

**Reading Strategies and the Sociodrama Technique to Improve Tenth's Graders Reading
Comprehension Skills**

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Abstract

The purpose of this study was to determine if reading strategies in combination with the sociodrama technique impacted tenth graders' reading comprehension skills. This research work included a diagnostic stage consisting of a students' questionnaire, a teacher's journal, and a survey in order to determine the participants' initial difficulties in regards to reading skill. An action stage that consisted of six workshops based on reading strategies and the sociodrama technique as instructional strategies to enhance reading comprehension skills. Data collection and analysis were conducted according to the Action Research method and the qualitative methodology. Key findings indicate the usefulness of reading strategies and the sociodrama technique for building confidence in the participants and for developing their reading comprehension, along with their vocabulary, which was expressed through sociodramas in class. Conclusions and pedagogical implications are detailed to advocate for teachers, school administrators, and policy makers to include the sociodrama technique in future curriculum events to foster the learning of reading comprehension skills.

Keyword: Motivation, Confidence, Sociodrama Technique, Reading Comprehension Skills, Reading Understanding, and Vocabulary.

Introduction

This study deals with the implementation of reading strategies and the sociodrama technique and its relation to the development of reading comprehension skills in the tenth graders of a public school in Cartagena. Participants were selected according to the convenience sampling technique. Initially, a diagnostic stage was carried out to identify the possible difficulties regarding the foreign language learning process. The following instruments were used: a students' questionnaire, a survey, a diagnostic test and a teachers' journal. These instruments enabled to gain insights regarding the students' confidence, proficiency level, opinions, attitude, preferences, and their overall performance in English. The analysis of the data gathered in this stage indicated difficulties to understand what they read, by translating ideas in texts when they read, lack of vocabulary, and poor understanding of reading texts. Therefore, it was clear the need for the implementation of strategies to improve the reading comprehension skills in this school. This self-analysis led to consider the use of reading strategies and the sociodrama technique because its characteristics encourage students to take into consideration their own thinking processes during reading. It also helps them to be involved in their comprehension process, which is reflected in their reading and acting performance. The first section of this text presents the rationale of the study, the description of the problem, and the research question and objectives that aim to fostering reading aloud, critical reading, coherence when reading comprehensively, inference, and synthesizing skills among tenth graders.

The second chapter discusses the main theories about the reading skill, reading strategies, and the sociodrama technique with Gepart (1979), Spolski (1980), Martín and Núñez Cortés (2011), Sánchez Miguel (2010), Gamboa González (2016), Mazariegos (2017), Pani (2004) Cohen (1994), and Huacre (2015), among others.

Chapter 3 elaborates on the Action Research method, which enabled the researcher to identify the problem, to gather data, to interpret it, to act on evidence and to evaluate the outcomes in this project.

Chapter 4 discusses the outcomes of the study which reported that through the implementation of the workshops based on reading strategies such as predicting, clarifying, summarizing, narrating, brainstorming, and contrasting in combination with the sociodrama technique, the students developed and improved their reading comprehension skills in English.

The findings presented in Chapter 5 established the usefulness of the reading strategies and the sociodrama technique; since it raised the confidence of the students toward reading and encouraged them to practice the skill. Finally, these findings led to conclude that the sociodrama technique has a positive influence on the learners' reading proficiency level because it offers them suitable opportunities to learn vocabulary and to improve their reading comprehension competence in English as a Foreign language. Some pedagogical implications are also included to raise awareness among teachers, administrative staff, policy makers, and curriculum developers on the importance of implementing reading strategies to improve their reading skills, which, in turn, favor their learning environment.

1. Description of the Problem and Setting

1.1 Rationale

This research is very significant for the context of teaching English as a Foreign Language (EFL) because thanks to the implementation of reading strategies and the sociodrama technique the students showed positive attitudes, interest, and motivation toward the use of the English language. They were able to develop skills and competencies necessary for the comprehension of written texts, in reading comprehension processes, by facilitating the enrichment of their vocabulary, the comprehension in reading, interpretation, and appreciation of the social environment in which they live.

Sociodrama can be understood as a group technique in the educational research project, which aims at the improvement of reading comprehension. The Sociodrama technique contributes to the interest in reading. The students can understand better reading passages, which, in turn, help them to grow personally, to interact with others, and to promote values.

This research project contributes to the development of the Master Didactics Program by allowing teachers to implement reading strategies and the sociodrama technique to improve students' reading comprehension. This technique is important because it is supportive for English teachers in the academic community, in general, where students become competent readers. The idea behind this project is to make a local impact on the school for its academic development, which is reflected on learners' growth as social, human beings.

1.2 Setting and Context

In times of globalization, English has become the universal language, especially in commerce, industry, politics, science and technology among some other fields. Colombia is no exception and meeting this need is a priority. In the school where this research was carried out,

teachers and administrators recognize the current trends at the global and national level in the processes of teaching and learning of EFL, that is why the latest government policy has taken into account the Common European Framework of Reference (CEFR), which is an international benchmark, which provides a common basis for the development of language study programs, curricular guidelines, textbooks throughout Europe to respond to the new challenges imposed by the new world.

Developing the ability of Colombian citizens to handle at least one foreign language. MEN formulates the National Bilingual Program 2004-2019. Subsequently, the new government proposes goals during 2018-2022, the *Colombian Bilingual Program*, which promotes the strengthening of English learning in the country. The Secretariats of Education are in charge of establishing the educational policies, plans, and programs of the Certified Territorial Entities, by providing technical assistance to educational institutions, by managing the resources of the General Participation System (SGP)¹, and by formulating Support Plans for students. The collaboration mechanisms proposed by the *Colombian Bilingual Program* envisages encouraging the Secretariats of Education to channel their resources and actions toward improving quality, by communicating the positive results achieved, making visible concrete and practical outcomes.

For this reason, the *Colombian Bilingual Program* proposes a collaborative work focused on constant support to the Bilingualism Coordinators in the entities, in the process of implementation and monitoring of the actions of the program. Local governments that wish to join the inter-institutional strengthening initiative can develop, with the constant support of the program and the required technical assistance, the following mechanisms: Appointment of a team to implement and to follow up the actions undertaken by the *Colombian Bilingual*

¹ In 2001, the General Participation System (SGP) was created with the objective of distributing the nation's resources to territorial entities, mainly for education, health services and basic sanitation.

Program to ensure that all English teachers take diagnostic tests, ensure compliance with the minimum hourly intensity for learning English in grades 6-11 (3 hours of 60 minutes each) , identify the needs of English teachers, promote and facilitate the learning of English from primary school, especially in grades 4 and 5, supervise compliance with the actions agreed with educational institutions, identify and communicate needs and possibilities for improvement in educational institutions. It also establishes the inclusion of new communicative skills in English, a program that strengthens competitiveness and incorporates the use of new technologies for learning a foreign language as stated in the Programa Nacional de Inglés (PNI) 2015-2025 (Ministerio de Educación de Colombia, 2015).

The Colombian government has created some laws in accordance with the international requirement issued by the CEFR, such as Law 115 of 1994 in its objectives for Basic and Middle Education, requires "the acquisition of elements of conversation, reading, comprehension and the ability to express themselves in at least one foreign language." That is why through this law educational institutions use it as a basis for the acquisition of different communication skills that each student must achieve in their training process, such as writing, reading comprehension, conversation and the ability to express themselves. Otherwise, Law No. 1651 of July 12, 2013 – "by means of which articles 13, 20, 21,22,30 and 38 of Law 115 of 1994 are modified and other provisions-law of bilingualism are issued" decrees the Congress of Colombia: Article 10. Adds the following literal to article 13 of Law 115 of 1994: j) Develop competencies and skills that promote access in conditions of equality and equity to the offer of higher education and opportunities in the business and labor environment, with special emphasis on departments with low levels of educational coverage, g) Develop communication skills to read, understand, write, listen, speak and express correctly in a foreign language.

This research responds and is consistent with the national and international policies of the CEFR and MEN because it highlights the importance of developing skills in students to help them enhance their communication skills to understand, speak, listen, read, and write in a foreign language.

Aligned with the above policies and EFL teaching initiatives, this project was carried out in the Educational Institution of Fredonia, located in the southeastern area of the municipality of Cartagena, State of Bolívar, Fredonia neighborhood, part of the virgin and tourist town. The poorest population in the city and the one with the lowest educational attainment are concentrated in this town. The largest number of people in socioeconomic stratum 1 and users of the Sisben² in levels 1 and 2 are concentrated in this community unit, who benefits from energy, sewage, natural gas and internet services.

The Educational Institution of Fredonia is a public entity serving with a mixed student population in the pre-school, primary, middle and high school levels, distributed in two shifts: morning and afternoon. It has approximately 1,531 students, four tenth grade groups from which grade 10A was chosen as the sample of this study with 40 students. The school staff is made up of 49 teachers (6 English teachers), 4 directors, 1 Coordinators, 5 administrative assistants, 3 PTA³ tutors, 9 guards, and 6 general service operators. There is no psychosocial team. However, some agreements have been made with the Technological University of Bolívar and the Social Foundation.

² Sisben is the Identification System for Potential Beneficiaries of Social Programs, which allows the population to be classified according to their living conditions and income.

³ The PTA (For Spanish *Programa Todos a Aprender*) aims to transform the pedagogical practices of teachers in order to strengthen student learning. The PTA is put into practice by the Ministry of National Education in coordination with the Territorial Entities in Education.

The Educational Institution of Fredonia's pedagogical model is framed in some guidelines, concepts of application for real life, which allows teachers and students to reconstruct the idea of school as a dynamizing entity to promote human and social development. Its mission assumes, the compromise of being a support for the students with human qualities to be students compromised in searching for good, constructing their lives in solid and coherent ethic principles. The social development helps the students to interact among them and their social and cultural environment which permits them to reach their goals in all fields.

Concerning the EFL curriculum, the Educational Institutional Project (PEI) states that in the English area plans the use of the communicative approach is supposed to be implemented, but, in reality, there is a strong emphasis on teaching grammar, translation, and reading, by using texts provided by MEN. Regarding the curriculum of English as a foreign language, the PEI establishes that in the plans of the English area it is assumed that the use of the communicative approach will be implemented, but in reality, there is a strong emphasis on the Teaching of grammar, translation and reading using the texts provided. by MEN. Within this curriculum of the English area are these standards established in the plans for the reading skill:

- Identify the main idea of an oral text when I have previous knowledge of the topic and vocabulary.
- Identify keywords within a text that will allow me to understand its general meaning.
- Make oral presentations on topics of interest to me and related to my social environment.
- Answer questions taking into account my interlocutor and the context.

Along the same lines are the basic objectives to achieve student learning in terms of teaching the English language so that students can exchange general and specific information in opinion texts,

as well as oral and written discussions on unknown topics; explain ideas in an oral or written text about topics of interest or familiarity based on prior knowledge, inferences, and interpretations.

The resources that are available to carry out this academic project and to achieve a good application of it is that the school has and we can mention a small audio room and the usual ones, the use of devices, such as videos, laptops and recorders, which are in very poor condition to be used in class.

1.3 Description of the Problem

The results obtained in the diagnostic stage of this research project showed that the reading and comprehension process of the student population was lower than expected according to the standards established for the tenth grade in the CEFR and the policies of MEN. The data showed that the students had difficulties understanding a text, summarizing information, gathering general and specific information from texts, using the appropriate vocabulary and coherence.

The data collection consisting on the researcher journal, observation guides, students' survey, and a diagnostic test for the tenth graders reported that most of the students had difficulties with understanding vocabulary and the general idea from a reading passage. They lacked motivation, attention, concentration, and interest in the foreign language. The previous issues led to low academic achievements and difficulties to reach the established goals for the area. Additionally, the students stated that English was not relevant for their lives. Some of them did not have any professional expectations, did not have any reasons to learn English, did not intend to travel to the United States. They believed that English was very difficult to understand.

In addition to the above, it was detected through a survey of the student community that they performed reading tasks only out of obligation, such as doing a specific task or work in

preparation for an exam, that they rarely visited a library on their own and when they did so with the sole intention of searching books for answers to a task and not as a means of self-improvement for themselves, especially the reading skills in which they said in the same survey that they wanted to improve their reading skills because they needed to learn to understand a written text, identify vocabulary items, general and specific ideas and forms of language.

Although reading is a source of communication and expression of students' feelings, it should be noted that the Fredonia Educational Institution in Cartagena de Indias has not implemented well-structured pedagogical strategies that lead to reading comprehension. The main objective of the research project was to strengthen confidence, learning and their abilities to understand texts, whether short or long, in addition to motivating their talents and attitudes towards the English language so that students present better results in learning a new language. idiom.

1.4 Research question and objectives

Research question: To what extent do reading strategies and the sociodrama technique impact the reading comprehension in tenth graders at Fredonia Educational Institution in Cartagena de Indias?

1.4.1 General research objective

To determine the effectiveness of reading strategies and the sociodrama technique in the strengthening of the reading comprehension process of tenth graders at Fredonia Educational Institution in Cartagena de Indias.

1.4.2 Specific research objectives

- To explore the effect of reading strategies and the sociodrama technique have on the reading aloud skills of tenth graders.
- To describe what happens to the critical reading ability of tenth graders when applying reading strategies and the sociodrama technique.
- To examine tenth graders' coherence in their reading comprehension skills.
- To assess tenth graders' ability to make inferences from reading material.
- To discuss the synthesizing skill of tenth graders when reading to dramatize content of a text.

2. Literature Review

2.1 The reading skill

2.1.1 Concept and importance of reading in language learning. In the globalized society, people need to have the ability to adapt to continuous changes in their social, cultural, and academic contexts. In this way, among many others, performance in reading stands as a key competence for learning. In fact, the importance of lifelong learning and the continuous development of the competences of individuals is of paramount relevance not only in compulsory education, but also afterwards and simultaneously through other modes of education. In this regard, one of the competencies, which is indicated as essential and that deserves permanent attention, is the communicative competence in a foreign language and there are several reasons. Among others, language, in addition to being the tool through which information is transmitted, it maintains a close relationship with knowledge in its implementation through reading and writing.

Reading comprehension can be defined as “the general ability to understand, use and reflect on the different forms of written language with the aim of achieving satisfactory personal and social development” (Martín & Núñez Cortés, 2011, p. 7). This competence has been defined in a similar way in the different proposals for its evaluation that are carried out internationally, such as the Progress in the International Reading Comprehension Study (PIRLS) on reading carried out by students in the 4th year of Primary Education or the Memory of the International Program for the Student Assessment or PISA Report (for its acronym in English) for fifteen-year-old students.

Reading plays a very important role in human life. It contributes to the integral formation of the individual, since it allows the development of the ability to understand, to analyze, and to

synthesize information, to enrich vocabulary, and to promote sensitivity and imagination which helps to develop the varied skills, which serve learning all disciplines in the curriculum

In relation to this, it can be affirmed that there is consensus in considering that reading not only entails decoding the linguistic sign, but also understanding what is read. Reading, in effect, is understanding the written words, and it is understood when the ideas of a text are related and interconnected. In short, the objective of teaching reading is for students to be able to understand, learn by reading and enjoy reading. As teachers, we must make our students become a homo alphabeticus, that is, an individual capable of the following according to Sánchez Miguel (2010):

- Extract information from texts.
- Interpret that information from their personal knowledge and goals.
- Reflect on the knowledge produced or interpreted, and on the process followed to obtain and understand it.

However, these three abilities are not enough for the understanding to be successful. Extracting and creating meaning from a written text suppose putting linguistic, cognitive, psycholinguistic and sociocultural skills into practice. Specifically, the cognitive processes that are carried out in reading are related to a whole series of strategies of understanding. In this sense, the explicit teaching of reading comprehension strategies and the strategies of the use of sociodrama improves the understanding of different readers, how those readers who master reading comprehension strategies are more competent than those who do not.

