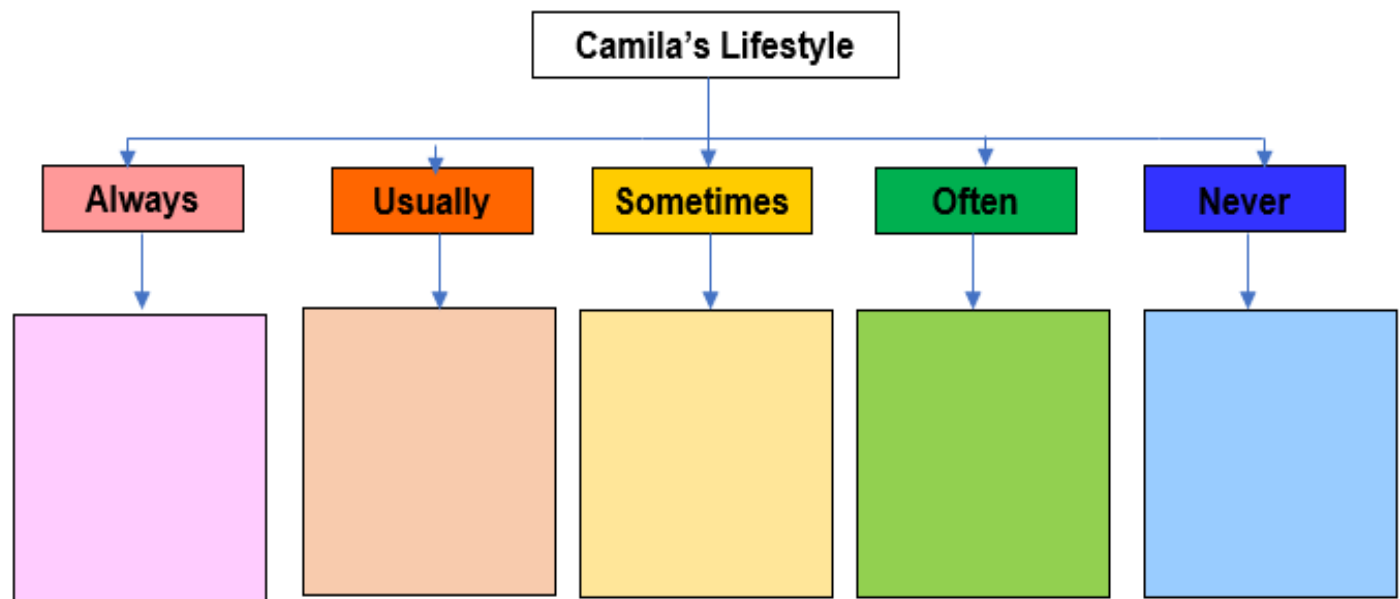
15. Then T will explain that the organizational chart will be developed in a google slide which T is going to be assigned through Google Classroom, and where T can make an individual copy for each student, and check their progress in real time. Ss are going to display the same template in the google slide and complete it with what they highlighted in the text. They can do it from a computer or a cellphone.

READING STRATEGIES BASED ON ONLINE GO FOR 7TH GRADERS   140

	16. Using the text and the adverbs of frequency they are going to classify the activities in the organizational chart using the highlighting strategy, the idea is that <u>IF</u> they match the information in the text with pink, in the chart that information is going to be in the pink square. They are going to extract and recall the important information needed to complete the chart. They are going to be aware of the different activities mentioned in the text and be aware of the discourse organization in terms of adverbs of frequency, the idea is to contrast the information given in the two texts and think about their own lifestyles and reflect on that (Assessment). **Independent reading task:** 17. Ss will read independently another routine (Appendix 1) and they are going to create an organizational chart. Ss will use Google classroom, there T is going to assign the individual slide. They must use the same strategy, they are going to need to recall the relevant events in to classify them, and reflect. This task is going to be assessed using a rubric (Appendix 2)
Cierre	Etapa de transferencia
	POST-READING

Description of activities:

To close the lesson, we will play a game in nearpod, which is Time to climb (competition game). In this game, they are going to be answering questions regarding the lesson.

Before the game they are going to be asked this question: Compared to the readings, to which routine do you relate the most? (Camila's or Santiago's) After the game teacher will ask randomly.

9. What do you use to wash your hair?
10. Regarding the readings, who lives in a cold city? (Camila or Santiago)
11. How often does Santiago cut his nails?
12. How often does Camila wash her hands before eating?
13. What was the lesson about?

Ten minutes before the class is over, Ss are going to answer the survey.

Referentes curriculares	
Estándar general	• Comprendo textos cortos de cierta dificultad sobre actividades cotidianas, de mi interés, sobre otras asignaturas y mi entorno social.
Estándares específicos	• Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. (1, 2) • Aplico estrategias de lectura relacionadas con el propósito de la misma. (2)
Competencia comunicativa	Linguistic competence (1), Pragmatic Competence (2)
Derechos Básicos de Aprendizaje	4, 5

Appendix 9. Data collection Instrument – workshop 2 Teacher-researcher journal

UNIVERSIDAD DE CALDAS

FACULTAD DE ARTES Y HUMANIDADES

MAESTRÍA EN DIDÁCTICA DEL INGLÉS

EL IMPACTO DE ESTRATEGIAS DE LECTURA BASADAS EN ORGANIZADORES GRÁFICOS VIRTUALES EN LA COMPRENSIÓN LECTORA DE ESTUDIANTES DEL GRADO SÉPTIMO EN UNA INSTITUCIÓN PÚBLICA DE ARMENIA

JOURNAL ENTRIES

This format is an observational instrument to collect information from the researcher point of view, who is a participant observer.

SCHOOL	Institución Educativa Rufino José Cuervo Sur		
GRADE	7th	**N. OF STUDENTS**	20
AGES	11-14	**LENGTH**	3 hours
DATE:		**ENTRY # 2**	
DESCRIPTION			

The class started via Google Meet, and after the call of the roll, I started talking about what I usually do in the morning, then I asked them what they understood, one of them opened the microphone and said, pues Bueno teacher, que se levanta a las 5:30 y se baña, and two more students said in Spanish what they understood. Then I sent them the link to Nearpod and the first question they had to answer was - what do you usually do after you get up in the morning? They had to write their answers in the webpage and then I started showing, anonymously, some of the answers. Then I presented some images of some hygiene products, and I asked them to guess the name and to feel free to invent or be creative. The first word was easy for them, it was soap, then the other words were kind of new for them. After we finished, I asked them to go to the handout and complete the activity of labeling the hygiene products.

During the implementation of workshop #2 it was possible to evidence how students were having difficulties with the strategy highlighting, some students understood easily, however most of them had some difficulties. That is why, I had to ask them about the first strategy they learnt this year, which is scanning and they could remember, so I asked them to combine the two strategies, in this sense, during the workshop they could complete the tasks using scanning and highlighting the answers in the text.

Another difficulty I could notice was that some students were highlighting with the same color, so I asked them to color with different colors, and explained where in the slides they could find the highlighter. When checking their organizational chart, I could notice how most of them could do it correctly, but there were still some students with difficulties.

During the assessment activity, I could realize that they remembered the details of the texts, because I asked them about washing their hands before eating and some students were like saying things like "no like Camila" "yes, guacala" "Uy si ella no se lava las manos para comer, que cochina" because in the first reading it says that Camila does not wash her hands before eating. I also asked them about the strategies, which one they prefer, and they agreed that scanning is better, because highlighting cannot be used all the time and sometimes, they are not going to have available different colors to highlight. Regarding the ICT use, it was difficult for the students without computer, I sent two video tutorials explaining how to edit from the computer and the cellphone, and I also explained in the meet session, and some students could do it, but some other did not have enough space in their cellphones to install the app in their devices, or their cell phone did not allow google apps, the case of one student with an iOS cellphone.

One student asked me to use the class dojo webpage to obtain points and participate, they also mentioned having enjoyed the Canva app better, however they loved Nearpod and the game we did on it. Some students talked to me through WhatsApp to ask me if it was possible to turn in the assignment handwritten, so I answer them to try first and if it was not possible, they could do the way they said

INTERPRETATION

The webpage used (Near-pod) was really good, they liked it, and more because it is very used nowadays to create videos and posts on social media. Regarding reading, some difficulties were present, but they could overcome those difficulties and sometimes I had to explain several times for them to understand what I meant. Some students are really proficient, but some others are not, however they try. The use of the ICT tool was demanding, I had the opportunity of introducing that in another group before, that is why I decided to create a tutorial because it is very time consuming explaining how to use the webpage. Regarding the reading strategy they really got it fast, I explained and asked them to do at the same time, somehow it helped and they could use the strategy, I asked them how was it at the end, and one student mentioned that the strategy was useful because they did not have to read the whole text to understand the main idea, in his words "es menos estresante"

REFLECTION

I think that they really liked the webpage (Nearpod), but the strategy was confusing at times, however this strategy showed to be useful when combined with scanning. I am not sure how overwhelmed they felt, still I could notice some of them with frustration. I need to look for ICT tools that can be compatible with mobile phones.