To read fluently and effectively, it is necessary to have preparation, capacity, and intellectual development and mental maturity, as well as to know perfectly all the norms and rules of written language. Spolski (1980) states that reading "cannot be separated from language

education: the selection of which language children should learn to read is crucial, and once the initial steps in reading instruction are past, reading becomes the enrichment of language" (p. 09). As reading is a set of skills, the learning process must be developed in the first years of teaching. Finally, Geput (1979) states that reading: reduces "an interaction by which the meaning encoded by an author in visual stimuli is transformed into meaning in the mind of the reader. The interaction always includes three facets: readable material, reader knowledge, and physiological and intellectual activities".

In any reading comprehension process, the processes of memory and imagination of the content and of the word itself come together, giving coherent meaning to what is read. Reading is nothing more than recognizing and deciphering a series of written or printed symbols. Thus, in order to achieve a correct understanding of any reading, it is necessary for the reader to be able to reproduce in their own words the main or most outstanding ideas of the author. Today, reading is one of the fastest and cheapest ways to communicate. It doubles the speed of the spoken language, by providing more information, broadens the reader's vocabulary, develops their imagination. Reading also constitutes one of the most important means for the acquisition of cultural values since it allows us to obtain the necessary information on the achievements of man, in different cultures and at different times.

Comprehension is the aptitude or cunning to reach an understanding of things. The development of meanings through the acquisition of the most important ideas of a text and the possibility of establishing links between these and other previously acquired ideas is known as «reading comprehension». It is possible to understand a text in a literal way (focusing on those data exposed explicitly), critically (with judgments based on the values of the text) or inferentially (reading and understanding between the lines), etc.

Concerning communication, reading comprehension is the ability to understand what is read, both in reference to the meaning of the words that make up a text, and with respect to the overall understanding of the text itself. It is the process by which meanings are made and related to concepts that already have meaning for the reader. In this way, the reader "interacts" with the text (Gamboa González, 2016). However, it is not always possible to understand the message contained in the text or it may even be understood in the wrong way. Understanding is a complex process, which involves capturing the meanings that others have conveyed through everything around you. Reading comprehension is not so simple, it is a process where the reader must identify words and meanings. Since it promotes the ability to speak (express oneself) with clarity, fluency, coherence and persuasion, using the resources in a pertinent way, verbal and non-verbal language can be used. It also allows the student to communicate, but also to listen (to understand) other people's messages.

Vidal (2016) mentions that "Reading comprehension is that which implies the ability of a person to understand what he reads, either as the words that make up a text or as the text in general" (p. 13). This is important as students will be able to interpret everything that they understood from the text through the drama of the sociodrama.

Mazariegos (2017) considers that reading comprehension is the obtaining of meanings through the extraction of main ideas in the texts and the ability to link them with the previous knowledge that the reader has. This is important because, through the sociodrama technique, students find meaning in what they read, in addition to understanding it and doing it with interest and motivation.

According to FapaRM (2015) the benefits of developing reading comprehension rely on the fact that reading not only provides information (instruction) but also forms habits of

reflection, analysis, effort, concentration and recreation, it makes the people enjoy, entertain and distract.

The ability to read has been lost due to the constant changes we have had. One of them is technology, which does not encourage reading, but the important thing is that if we develop this ability, our thinking constantly analyzes, it works obviously. Reading also develops and improves language, improves oral and written expression and make the language more fluent, increases vocabulary and improve spelling, improves human relationships, enriching personal contacts. This helps us to make our students more expressive, increase their vocabulary with the help of sociodramatic technique and interact more with their peers.

A compelling model of reading acquisition is that encapsulated in the ‘Simple View of Reading’ (Gough & Tunmer, 1986). This essentially describes the two central components of successful reading as being the capacity to read the words on the page accurately, and (simultaneously) the capacity to understand or comprehend the message or content being read.

Literal- Implicit: This is the first level, which consists of the recognition of the explicit or superficial information of the text, on the other hand, the author Salas (2012): At this level, it is about locating written information about what appears written in the text, such as details, names of characters, incidents, time, place, detailed facts. According to Jumpa (2008), the level of literal comprehension consists of the following stages: “1. Look up the meaning of the words in the dictionary. 2. Reread the text replacing the new words. 3. Construct your own questions to identify details. 4. Justify and specify the space and time. 5. Make a sequence of events” (p. 57).

Inferential – Explicit: As explained by the author Flores (2012), it consists of drawing conclusions and conjectures or hypotheses from the implicit information that is available in the text. That is, inferential reading, consists of discovering information that is not explicit or that

does not appear written in the text, since in the text not all ideas are explicitly written but are hidden, therefore, inference is the ability to understand some particular aspect of the text of the meaning of the text. For his part, Dávila (2010) indicates that it is here where “the understanding process itself begins, stimulates levels of knowledge, more complex mental processes and requires interpreting, deducing, drawing conclusions, etc.” (p. 21). In addition, this type of reading aims to explore the possibility of making inferences and drawing conclusions that are not explicitly expressed in the text.

Evaluative critic: Jumpa (2008) “tells us that the level of critical-evaluative understanding is based on making judgments about the read text, accepting or rejecting it, but with justification” (p. 60). Critical reading has an evaluative character where the training of the reader, their criteria and the knowledge of what is read, for this reason, Dávila (2010) affirms that the "evaluative critical level: it is the most demanding level that seeks the development of critical thinking, the student must process ideas through the use of superior capacities and skills such as “argue, analyze, evaluate, make critical judgments, express opinions and support with coherent arguments. This allows students to improve their abilities and skills to argue and be more critical in their learning process” (p. 21).

2.1.2 Reading strategies: Defining and Classifying Reading Strategies. It is necessary to show students that reading is not difficult; by teaching reading strategies, which will help students to understand content from context, by providing them with the necessary tools so that they can enjoy reading. Pani (2004) states that reading strategies are operations that our brains carry out when reading a text to understand effectively the information given. Also, to become an active and proficient reader, it is important according to Learning Express (2008) to preview

what you are about to read, to predict, to note what is important, to summarize what you just read among others.

Therefore, taking all these aspects into account, it is possible to work on a series of techniques or strategies to improve the reading comprehension of any text; teachers need to remember that reading comprehension strategies serve the following purposes:

They help to form autonomous readers.

They give them the ability to deal with texts of any type and genre.

They create self-taught students capable of learning from texts.

They help foster critical thinking.

They promote making connections and reflection on what is learned in the text.

Among the many possibilities to promote reading comprehension, teachers can rely on strategies that fit the characteristics of their groups and contexts; the following set of strategies represent important pedagogical resources in the EFL classroom:

Brainstorming. Alex Osborn (1953) popularized the term *Brainstorming* in his book *Applied Imagination*. Designated the “Father of Brainstorming,” he established four rules to follow in any brainstorming session to reduce inhibitions and encourage the greatest number of ideas “*It is easier to tone down a wild idea than to think up a new one.*” *Brainstorming* is part of design thinking. You use it in the ideation phase. It’s extremely popular for design teams because they can expand in all directions. Although teams have rules and a facilitator to keep them on track, they are free to use out-of-the-box and lateral thinking to seek the most effective solutions to any design problem. By brainstorming, they can take a vast number of approaches—the more, the better—instead of just exploring conventional means and running into the associated obstacles.

When teams work in a judgment-free atmosphere to find the real dimensions of a problem, they're more likely to produce rough answers which they'll refine into possible solutions later.

Clarifying. Clarifying meaning questions ask, "what did the author mean by this?"

In a given text, words and phrases do not appear in isolation but are embedded in the context of a narrative, an argument, an explanation, and so on. Accordingly, clarifying meaning questions test your ability to identify contextually appropriate meanings of words and phrases. In other words, you'll need to be able to interpret words and phrases not just as a dictionary would define them, but as the author is specifically using them in context.

Summarizing. This is a very useful strategy because it helps the reader to check the understanding of the information just read. Also, this strategy allows students to consolidate the main ideas of a text and omit the ones that are not relevant. The Learning Express Group (2008) remarks that the summarizing strategy is a short retelling of a story or event; you do not mention everything. You retell what is most important. Summarizing will help participants to recall the relevant events from reading and as was already mentioned distinguish the main ideas from the supporting details. This strategy will be supported by a graphic organizer, which intends to facilitate interpretation from a reading text, which makes reading a meaningful process.

Literal comprehension is often referred to as 'on the page' comprehension. Surface level is the simplest form of comprehension and requires students to locate directly stated information from a text. Literal comprehension questions are the "how, what, who, when, where" types of questions. Readers will use decoding skills, as well as syntax and semantic skills to recognize and remember directly stated.

Building Vocabulary: When you have become more aware of words, reading is the next important step to increasing your knowledge of words because that is how you will find most of

the words you should be learning. It is also the best way to check on words you have already learned. When you come across a word you have recently studied, and you understand it, that proves you have learned its meaning. Most of the students do not know how to use a dictionary to look up a word's meaning. Here are some pointers on how to do this as a part of a vocabulary-building task:

Circle the words you look up: After you have done this for a while, your eye will naturally move to the words you have circled whenever you flip through the dictionary. This will give you a quick form of review.

Read the entire entry for the word you look up: Remember, words can have more than one meaning, and the meaning you need for the word you are looking up may not be the first one given in your dictionary. Even if it is, the other meanings of the word will help you to understand the different ways the word is used.

Comparing and Contrasting: According to Chall (1983), there are several stages of reading development that progress from pre-reading, which involves letter and number recognition, to visual scanning, which involves advanced reading skills representative of college level and beyond. In the first three stages, children learn to recognize words and decode words, to begin paying attention to the meaning of what they read. Good readers understand new ideas in texts by thinking about how things are alike or different. They make comparisons between texts and between prior knowledge and new ideas.

This understanding deepens their comprehension. The process of comparing and contrasting is used to identify how two or more things are alike or different. This skill requires readers to think more deeply about what they are reading in order to determine these likenesses or

differences. This skill helps children to identify language cues, define ideas and clarify thinking, making information memorable by engaging them in critical thoughts.

Describing: When reading, students should not only enjoy what they read, but also make a distinction of the different texts, relate them with their own lives and gain experience to analyze them and finally write their own ones. These very decisive factors should be common, not unknown, to the members of our society. In general terms, the reading habit does not seem to be decisive for students, this being a disadvantage in terms of cultural and economic competence, compared to other countries. In this sense, Ferro (2004) states: "It has been said in 88 repeatedly that reading is a habit. We will have to keep repeating it because habits are created and affirmed with the frequency of acts that become a need". (p. 3).

This also appears to be a major concern globally. More and more students hoping to acquire good reading skills in a second or foreign language. Such concern has grown over the years. An argument to support this is the demand for both effective reading courses and high-quality second language reading materials (Aebersold and Field, 1997). Students learn in different ways and in a variety of places. For example, they learn at home with their families, on the street with their neighbors and friends, and at school with their teachers and classmates. However, according to Mayer (1988) this last place, the school, is the responsible for facilitating student learning by guiding them to control their cognitive abilities. processes. This means that the school must help students to identify the methods and strategies used to learn, to remember, and to think about new knowledge or information that they acquire in and outside the classroom. According to Oxford (1990) "Learning strategies are steps that are taken students to improve their own learning" (p. 1). In other words, learning strategies are problem-solving tools to enhance student learning and understanding. In this sense, Weinstein and Mayer (cited in O'Malley and Chamot, 1990) argued

that the goal of a strategy is "to affect the motivational or affective state of the student, or the way in which the student selects, acquires, organizes or integrates new knowledge" (p. 43). This means that instruction and the implementation of learning strategies should be addressed to guide students in the selection, analysis, monitoring, organization and preparation of new information. However, for strategies to be acquired, it is not only necessary to teach them but also provide opportunities for students to use them. Therefore, it is essential to review the different learning processes and their role in the acquisition of strategies. On the one hand, Mayer (1988) stated that there are three views of learning that explain how students acquire new knowledge and use or not use learning strategies to achieve a specific goal.

2.1.3 Assessing the reading skill. Dealing with reading in the foreign language is similar to reading in the native language (Cohen, 1994), but it is for sure a slower and less successful process; Cohen explains this arguing that reading in the foreign language normally implies more unknown words and different grammar structures that make the process more difficult, that is why the author suggests to try more flexible assessment strategies, as suggested by Johnston (1993 as cited in Cohen, 1994), that may include awareness and use of cues in text, insights into the nature of the text, strategies for retrieving information after reading, the knowledge of summarization rules, verbal reports, among others. The same author stated that "the best assessment consisted of having teachers observe and interact with the students who were reading authentic texts to genuine purposes, and of having teachers see how their students constructed meaning" (p. 216). That is why observable reading comprehension reports can also be adapted to the English class as the case of the use of sociodrama technique to report reading comprehension. In this respect, Cohen (1994) also highlights the need to be aware of the kind of meaning to be assessed when evaluating reading comprehension; teachers might want to know to what extent

the learners understand or identify grammatical forms or meaning, report informational meaning, infer discourse meaning or explain the meaning conveyed by the writer's tone.

Assessing grammatical meaning is probably the most traditional aspect taken into account by teachers; this has been done through tasks about the analysis of syntax, the identification of errors, location of language forms, contrast of syntactic patterns, etc. In this type of assessment, focus is on the learners' ability to employ, to identify, or to contrast language forms and reading tasks can require the reader to write out a translation of the text, to choose from a set of sentences the one that best matches the meaning, or to indicate the many times a language form appears in the text.

Assessing informational meaning, on the other hand, is intended to "determine what the basic concepts or messages are that the text wishes to convey" (p. 223) and to accomplish this purpose reader need to analyze vocabulary in order to establish known and unknown words in the text, concepts that they include, relationships that they generate among the ideas discussed in the reading passage.

Assessing discourse meaning became very popular in the last decades because it implies a strong reading comprehension ability. In this kind of meaning, readers are expected to "identify where and how something is being defined, described, classified, exemplified, justified, or contrasted with something else" (p. 223); to do this, readers need to manage the complex system of connectors or discourse markers of the foreign language.

Finally, assessing the meaning conveyed by the writer's tone is probably the most complex or demanding for foreign language readers, that is why it is part of the assessment of advanced readers; this type of assessment requires the identification of signals of the tone –sad,

cynical, sarcastic, caustic, or humorous- that are given by words or phrases that need to be interpreted without any explicit paralinguistic feature as in listening comprehension tasks.

Considering these types of meanings, Cohen (1994) proposes common reading strategies to assess the reading comprehension ability among which the following can be mentioned:

- The recognition of words and phrases of similar and opposing meaning
- The identifying of locating of information
- The discriminating or elements or features within context; the analysis of elements within a structure and of the relationship among them –e.g., causal, sequential, chronological, hierarchical.
- The interpreting of complex ideas, actions, events, and relationships.
- Interring –the deriving of conclusions and predicting the continuation.
- Synthesis
- Evaluation (p. 225)

2.2 The sociodrama technique in language learning

Sociodramas, in general, are used to present problematic situations, crossed ideas, contradictory actions, to later provoke the discussion and the deepening of the subject, it serves to explore social facts; develop greater understanding between groups and individuals; solve problems and favor decision-making. According to the author Huacre (2015) the benefits for sociodrama techniques can be:

- Take advantage of people's abilities to present a show.
- The chosen problem may be somewhat convincingly exaggerated.
- You can choose a topic from real life.

- Facilitates the understanding of the group
- A problem is shown through skit and the audience can help provide solutions.
- Objects can be used to help us understand the scene.

Objectives such as those mentioned help to deepen and analyze any subject, problematic situations, it is preferable to prepare the skit in advance and with the help of a previously selected group.

As a technique, it will facilitate reading comprehension in a dynamic and motivating way, allowing the teacher to achieve significant learning in their students and fostering in them critical judgment about the dramatization of the text. It improves reading comprehension and is shown as an alternative in the teaching methodology of teachers, due to its effectiveness in achieving significant learning, based on direct experiences, in addition to facilitating the development of capacities, skills and attitudes, in the curricular areas raising interest in reading, art and theater (Molina Ramos, 2018)

Its importance lies fundamentally in its direct contribution to an educational problem, such as the deficit of reading comprehension of primary school children at a national and international level. Sociodramas, in general, are used to present problematic situations, crossed ideas, contradictory actions, to later provoke the discussion and the deepening of the subject, it serves to explore social facts; develop greater understanding between groups and individuals; solve problems and favor decision-making. It is very important when applying sociodrama techniques, to seek meaningful and experiential learning for the members of the group and coordinator that promotes a process of personal and collective growth and development.

2.3 The role of vocabulary and grammar in reading comprehension

The ability to read has been lost due to the constant changes we have had, one of them is technology or in the nucleus of the family that does not encourage reading, but the important thing is that if we develop this ability, our thinking constantly analyzes, it works obviously.

According to (Snow, C. E., Burns, S. M., and Griffin (1998) reading skill is acquired in a relatively predictable way by children who have normal or above-average language skills and have had experiences in early childhood that fostered motivation and provided exposure to literacy in use; these learners get information about the nature of print through opportunities to learn letters and to recognize the internal structure of spoken words, as well as explanations about the contrasting nature of spoken and written language; and attend schools that provide effective reading instruction and opportunities to practice reading.

To understand what you are reading; you need to understand most of the words in the text. Having a broad vocabulary range is a key component of reading comprehension. Students can learn vocabulary through instruction. But they usually learn the meaning of words through everyday experience and also by reading.

Vocabulary plays a fundamental role in the reading comprehension process and contributes greatly to the reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meanings of most words vicariously, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction. Since vocabulary is the knowledge-base of words and their meanings, it is the go-to place in our memory system. Our brain sifts through our memory bank to make sense of words. One of the ways it does this is to make associations. When we make an association, it is easier for us to remember. Taking the above into account, the CEFR provides a

common basis for the development of language programs, curricular guidelines, exams, textbooks, etc. in all Europe. This framework comprehensively describes what language learners need to learn to do in order to use a language to communicate and what knowledge and skills they need to develop in order to act effectively. The description also covers the cultural context in which the language is situated. The framework also defines proficiency levels that allow students' progress to be measured at each stage of learning and throughout life, and that students can use as a basis for development by providing a common basis for the explicit description of objectives, contents and methods, the framework will improve the transparency of courses, curricula and qualifications, thereby promoting international cooperation in the field of modern languages. The provision of objective criteria to describe language proficiency will facilitate the mutual recognition of qualifications obtained in different learning contexts and, in this case, for the foreign language English.

2.4 Previous studies

At present, it is not possible to teach well without pedagogy because it is an art that requires being clear about where one is going, how the other learns and develops, what kinds of experiences are most relevant and effective for the training and learning of the apprentice, and with what techniques and procedures it is better to teach certain things.

True teaching is intentional, obeys a plan, has clear goals for everyone and is governed by certain principles and concepts that teachers study under the name of pedagogy, the science of teachers, which is dedicated to the study of concepts. and theories that allow a better understanding and solution of teaching problems; Each pedagogical theory can be represented by a pedagogical model that summarizes the theory and serves as a basic scheme to compare it with

other theories. In this respect, several studies have explored how reading strategies may impact students' reading comprehension.

A research study applied storytelling in speaking class in order that the beginners are eager to speak English. This research was a collaborative classroom action research whose main purpose was to know whether or not storytelling could improve the students' speaking skill. Meanwhile, the specific purposes consisted of describing: (1) the lecturer's activities, (2) the students' activities, and (3) the students' responses when storytelling was applied in the speaking class. The subjects were 23 students of class N of the second semester of Intensive English Program of Hasyim Asy'ari University (UNHAS) Tebuireng Jombang in the academic year of 2016/2017. The data of this research were got from the observations done by the collaborator and the speaking test. The result showed that there was an improvement on students' speaking skill after the implementation of storytelling. The speaking test result in cycle two explained that the students' speaking aspects got good progress. Storytelling improved their comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling could improve students' speaking skill.

The article effects of Drama on the Use of Reading Comprehension Strategies and on Attitudes Toward Reading whose author is Güngör (2008) of Florida State University in the *Journal for Learning through the Arts*, 4(1) (2008) The objective of this research was to recognize the sociodrama technique as a strategy, which helps the reading comprehension process, which gives it a positive perception. The instruments used in this research were test and pro test, Semi-structured interview technique, field work A pre- and post-test experimental design with the control group was employed for this study. The drama technique was used in the experimental group and traditional teaching methods in the control group. The research was

conducted on 5th grade students (experiment=28, control=26) of an English language/art course at a state elementary school in Izmir, English. Research data were collected through semi-structured interview technique and “The Scale for Attitudes Toward Reading,” both of which have been developed by the researcher. In conclusion, it was observed that the application of the sociodrama technique in the students is more effective than the traditional method since through this the students experience positive attitudes. There is no significant difference between the groups in terms of attitudes toward reading.

In a graduation project named the sociodrama technique to improve the reading comprehension in narrative texts at educative institution N° 18374, La Unión Amazonas Nary Pairazaman Mideiros (2018), the main objective of the research was to determine the influence of the sociodrama technique for the improvement of the reading comprehension of narrative texts of the students of the fifth and sixth grade of primary education. The design was pre-test and post-test with a single group, the population was made up of 28 students enrolled during 2018 course, with a non-probabilistic sample and it was equal to the population. The research objective of this project was to recognize the technique of sociodrama which helps students in their reading comprehension process. The instruments used in this research were a pre-test and a post-test, a reading comprehension test. The ACL - 5 Reading Comprehension Test was used as an instrument to measure literal, inferential and critical comprehension. The results show that the sociodrama technique, consisting of a set of learning sessions that were developed with the sample, significantly improved reading comprehension.

Arévalo and Espinoza (2015), whose topic to be discussed was “Application of sociodrama techniques to improve reading comprehension in 6th grade students of IE Patricia Carmen Guzmán, primary school SMP-LIMA,” conclude that it shows that the sociodrama

technique is effective in the practice of values. It is a close relationship between students through real-life events; the study concluded that the students of Sociodrama techniques they can improve their reading skills since they are the 12 most developed in terms of identifying the author's communicative intention and the implicit and subjective intention of the text. In conclusion, it is observed that with the implementation of the technique, reading comprehension significantly improved sociodrama. The results achieved were in the pretest, 64% were obtained in the literal comprehension in the beginning, in the inferential 32% in the beginning and in the criterial 18% in initial; while in the post test, the level of literal reading comprehension occupies 93%, reaches the satisfactory level, while in the inferential, 68% reaches the level of process and in the critical 79% reaches the satisfactory level; which demonstrated the effectiveness of the sociodrama technique, for the improvement of the reading comprehension of narrative texts. The Sociodrama technique is a very effective since it contributes to EFL learning.

3. Research Methodology

3.1 Type of Study

Action Research (AR) is the methodology used in this study because it aims to improve an educational aspect of teaching English (Parsons and Brown, 2002) is a research practice designed so that teachers can solve problems and improve professional practices in their own classrooms in teaching, making decisions, and developing more effective classroom strategies. It implies understanding teaching as a research process, a continuous search process. It implies understanding the teaching profession, integrating reflection and intellectual work in the analysis of the experiences that are carried out, as an essential element of what constitutes the educational activity itself. Problems guide action, but what is fundamental in action research is the professional's reflective exploration of his practice, not so much for his contribution to problem solving, but for his ability for each professional to reflect on his own practice, plan it and be able to introduce progressive improvements. In general, cooperative action research constitutes a form of systematic reflections on practice in order to optimize teaching-learning processes (A. Christine Miller, 2007). For their part, Yuni and Urbano (2005) state that Action Research is part of a research model of greater commitment to social changes, since it is based on a position regarding the intrinsic value that knowledge of one's own practice and knowledge possesses. The personal ways of interpreting reality so that the actors themselves can get involved in processes of personal and organizational change.

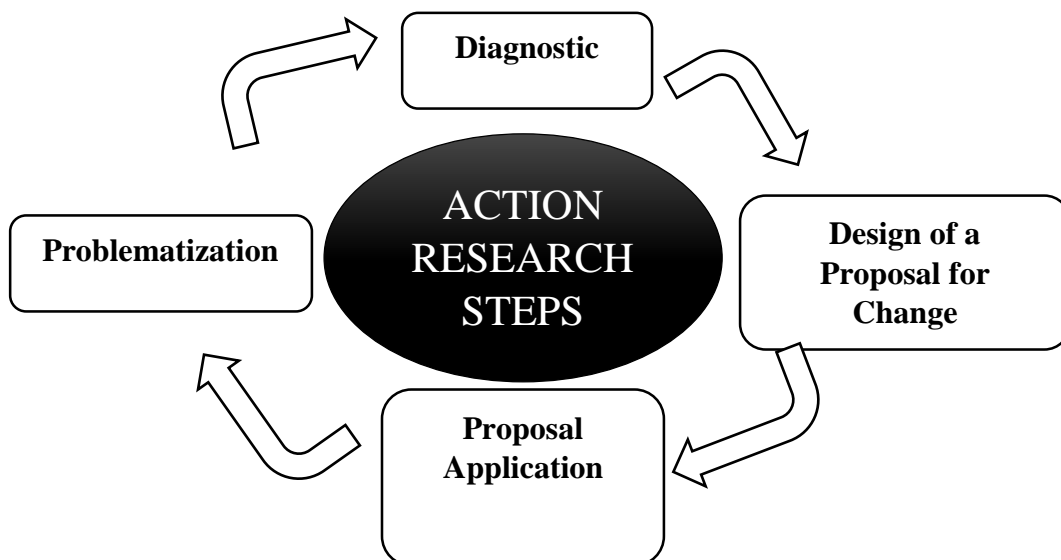
Research - action is presented as a research methodology oriented to educational change and is characterized, among other issues, by being a process that, as Kemmis and MacTaggart (1988) point out, builds from and for the practice, it seeks to improve the practice through its transformation, at the same time it tries to understand it, it requires the participation of the

subjects in the improvement of their own practices, it requires a group action by which the subjects involved collaborate coordinated in all the phases of the research process, it implies the realization of a critical analysis of the situations and it is configured as a spiral of cycles of planning, action, observation and reflection.

The object of study is to explore educational events as they occur in natural settings inside and outside the classroom (in the educational institution in general), which can be pedagogical, administrative, management, community action acts, among others; It is not only about understanding a problematic situation in which educational social actors (teachers, students, representatives) are involved, but about implementing practical responses or actions to improve and modify said situation, and record and systematize all possible information about the situation changes. For the development of the research-action process, the following steps are taken into account:

Graph 1.

Stages in the Action Research cycle



Source: Own elaboration.

3.2 Problematization

Considering that educational work is developed in situations where practical problems arise, the logical thing is that a project of this type begins from a practical problem. In general, it is about inconsistencies or inconsistencies between what is being pursued and what actually happens. The fact of living a problematic situation does not imply knowing it, a problem requires a deepening of its meaning. It is necessary to reflect on why it is a problem, what its terms are, its characteristics, how the context in which it occurs and the various aspects of the situation are described, as well as the different perspectives in which the problem may exist (Miller & Parker, 1997)

3.3 Diagnostic

Once the meaning of the problem that will be the center of the investigation process has been identified, and having formulated a statement about it, it is necessary to collect information that will allow a clear diagnosis of the situation. The search for information consists of collecting various evidences that allow reflection from a greater amount of data. In short, reflective analysis leads to a correct formulation of the problem and the collection of information necessary for a good diagnosis, it represents the path toward the establishment of coherent lines of action.

3.4 Design of a Proposal for Change

Once the analysis and interpretation of the information collected has been carried out and always in the light of the objectives that are being pursued, one is in a position to visualize the meaning of the improvements that are desired. Reflection, which in this case becomes prospective, is what allows us to design a proposal for change and improvement, agreed as the best. In the same way, it is necessary at this time to define an evaluation design for it. That is, anticipating the indicators and goals that will account for the achievement of the proposal.

3.5 Proposal Application

According to Kerlinger (1979), once the action proposal is designed, it is carried out by the interested persons. It is important, however, to understand that any proposal that is reached after this analysis and reflection must be understood in a hypothetical sense, that is, a new way of acting is undertaken, an effort to innovate and improve the practice that must be permanently subjected to conditions of analysis, evaluation and reflection.

3.6 Evaluation

This entire process, which would begin another cycle in the action-research spiral, provides evidence of the scope and consequences of the actions undertaken, and of their value as an improvement in practice. The evaluation, in addition to being applied at all times, must be present at the end of each cycle, thus giving feedback to the entire process. In this way, a cyclical process develops that has no end (Smith,2002).

3.7 Participants

This study was conducted with a group of tenth graders (15 boys and 25 girls) from a public school in Cartagena. Their ages ranged between 15 and 18. Most of the participants began their education since pre-school and had the goal to achieve an academic or technician degree. Most of them lived near the school and belonged to a low socioeconomic stratum (1 and 2). Their favourite activities include listening to music, dancing, playing sports.

Also, they had been exposed to visual and kinesthetic learning style tasks during the English lessons. In addition, evaluations have shown that they are very basic users of English which placed them at the A1 according to the CEFR.

3.8 Instruments: Data collection and analysis

The purpose of this study was to determine the influence of sociodrama techniques on the improvement of students' reading comprehension through a bibliographical study, field research, and direct observation to improve reading comprehension. To carry out this study, it was necessary to apply the following data collection techniques and instruments: Student survey, diagnostic test, workshops, etc. in order to determine the shortcomings and causes that generate the problem presented by schoolchildren in terms of reading comprehension, determining after the evaluation of the results served to develop the possible solutions that students need to improve reading comprehension and can develop communication and language skills, affect the performance of students in the class of English as a foreign language. The following table summarizes the instruments used in this research project:

Table 1.

Data collection techniques and instruments used in the research.

N°	Data Collection Technique	Data Collection Instrument	Rationale
1	Survey	Students' questionnaire Appendix 1	Diagnostic Stage It was used to identify students' needs about their skills in English and collect information about the tenth graders'
2	Participants Observation	Research Teacher's Journal Appendix 2	I was used to collect data on a particular situation of a class in which an investigation was carried out with the purpose of analyzing, observing the attitude and concentration of the students
3	English level test	Students' Diagnostic Test Appendix 3	To analyze the four basics skills of the students of 10 th grade specially the reading comprehension
Action and Evaluation Stages			
4	Workshop Activity rubric	Workshop 1 – 3 Appendix 4	Evaluate students in the different skills of the English language, with simple and easy-to-understand activities.
5	Workshop Activity rubric	Workshop 4 – 6	Evaluate students in the different skills of the English language, with activities that are a little more difficult and that require more concentration and understanding
6	Survey	questionnaire to evaluate workshops No. 1 - 3 Appendix 5	The purpose of this instrument was to learn about the students' perceptions concerning their preferences and performance throughout the development of the three first workshops

7	Survey	questionnaire to evaluate workshops No. 4 - 6	The purpose of this instrument was to collect data on the perception of students about their preferences and performance throughout the development of the last three organized workshops.
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Source:

4. Research Stages

The research stages in this study consisted of the Diagnostic Stage, Instructional Design, the Action Stage and the Evaluation Stage.

4.1 Diagnostic stage

In order to identify the strengths and weaknesses of the participants in English a diagnosis stage was conducted. I administered different instruments such as students' questionnaire, survey, researcher' journal and diagnostic test whose analysis is presented in the following paragraphs.

A student questionnaire was used to identify students' needs about their skills in English and collect information about the tenth graders, to analyze to what extent the research participants were aware of the different strategies regarding the development of students' motivation toward English that are experienced in the institution, as well as how their interest has been in each of the teaching and learning processes. (*See questionnaire in appendix 2*).