Appendix 10. Workshop 3 – A case of stress

SECUENCIA DIDÁCTICA

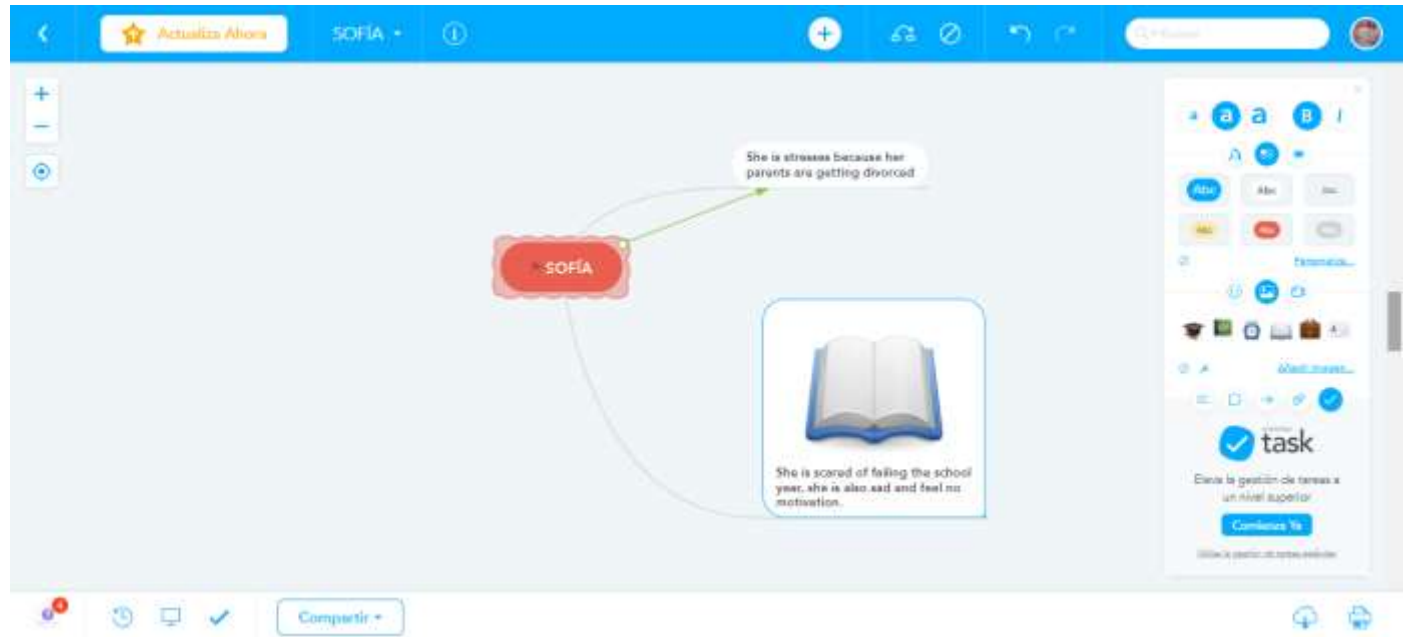**AREA:** inglés   **GRADO:** Séptimo   **PERIODO:** II – 01   **AÑO:** 2021

Información general	
Tópico Generativo	A case of stress
Desempeños de comprensión	• Language: Propose simple suggestions using the modal verb should. 　　　　　Distinguish expressions used to make suggestions and recommendations. • Reading comprehension: Takes general and specific information in a short-written text. • ICT tools: Expresses through a mental map the information presented in the readings. 　• Reading strategy: Note taking 　• ICT graphic organizing tool: mental map
Pregunta orientadora	*How, respecting differences, can I collaborate with achieving a pleasant atmosphere in the classroom?*
Duración	3 horas
Entrada	Etapa de exploración • **Classroom management:** Call the roll, classroom agreement, assessment agreement. • **Description of the activities:** 　**Motivation – Prior knowledge activation: Length**: 50 minutes **PRE-READING** 1. T is going to show the learners the word **STRESS**, and is going to ask them what they know about it. 2. Then they are going to make a drawing about a situation that caused them stress in a webpage https://whiteboard.fi/. Then T is going to ask ss to speak about what the drawing represents. For doing so, T is going to elicit participation using the webpage https://wheelofnames.com/ which allow us to remove the student who already participated.

3. Then T is going to play an audio about how to deal with stress and they are going to complete with the information from the word bank, they are going to develop the activity on their notebooks or handout. (Appendix 1)

4. T is going to send them a link https://drive.google.com/file/d/1ecdh-uGzmrkeAj9SbNNSQ6p_0M4gL9-J/view?usp=sharing they are going to have some minutes to read and analyze the information, then T is going to show the image of a teenager who is stressed, and they are going to propose good ideas for her to feel better, and bad ideas for her to avoid, following what they understood from the link.

5. Then ss are going to complete the blanks in the handout, using should or shouldn't.

6. T will explain how to use the note taking strategy in reading. For that purpose, T will ask them if they know anything about note-taking, or if they take note of relevant information from the texts (any text including in Spanish). Then T is going to ask the read the first question in the handout (Why is Sofia stressed?) and then she is going to ask them to write in a piece of paper the possible answer, then they will share what they found and see if their notes are correct.

	7. Then T is going to tell them that they are going create a mental map, using the notes they took from the text, for doing so, they are going to be using https://www.mindmeister.com/. T is going to ask them to log in and share with her what they do, T is also explain that for doing the map they must go in the clock sense and in the middle the name of the person of the reading, and in the surroundings the answers to those questions.
	Etapa de estructuración/práctica
Proceso	**While Reading** **Description of the Activities: 1 hour** 1. In this practice activity students are going to read about a girl who is having difficulties and is feeling so much stress because her parents are getting divorced. They are going to be guided by the questions and they are going to write down with the help of the teacher, some notes in to create the mind map. In the last question it is about giving an advice to this girl, basing their answer on the reading and their own thoughts.

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- Why is Sofia stressed?
- How does she feel?
- What are the symptoms of her stress?
- What should she do?

2. Ss will recall the details of the reading using note taking to report the relevant events, they are also going to be aware of the text and discourse organization and the language form learnt when formulating the answers for the mind map (note-taking) and be conscious and reflective when writing the advice. All these with the help and guidance of the T.

Independent reading task: Ss will read independently another case of stress about a boy who is feeling very sick because he is stressed about his bad marks in Maths (Appendix 1) and they are going to create a mind map, they have the same questions of the previous reading.

- Why is Pedro stressed?
- How does he feel?
- What are the symptoms of his stress?
- What should he do?

3. They are going to use the same webpage https://www.mindmeister.com/. This mind map will be also shared through the T's email, so T can have access to their job.
4. Ss will use the strategy Note-taking to recall the relevant events from the readings, they will use these notes using the questions as a guide to create the mind map, they are going as well to be aware of the discourse organization to answer in a very critical and conscious way.
5. This task is going to be assessed using a rubric (Appendix 2)

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Etapa de transferencia

POST-READING

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	Description of activities:
	To close the lesson, ss will complete a kind of survey to find out their level of stress. They are going to have some points regarding their answer, then T is going to ask the scores, and the one or ones with less score is/are going to give to their classmates some pieces of advice to live without stress.

Referentes curriculares	
Estándar general	• Comprendo textos cortos de cierta dificultad sobre actividades cotidianas, de mi interés, sobre otras asignaturas y mi entorno social.
Estándares específicos	• Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. (1, 2) • Aplico estrategias de lectura relacionadas con el propósito de la misma. (2)
Competencia comunicativa	Linguistic competence (1), Pragmatic Competence (2)
Derechos Básicos de Aprendizaje	4, 5

Appendix 11. Data Collection Instrument – Workshop 3 - Focus group

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UNIVERSIDAD DE CALDAS

FACULTAD DE ARTES Y HUMANIDADES

MAESTRÍA EN DIDÁCTICA DEL INGLÉS

EL IMPACTO DE ESTRATEGIAS DE LECTURA BASADAS EN ORGANIZADORES GRÁFICOS VIRTUALES EN LA COMPRENSIÓN LECTORA DE ESTUDIANTES DEL GRADO SÉPTIMO EN UNA INSTITUCIÓN PÚBLICA DE ARMENIA

GRUPO FOCAL

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PROPÓSITO

Este grupo focal pretende identificar algunos aspectos sobre el desempeño de los estudiantes en las actividades de lectura realizadas durante la clase de inglés como lengua extranjera en un ambiente virtual, utilizando la estrategia de lectura *Note-Taking* y *el Mapa mental* como organizador gráfico en la herramienta virtual *Mind Meister.* Con este grupo focal se pretende conocer la opinión personal de los participantes, por lo tanto, no existen respuestas correctas o incorrectas. Los datos recogidos serán utilizados y guardados por el investigador. Este grupo focal será llevado a cabo con discreción y total confidencialidad, y la información aquí recolectada será tenida en cuenta solo con fines investigativos y la información personal será tenida en cuenta como sumario de la investigación.

PAUTAS

1. Saludar de manera amable y ser lo suficientemente cordial para así generar un ambiente de confianza investigador y grupo.
2. Ser claro con el propósito del grupo focal y aclarar posibles dudas, asegurarse de grabar para luego procesar y analizar la información que ésta nos provea.

IV. Habilidad de comprensión lectora

a. Habilidad para recordar detalles importantes de la lectura

1. ¿Qué tan útil fue el uso de la estrategia de lectura para ayudarle a comprender detalles importantes al momento de leer el texto?
   - Bien. Cuando leí el primero pues lo que decía era sobre el estrés que sentía una chica por la situación difícil en su familia, según eso los papas estaban divorciados o algo así y eso le preocupaba y estresaba…
   - Creo que bien porque no tenía que leer el texto varias veces, solo leía los apuntes
   - La verdad profe si me que es útil, pero a mi si se me da como difícil eso.
   - Profe pues creo que es útil porque me acuerdo de lo que hablaba en texto, es más creo que me identifico con Pedro, me pasa igual.
   - A mi parecer es útil pero no tan fácil como scanning, para ser honesta utilicé scanning para utilizar esta estrategia, no supe como más.
   - Es que para ser sincera eso me frustra siento no sé nada de nada no sé si soy muy lenta o es que las lecturas que nos pone profe son muy avanzadas si se palabritas, pero no todo eso

2. ¿Cómo le pareció el proceso para identificar los detalles presentados en el texto con la utilización de la estrategia Note-Taking?

- Es simple profe yo no leo lo que no entiendo profe así que no sé de qué me habla
- Los detalles se refieren a la información pues es bien porque eso está ahí, no necesito conocer todas las palabras, yo me guío por lo que se me parece y pues así pude hacerlo.
- Como le dije profe es útil y me acuerdo de todo o al menos lo importante. No sé si la vuelva a usar, pero para esto fue buena.
- Pues bien, yo utilicé scanning creo que ya lo dije, no? Pero pues tomé los apuntes solo que no sabía cómo hacerlos sin ayudarme si me entiende.

3. ¿Cómo el uso de esta estrategia le ayudó a comprender el texto de forma general?

- Pues porque no necesita uno entender todo solo lo principal
- Creo que si me ayudó porque como dijo **** es solo entender lo principal no palabra por palabra.
- Pues si se dé que trataban las lecturas entonces si ayudó
- Ni idea. Ay profe no sé porque no entendí

b. Conciencia de la estructura del texto y la organización del discurso

1. ¿Qué tan fácil fue reconocer el vocabulario relacionado a las emociones y la salud, además del uso del verbo modal should con la implementación de la estrategia de lectura y el Mapa mental?

- Pues es que el tema es fácil y eso, además eso estaba como que junto *(la profesora pregunta a que se refiere)* si pues es que por ejemplo si necesitaba encontrar como Sofía se sentía pues había varias oraciones seguidas que hablaban de las emociones, si necesitaba saber si estaba enferma o ha tenido algún síntoma, pues también eso todo está junto.
- Si eso también noté que estaba como organizado. Creo que, si lo hice bien, la estrategia es buena pero no de mi gusto, pero si cumple con su función y pues lo importante ahí es que el vocabulario estaba fácil de encontrar.
- Pues profe ponga lecturas más difíciles es que entendí prácticamente todo, no mentiras hay algunos que no entienden.
- Es de leer profe porque el vocabulario estaba fácil de identificar entonces así tomar los apuntes era breve.
- Al principio me dio pereza, pero después vi que todo estaba ahí clarito así que lo hice en un momentico, el vocabulario fácil.
- Nada que opinar, no sé. (la profesora le pregunta si quiere seguir participando de las preguntas) no creo porque mi respuesta es la misma, no entiendo nada y ni leí porque pa qué.

2. ¿Cómo les pareció el proceso de reconocimiento de la estructura del texto y comprensión de la manera en que estaba organizado?

- La estructura es el orden, no? Porque si estaba fácil y organizado.
- Ah si eso estaba como que cuando escriben ponen ideas parecidas seguidas.

- Bien, me pareció fácil de leer.
- Este estaba fácil porque no me tenía que devolver, todo estaba en orden.
- Me pareció bien (la profesora pregunta si no tiene más para agregar) no, creo estaba con un orden y ya.

c. Habilidad de evaluación y lectura crítica.

1. ¿Qué tanto le ayudaron la estrategia y el Mapa mental para comprender las lecturas y poder reflexionar sobre el tema tratado en el texto?
   - Teacher como mencioné me sentí identificado con Pedro.
   - Si eso de estrés es tema delicado y yo mantengo estresada por todo y pues hay que ponerle cuidado porque menos mal y gracias a Dios no me ha dado nada de lo que dice ahí de esos síntomas.
   - Bien, es bonito el mapa mental y pues fue fácil. (la profesora pregunta si hizo alguna reflexión) pues si hay que tomas las cosas con calma.
   - Pues si entendí, pero como yo no me estreso, creo que es mejor vivir tranquilo a llenarse de problemas.
   - Si pues es importante la salud física y mental.

2. ¿Hasta qué punto el uso de la estrategia Note-Taking y el Mapa mental ayudaron a que creara una opinión propia sobre el contenido en la lectura?
   - No entiendo (la profesora explica la pregunta) pues no sé hasta qué punto, pero sí creo que tengo mi opinión y es que uno no se debe estresar porque se enferma.
   - Si opino lo mismo
   - Si hay que tomar las cosas con calma y encontrar la solución.
   - Ni idea
   - Estoy de acuerdo, aunque sea difícil hay que tomarlo por el lado bueno.

3. ¿Tienen alguna opinión adicional con respecto a la estrategia de lectura Note-Taking?
   - No, creo que ya dije todo.
   - Pues no creo que la vuelva a usar.
   - Que es útil pero no tanto como scanning.
   - No, nada.
   - Es bien creo.

4. ¿Cómo les pareció el uso del organizador grafico (Mapa mental) de las herramientas virtuales? ¿Por qué?
   - Es muy bonito, lástima que en el celular tenga tantas complicaciones
   - Me gustó, pero no puedo hacer más de tres con la versión gratuita. Si quiero hacer más tengo que borrar.
   - Muy chévere pero en el computador, lo intenté en el celular y en la Tablet y no es igual.
   - La aplicación es bonita, creo que es muy cute pero quisiera que tuviera más opciones.
   - Es fácil después de cacharrear un rato.

5. ¿Tiene alguna sugerencia para la próxima clase? Si su respuesta es afirmativa ¿Cuál?
   - No, ninguna.

- Que usemos Canva otra vez.
- Pues me gustó el juego de las carreras, puede ser algo así.
- No teacher
- Que no sea tan difícil
- Al contrario, que sea más difícil, es que eso estaba regalado.

Muchas gracias por su colaboración

Si tiene alguna duda puede contactarse al correo lauraescobarb27@gmail.com

Responsable: Laura Alejandra Escobar Bermúdez

Appendix 12. Appendix 12   Workshop 4 - Let's be super heroes! Assertive communication

SECUENCIA DIDÁCTICA

AREA: inglés   **GRADO:** Séptimo   **PERIODO:** II – 02   **AÑO:** 2021

Información general	
Tópico Generativo	Let's be super heroes! Assertive communication

Desempeños de comprensión	• Language: Distinguishes between what can be done and what cannot.
	• Reading comprehension: Takes general and specific information in a short written text.
	• ICT tools: compare and contrast through a Venn-diagram the information presented in the readings.
	
	    • Reading strategy: Compare and contrast
	    • ICT graphic organizing tool: Venn diagram

Pregunta orientadora	*How, respecting differences, can I collaborate with achieving a pleasant atmosphere in the classroom?*
Duración	3 horas
Entrada	Etapa de exploración • **Classroom management:** Call the roll, classroom agreement, assessment agreement. • **Description of the activities:** **Motivation – Prior knowledge activation: Length**: 50 minutes **PRE-READING** 8. T is going to show a situation in Pear deck and students are going to drag the blue circle in their screens to where they believe it belongs, depending on if they believe it is a good or bad action.

9. Then T is going to show them some characters from the movie the Incredibles and their powers, so SS are going to match each character with their super power, then T is going to ask them about what they can deduce that is the use of can, then she will ask them to write the character and the super power in sentences, and then write what they cannot do. T is going to ask SS what they know about can and then she will explain its uses.
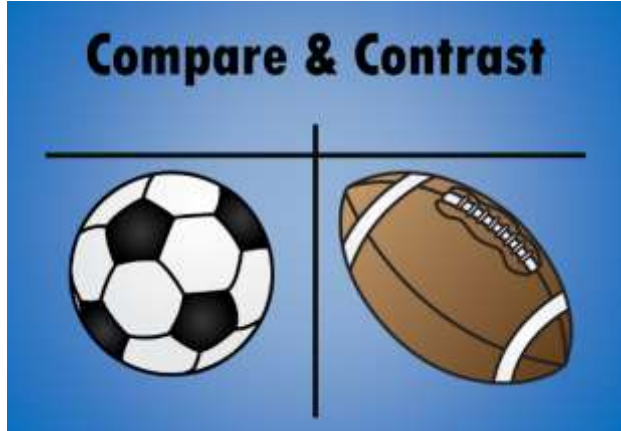
10.   Then T is going to explain what the strategy of compare and contrast is, and she is going to show an image to ss and will ask them to compare and contrast the two elements. She will ask for volunteers and ask them to raise the hand in the meet session to participate, if students do not volunteer themselves T is going to use the webpage https://wheelofnames.com/ to elicit participation.