In the results of the questionnaire for the students of Grade 10 of the educational institution Fredonia de Cartagena, the following positions can be seen with respect to the development of communication skills and the interest or motivation that students have with respect to learning them. The respondents were 40 students whose answers are displayed in Table 1 below:

Table 2.***Tenth graders' answers to student survey in diagnostic stage***

No.	Questions	Answer Options		
		Much	Little	Very little
1	Is your writing ability in the English language good?	12 students 30% Good	0 students 0% Regular	28 students 70% Bad
2	Is your English reading ability good?	4 students 10% Good	4 students 10% Regular	32 students 80% Bad
3	Is your listening ability in the English language good?	8 students 20% Yes	0 students 0% No	32 students 80% I am not sure
4	Do you understand when they speak to you in English?	12 students 30% Good	0 students 0% Regular	28 students 70% Bad
5	Do you think that the English language will be useful in your professional life?	8 students 20% Very attractive	32 students 80% Attractive	0 students 0% Less attractive
6	Do you consider the English language interesting?	28 students 70% Yes	0 students 0% No	12 students 30% I am not sure
7	In your opinion, is it easy to learn English?	8 students 20% High	32 students 80% Intermediate	0 students 0% Low
8	How high is your interest in the English language?	16 students 40% Always	0 students 0% Rarely	24 students 60% Never
9	Do you understand texts written in the English language?	4 students 10% Yes	8 students 20% No	28 students 70% I am not sure
10	Would you like the English teacher to use a new methodology or technique to learn English?	40 students 100%	0 students 0%	0 students 0%

Source: Own elaboration.

As can be seen from the results, most of the students are reluctant to read in English. This shows the little interest and motivation that students have for wanting to read texts in the English language. Besides, they manifested a detachment from the category of listening in English. Accordingly, this shows the little interest and motivation that students have for wanting to learn to listen to pronunciation and the English language in general. As can be seen in the results, the students demonstrated a low level of speaking in the English language; consequently, this shows a minimal development of students in terms of the ability to speak in the English language, however, in the same way, there are students who show motivation for wanting to learn to speak and defend themselves in the English language with pronunciation, accents and in general. Based on the results observed, most of the students showed a low level of attention in the English language. Therefore, this shows how little interest and motivation students have toward English as a second language in their life; However, some students are enthusiastic about the desire to learn to read, understand texts, listen, and be able to communicate in this language.

As a conclusion, it can be seen that most of the students showed great interest in learning English, which would be very significant and important for their comprehensive training. They are also very motivated and interested in learning English because they would like teachers to begin to implement new methodological strategies achieving better learning for students, in the same way to collect information on the strengths and weaknesses of tenth grade students which motivation and attitude they have toward the English language, secondly, the questions were aimed at understanding the perceptions of the students in each class and ultimately the purpose was to know the preferences of the students. They are also very motivated and interested in learning English because they like the way the classes are taught, planned and taught.

To complement the data collection a researcher journal was kept; the objective of this instrument was to collect information about tenth grade students' perceptions, behavior and attitudes toward the English class; This method was used to collect data on a particular situation of a class in which an investigation was carried out with the purpose of analyzing, observing the attitude and concentration of the students in the development of the class without intervening during this period to detect if the students show interest, strengths, and skills in the English language. Table 2 summarizes the categories of analysis identified in the researcher journal:

Table 3.

Categories of analysis in researcher journal in the diagnostic stage

Nº	Code / Category	Number of occurrences	%	Evidence
1.	Lack of reading comprehension.	14	35%	'...by the end of the lesson they (the learners) hadn't completed the reading task'
2.	Positive attitude toward the class.	8	20%	"...the students were motivated while doing the reading activities."
3.	Deficiency of meaningful grammar.	7	17%	"...some students did not know structures such as the past simple."
4.	Incapacity of reading strategies.	6	15%	"...students do not use any reading strategy during the proposed reading activities"
5.	Students' low motivation.	5	13%	"...some students did not want to carry out the activities proposed by the teacher"
Total		40	100%	

Source: Own elaboration.

According to Table 3, the category Positive attitude toward the class **indicates that the** students were very motivated by doing different reading activities throughout the class, and they were also interested in learning more. In this respect, my recording in the journal stated that the learners perceived the English class as a good experience shown in the following comments from the journal and the students survey:

‘...by the end of the lesson they (the learners) hadn’t completed the reading task’

(Researcher Journal)

“...the students were motivated while doing the reading activities.” *(Researcher Journal)*

In spite of the fact that the learners displayed a positive attitude toward the English class, some other categories showed the problems they faced in their L2 learning process; the category Students’ low motivation, shows that some students were unmotivated at the time of carrying out the different activities proposed, in addition to showing an attitude of not wanting to carry out any of the activities. They explained that feelings of disappointment and frustration made them feel unmotivated because they did not want to complete class tasks due to the difficulties they faced stemming from their poor language proficiency level; here are some comments taken from the data collections instruments:

“...students do not use any reading strategy during the proposed reading activities”

(Researcher Journal)

“...some students did not want to carry out the activities proposed by the teacher”

(Researcher Journal)

“...Me gustaría aprender inglés mejor para poder tener mejores posibilidades laborales. /

I would like to learn English better in order to have better job opportunities *(Students*

Survey)

To expand the understanding of the problematic issues in the tenth grade class, the category Lack of reading comprehension had more occurrences than the others. Some students at the moments of reading, presented failures when reading such as lack of vocabulary, lack of knowledge of words and their pronunciations. This aspect was included in the journal with some

comments about the students' performance in the class and some experiences the learners mentioned in the survey:

“...veo el idioma inglés como una oportunidad para tener mejores relaciones personales y a futuro. / I see the English language as an opportunity to have better personal relationships and a future. (*Students Survey*)

“...Yo pienso que si el profesor nos da estrategias podemos mejorar nuestra escritura lectura y nuestra habilidad para leer en inglés. / I think that if the teacher gives us strategies we can improve our writing, reading and our ability to read in English. (*Students Survey*)

Another weakness identified in the learning of English was the Lack of meaningful grammar as shown in Table 2. In the activities proposed in class by the teacher, the students had problems regarding the knowledge of grammar such as the structure of the past simple or present perfect; the learners struggled with the English grammar rules and felt very frustrated when they were not able to express themselves in English in an accurate way. Some ideas were identified in the data collection instruments:

“...Me cuesta mucho poder leer algunas palabras en inglés, no se algunas pronunciaciones” / “It’s hard for me to be able to read some words in english, I don't know some pronunciations.” (*Students Survey*)

“...Me da un poco de flojera leer textos en inglés, ya que no les veo sentido” / “I am a bit lazy to read texts in English, since I do not see any sense in them.” (*Students Survey*)

Ratifying the problems, the students faced in the English class, the data analysis reported the category Lack of reading strategies. This category does not have many occurrences but represents the need for intervening the reading skills, that is, students had

shortcomings in the techniques they used when reading a text in English. This information was illustrated by the following testimonies by the researcher and the learners:

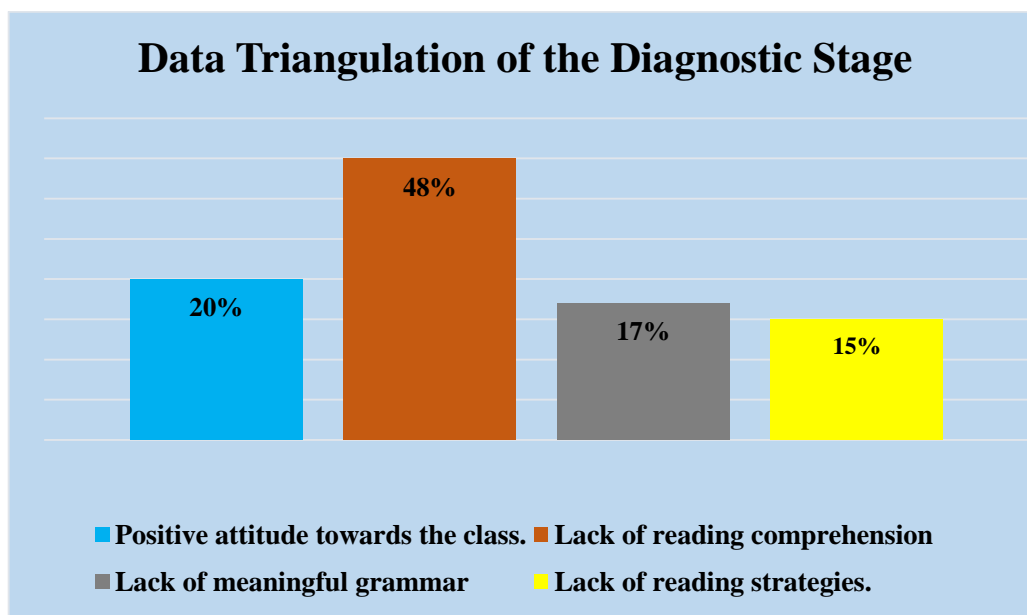
“...some students did not know structures such as the past simple.” (*Researcher Journal*)

“... some students had trouble understanding some texts because they had little vocabulary.” (*Researcher Journal*)

After having analyzed all the different instruments of the diagnostic stage, the information was triangulated to obtain a global vision of the results. According to Mucchielli (2001), Triangulation is “a research strategy along which the researcher overlaps and combines various data collection techniques in order to compensate for the bias. inherent to each of them” The results were obtained through the instruments, the analyzes carried out for each section, its operationalization and the total frequencies and percentages. The following graph illustrates the percentages of the data collection analysis in the Diagnosis stage.

Graph 2.

Data Triangulation of the Diagnostic Stage



Source: Own elaboration.

To continue to discuss the findings in the diagnostic stage and present more evidence of the problems identified, in this graph we can see that the most frequent category continued to be “lack of reading comprehension” in students, which is a negative category since it indicated that students had problems mastering new words in English and expressing themselves correctly in this language. In most of the instruments, there is evidence of interest, involvement, curiosity and motivation stimulated in the students. According to the diagnostic test, reading and speaking are the two skills with a low level of proficiency since most of the students failed them.

The "positive attitude toward the class" is shown as the second category in which most of the students were interested in wanting to learn and improve their skills and abilities in the English language. According to the student survey, they agreed in wanting to learn new strategies and achieve a better level of English:

Me gustaría aprender inglés mejor para poder tener mejores posibilidades laborales.

I would like to learn English better in order to have better job opportunities

Veo el idioma inglés como una oportunidad para tener mejores relaciones personales y a futuro.

I see the English language as an opportunity to have better personal relationships and a future.

Yo pienso que si el profesor nos da estrategias podemos mejorar nuestra escritura lectura y nuestra habilidad para leer en inglés.

I think that if the teacher gives us strategies we can improve our writing, reading and our ability to read in English.

Third, the category of "**lack of significant grammar**" continued to reflect that students had difficulties in terms of meaning and knowledge of English words when reading texts,

causing students to be unable to understand some words or verb tenses when reading. long texts with a wide repertoire of unknown words, but some very common ones. The instruments reported the following testimonies:

“Me cuesta mucho poder leer algunas palabras en inglés, no se algunas pronunciaciones” (Research Journal)

“It’s hard for me to be able to read some words in english, I don’t know some pronunciations

“Me da un poco de flojera leer textos en inglés, ya que no les veo sentido” / “I am a bit lazy to read texts in English, since I do not see any sense in them.”

On other hand, some aspects were referred to as the reasons why students were not performing as expected in English language skills. In addition, the students had serious problems related to reading comprehension because they could not recognize particular details of an oral text and, in the questionnaire, they admitted to have problems:

"Quiero mejorar mi forma de hablar y leer en inglés ya que a veces no entiendo nada y me cuesta mucho"

"I want to improve my way of speaking and reading in English since sometimes I don't understand anything, and it costs me a lot"

"Necesito mejorar todo, pero más importante aún mis métodos de lectura para poder defenderme en inglés"

"I need to improve everything, but more importantly my reading methods to be able to defend myself in English"

Finally, after having analyzed the triangulated results of all the applied instruments, I can say that the students had difficulties in reading and speaking, which were the skills with the most

deficiencies in the students. Reading is the most challenging skill for learners of English as a foreign language; have difficulty developing ideas and being able to organize them when reading.

According to this, I proposed the implementation of sociodrama techniques to improve the students' reading skills by exposing them to act on the different texts read in order to achieve that the student acquires a better understanding of the texts read. In conclusion, it is expected that students can learn to understand texts through the techniques of sociodrama.

To complete the diagnostic stage data collection a diagnostic test was administered. The aim was to have a general record of data from each lesson to analyze the four basics skills of the students of 10th grade specially the reading comprehension.

Table 4.

Learners' performance in language skills in diagnostic test

No.	Category	Diagnostic Test Analysis		
		Students that answered correctly.	Students that didn't answer correctly.	Students that left the question unanswered.
1	Writing	16	20	4
2	Reading	8	24	8
3	Listening	12	20	8
4	Speaking	12	16	12

Source: Own elaboration.

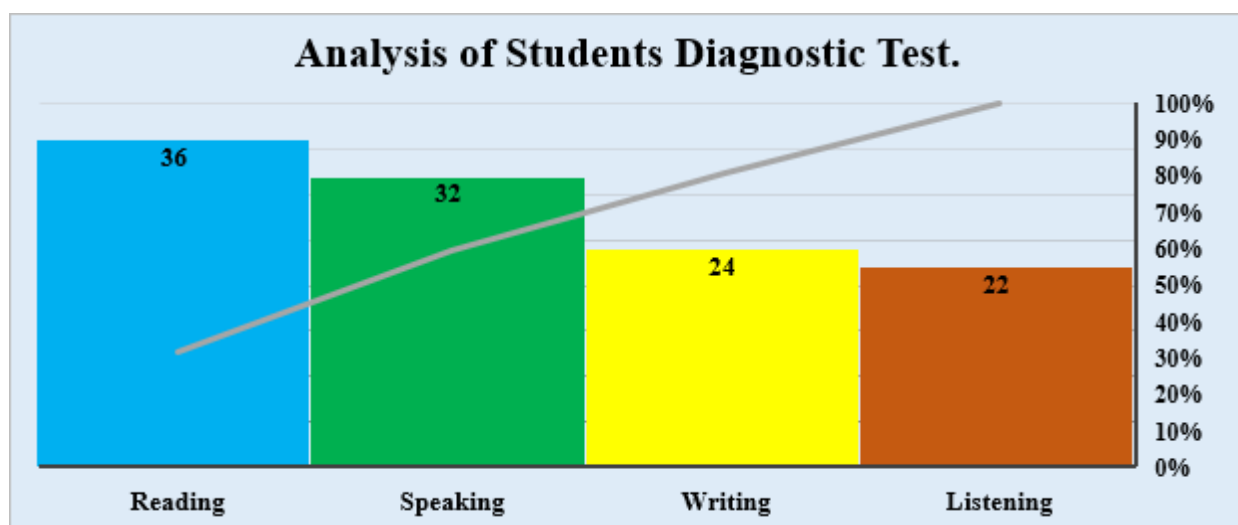
Most of the students had failures in the diagnostic test performed, indicating that the students have very obvious deficiencies in their English language proficiency; The students showed a low level of proficiency in reading; some knew some words that are related to their mother tongue, but did not know the meaning or remembered the words in English. Therefore, according to these results, it was necessary to work on vocabulary and improve reading ability so that students could read and express themselves in English in a contextualized and correct way.

Finally, although writing and listening performed better, very few students could answer the test correctly. This shows that the class must have meaningful, structured and student-centered activities that bring the process to real communication, taking into account their reading comprehension process as a basis.

Graph 3 summarizes the results of the test with the number of students that failed to answer the diagnostic test correctly:

Graph 3.

Students with failing scores in performance in diagnostic test



Source: Own elaboration.

According to Graph 3, the informed analysis of the "Reading" skill shows that students (36/40), had difficulties in this skill because they did not have a good reading habit, as well as because of a lack of vocabulary to understand texts in English; concerning **speaking** the informed analysis of the data shows that the "speaking" ability in the table shows that 32 students out of 40 struggled in this category because they did not have fully developed the competence to express thoughts, ideas, and give responses in English orally; as of **writing**, the informed analysis shows that the ability to "write" shows that students 24 out of 40 had difficulties in this

ability because they did not have a good command of grammatical structures, and concerning the **listening** skill the informed analysis shows that students 22 out of 40 had difficulties in this section because they did not have the ability to respond to this skill, because they did not have the habit of listening to videos, audios and movies that allowed them to recognize the different words heard.