11.   T is going to show a Venn-diagram in Pear-Deck and ask them what they know about them. Then she is going to explain that in the sides of the Venn-diagram they are going to contrast and, in the middle, they are going to compare, it means that the information in the sides have differences, and in the middle have similarities. Here they are going to compare and contrast the types of communication presented in the text.
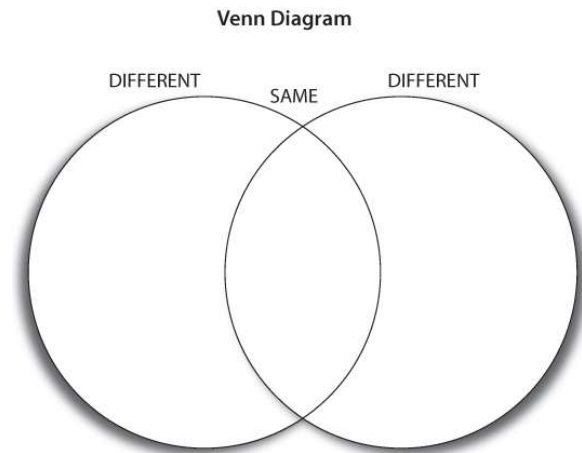
12. Then, SS are going to read a text named "You Can Also Be a Super Hero communicating & Creating Positive Relationships". T is going to read the text and ask them to follow the reading, then T will ask someone to start reading and will say who continues and so on until the text is over, then T is going to ask about the tips they mention in the reading and will ask SS to explain what is Assertive communication in their own words.

| Proceso | Etapa de estructuración/práctica |

While Reading

Description of the Activities: 1 hour

13. Then she is going to show some statements to SS and will ask them to compare, contrast, and classify them depending on the intention presented on those statements in the Venn-diagram it appears in their screen, according to the analysis if that can be or cannot be assertive. They can also be classified in both all together with T's help. T can follow SS work in real time.
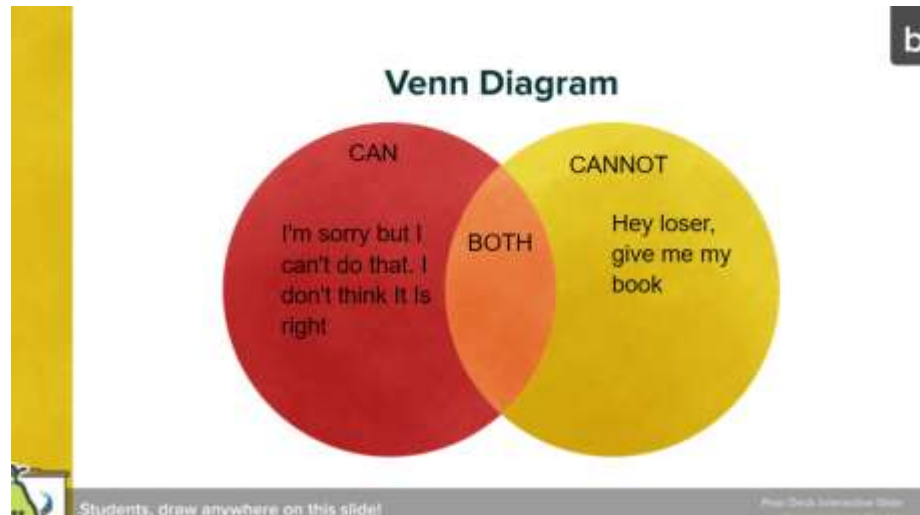
14. SS will recall the details of the statements using compare and contrast to report the relevant details to determine where to classify them, they are also going to be aware of the discourse organization having into consideration the context and the intention of the discourse presented in the statement. They will also be aware of the language form learnt when comparing what can be or cannot be assertive communication and be conscious and reflective when classifying the statements. This will be done in a plenary and the whole group will participate classifying the statements and they can say if they agree, disagree or just share their point of view to the class. All these with the help, lead and guidance of the T.

Independent reading task:

	15. SS will read independently another text about the same topic and more statements will e presented; then they are going to decide by themselves if they consider that the statement can be assertive or not, they are going to classify them in pear deck as well and T can monitor them while they are doing this activity. 16. SS will use the strategy compare and contrast to recall the relevant events from the statements, they will classify these statements in the Venn-diagram, they are going as well to be aware of the discourse organization to classify in a very critical and conscious way. 17. At the end T will ask some SS to tell everybody why they classified them in that way. 18. This task is going to be assessed using a rubric (Appendix 2)
Cierre	Etapa de transferencia
	POST-READING **Description of activities:** Ss are going to complete a multiple choice questionnaire in google forms, in which they are going decide if the statement presented can be or cannot be assertive or if it can be both. There is going to be a session in which thy are going to self assess themselves. https://forms.gle/h5dcZGsrtUt6kJLX6 T is going to share the answers of the google forms in a general way, so it will be possible to compare their answers and determine if most of students agreed, T will open a space for SS to show if there is any disagreement.

Referentes curriculares	
Estándar general	• Comprendo textos cortos de cierta dificultad sobre actividades cotidianas, de mi interés, sobre otras asignaturas y mi entorno social.
Estándares específicos	• Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. (1, 2) • Aplico estrategias de lectura relacionadas con el propósito de la misma. (2)
Competencia comunicativa	Linguistic competence (1), Pragmatic Competence (2)
Derechos Básicos de Aprendizaje	4, 5

Appendix 13. Data Collection Instrument – students' survey

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UNIVERSIDAD DE CALDAS

FACULTAD DE ARTES Y HUMANIDADES

MAESTRÍA EN DIDÁCTICA DEL INGLÉS

EL IMPACTO DE ESTRATEGIAS DE LECTURA BASADAS EN ORGANIZADORES GRÁFICOS VIRTUALES EN LA COMPRENSIÓN LECTORA DE ESTUDIANTES DEL GRADO SÉPTIMO EN UNA INSTITUCIÓN PÚBLICA DE ARMENIA

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INSTRUCCIONES

Esta encuesta pretende identificar algunos aspectos sobre su desempeño en las actividades de lectura realizadas durante la clase de inglés como lengua extranjera en un ambiente virtual, utilizando la estrategia de lectura *Compare and Contrast* y *el Diagrama de Venn* como organizador gráfico en la herramienta virtual *Pear Deck.* Con esta encuesta se pretende conocer su opinión personal, por lo tanto, no existen respuestas correctas o incorrectas. Los datos recogidos serán utilizados y guardados por el investigador. Recuerde que esta es una encuesta anónima, por lo tanto, no se requiere que dé información personal y su participación será confidencial. Por favor, responda la encuesta de manera honesta y teniendo en cuenta la clase sobre *a case of stress* que acabamos de concluir.

V.   Uso de la estrategia - Compare and Contrast

Marque una equis (X) en el número que mejor represente su opinión. Recuerde que en la escala 1 es menor y 7 es mayor.

4. Considero que la estrategia utilizada (Compare and Contrast) es:

<div align="center">

Inútil   1____2____3____4____5____6____7____   Útil
                 1   **2**   **4**   **4**   **2**

Poco practica   1____2____3____4____5____6____7____   Muy practica
                   1   **2**   **3**   **5**   **2**

difícil   1____2____3____4____5____6____7____   fácil
                      3   **3**   **4**   **3**

</div>

5. Considero que el uso de la estrategia (Compare and Contrast) me ayudó a ubicar mejor la información específica de las lecturas.

Totalmente en desacuerdo 1___2___3___4___5___6___7___ Totalmente de acuerdo
                                   1   **4**   **4**   **4**

6. Considero que la estrategia utilizada fue de gran ayuda para la realización del organizador grafico (Diagrama de Venn)

Totalmente en desacuerdo 1___2___3___4___5___6___7___ Totalmente de acuerdo
                              2   **2** **2**   **3**   **4**

COMENTARIOS ADICIONALES:
1. Me frustro y me enojo conmigo misma por no entender.

VI.   Organizadores Gráficos – Herramienta virtual

Marque con una equis (X) la opción que mejor represente su opinión acerca del uso del Diagrama de Venn y la herramienta Pear Deck

	Muy inapropiado	Inapropiado	Regular	Apropiado	Muy apropiado
3. Uso del organizador grafico (Diagrama de Venn)		2	3	4	4
4. Uso de la herramienta virtual (Pear Deck)	1		4	5	3

COMENTARIOS ADICIONALES
1. Pues es buena porque uno mantiene pendiente de la clase entonces si se me hace entretenida y me ayudó
2. A mí no me gustó es complicada
3. Pues es simple porque esa tarea la hice en un momentico
4. Es buena y chévere que se puedan hacer las clases en aplicaciones así
5. Mmmmmmmmmmmmm
6. .
7. Nada para comentar
8. No
9. Es útil
10. Me gustó, pero hay mejores
11. No me deja seguir si no respondo
12. Es útil es bonita es fácil es entretenida
13. Esta muy interesante explorar aplicaciones así.

VII.   Habilidad de comprensión lectora

a. Habilidad para recordar detalles importantes de la lectura

Marque una equis (X) en el número que mejor represente su opinión. Recuerde que en la escala 1 es menor y 7 es mayor.

1. Comprendí detalles importantes de los enunciados con la estrategia *Compare and Contrast* al momento de leer.

    Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
    1   **2** **5**   **5**

2. Los detalles en la lectura y enunciados fueron claros y me ayudaron a comprender el texto de forma general con la ayuda de la estrategia *Compare and Contrast.*

    Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
    2   **5**   **6**

3. Se me facilitó recordar la información relevante presentada en los enunciados.

    Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
    2   **4** **5**   **2**

b. Habilidad de conciencia de la estructura del texto y la organización del discurso

Marque con una equis (X) la opción que mejor represente su opinión acerca de cada enunciado.

	Nada	**Poco**	**Regular**	**Lo suficiente**	**Mucho**
Al utilizar la estrategia de lectura Compare and Contrast y el Diagrama de Venn, logré ser consciente de la organización del discurso en los enunciados y sus características para clasificarlos mejor.		**1**	**2**	**5**	**5**
2. Fue sencillo reconocer la estructura del texto y los enunciados y comprender la manera en que estaba organizado, esto fue importante para comprender su intención.			**4**	**5**	**4**

c. Habilidad de evaluación y lectura crítica.

1. El uso de la estrategia Compare and Contrast y el Diagrama de Venn ayudaron a que creara una opinión propia sobre el contenido en la lectura.

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
                              1   **2**   **5** **5**

2. Al comprender las lecturas utilizando la estrategia y el Diagrama de Venn pude reflexionar sobre el tema tratado en el texto.

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
                              1   **3** **4** **5**

COMENTARIOS ADICIONALES
1. Fue muy interesante el ejercicio, pudimos conocer los diferentes puntos de vista y algunos compañeros hablaron muy bien sobre lo que pensaban.
2. Creo que el tema es importante porque nos pone a pensar en cómo le hablamos a la gente
3. Si es bueno pero es raro osea eso de comparar y esas cosas nunca lo había hecho
4. Me gustí que se sentía bien cuando estábamos hablando porque la profe no dijo nada de que halguien dijera algo mal antes al contrario escuchábamos los argumentos y ps si estuve de acuerdo con alfunos
5. Fue muy intersante la clase de hoy porque nadie jusgo a nadie y algunos tenían muy buenas ideas y respondían bien
6. Me gusto participar y decir mi piunto de vista ya que nuca lo hago pero no me sentí presionado
7. Yo quería decir mis respuestas pero me dio pena habían mejores repuestas y pues yo no iba a explicar
8. Como era a como uno lo entendiera ps si había copia era inesesario estuvo bueno por eso cada uno piensa diferente
9. ….
10. Buen
11. Nada que comentar
12. ☺
13. .

Preguntas abiertas

Escriba su respuesta a las siguientes preguntas

4. ¿Considera que aprender a utilizar la estrategia de lectura Compare and Contrast le facilitó la comprensión de los enunciados? ¿Por qué?
   - Si creo que si porque además tenían dibujos y era solo identificar el tipo de comunicación según lo que decía el texto de cada una
   - Era solo comparar y eso es fácil
   - Pues si fue fácil entenderlos porque había dibujos y diálogos fáciles
   - Muy bien si que fácil
   - Me parecio bueno y útil
   - Para este tipo de texto y actividad si esta bueno
   - Ok
   - …
   - La estrategia buena pero creo que no sirve para tosos los textos hay que intentar a ver

- ☺
- Pues conocía compara peor no la otra es nueva para mi
- Si facilitpo y me gustó
- si

5. ¿Cree que el uso de la herramienta Pear Deck le ayudó a la comprensión lectora? ¿Por qué?
    - Esa es muy bonita pero hay mejores
    - Si me gustó y eso de los increíbles y que se pueda rayar y escribir muy bueno
    - Es bueno el uso de la aplicación y entretenida
    - Me gustó es interactiva
    - No por que estaba difícil igual yo soy mala para todo eso
    - …
    - La aplicación e sbuena pero no todos podemos usarla o eso creo
    - Fasil la aprendi a usar super rápido
    - Si útil para eso
    - Muy entretenida la clase el texto muy fácil
    - Mmm me imagino que si bien
    - ☺
    - Efectiva buena es bien si

6. ¿Tiene alguna sugerencia para la próxima clase? Si su respuesta es afirmativa ¿Cuál?
    - No
    - No
    - Nearpod
    - No
    - No
    - Mas aplicaciones
    - No
    - ☺
    - No
    - No
    - …
    - Si, clase normal si tanta cosa ya parece clase de tecnología que pereza
    - No

Muchas gracias por su colaboración
Si tiene alguna duda puede contactarse al correo laura.escobarb@rufinosur.edu.co
Responsable: Laura Alejandra Escobar Bermúdez

Appendix 14. Workshop 5 - No Bullying Allowed!

SECUENCIA DIDÁCTICA

AREA: inglés   **GRADO:** Séptimo   **PERIODO:** III – 01   **AÑO:** 2021

Información general	
Tópico Generativo	No Bullying Allowed!

Desempeños de comprensión	• Language: Distinguishes between what can be done and what cannot.
	• Reading comprehension: Takes general and specific information in a short-written text.
	• ICT tools: compare and contrast through a mentefacto the information presented in the readings.
	
	  • Reading strategy: Prior Knowledge and predicting
	  • ICT graphic organizing tool: Mentefacto

Pregunta orientadora	*How, respecting differences, can I collaborate with achieving a pleasant atmosphere in the classroom?*
Duración	3 horas
Entrada	Etapa de exploración

	Classroom management:
	    Call the roll, classroom agreement, assessment agreement.
	• **Description of the activities:**
	    Motivation – Prior knowledge activation: Length: 1 hour
	PRE-READING
	1. T is going to show an image to SS and T will ask them what they think about it, if any ss volunteer teacher will elicit participation with their names in a virtual hat. After their participation T will ask if they can guess what the class is going to be about.

2. Then T will show a video in YouTube, ss must take notes, and then she will ask if what they guessed was right or not. Then she will ask ss to tell her what the video was about https://www.youtube.com/watch?v=pDG1-BCZvTE

3. Then T is going to show a cloud of words and ask them to explain her what they think those words mean. Then she is going to show another cloud, with different words and ask them to say which group of words are positive and which ones are not.

4. Then T is going ask them to complete a word search with those words. They can follow the clues.

5. After that T is going to ask them what they remember about SHOULD and SHOULDN'T, T is going to write everything they say in whiteboard. Then, she is going to ask ss to complete the exercise in which the previous words are in a list, and there are two columns, in the first column they must write if they think that is a positive

or negative word, and after that they are going to complete the third column in which they must write sentences, if they wrote that the word is positive, they should create the sentence with SHOULD, and if they wrote it is negative, then they write the sentence with SHOULDN'T.
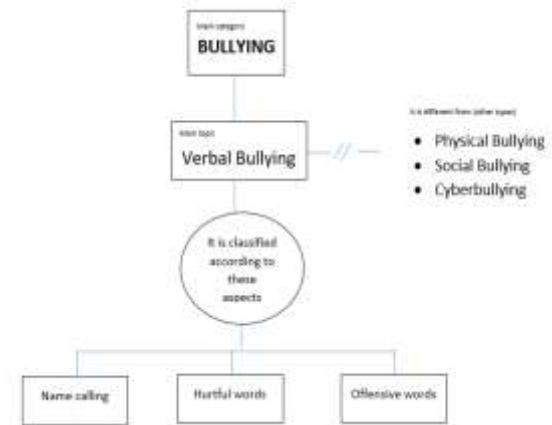
6.T is going to ask them to go to Canva, where they are going to create the Graphic Organizer, she is going to explain how to find a template and the characteristics they are going to need.

7. T is going to ask them if they know what a "mentefacto" is and then she is going to explain that they are not going to create a complete one, but a modified one.

8. Before creating the GO, T will ask them to read the title "Verbal Bullying" and without reading anything else, what they think the short paragraph is going to be about and what they know about that topic. They are going to analyze the image, too, and share what comes to their mind with that image.

9. T is going to ask them to go to Canva and explain how to do the mentefacto using the information they find in the paragraph. Ss are going to do step by step a mentefacto following T's instructions in the webpage.

10. T is going to create the GO giving instruction, but also asking ss to tell her some information from the text, in this sense SS will recall the details of the reading using the strategy to gather the relevant details needed to create a mentefacto, and together decide which information is related to what is required, they are also going to be aware of the discourse organization having into consideration the context and the intention of the discourse (which is informative) inside the text. They are going to be critical to analyze and evaluate the information that they need in to know what to write and where.