4.2 Instructional Design

As a response to the results described in the diagnostic stage in the previous section, the instructional design of this study was based on reading strategies and the sociodrama technique as a pedagogical tool in the English class. Sociodrama refers to the dramatization of a situation of daily life through the representation of the situation by groups of volunteers; according to Robert Gagné's (1960) acting on stage allows the student to locate himself in the situation, experience feelings, realize and understand everything that also it is written in the text. in a didactic way and much faster.

This research proposal aimed at improving the reading comprehension of the students of the Fredonia Educational Institution school in Cartagena, through the implementation of reading strategies whose reading comprehension was displayed through sociodrama techniques guided by the teachers in the classroom, and to stimulate the capacity for analysis, description and awareness of the school population (10th Grade Youth), through the representations they ~~must~~ had to make in dramas. It should be noted that through these activities, students could fully understand what they read and then exemplify it as it is understood in reading.

In addition, it can be indicated that the focus of this proposal is aimed at developing teachers so that they can apply active activities in the classroom, so that their classes are didactic, active, and students can improve their reading comprehension, their academic performance. ,

because sociodrama techniques allow the student to develop the ability to analyze and interpret facts or circumstances that must first be read, then they must understand and then exemplify them, also providing security and self-confidence.

Therefore, this proposal is justified, because it benefits the institution and especially the students, but it can also be taken as an example for other institutions that wish to improve the reading comprehension of their students. This instructional design consists of workshops planned on the basis of the following sequence according to Nunan (1991) who suggests the use of pre, while and post reading orientation to be able to structure each part of it well and thus help students to take advantage of organized activities that can lead to a significant process in improving their reading ability with the help of the picture description, reading aloud, and communicative pronunciation strategies. In the pre-reading stage, some probing questions were placed on a picture, this helped the students to connect with the whole topic of the workshop and begin to predict what it would be about. Also, in this section, a short text was used to introduce the reading strategy, main topic, and grammar structure of the workshop. Then, in the during reading segment, the students had the opportunity to practice with the teacher's instruction, the use of the reading strategy, the application of the grammar structure, and the comprehension of the text, by answering some questions with the teacher's support and by performing a sociodrama based on the content of the main reading. In this section, students worked independently. They read by themselves and made use of the reading strategy as they did in the previous modeling activities. The last section was the post-reading; Here, the students did a recapitulation activity and the teacher helped to evaluate and to reflect on everything they had done in the workshop.

Within the development of the workshop, the students were organized in small groups in order to check understanding from the text through roles or characters for this purpose, in order for students to consolidate and become interested in the English language.

To conclude this section, it is important to mention that when choosing this didactic tool, my main objective was to show students that reading comprehension could be both easy and fun. The lack of interest, distrust, and demotivation that students showed when carrying out these activities was somewhat changing, due to the application of the reading strategy and the intervention of the teacher through the Sociodrama technique. Table 5 displays the six workshops and the reading strategies and language forms that were included in the implementation stage:

Table 5.

Instructional design workshop summary table

No.	Title of workshop	Reading strategy	Language forms	Sociodrama focus
Workshop 1	HOW OFTEN DO YOU THINK IN YOUR FUTURE.	Predicting Clarifying Summarizing Describing Narrate	Future Will/Going to – Past Simple	Make students learn to prepare their personal and professional future after finishing school to be integral people in society.
Workshop 2	URBAN AND YOUNG TRIBES.”	Building Vocabulary Information Comparing	Past Simple – Present Simple - Comparative	Create an environment where students discover or identify with different social groups, as well as find purposes for their society and environment. Make students reflect on love relationships and how to lead these with responsibility and respect, in addition to introducing situations of daily life
Workshop 3	“LOVE AND RELATIONSHIPS”	Vocabulary Brainstorming Information Clarifying	Like or not Like – Going to – Superlative – Daily Routine	Make students aware of environmental problems as well as motivate them to take care of their natural environment ecologically
Workshop 4	SAVING OUR PLANET”	Vocabulary Information Searching Summarizing	Past Simple – Used to – WH Questions	Make students aware of society in general, their values, rights and duties as members of it
Workshop 5	GLOBAL CITIZIENSHIP	Vocabulary Questioning Narrate Contrasting	Modals – If. – Past simple	

Workshop 6	YOUR SOCIAL WORLD”	Vocabulary Brainstorming Summarizing Information	Future will – WH questions - Conversations	Motivate students to create and meet more people to encourage their interpersonal relationships with the cultural society that surrounds them
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Source: Own elaboration.

4.3 Action and Evaluation Stages: Reading about social, cultural and personal issues

As mentioned in the instructional design, during the Action Stage of the research process, six workshops were implemented. The evaluation process of the students' reading performance was based on four reading strategies, which were divided into different stages for the development of the students' abilities. These stages were as follows: predict, clarify, question, summarize, build vocabulary, compare information, brainstorm vocabulary, and clarify information. (Brown & Palincsar, 1989). In the design of the workshops, the different stages were taken into account: pre-reading, while reading and post-reading. Within this sequence some listening, writing and speaking practice was also included in-between the reading comprehension process to facilitate the verification of the understanding of the read material. The main objective of the implementation stage was to involve the students with the sociodrama process and with some reading strategies so that they began to understand and know more vocabulary in context. In the pre-reading phase, the students collected ideas through probing questions with varied activities and the implementation of predictions. In the writing phase, students organized their ideas through clarification, storytelling, and reporting strategies. During this phase, students answered questions to interact meaningfully with the text and clarify ideas about the given topic. In the writing phase, students also answered questions based on the given text using the summary strategy to get the main ideas. Finally, in the speaking phase, the students together with their teacher gave different points of view on the video seen previously or the read text, in addition to

discussing their future plans, expectations, opinions or points of view orally in pairs, by using all the vocabulary introduced, used, and applied in the workshops.

The students were exposed to reading strategies mentioned above to make the reading comprehension process much easier. Such strategies were modeled by the teacher and inferred by the students whose performance was assessed by means of a reading rubric. The topics considered during the intervention stage were chosen according to the results of the needs analysis during the diagnostic stage and were consistent with the school's curriculum. The workshops are presented in the next paragraphs. In this first stage of the implementation of the project the students were exposed to readings that made them reflect on their future, their youth culture and their love relationships as well as the importance of taking care of the environment, global relations and how this surrounds them in part of their socio-cultural environment. In the first workshop (*Appendix 6*), reflection was guided by questions about how often students thought about their future plans. The students had to answer different questions; first, individually and then, in groups to encourage them to develop their reading skills while reflecting on their future plans. To carry out the reading task, the future language forms *Will* and *Going to be* were explained to the learners in contrast to the present tense to establish their use and differences with examples contextualized to their current situation as young people. Information about their personal and career plans was discussed with an emphasis on what they hoped to do after graduating from high school. In the class, examples were shared. The teacher used them to illustrate the forms of language, which corresponded to the objectives of the workshop plan. Open-ended questions were asked to obtain the students' language production with a linking sentence task to introduce them to the reading comprehension process with the contextualization of the topic to be dealt with in the following reading task. Once the topic and

reading context were established, the teacher proceeded to explain, exemplify and illustrate the reading strategies, predicting, clarifying, summarizing, describing and narrating; the teacher encourages students to predict the content of the reading text with questions about what the title suggests or what they imagine the content would be based on some images in the text; then, the other strategies were tested with a guided reading practice in which the teacher helped them put each strategy into practice. To check understanding, the teacher asked the students to read the text "*Nacho's Meeting...*" and then, in turns, the students reported their understanding of the content with the given reading strategies. the students in groups read a text with the grammar of the future interpreting this dramatization of the reading with the different acts based on the sociodrama model that was explained by the teacher with a video. At the end of the first workshop, the students answered questions related to the previous dramatization they had done; they continued with a small listening activity to conclude the content of the workshop.

In the second workshop (*Appendix 7*), entitled Urban and Youth Tribes, the students continued reading to reflect on their own lives with a theme closely related to their experiences as young learners; They answered some questions, by taking into account the theme of the urban tribes of the different cultures around the world, and in this way create a learning environment where students discovered and identified different social groups, as well as find purposes for their society and environment in their Personal life. In this workshop, the reading strategies they were exposed to were vocabulary building and comparing information, and the forms of language taught and rehearsed were present and past simple in combination with comparative forms. Again, the students were asked some questions that led them to think about the topic of discussion proposed for the workshop "*(culture)*" and the teacher guided them to use present and past forms to talk about their experiences as young people.

Then, in small groups, the students could also discuss the topic at hand, showing their different opinions about it; then in the same way they read a small text where they had to complete a reading task consisting of a box where they had to fill in information; With this task, the teacher explained and illustrated the use of reading strategies, highlighting the fact that vocabulary building and information comparison were strategies that they could use to understand a reading passage more easily. Then, they had the opportunity to practice in different sentences in addition to knowing the definitions of the different social tribes and how to relate them in their lives; this reading task helped them make comparisons with information that interested them. After having clear reading strategies, the students worked in groups with an additional reading text on the same topic and proceeded to dramatize the content of the text with sociodrama. technique that the teacher encourages them to use to inform their understanding of the reading passage. At the end of the workshop, the students also practiced some listening activities to consolidate different vocabulary elements that they built with the reading task and shared their experiences with their classmates.

In the third workshop (*Appendix 8*), the students reflected on how they personally considered love relationships and how they could feel in them; Subsequently, the students related different types of friendship and situations based on questions and then answered true or false items according to the context. After the teacher set the context for the lesson and modeled and helped students rehearse the established language forms, the teacher explained and illustrated the Vocabulary Brainstorming and Information Clarification reading strategies in groups of three or more, the students read and shared with the class a short reading about their romantic relationships, dramatized as the answers to some questions based on it. Finally, another text was read but this time they had to choose between two possible scenarios and show how they could

resolve each love situation based on what they had chosen to represent in a brief sociodrama. To finish, the students completed another listening test with which they concluded the lesson and received some feedback on the vocabulary and forms of language learned in the lesson.

This second phase of the action stage of this project comprised the last three workshops that exposed the students to readings dealing with environmental and social issues, intended to help them read and reflect on the need to save the planet and promote citizenship and social values.

In the fourth implemented workshop entitled "*Saving our planet*" (Appendix 9), the students continued working and reading about caring for the environment, so that they internalized the importance of this topic in society and in their development as upright young people; at the beginning of the workshop the participants answered questions based on the topic discussed around the world and the impact it had on their lives; this information was elicited by a picture and questions that the teacher asked about global warming and pollution. The teacher also had the students talk about their habits in the past and rehearsed with them the sounds corresponding to the expression Used to. During this workshop the reading strategies used were the search for information on the subject, vocabulary acquisition and summarizing important and relevant information; the teacher used some sample readings to illustrate, exemplify, and rehearse the reading strategies. Continuing with the workshop plan, the students read and answered reading comprehension questions in groups on the topic covered in this workshop where the students showed different points of view that they had based on a text about New York with which the strategies were put into practice by the students. With this task, the teacher not only explained and illustrated the use of reading strategies but also highlighted the fact that building vocabulary and comparing information were strategies that they could use to understand

a reading passage more easily. The learners completed a writing task dealing with vocabulary building (word families) and a listening and speaking task in which they recognized and used the vocabulary and information learned in the main reading task.

In the fifth workshop (*Appendix 10*), the topic of global society was addressed, this was guided by inquiring questions about human rights and the collective thought of the people with whom the students thought from different points of view from their environment. Some pictures of famous people who influenced the world such as Nelson Mandela, Mother Theresa and others were shown to elicit the learners' ideas about the global society topic. The students read and answered first individually iconic phrases of these people who fought for human rights in contrast to the past tense to establish their use and differences with examples contextualized to their current situation as young people in society; a completion task was carried out for the learners to practice important vocabulary for the lesson; Once the theme and the reading context were established, the teacher proceeded to explain, exemplify and illustrate the reading strategies contrasting, questioning, and narrating. After that, the teacher encouraged students to predict the content of the reading text with questions about what the title suggested or what they imagined the content would be based on the text; then, the other strategies were tested with a guided reading practice in which the teacher helped them put each strategy into practice. A reading about how to be a good citizen was used to have the students contrast different situations in society, question what people do, and narrate what they normally do to display good citizenship behaviors. To check comprehension, the teacher asked the students to read the different texts and then, in turns, the students reported on their understanding of the content with the given reading strategies, in addition to answering questions based on the reading.

Again, at the end of the workshop, the students answered questions related to a dramatization they had done about citizenship; then, they continued with a short listening activity to conclude the content of the workshop along with a short speaking task in which they wrapped up the lesson putting into practice vocabulary and content studied in the workshop.

Finally, in the sixth and last workshop entitled *Your social world* (Appendix 11), the learners reflected on how they felt through all the topics read in the previous workshops, as well as all their relationships in their personal environment and their growth as a young person in society; in the first stage of the lesson the teacher elicited information about the social life of the students and the way they related to technology. A picture was used to encourage them to share ideas and a reading comprehension task was completed in which they organized a conversation in a logical order, also with a review of some grammar forms that included the verb Be and Future Will and WH Questions, so that they could relate to each other in different ways. In the second stage of the lesson, the teacher modelled and had the students rehearse the reading strategies corresponding to the workshop: Brainstorming and summarizing. The students read, shared and completed a short story with the teacher, in addition to fostering creativity in young people by making them read short stories and then shared in class dramatizing them. To finish, the students completed another listening comprehension test with which they concluded the lesson and received some feedback on the vocabulary and forms of the language learned in the lesson.

During the implementation of the workshops data were collected by means of the researcher's journal in which he recorded all his observations and reflections about the reading performance of the learners; additionally, a survey was used to know the perceptions of the students about the learning of the reading strategies and the use of the sociodrama to display their

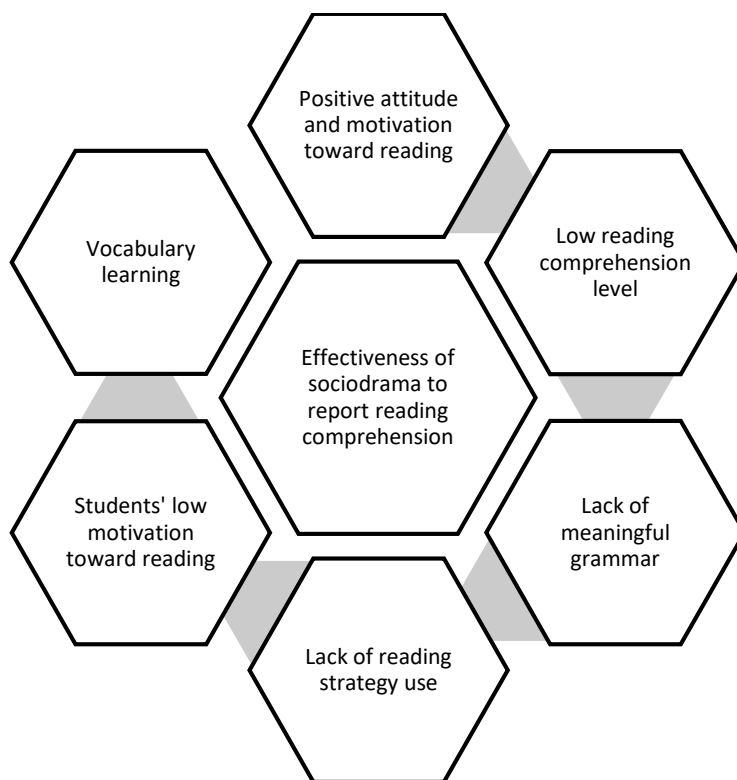
understanding of the readings they were exposed to; finally, a rubric was taken as the assessment instrument for the researcher to verify the effectiveness of the reading strategies. The results of the data analysis are presented below on the basis of data analysis categories obtained from the analysis of the instruments.

4.3.1 Analysis of the teacher journal

The analysis of the teacher journal reported the following categories that relate to the relationship between the reading strategies and the sociodrama technique to improve reading comprehension among the participants:

Graph 4.

Categories of analysis from teacher journal in action stage



Source: Own elaboration.

The effectiveness of the Sociodrama technique in the reading comprehension process was the most important aspect identified in the teacher journal, because the performance of the sociodrama plays in each workshop provided evidence of the learners' understanding of the text read; as part of the main outcome of each lesson, groups of learners dramatized different stories or cases that they extracted from the readings, providing evidence of their comprehension of their content, for example in Workshop 1 the participants played Nacho's meeting letting the teacher know that they had understood the meaning of the act, showing their own reflection about their future and their expectations for their professional and personal lives; in workshop 3, another example, the learners played their views about love relationships in a sociodrama, by giving so a reading comprehension report on the text in which they were exposed to a set of expectations, responsibilities, and rights when being involved in a romantic relationship; in the journal some comments were made about that connection between the act and the reading comprehension of its written version:

"Today, the students worked in class on some exercises to read the book on how to identify verbs in the past and the use of auxiliaries did it". (Teacher's Journal).

The students found this workshop much more complete than the others... (Teacher's Journal).

It had a use of more vocabulary, in the same way it had a personal impact, some felt identified in a different way (Teacher's Journal).

Positive attitude and motivation toward reading was the second most important aspect arising from the journal. According to the entries in the journal, students were very motivated by doing different reading activities throughout the classes, and they were also interested in learning more through the sociodrama technique when reporting reading comprehension in their plays.

These positive aspects (attitude and motivation) were observed throughout the implementation and were referred to in the journal as the enthusiasm, eagerness, and involvement that the learners displayed when reading the texts and performing its content in their performance; some comments in the journal provide evidence of this fact:

The students were motivated and there was a much greater increase in their reading skills. In addition, it was evident that students were more familiar with questioning and summarizing strategies. (Teacher's Journal).

Most of the students found this workshop much more informative than the previous ones, so it includes new information in the workshops and activities to be carried out. (Teacher's Journal)

In my reflections in the journal I always highlighted the fact that the students got so excited with the sociodrama that they asked about this task after completing the readings comprehension tasks; it became customary to have the students requesting for instructions and even giving ideas on how to organize their scripts or assign the roles in the drama preparation stage; in workshop 2, for example, after reading about urban tribes the learners came up with multiple versions of the reading comprehension tasks and adapted their plays to their own styles as skinheads, punks, or rappers.

The vocabulary learning category identified in my journal provides evidence of another positive aspect in the analysis of information reporting that the use of different topics in the workshops but with small similarities played an important role in the learning of new vocabulary in a way that the students did not realize. After Workshop 1, students had to brainstorm new topics, read new texts and create new ones themselves, share new anecdotes and write new stories, unconsciously forcing participants to find and search for new words to be able to perform well their sociodrama pieces. This instinctive process led the students to use the vocabulary used

in previous workshops and to reinforce it, which became a cyclical procedure that encouraged the acquisition of vocabulary through the creation and texts used in each of the workshops. The following comments in the journal ratify this aspect:

"Quiero mejorar mi forma de hablar y leer en inglés ya que a veces no entiendo nada y me cuesta mucho" / "I want to improve my way of speaking and reading in English since sometimes I don't understand anything, and it costs me a lot" (Teacher's Journal).

"Necesito mejorar todo, pero más importante aún mis métodos de lectura para poder defenderme en inglés" / "I need to improve everything, but more importantly my reading methods to be able to defend myself in English" (Teacher's Journal).

The students stated that they found it an interesting subject at the same time that they used more imagination and it was much more motivating, it had a use of more vocabulary, in the same way they found the workshop interesting and others found it much more enriching the vocabulary for keep improving your reading. (Teacher's Journal).

In relation to vocabulary learning, it was also observed that from one workshop to the other, the learners' language production in terms of length of their scripts increased and they incorporated in their Sociodrama longer and more complex sentences that not only represented evidence of their reading comprehension but also supported the idea of having increased their vocabulary inventory. An example of this fact is presented below:

Workshop N° 1.**DO YOU THINK IN YOUR FUTURE?****Practice – (Reading Script Inferential)*****Nacho's Meeting...*****ACT I**

Nacho, 26, is an invisible child, dressed in bandages, a raincoat and sunglasses, he is completely covered in clothes so as not to scare people.

(Characters involved in this act Nacho, Ivan and Marisa)

Nacho and his friend Ivan wait sitting at a table in the corner of a cafeteria, away from the rest of the customers.

NACHO: It won't come. I am sure and it is better that he does not come, I do not want another scene where they laugh at me or they run away scared.

IVÁN: Don't worry Nacho, that has only happened once.

NACHO: Over and over again, you mean, right?

IVÁN: But don't put yourself in the worst case scenario, besides, why would he laugh at you?

NACHO: Excuse me? Look at me, if I don't wear these bandages and these clothes, you won't be able to see me. How many girls do you think take me seriously?

IVÁN: I take you seriously Nacho.

NACHO: Yes, but you are the only one. And because I've known you since we were kids...

You'll be wrong, I know, when I show up it never goes well. Nobody thinks they are invisible. Sure she now she comes and laughs at me, that's if she doesn't run away scared, or she gets mad because she thinks it's a joke.

LOVE AND RELATIONSHIPS?**Workshop N° 3. Practice – (Reading Script Inferential)**

Read the different scenarios and then write two rights you have and two responsibilities you have in each one.

Scenario 1: You are in a relationship, but you want it to end. At the moment, you don't have time to do the things that you like to do, like go to clubs or spend time with your friends.

When you tell your boyfriend / girlfriend the news, he/she doesn't want you to end the relationship.

***Scenario 2:** Your friend tells you about a new class or sport and asks you to go to it together. You like the idea but you have a boyfriend / girlfriend. He / She wants to spend time with you this evening and tells you not to go to your friend's house.*

Is it appropriate to compromise in each situation? Why / Why not?

Some concerns arose in my observations that were systematized in the rest of the categories in the journal; they were about the lack of reading comprehension, of meaningful grammar, and of reading strategies, along with the low motivation on the part of some students. It was observed that some students at the moments of reading, failed to read comprehensively due to their lack of vocabulary, lack of knowledge of words and their pronunciation. I noticed that in those cases, the learners were not able to efficiently intervene in the sociodramas because they did not understand well the content of the readings, because they had weak skills to understand new words or they were not familiar with their pronunciation which prevented them from expressing themselves in the plays. These comments from the journal provide evidence of this negative aspect:

*“Me cuesta mucho poder leer algunas palabras en inglés, no se algunas pronunciaciones” / “It's hard for me to be able to read some words in english, I don't know some pronunciations (**Teacher's Journal**).*

*“Me da un poco de flojera leer textos en inglés, ya que no les veo sentido” / “I am a bit lazy to read texts in English, since I do not see any sense in them.” (**Teacher's Journal**).*

In other hand some aspects were referred to as the reasons why students are not performing as expected in English language skills.

Concerning grammar or language forma, in the activities proposed in class by the teacher, the students had problems regarding the knowledge of grammar such as the structure of the past simple or present perfect and they struggled try to adapt their speeches to the correct forms required in their interventions. Common examples of this difficulty related to the grammatical competence are listed below:

▪▪ *The Statue of Liberty is an absolute mut. It used to be the first shing that people saw when they arrived in the USA as immigrants from their own countries. It's on an island and to visit it you has to catch a ferry at the harbor in Battery Park.*

▪▪ *If you need a break, you can spend an afternoon in Central Park. Have a picnic on the grass or take a boat on the lake. Enormous buildings surround it, because New York is the home of the skyscraper.*

▪▪ *One of the city's most iconic sights is Brooklyn Bridge which goes over the East River. It used to be the longest suspension bridge in the world and it's still an impressive sight today. Hollywood directors have shot countless scenes nearby, making it the perfect spot for a selfie.*

▪▪ *Although most visitors today arrive in New York by plane, the city's main railway station, Grand Central, should be missed. Built in 1913, it also contains the famous Grand Central Oyster Bar, but it is pricey!*

As of the lack of reading strategies, this category did not have many occurrences, however, students had shortcomings in the application of the strategies they were taught to improve their reading a text in English; in this respect, probably the most challenging strategies were the ones mentioned in the following comments in the journal:

The students were exposed to other strategies such as numbering, modeling, adding details, developing ideas through images, comparing and contrasting, grouping to make the reading process much easier.

In the design of the workshops, the different stages were taken into account: pre-reading, reading-reading, practice-writing, practice-listening, practice-oral expression and post-reading. The main objective of the implementation stage was to adapt the students with the sociodrama process and with some strategies so that the students began to understand and know more vocabulary in a coherent way in different genres. In the pre-reading phase, students collected ideas through probing questions with varied activities and the implementation of predictions.

Finally, the Students' low motivation category did not have many occurrences either, however, some learners were unmotivated at the time of carrying out the different activities proposed, in addition to showing an attitude of not wanting to carry out any of the activities; according to my recordings in the journal, this aspect happened because the learners seemed to have poor English background, especially, concerning vocabulary and grammatical competence which made them feel anxious and stressed at the moment of performing the main reading and sociodrama tasks. These entries in the journal illustrate this situation:

Me gustaría aprender inglés mejor para poder tener mejores posibilidades laborales. / I would like to learn English better in order to have better job opportunities

Veo el idioma inglés como una oportunidad para tener mejores relaciones personales y a futuro. / I see the English language as an opportunity to have better personal relationships and a future.

Yo pienso que si el profesor nos da estrategias podemos mejorar nuestra escritura lectura y nuestra habilidad para leer en inglés. / I think that if the teacher gives us strategies we can improve our writing, reading and our ability to read in English.

4.3.2 Analysis of the student survey questionnaire in action stage

The purpose of this instrument was to learn about the students' perceptions concerning their preferences and performance throughout the development of the workshops implemented during the intervention stage; the survey was administered twice: the first time after Workshop 3 and the second time after Workshop 6; 39 out of 40 participants took the survey. Table 6 summarizes the participants answers to the survey, by exploring their views of the reading workshops:

Table 6.

Average of answers of learners about reading workshops in action stage

	Questions	Number of responses							
		Much	%	Enough	%	Little	%	Nothing	%
1	Level of involvement in reading tasks	33	41%	37	47%	9	12%	0	0%
2	Motivation toward reading tasks	34	43%	30	37%	16	20%	0	0%
3	Level of cooperation in Reading task and sociodrama	32	41%	28	34%	20	25%	0	0%
4	Level of improvement in the reading skill	34	43%	30	37%	16	20%	0	0%
5	Increase in reading awareness	31	39%	29	37%	19	24%	0	0%
6	Improvement in grammatical competence	29	37%	34	43%	16	20%	0	0%
7	Level of vocabulary learning in reading workshops	36	45%	27	35%	16	20%	0	0%

8	Level of effectiveness of sociodrama when reading	44	56%	21	26%	14	18%	0	0%
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Source: Own elaboration.

Table 6 shows that most of the participants reported positive perceptions about the workshops, since the categories reflect that the learners were satisfied with the reading experience having indicated that their level of commitment, involvement, motivation, and improvement corresponded to the options *much* and *enough* while lower frequencies were reported in the option *little* and nobody chose the option *nothing* in any of the items; to start, the data show that concerning involvement in the readings tasks, 41% and 46% of the data corresponded to *much* and *enough*, which means that the learners perceived themselves as sufficiently involved in the tasks; this was confirmed by some comments that they made in the same survey in which they explain this perception:

“Me cuesta mucho poder leer algunas palabras en inglés, no se algunas pronunciaciones” / “It’s hard for me to be able to read some words in english, I don’t know some pronunciations

“Me da un poco de flojera leer textos en inglés, ya que no les veo sentido” / “I am a bit lazy to read texts in English, since I do not see any sense in them.”

In other hand some aspects were referred to as the reasons why students are not performing as expected in English language skills

The data also show that students were motivated and increased their reading skills. However, it was apparent that some students were not fully familiar with the questioning and summarizing strategies. The data showed that the students perceived that they had expanded their vocabulary and motivation for reading, in addition to learning to pronounce correctly and to have

a better intonation. The results show a high positive performance, which indicates in this first section that the use of sociodrama strategies to improve reading comprehension in tenth grade students was totally positive.

Another important aspect to highlight in the data in Table 6 is cooperative features that the participants recognized in the completion of the reading tasks and the sociodrama; they highlighted how the interaction with their peers helped them to put the reading strategies into practice and to work as a team in the construction and play of their sociodrama scripts. Same happened with their ability to identify and command grammatical forms which was assigned high percentages in Table 6. This means that the learners could comprehend the texts because of the grammatical forms included in the lessons.

The students were also asked about their perceptions about the workshops and their feelings when completing the reading tasks and the sociodramas. Table 7 summarizes the answers to these questions:

Table 7.

Participants' average perceptions and feelings in workshops' implementation

The implementations of the workshops have been:		How have you felt after the script feedback?	
Interesting	26 Students	Satisfied	32 Students
Boring	6 Students	Frustrated	8 Students
Simple	16 Students	Motivated	24 Students
Difficult	10 Students	Unmotivated	2 Students
Useful	21 Students	Proud	13 Students
Pointless	0 Students	Unhappy	0 Students

Source: Own elaboration.

The answers to these questions ratified the positive perceptions of the learners concerning the workshop implementation; most of them perceived the tasks as interesting and useful,

because they thought they were a good opportunity to put into practice their reading strategies and their acting skills; some of them perceived them as simple (easy) to complete and a few of them described them as boring and difficult; this last piece of information is similar to my previous concerns in the journal where the learners with difficulties in reading and with negative attitudes and low motivation reported lower levels of performance.

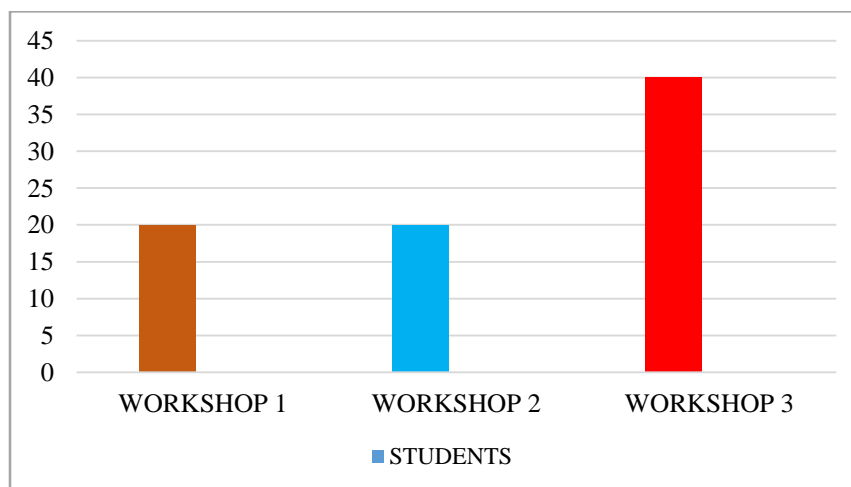
Concerning the learners' feelings when reading and when acting out their sociodramas, they also reported positive feelings: 32 answers reported satisfied learners, 24 answers reported motivated students, and 13 students felt proud of their own performance in both tasks (reading and sociodrama); similar numbers reported negative feelings (8 frustrated and 2 unmotivated students) which means that these answers might relate to the learners who perceived the tasks as difficult or boring as a results of their deficiencies in the reading skill.