Proceso	Etapa de estructuración/práctica
	While Reading
	Description of the Activities: 1 hour
	11. Then T is going to ask ss to read the title of the text, then analyze the image and share what they think about it, they are going to read the introductory paragraph and see if what they guessed is correct.
	12. Then T is going to tell them to pick one type of bullying and create by their own the GO they already learnt to do. They are going to send the T an invitation, so she can monitor in real time what they do. (T is not going to intervene, just if they have questions)
	13. SS will recall the details of the reading using the prior knowledge/ predicting strategy to gather the relevant details needed to create a mentefacto, they are also going to be aware of the discourse organization, using the visual aids, like the images to preview what they are going to read based on their prior knowledge having into consideration the context and the intention of the discourse inside the text. They are going to be critical to analyze and evaluate the content of the reading material taking into account what we learnt before and what they know about bullying and by their own they will get the information required to decide what to write and where.
	14. At the end T will ask some SS to explain how they did it, and read the GO to the class.
	15. This task is going to be assessed using a rubric (Appendix 2)
Cierre	Etapa de transferencia
	POST-READING
	Description of activities:
	Ss are going to complete a multiple choice questionnaire in wordwall, in which they are going decide which type of bullying belongs to the situation presented. This game is called "The Gameshow Quiz" per question they have 1 minute and 20 seconds, besides, they also have three life saviors, 50:50, extra time, and x2 score. https://wordwall.net/play/20155/531/959

T is going to share the winners at the end, the first place is occupied by the student who answers in a shorter time and most of the answers are correct.

Referentes curriculares	
Estándar general	• Comprendo textos cortos de cierta dificultad sobre actividades cotidianas, de mi interés, sobre otras asignaturas y mi entorno social.
Estándares específicos	• Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. (1, 2) • Aplico estrategias de lectura relacionadas con el propósito de la misma. (2)
Competencia comunicativa	Linguistic competence (1), Pragmatic Competence (2)
Derechos Básicos de Aprendizaje	4, 5

Appendix 15. Data Collection Instrument – workshop 5 - peer observation form

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UNIVERSIDAD DE CALDAS
FACULTAD DE ARTES Y HUMANIDADES
MAESTRÍA EN DIDÁCTICA DEL INGLÉS
EL IMPACTO DE ESTRATEGIAS DE LECTURA BASADAS EN ORGANIZADORES GRÁFICOS VIRTUALES EN LA
COMPRENSIÓN LECTORA DE ESTUDIANTES DEL GRADO SÉPTIMO EN UNA INSTITUCIÓN PÚBLICA DE ARMENIA
PEER OBSERVATION FORM

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RATIONALE

This observation from is intended to know a peer's point of view of an English lesson, describing detailed information about 7th grade learners' reading comprehension performance with the support of ICT.

Date:		
Institution: Rufino José Cuervo Sur		
City: Armenia	Time: 7:30	Length: 3 hours
Topic: No bullying allowed!		
Group: 7C	Level: A1-A2	Number of students: 27
Name of the teacher: Laura Alejandra Escobar Bermudez		
Name of the observer: Francisco Javier Sabogal Patiño		

CLASS OBSERVATION		
TIME	ACTIVITY	DESCRIPTION OF EVENTS AND COMMENTS
7:30 am	No bullying allowed!	*Please focus on ss strategy use, ICT use, reading performance regarding: critical reading, recall of relevant events and awareness of text structure and discourse organization.* The teacher started the class showing an image to the students and she asked them what they could perceive from it. Some students turned on their microphones and mentioned some ideas such as bullying and laughing; this time students used Spanish to communicate their ideas. I noticed that some students did not pay attention to this warm-up because they turned off their cameras and they did use their microphones. The teacher showed the ss a video and she asked them some guiding question about it, she was like taking note of what they said in a word file, during this exercise students paid lot of attention because the video was relevant for them, it is something that I want to highlight in this lesson the audio-visual resources were very updated. Students showed very participative when they had to talk. There were some of them who showed themselves disinteresting. After the guiding

questions, the teacher projected a word cloud with some specific vocabulary such as aggressive, rude, offensive and so on. Then, she asked them about the words' meaning and some of the students answered. I noticed that some students were disconnected with the class because they were using cellphones or like listening to music or playing games on the computer. T asked them if they were positive or negative attitudes, and the majority of the students turned on their micros and said NO. This time, I could see that they were paying attention, but probably they do not feel confident with their speaking performance. She repeated the same exercise but this time using a word cloud with positive words and ss answered in spanish eso si esta bien, esas si son buenas actitudes. There was a student who gave her point of view before the teacher's question. She looked confident and she answered in English.

T made a short explanation of the grammar topic, she used an inductive way and she let the students identify the grammatical structure by themselves. Then, she asked the students to open the webpage CANVA and she explained step by step how to use it, the students were focused paying lot of attention to the instruction, but there were some of them who looked reluctant before the use of the website.

After that, the teacher explained the concept of MENTEFACTO and how to use it as a reading strategy, some students mentioned that el mentefacto parece un organizador gráfico, the teacher affirmed that it is a graphic organizer, and she clarified that this one is used in another methodology. Ss were engaged with this reading strategy because it was new for them. T asked them to explain in their own words what a mentefacto is and how to use it. Some students answers in spanish and some others in English, but it was evident that they were misunderstanding of the new concept, so the teacher and one student finally explained again together.

Then, the teacher introduced the reading text using HANDOUTS and a short paragraph that reflected the topic BULLYING. T asked the students to read the text and to analyze it. She asked them to tell her what the text was about, and students raised their hands and opened their micros to participate. It is noticeable the understanding of some of them because they mentioned the topic and they also found that there

| | | were some types of bullying. T asked them to give some examples and ss said that en algunos se insulta con malas palabras y no se golpea y eso, y también hay en internet.

After the socialization of the text, the teacher asked the students to open CANVA and re-read the text to create the mentefacto. Students looked interested in the activity and the ICT tool that they were using. They were already familiar with the virtual tool and the topic, they seemed engaged in designing their Graphic Organizer and some of them even added pictures related to the subtopic they chose. There were some of them who expressed that the use of the website was too complicated and also, they mentioned that they did not understand some information from the text. So, the teacher made a mentefacto model to show them how to do a mentefacto, she explained each part of it and clarified the ss doubts.
In the creation of the mentefacto, some students looked completely reluctant to the exercise they were doing and some of them said that they felt lost. So, the teacher asked some students about the exercise, but they did not answer and they expressed that the connectivity was not very good at home at that moment, some others disconnected from the class. T explained again what to do and how to do it and she asked a student to repeat the instruction she gave them, and he did so very well. At the end of the lesson, all the students should send the mentefacto by email or through google classroom. |

OBSERVER'S FEEDBACK
How effective and meaningful was the lesson? STRENGTHS Students familiarity with the ICT tool Students good use of the strategy AREAS TO WORK ON Team-work, they need to work collaboratively to be more conscious about the other. Some students seemed to understand more than other, working in teams can result beneficial. SUGGESTIONS Team-work

**Appendix 16. Workshop 6 - Tell your story**

SECUENCIA DIDÁCTICA

AREA: inglés   **GRADO:** Séptimo   **PERIODO:** IV – 01   **AÑO:** 2021

Información general	
Tópico Generativo	Tell your story

Desempeños de comprensión	• Language: Recognizes and uses the simple past form.
	• Reading comprehension: Reports general and specific information in a short-written text.
	• ICT tools: Creates a sequence of a story or a historic event.
	
	  • Reading strategy: Sequencing
	  • ICT graphic organizing tool: Storyboard

Pregunta orientadora	*Why is it important to recognize cultural characteristics and worldwide events?*
Duración	3 horas
Entrada	Etapa de exploración

	Classroom management:
	  Call the roll, classroom agreement, assessment agreement.
	• **Description of the activities:**
	  Motivation – Prior knowledge activation: Length: 1 hour and 30 minutes
	PRE-READING
	19. T is going to show to the students some pictures of famous people (PPT) and will ask them if they know who they are. T will let students participate and share, but if they do not know someone T will skip to the next person.
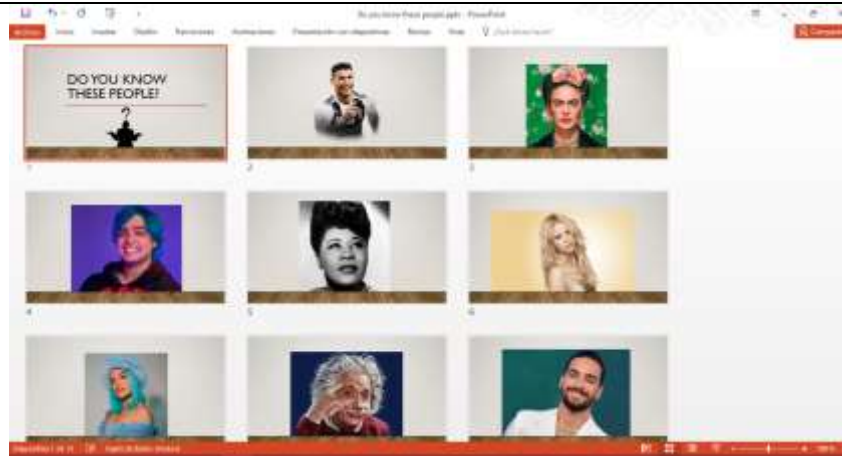
20.   Then they are going to match some famous people with the corresponding description following an audio. (Track 25).

Albert Einstein	Gabriel García Márquez	Frida Kahlo	Alan Turing	Ella Fitzgerald
1. She was an American singer. She sang beautiful jazz songs.	2. He was a German scientist. He was famous for his Theory of Relativity.	3. He was a British mathematician. He invented the first computer.	4. She was a Mexican painter. In her work she painted images of her country and her life.	5. He was a Colombian writer. He won the Nobel Prize for Literature in 1982.

21. T is going to present a power point slide with a story about herself, and then she is going to ask ss to tell her what happened first, second and at the end, creating a sequence (strategy). T is going to write what they say in the next slide. T is going to ask if they can identify when those events happened. So T will point out that it is the simple past. Then, she is going to present the same story, but with the regular verbs in past highlighted, she is going to ask them, randomly, if they can identify the similarities among those verbs, then T is going to

explain the rule for these verbs. After that T is going to show the same text, but this time highlighting the irregular verbs, T is going to ask them to analyze those verbs and then T will explain the rule.

22. Then Ss are going to complete a chart with the verbs in past. And after that they are going to complete a reading comprehension task using the verbs in parenthesis, to practice the verbs in simple past form.

23. T is going to ask them to read the text and then T will ask them to tell the events in the biography in order (First, second, the end), and she will write what they say in a word document. If ss don't speak, T will call randomly ss. The strategy is about identifying the organization of the events presented in a text, it is used mainly in narrative texts. That is why Ss are going to recall the specific details in the biography in to create a sequence of the events presented in the reading, applying so the sequencing reading strategy. They are going to be aware of how the text is organized, and identify the chronological sequence of the biography; also how the discourse is organized to tell the story. T is going to ask them what they think was Rosa Parks' contributions to the society and the world as we know it and report the sequence of event she is well-known for.
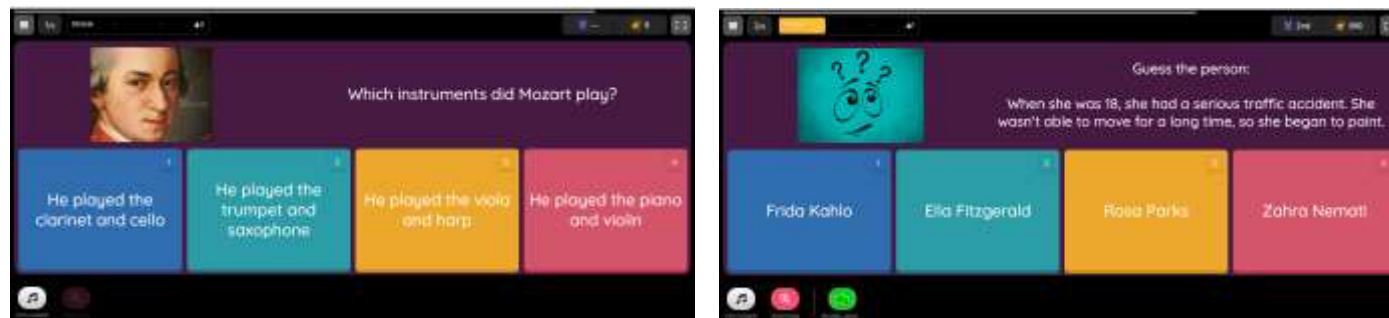
First:
Second:
The end:
Contributions (why is this person known)

24. After they have created the summary, T will ask them to go to a link that T is going to send through the meet chat. https://www.storyboardthat.com/class-storyboardboards/33411ca0/unknown-story/edit

	25. The link is for a webpage where they can create a storyboard. They are going to have some time to get familiar with the tool, then T will share the screen and they will recreate along with T the biography of Rosa Parks.
	26. The representation of the biography in the ICT tool is going to be guided by the sequence they have already created with the teacher (first, second, at the end)
Proceso	Etapa de estructuración/práctica
	While Reading **Description of the Activities: 1 hour and 15 minutes** 27. Then T is going to separate Ss in breakout rooms in meet to work collaboratively. T will divide the group in 8 teams. Each one of 4 ss. Then, she is going to send the biography they are assigned to (two groups are going to have the same biography). Ss are going to pick one captain who is going to share screen, and in a word document they are going to write first the summary of the biography, using the reading strategy and reporting in the same chart they used with the T to organize the events presented in the text assigned.

	First: Second: The end: Contributions (why is this person known) 28. Then, the captain of the team is going to click the link to create the story board https://www.storyboardthat.com/class-storyboardboards/33411ca0/unknown-story/edit, sharing the screen, and the team is going to help him/her to decide where and to represent the story. All the separate sessions will be recorded. They are going to report in the storyboard the events that are described in the reading, using as a guide the summary they did before with the help of the reading strategy. Ss are going to identify the structure of the text, using keywords as time expressions and numbers, and how the story is presented and organized to tell the story of these people. All students must share their thoughts in the groups, T is going to verify each team, and record the breakout rooms. At the end, they are going to present the story board to the class, and one member of the team is going to say why the person from the biography is known for and give their opinion about what this person has taught them. 29. This task is going to be assessed using a rubric (Appendix 2)
Cierre	Etapa de transferencia
	POST-READING **Description of activities: 15 minutes** 1. At the end, T is going to present a timeline in prezi https://prezi.com/p/kofxp7sv8wne/?present=1 in which all the people presented by ss with the storyboard is; T is going to ask ss to tell her what they can recall from their classmates short presentation of the character, then T will ask the presenters to complement if necessary and then she is going to complement if there is any missing information.

2. After that, Ss are going to complete a multiple choice questionnaire in quizziz, in which they are going answer questions related to the biographies worked in class indicating the sequence of events included in the text. https://quizizz.com/join/quiz/6108b6049ced31001b404f7b/start?studentShare=true T is going to share the winners at end, the first place is occupied by the student who answer in a shorter time and most of the answers are correct.

Referentes curriculares	
Estándar general	• Comprendo textos cortos de cierta dificultad sobre actividades cotidianas, de mi interés, sobre otras asignaturas y mi entorno social.
Estándares específicos	• Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. (1, 2) • Aplico estrategias de lectura relacionadas con el propósito de la misma. (2)
Competencia comunicativa	Linguistic competence (1), Pragmatic Competence (2)
Derechos Básicos de Aprendizaje	4, 5

Appendix 17. Evaluation Stage - Exit test

Name: _____ Date: _____

INSTRUCTIONS:

Este test pretende identificar su desempeño con respecto a la compresión lectora en inglés como idioma extranjero. Lea con atención las instrucciones y aplique las estrategias de lectura aprendidas.

<div align="center">PRE-READING</div>

- Answer the following questions before reading the text.

1. How is the weather like in Colombia?
   _____

2. What do you know about the weather in Argentina?
   _____

<div align="center">WHILE READING</div>

Read the following text, then complete the mind map and answer the questions below.

Argentina: An amazing country

Last year, I went to Argentina and I discovered an amazing thing about the seasons. We all know that there are four seasons: **winter**, **spring**, **summer** and **autumn**, and Argentina has them, too. But here's the thing: Argentina is in the Southern Hemisphere, so its four seasons are the opposite to the USA, which is in the Northern Hemisphere!

The summer months in Argentina are from December to March, so the weather at Christmas is usually sunny and very hot. And the winter months are from June to August, when it's usually cold, rainy and cloudy. From March to May, which is autumn in Argentina, the weather is normally cold and windy. And in spring, which is from September to November, the weather is warm, but it can be rainy sometimes!

Write in each square the months of each season, and also how is the weather like.

QUESTIONS

Select the best option (a, b, or c) according to the information from the text.

1. From the text, we can infer that the person who went to Argentina is from…
   a. Argentina
   b. United States of America
   c. Mexico

2. When did this person go to Argentina?
   a. Yesterday
   b. Two months ago
   c. Last Year

3. How is the weather like in summer?
   a. Warm and windy.
   b. Wet and rainy.
   c. Sunny and hot.

4. What is the season in Argentina, from March to May?
   a. Spring
   b. Summer
   c. Autumn

5. According to the mood in the text, what does this person think of the seasons in Argentina? **This person thinks that it is…**
   a. Surprising
   b. Ironic
   c. Usual

Write an X in the blank space that corresponds

T__ F__ NM__ In Argentina there are only two seasons.

T__ F__ NM__ From December to March the season is Summer.

T__ F__ NM__ The visitor enjoyed better the winter in Argentina than in USA.

T__ F__ NM__ The seasons in the southern hemisphere is the same that in the northern one.

T__ F__ NM__ In Christmas they drink Mate tea.

POST READING

Answer the following open questions.