The survey also explored the participants' preferences for the workshops content and implementation; their answers are summarized in Graphs 5 and 6:

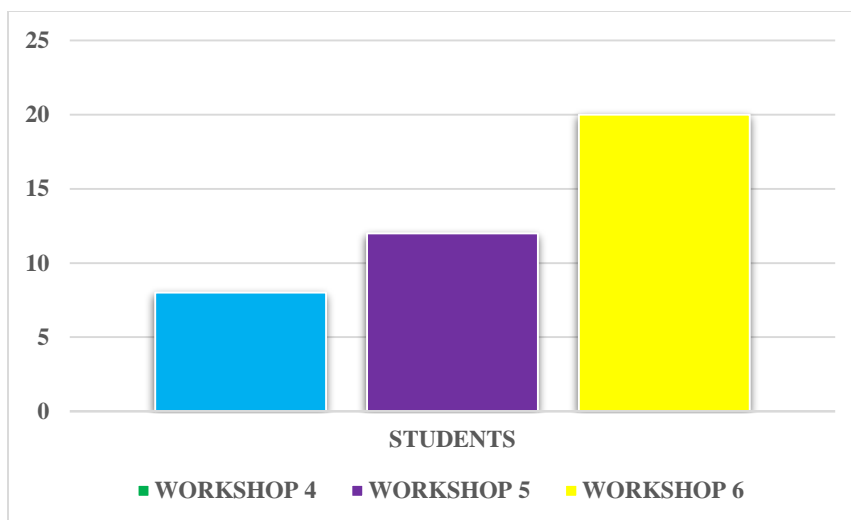
Graph 5.

Most preferred workshop in project implementation

What workshop did you like the most? Why?



Source: Own elaboration.



Source: Own elaboration.

Answers in Graph 5 show that the learners preferred Workshop X because it included interesting topics, the use of previously known vocabulary and an improvement in their reading comprehension process. The students also stated that they found interesting topics in all the workshops and at the same time that they used their imagination more and it was much more motivating to develop and finally they could use more new vocabulary that they learned in the workshops. Some of their comments are presented below:

In graph 6, answers to the question “From which workshop have you learned the most?” are summarized:

The students stated that from the workshop they were able to acquire much more knowledge using interesting topics, the use of previously known vocabulary and an improvement in their reading process.

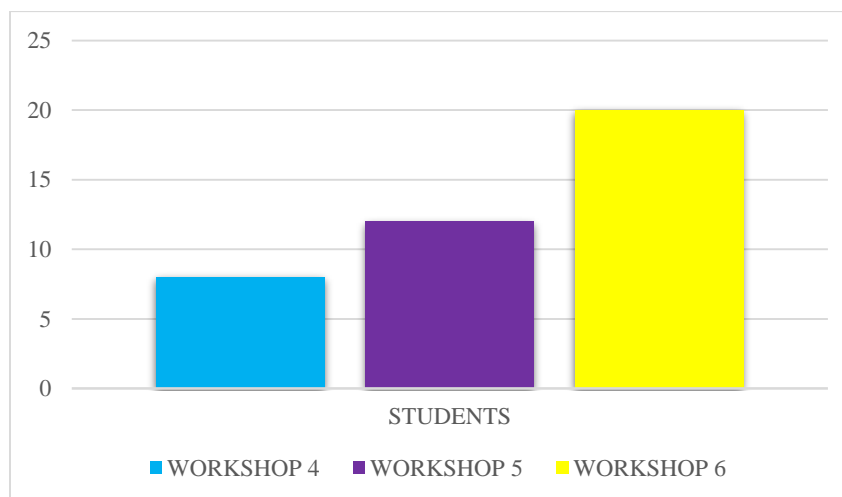
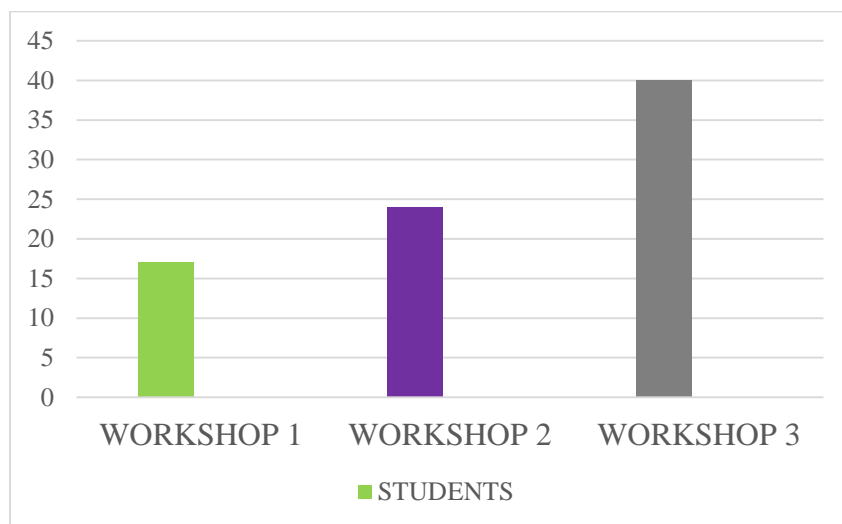
The students were motivated and there was a much greater increase in their reading skills. In addition, it was evident that students were more familiar with questioning and summarizing strategies.

The students stated that they found it an interesting topic at the same time that they used their imagination more and it was much more motivating to develop and finally the use of More vocabulary.

Graph 6.

Learners' perceptions about learning level in workshop implementation

Which workshop have you learned the most? Why?



Source: Own elaboration.

The data in Graph 6 shows that students found workshop X much more comprehensive than the others, it had a use of more vocabulary, in the same way, it had a personal impact on some of the young people. In addition to being able to easily understand the activities and texts to be able to use dramatization according to their needs and content. They also said that they found this workshop much more informative than the others because it included new information. Some of them also found the workshop interesting and some others improved their vocabulary knowledge, which helps them to continue achieving better results in their reading comprehension processes. Some of their comments are presented below:

The use of different topics in the workshops but with small similarities plays an important role in acquiring new vocabulary in a way that the students did not realize. After Workshop 1, students had to brainstorm new topics, read new texts and create new ones themselves, share new anecdotes and write new stories, unconsciously forcing participants to find and search for new words. to be able to perform well.

Workshops increased students' motivation to begin to understand texts and be able to read them, especially when it came to the use of cooperative activities by the students themselves.

4.3.3 Analysis of workshop rubric assessment results

The evaluation stage of the present research project was carried out on the basis of the results of the rubric with which the researcher assessed the learners' performance in each workshop. The reading and sociodrama tasks were assessed in groups. Eight groups of learners were asked to complete a reading comprehension task, and, then, use dramatization as a way to show their comprehension of the content of the reading passage. The rubric comprised five descriptors that dealt with their reading aloud skills, their critical reading ability, their coherence

in reading comprehension questions, their inferring ability, and their synthesizing skill to dramatize content of the reading passages. Table 7 shows the average results of such assessment indicating the scores obtained by the groups of students:

Table 8.

Learners' average scores in assessment rubric throughout workshop implementation

Descriptors of reading performance	Groups' Scores In Reading Task								Average score
	Grou p 1	Grou p 2	Grou p 3	Grou p 4	Grou p 5	Grou p 6	Grou p 7	Grou p 8	
Pronunciation and intonation when reading aloud	2	3	2	3	4	3	4	4	3.1
Critical reading ability	2	4	2	3	4	4	3	4	3.3
Coherence of students' answers to reading comprehension questions	3	2	3	4	3	4	4	4	3.4
Inferences about text information	2	2	1	3	4	3	3	4	2.8
Synthesizing skills to dramatize reading passage	4	2	2	2	4	4	4	4	3.3
Overall score per group	2.6	2.6	2.0	3.0	3.8	3.6	3.6	4.0	3.2

Source: Own elaboration.

Throughout the implementation of the workshops, the students demonstrated improvements in their reading comprehension processes. The students enjoyed the process of being able to acquire new vocabulary, in addition to being able to share with their classmates in the workshops, thus managing to understand the procedures to be carried out, which was generally after the third workshop. This instinctive process led the students to use the vocabulary used in the previous workshops and reinforce it, which became a cyclical procedure that fostered vocabulary acquisition through the creation and texts used in each of the workshops. In this way, the following results were achieved, which derived from the triangulation of data carried out during the action stage. In addition, some students felt motivated and felt that they were useful for their learning, by capturing the basic ideas of each workshop in order to have a satisfactory

development. Similarly, some students felt much more confident about their learning with the last workshops, which let them achieve their goals.

5. Findings

As indicated in the action stage section, this proposal about reading comprehension strategies and the Sociodrama, and their impact on students' performance from Fredonia Educational Institute showed that the general and the specific objectives stated in this action research study were achieved to a significant extent, as discussed in the following paragraph. This proposal enhanced the students' reading comprehension skills and vocabulary learning when they were exposed to readings. In this section the findings are discussed on the basis of the research objectives and contrasted with the literature review. Various reading strategies were used to address the problem of performance in the reading comprehension skills of tenth grade students.

Improving the reading ability in spoken tasks

With these workshops the learners had the opportunity to practice reading aloud in order to rehearse their comprehension ability when interacting with reading material; as part of the lessons, learners were instructed to read aloud and identify at the same time the main aspects in the content of the text (Kumaravadivelu, 2016), the fact that students produce their own materials is important because that way they can address the topics they need to improve their reading skills and help them in their language learning process using reading as an input for develop the other skills.

They showed that while performing reading aloud tasks, they could go through the information and be able to report the main ideas; for example, in workshops 1, 3 and 6, they students read the stories (*Nacho's Meeting...*) (*72 Hours in New York City*) it included interesting topics, the use of previously known vocabulary and an improvement in their reading comprehension process. The students also stated that they found interesting topics

in all the workshops and at the same time that they used their imagination more and it was much more motivating to develop and finally they could use more new vocabulary that they learned in the workshops.

5.1 Critical reading through reading and sociodrama tasks

Critical reading abilities were promoted when the learners read and then reported their views of the reading content through sociodrama performances; with this sequence, they had the chance to reflect on the text and organize their ideas to create and perform a sociodrama about topics that were related to their current life; for examples, they created some sociodramas about different s topics:

Two men are sitting on the floor outside a store waiting. They keep a casual conversation.

Xavier: And then?

George: what?

Xavier: What happens next?

Jorge: Nothing, the story ends there.

Xavier: It doesn't make sense.

George: what?

Xavier: the story!

Jorge: they don't have to have it, it's just an anecdote

Xavier: Normally anecdotes are funny, right? Or at least interesting, that

That you answer me does not make sense

Jorge: It doesn't matter (pause) mmm, better tomorrow

Xavier: tomorrow what?

George: how? (pause) No, it's not you...

Another man enters, visibly in a hurry.

Felipe: Hi, sorry, I'm late

22

Xavier: (through clenched teeth) clearly

Philip: excuse me?

Xavier: no, nothing, that's fine. don't worry

Felipe opens the door and enters the store. Jorge is still sitting on the floor; he doesn't even know

he has noticed that felipe is there

Xavier: (to Jorge) do you come by or do you stay there to see if someone comes?

George: how?

Xavier: they've already opened; Felipe has arrived

Jorge: (jumping to his feet. It's the first time he's taken his eyes off the cell phone) and why don't you let me know!

Xavier: I thought I saw it...

Harvey and Goudvis (2000) stated that reading strategies should be a means to an end and not an end in themselves. This means that students used the strategies to cause engagement in the construction of meaning to foster understanding at literal, interpretative and inferential levels.

The top-down model processing happens when the reader uses background information or knowledge to predict the meaning of the language they are going to read. In this regard, Manzo (1990) stated that the “top-down processes describe reading as a meaning driven process”

(p. 23). This means that when the reader follows a top-down process, he incorporates the understood sentences into the general interpretation of the text not just to develop a reading activity but also to make sense and comprehend the information of the text.

The effectiveness of reading strategies and the sociodrama techniques in reading comprehension

Throughout the implementation of the workshops, the students demonstrated to have had improvements in their reading comprehension processes concerning the way they expressed ideas from the text coherently. With this they also learned how to infer and synthesize information from a text, and report main and secondary ideas with more precision.

Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. This, in turn, helps them understand the structure of books when they read independently (Fountas & Pinnell, 1996); (Gokturk, 1997). Therefore, critical reading is the key of productive thinking and most important part of the reading education (Cifci, 2006). Critical reading is not only limited in understand the text, also thinking on a text which read, determination of true and false in the text (Ozdemir, 1997, pp. 19), and the interpretation (Bagci & Sahbaz, 2012, pp. 2) and the assessment of the opinions or knowledge (Candan, 2003, pp. 105) is the process.

Little by little, the students became familiar with each of the strategies and created a better scenario where they could learn more by negotiating meaning through social interaction, by making decisions and reaching conclusions in most stages of the lesson where they took advantage of the contributions given in the workshops to be able to begin to understand much

more easily the texts provided in the workshops. The students were able to improve their reading comprehension strategies and skills.

5.3 Learning of vocabulary through reading and sociodramas

The use of different topics in the workshops but with small similarities plays an important role in acquiring new vocabulary in a way that the students did not realize. After Workshop 1, students had to brainstorm new topics, read new texts and create new ones themselves, share new anecdotes and write new stories, unconsciously forcing participants to find and search for new words. to be able to perform well. Regarding materials development and reading strategies, Echeverry and McNulty (2010) conducted a qualitative action research study, in which they implemented a directed reading

According to Mayer (1988) this last place, the school, is the one in charge of facilitating students learning by means of guiding them to control their cognitive processes. This means that the school should help students to identify the methods and strategies they use to learn, remember and think about the new knowledge or information they acquire in and outside the classroom. This instinctive process led the students to use the vocabulary used in previous workshops and to reinforce it, which became a cyclical procedure that encouraged the acquisition of vocabulary through the creation and texts used in each of the workshops.

5.4 Greater motivation and confidence

The study revealed that the workshops increased students' motivation to begin to understand texts and be able to read them, especially when it came to the use of cooperative activities by the students themselves. According to Ozdemir (2002), critical reading is a skill that should be used throughout life. Critical reading has been defined as the ability to make judgements and inferences, distinguish between fact and opinion, and recognize the author's

purpose or points of view (Darch & Kameenui, 1987). In short, critical reading is to actually thinking about the subject, moving beyond what the text concluded to the point of how the author reached that conclusion and the degree to which that conclusion is accurate (Wheeler, 2007).

The students enjoyed the process of being able to acquire new vocabulary, as well as being able to share with their classmates in the workshops, thus managing to understand the procedures to be carried out, which generally was after the third workshop. they felt ashamed, for reading in front of their peers or at the moment of acting according to the text they chose. Confidence and motivation were relatively proportional.

Conclusions

The participants, in this study, had difficulty understanding and processing ideas either in silence or out loud. It was hard for them to relate new information to previously learned facts, as well as to use and apply higher-order thinking skills to organize, to sequence, or to prioritize that information appropriately. The intervention with reading strategies and the sociodrama technique reported positive effects on their reading comprehension competence.

In this way, it is evident how the techniques help students to become more confident about themselves when reading any text, book or magazine, creating in them those capacities and abilities to deal with any uncertainties found in the reading passages provided. Reading is a source through which the students are expected to find information, to report it orally or in writing, which leads to their reading competence in English, at a certain or given degree. In addition, the students can feel much more motivated to start and to continue learning through reading. Of course, this situation would generate new interests in them since they gain new vocabulary and idiomatic expressions in them, thanks to the tasks provided.

In short, I consider that critical reading is also, along with sociodrama, a good way to develop students' cognitive skills during their process. These skills have an impact on the attitudes, motivations, and prior knowledge on the subject being addressed in reading passages. In this sense, the students can organize their ideas, as well as relate them to other texts. daily lives and even reflect on them. Reading comprehension strategies based on the Sociodrama technique will contribute to the development of their thinking skills in English, which fosters their reading comprehension processes.