1. What is the difference between the seasons in Argentina and the seasons in Colombia?
   _____

2. Suggest an alternate title for the text.

   _____

3. Color according to the seasons in Argentina:
   Winter – blue, **spring – pink**, **summer – green**, **autumn – orange**.

good luck

Appendix 18. Data collection instrument – Evaluation stage – Exit survey

<div align="center">

UNIVERSIDAD DE CALDAS

FACULTAD DE ARTES Y HUMANIDADES

MAESTRÍA EN DIDÁCTICA DEL INGLÉS

EL IMPACTO DE ESTRATEGIAS DE LECTURA BASADAS EN ORGANIZADORES GRÁFICOS VIRTUALES EN LA COMPRENSIÓN LECTORA DE ESTUDIANTES DEL GRADO SÉPTIMO EN UNA INSTITUCIÓN PÚBLICA DE ARMENIA

</div>

INSTRUCCIONES

Esta encuesta pretende identificar su opinión sobre los talleres en cuales realizamos diferentes organizadores gráficos utilizando herramientas virtuales y con la ayuda de las estrategias de lectura aprendidas para mejorar la compresión lectora. Por favor, responda la encuesta de manera honesta y teniendo en cuenta que no existen respuestas correctas ni incorrectas. Esta encuesta es totalmente anónima. Muchas gracias por su colaboración.

VIII.   Uso de las estrategias de lectura

Marque una equis (X) en el número que mejor represente su opinión. Recuerde que en la escala 1 es menor y 7 es mayor.

7.   Considero que las estrategias me ayudan a comprender mejor lo textos:

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo

                                    2   **4**   **7**

8.   ¿Cual estrategia de lectura de las aprendidas en el proyecto le resultó más útil al momento de leer un texto?

- ☐ **4** Scanning
- ☐ **4** Highlighting
- ☐ **0** Note-taking
- ☐ **0** Compare and Contrast
- ☐ **2** Prio-Knowledge/ predicting
- ☐ **3** Sequencing

9.   ¿Cual estrategia de lectura le resultó menos útil al momento de leer un texto?

- ☐ **1** Scanning
- ☐ **1** Highlighting
- ☐ **6** Note-taking
- ☐ **3** Compare and Contrast
- ☐ **0** Prio-Knowledge/ predicting
- ☐ **2** Sequencing

10. Considero que las estrategias utilizadas fueron de gran ayuda para la realización de los diferentes organizadores gráficos

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
                                                                              7   **6**

¿Por qué?
1. Muy buenas las estrategias y útiles la verdad
2. Creo que me gusto más scanning pero también muy útil la de resaltar
3. La de apuntar no es tan efectiva como para un examen esa es mas bien como para estudiar
4. La de escanear muy útil y pues creo que la resaltar también y creo que es la que más utilizo, me ayuda mucho
5. Creo que uso más scanning y la de resaltar.
6. Si creo que funcionaban bien

COMENTARIOS ADICIONALES SOBRE LAS ESTRATEGIAS DE LECTURA:
- Teacher I love you
- Muy entretenidas las clases
- Pues eran bien pero prefiero las clases presenciales

IX. Organizadores Gráficos – Herramienta virtual

Marque con una X el número que mejor represente su opinión acerca de la efectividad de los organizadores gráficos utilizados en el proyecto para el desarrollo de las habilidades lectoras, siendo 1 poco efectivo y 5 muy efectivo.

	Recordar los detalles importantes					Identificar la estructura del texto y como el discurso está organizado					Apropiar la información de las lecturas y dar su opinión respecto al contenido				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Infografía (Canva)			2	5	6	2	3	4	2	2		1	2	5	5
2. Organigrama (Google slides)	4	2	3	4		3		3	4	3	5	3	4		1
3. Mapa mental (Mindmeister)		1	4	4	4		1	2	4	5	2		2	6	3
4. Diagrama de Venn (PearDeck)	1		4	4	4		3	4	2	4			2	4	7
5. Mentefacto (Canva)			2	5	6		4	3	4	2					5
6. Historieta (Storyboard that)			2	4	7		4		3	4				6	2

Nota: No todos contestaron todo

COMENTARIOS ADICIONALES ACERCA DE LOS ORGANIZADORES GRÁFICOS
- Que en la buena teacher
- Muy buenos y me encantó experimentar con canva el mio era del espacio casi siempre o así todo sicodelico
- Interesantes
- Algunos difíciles pero entretenidos
- Muy buenos
- Good good

1. **Habilidad de comprensión lectora**

   a. **Habilidad para recordar detalles importantes de la lectura**

Marque una equis (X) en el número que mejor represente su opinión. Recuerde que en la escala 1 es menor y 7 es mayor.

1. Comprendí detalles importantes de las lecturas con la estrategia *Scanning* al momento de leer.

   Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
   6   7

2. Los detalles en la lectura y enunciados fueron claros y me ayudaron a comprender el texto de forma general con la ayuda de la estrategia *compare and Contrast*

   Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
   1   2   6   4

3. Se me facilitó recordar la información relevante presentada en los enunciados con la estrategia de lectura *highlighting*.

   Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
   4   9

4. Fue más fácil comprender y recordar la información relevante presentada en los textos con la estrategia de lectura *Note-taking*.

   Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
   5   6   2

5. Recordé mejor los detalles relevantes de las lecturas con la estrategia *Prior-knowledge/ previewing*.

   Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
   7   6

6. Pude reconocer y recordar los eventos y detalles importantes de las lecturas con la estrategia *Sequencing* al momento de leer.

Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo
5   8

b. Habilidad de conciencia de la estructura del texto y la organización del discurso

Marque con una equis (X) la opción que mejor represente su opinión acerca de cada enunciado.

3.   Al utilizar la estrategia de lectura *Scanning* y la *infografía* logré ser consciente de la estructura del texto y como se organizaba las ideas y eventos en la lectura.
   ☐   Nada
   ☐   Poco
   ☐   Regular **2**
   ☐   Lo suficiente **7**
   ☐   Mucho **4**

4.   Con la estrategia de lectura *Highlighting* y el *organigrama*, logré ser consciente de la estructura del texto y como se organizaba las ideas y eventos en las rutinas leídas.
   ☐   Nada
   ☐   Poco
   ☐   Regular **1**
   ☐   Lo suficiente **4**
   ☐   Mucho **8**

3.   Al utilizar la estrategia de lectura *Note-taking* y el *Mapa mental*, logré ser consciente de la estructura del texto y como se organizaba las ideas y eventos que causaron estrés en las personas en la lectura.
   ☐   Nada **3**
   ☐   Poco **4**
   ☐   Regular **5**
   ☐   Lo suficiente
   ☐   Mucho **1**

4.   Al utilizar la estrategia de lectura *Compare and Contrast* y el *Diagrama de Venn*, logré ser consciente de la organización del discurso en los enunciados y sus características para clasificarlos mejor.
   ☐   Nada
   ☐   Poco
   ☐   Regular **2**
   ☐   Lo suficiente **3**
   ☐   Mucho **8**

5. Al implementar la estrategia de lectura **Prior knowledge/ Predicting** y **mentefacto**, logré ser consciente de la organización del discurso en la lectura y sus características y aspectos principales para analizarlos mejor.
   ☐ Nada
   ☐ Poco
   ☐ Regular **6**
   ☐ Lo suficiente **7**
   ☐ Mucho

6. Al utilizar la estrategia de lectura *Sequencing* y el *Storyboard,* logré ser consciente de la organización del discurso en la lectura y sus características y eventos principales para organizarlos mejor.
   ☐ Nada
   ☐ Poco
   ☐ Regular
   ☐ Lo suficiente **5**
   ☐ Mucho **7**

   c. Habilidad de evaluación y lectura crítica.
1. ¿Qué tanto me ayudaron las siguientes estrategias para crear una opinión propia sobre el contenido de las lecturas?

	Nada	**Poco**	**Regular**	**Lo suficiente**	**Mucho**
1. Scanning		**2**	**3**	**6**	**2**
2. Highlighting			**5**	**5**	**3**
3. Note-taking		**3**	**5**	**5**	
4. Compare and Contrast			**4**	**8**	**1**
5. Prio-Knowledge/ predicting	**1**	**1**	**4**	**3**	**4**
6. Sequencing	**1**		**1**	**6**	**5**

2. Al comprender las lecturas utilizando las estrategias y los organizadores gráficos pude reflexionar sobre el tema tratado en el texto.
   Totalmente en desacuerdo 1___ 2___ 3___ 4___ 5___ 6___ 7___ Totalmente de acuerdo

   4   4   5

COMENTARIOS ADICIONALES
   -   No profe nada más que decir
   -   Denos clase el otro año

Preguntas abiertas

Escriba su respuesta a las siguientes preguntas

16. ¿Qué tanto considera que utilizar las estrategias de lectura le facilitó la comprensión de los textos? ¿Por qué?
    - Mucho
    - Muy útil
    - Muy bienas herramientas por que son entretenidas
    - Bien ya tu sabe
    - Muy buenas para no traducir el texto

17. ¿Cree que el uso de las herramientas virtuales le ayudó a la comprensión lectora? ¿Por qué?
    - Si porque me forzaba a leer
    - Si por que quería hacer la activadad así
    - Si considero que si por que ahora utilizo mucho scanning, previewing y la de que resalta

Muchas gracias por su colaboración

Si tiene alguna duda puede contactarse al correo laura.escobarb@rufinosur.edu.co

Responsable: Laura Alejandra Escobar Bermúdez