Based on the above, thanks to the implementation of Sociodrama techniques, the students can develop their different abilities and share their points of view on a given topic, which will

have a positive effect on their reading comprehension processes. In the same way, the students will be able to infer meaning from context, to synthesize information, and to report ideas based on facts rather than opinions. It is very important to highlight that young people have a greater intellectual capacity, which makes vocabulary or language patterns much easier to learn. This, in turn, helps them to grow personally since they gain knowledge and understanding from text or a book. independently and much more productively, thus reaching a familiarity where the texts or workshops would begin to be understood much faster and better.

To synthesize the exposed analysis, Sociodrama techniques not only improve students' motor and intellectual abilities as for the reading of texts, but they also increase their personal motivations to gain confidence as they approach reading passages of different nature. Then, they are able to analyze content, to tell opinions from facts, and to understand purpose, message, and tone introduced in reading passages. In short, Sociodrama techniques contribute to the students' development of critical thinking skills. Group work activities help the students to come together, to analyze reading passages, and to socialize. They also enjoy working together because they share their experiences, gain knowledge, and draw conclusions from the reading passages provided.

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Appendices**Appendix 1*****Sociodrama Technique to Improve Tenth Graders' Reading Comprehension Skills*****Diagnostic Test.****Full Name:** _____ **Grade:** _____ **Date:** _____**Writing****Choose The Correct Option to Complete the Sentence****This restaurant is ____ the one over there.**

- a. traditional
- b. traditionaler
- c. more traditional than
- d. traditionaler than

I ____ sushi.

- a. eaten
- b. have eat
- c. have ever eaten
- d. have never eaten

She has ____ finished this week's report.

- a. yet
- b. already
- c. ever
- d. never

If my new company is successful, I ____ employ people to help me.

- a. will

- b. be able to
- c. will be able to
- d. will able to

The first reality TV show _____ in Sweden in 1997.

- a. showed
- b. shown
- c. is shown
- d. was shown

Reading.

Read The Passages and Answer the Follow Up Questions According to The Reading

Dear Daniel,

If you'd like to improve your English, one thing you can do is to build up your vocabulary. In order to do this, you have to practice a lot. I'm afraid there is not a short cut for this. But there are many effective ways. First of all, you should read a lot. You can read short stories, comics, newspapers, magazines etc. depending on your English level. As you read, you can try to guess the meanings of unknown words from the context of the sentence. If you cannot, then look up the definition in a dictionary. English to English dictionary should be your first choice and keep the translator as last. Another way of building vocabulary is to watch movies in English which will also help with pronunciation. Try to be involved with the language as much as you can. Keep a vocabulary notebook and write down a few words each day. Keep in mind that you have to revise them regularly. In my opinion, to communicate with people all you need is words. Even if you just say the words one after the other, people most likely will understand what you mean regardless of the order of the words and grammar.

1. What is the main point of this e-mail?

- A) What can we do to improve our English?
- B) Difficulties of learning English
- C) Problems of learning a second language alone
- D) What's the best way of learning English?

2. Which of the followings is incorrect?

- A) We should use a translator for all the unknown words.
- B) We should read a lot.
- C) We should take notes when we learn new words.
- D) We should practice as much as we can.

3. What is the most important thing to communicate with people according to the writer?

- A) Grammar
- B) Vocabulary
- C) Order of the words used
- D) Advanced English course

Listening**Check Your Understanding.****1. How does Joshua go to school in Japan?**

- A. He takes a school bus every morning
- B. He rides the subway at 8:00 AM.
- C. He walks with a group of students.

2. Which item did Joshua NOT mention when talking about the things he takes to school?

- A. backpack
- B. gym clothes
- C. school hat

3. What is one of the first things Joshua does when he arrives at school?

- A. He practices his reading and writing.
- B. He stands and bows to the teacher.
- C. He puts on his gym clothes for class.

4. Where does Joshua eat lunch at school?

- A. in his classroom
- B. in the lunchroom
- C. in the gymnasium

Speaking

1. Could you tell me about your family?
2. What are some of the things that your family usually does together?
3. Could you tell me about your best friend?
4. What kind of clothes do you like to wear?

Appendix 2

Sociodrama Technique to Improve Tenth Graders' Reading Comprehension Skills

Cuestionario.

Reflexiones Sobre El Proceso De Las Habilidades Del Idioma Ingles.

Alexander García Castilla

Maestría en Didáctica del Idioma Inglés

Universidad de Caldas

Este cuestionario es dirigido a estudiantes del instituto Fredonia con el fin de conocer sus intereses y actitudes hacia la comprensión de lectura en inglés con el propósito de desarrollar un plan de estudio.

Por favor responder con una X, las siguientes preguntas acerca del uso del idioma Ingles en clase de forma anónima y por tanto se pide ser honesto y veraz al contestar las preguntas.

Objetivo: Recolectar información con el fin de mejorar las habilidades del idioma inglés en el Instituto Fredonia.

1. ¿Comprende textos escritos en el idioma inglés?

a. Mucho _____ b. Poco _____ c. Muy poco _____

2. ¿Tu habilidad en la lectura del idioma inglés es buena?

a. Buena _____ b. Regular _____ c. Mal _____

3. ¿Tu habilidad de escucha en el idioma inglés es buena?

a. Buena _____ b. Regular _____ c. Mala _____

4. ¿Tu habilidad de escritura en el idioma inglés es buena?

a. Buenas _____ b. Regular _____ c. Mala _____

5. ¿Comprendes cuando te hablan en inglés?

a. Si _____ b. No _____ c. No estoy seguro _____

6. ¿Consideras el idioma inglés interesante?

a. Muy atractivo _____ b. Atractivo _____ c. Poco atractivo _____

7. ¿En tu opinión es fácil aprender inglés?

a. Si _____ b. No _____

¿Porque?

8. ¿Qué tan alto es tu interés en el idioma inglés?

a. Alto _____ b. Intermedio _____ c. Bajo _____

9. ¿Piensas que el idioma inglés será útil en tu vida profesional?

a. Si _____ b. No _____ c. No estoy seguro _____

10. ¿Te gustaría que el profesor de inglés utilice una metodología o técnica nueva para aprender el inglés?

a. Siempre _____ b. Pocas veces _____ c. Nunca _____

Appendix 3

Sociodrama Technique to Improve Tenth Graders' Reading Comprehension Skills

Institución Educativa de Fredonia Cartagena de Indias.



“Desarrollo Social y Humano”

Workshop N° 1.

Objectives: by the end of the workshop, the students will be able to:

- Establish through explicit personal experiences the critical understanding of texts to make evaluative judgments and conclusions within a sociocultural context.
- Reflect on what they will do in the short and long term to progress in their personal and professional life.

Strategies:

- Predicting
- Summarizing
- Narrate
- Information
- Clarifying

DO YOU THINK IN YOUR FUTURE?

Preparation (-Pre Reading)

1. Look at the picture. Read. Answer the questions.

1. Have you ever thought about your future and how do you think you could improve it?
2. If you had the opportunity to change your future, what would you do to achieve it?

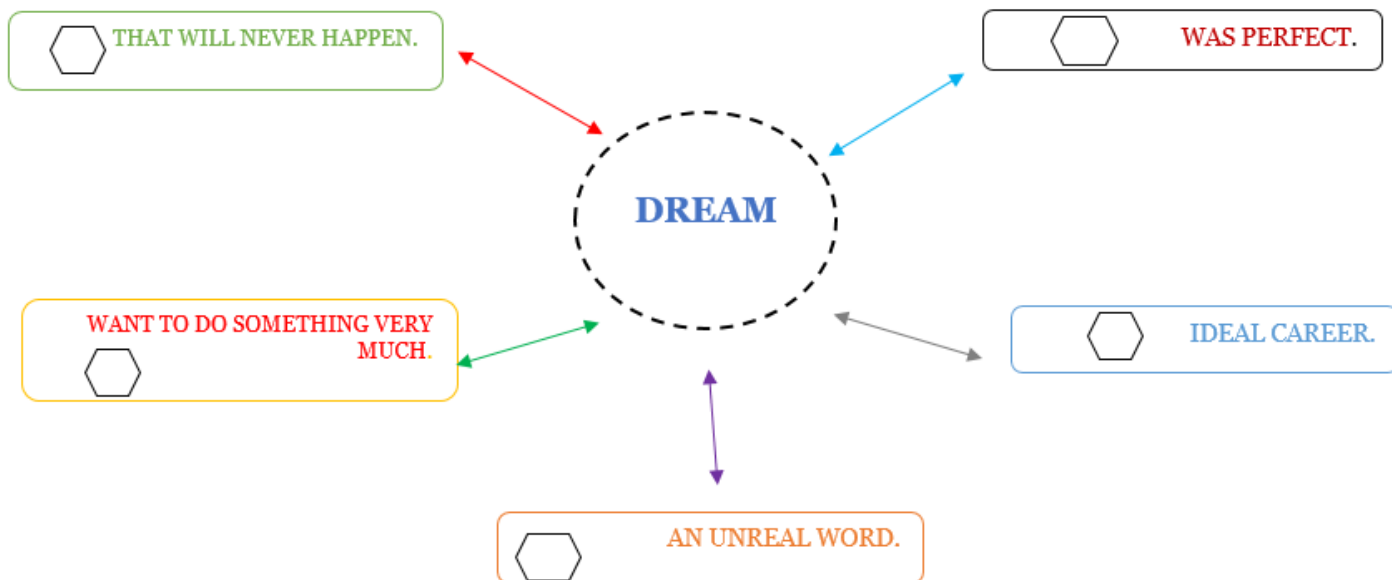


I'm so worried about my future ... I don't know what to do. I'm not good at anything.

Don't worry. Do what I do...ask a teacher at school and talk to your parents. That will help.

2. Match the sentences in the box below with the meanings of the phrases with *dream*.

- a. I *dream* of going to Antarctica on holiday.
- b. My sister wants to be a doctor. It's her *dream job*.
- c. You'll never be a film star. You're living in a *dream world*.
- d. The party *went like a dream*. We all had a great time.
- e. Do you really think Dad will let you come home late? *Dream on!*



Practice (-While- Literal Reading)

Students, in groups of three, will read and answer the following readings below

Michael's Future Plan...



A few years ago when I was in 8th grade, I worried a lot about my future. Every day, I thought ‘What am I going to do when I leave school?’. I didn’t feel excited about the future – I just felt very scared. One reason was that at that time I found school difficult. I usually studied hard and listened in class (well, I thought so), but my teachers never seemed to be very happy with my work – or with me. When I think back to those times now, I remember that sometimes I didn’t concentrate very well and I also handed in work too late. This went on for most

of the year, but then near the end of the year something happened. I suddenly knew what my dream job was. I love animals and I decided that I wanted to become a vet! To do that I had to go to a good university. And to go to a good university, I had to get good marks and do well in my exams.

From 9th grade onwards, I worked very hard every day in class. I studied for hours at home and my parents even told me to work less! At the end of that year, I won a prize for me good marks. My family were so proud of me and I felt great. But then, I started to worry again. I thought ‘What will happen if I don’t get good results next year?’ and ‘If I didn’t go to university, what would I do?’. Everyone told me that I just had to do my best and to stop worrying. So that’s exactly what I did! I often think back to 8th grade when I was so scared. Now I feel much more confident and I’m looking forward to the future!

Practice (-Reading Activity)

3. What will Michael’s Plan to do when he finishes the school?

- a. He will study hard and work to become a vet
- b. He will study hard and become a doctor
- c. He'll drop out of school and play video games
- d. He will decide that he does not want to do anything

4. Read the text again. Write T (true) or F (false).

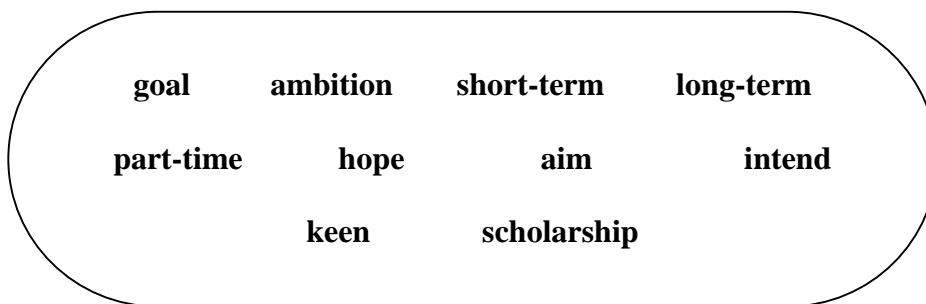
- a. Anna never worried about the future_____
- b. She didn’t always work hard in 8th grade _____
- c. She won a prize for her school work in 8th grade_____

d. She studied harder in 9th grade than 8th grade_____

e. Her family felt happy for her in 9th grade_____

f. She isn't very confident now_____

6. Use a dictionary to find the meaning of the words in the box. Then write five sentences about your own goals using these words.



Practice – (Reading Script Inferential)

Students will read the following text, answer the questions and dramatize taking into account the dialogues and characters of the text.

Nacho's Meeting...

ACT I

Nacho, 26, is an invisible child, dressed in bandages, a raincoat and sunglasses, he is completely covered in clothes so as not to scare people.

(Characters involved in this act Nacho, Ivan and Marisa)

Nacho and his friend Ivan wait sitting at a table in the corner of a cafeteria, away from the rest of the customers.

NACHO: It won't come. I am sure and it is better that he does not come, I do not want another scene where they laugh at me or they run away scared.

IVÁN: Don't worry Nacho, that has only happened once.

NACHO: Over and over again, you mean, right?

IVÁN: But don't put yourself in the worst case scenario, besides, why would he laugh at you?

NACHO: Excuse me? Look at me, if I don't wear these bandages and these clothes, you won't be able to see me. How many girls do you think take me seriously?

IVÁN: I take you seriously Nacho.

NACHO: Yes, but you are the only one. And because I've known you since we were kids.

Marisa walks into the cafeteria, looks for her, and sits alone at another table. Nacho hides behind the letter from the cafeteria.

NACHO: Look at her, she just came in.

IVÁN: Well, she's pretty. Well, are you getting closer?

Nacho shakes his head.

NACHO: You better come talk to him.

IVÁN: Me? But if the one who has to talk to her is you

NACHO: Please.

IVÁN: Agreed. I'm going to test the waters.

Ivan gets up and approaches Marisa's table, she smiles when she sees him. She sits next to her and they start talking.

NACHO: How envious, he doesn't have to hide or anything, so I could meet people too.

(Nacho looks at them from his table, he sees how they laugh).

You'll be wrong, I know, when I show up it never goes well. Nobody thinks they are invisible. Sure she now she comes and laughs at me, that's if she doesn't run away scared, or she gets mad because she thinks it's a joke.

(Ivan points to Nacho and they both look at him).

I need to get out of here.

Nacho runs out of the cafeteria, while everyone follows him with their eyes.

Practice – (Writing Activity)

7. Answer the following questions according to the previous reading.

What audience is this text aimed at?

What message does the text convey?

Practice (-Listening)

8. The students listen to the following video and then together with the teacher they will share opinions regarding it. <https://www.youtube.com/watch?v=UEczohUyQes>

1. What was the most interest thing for you about the previous video?

2. What impression does the video leave on you (negative - positive)?

3. What do you expect or where do you think you will be in 5 or 10 years?

Practice (-Speaking)



- a. When I grow up, I hope to be a dentist.
- b. What do you want to do with your life after this holiday?
- c. Five years from now, I see myself as a famous actress.
- d. A: My short-term plans? I plan to eat another crisp!

B: Ha, ha. Very funny.

9. Go around the class. Ask your classmates about their plans.

FIND SOMEONE WHO ...

- a. ... plans to work and study.
- b. ... plans to work before studying.
- c. ... plans to study, but not work.
- d. ... wants to be a doctor.

Feedback (-Post Reading)

10. *The teacher applies a rubric evaluation to the students to verify if the objectives have been reached.*

Appendix 3

Sociodrama Technique to Improve Tenth Graders' Reading Comprehension Skills

Institución Educativa de Fredonia Cartagena de Indias.



“Desarrollo Social y Humano”

Workshop N° 2.

Objectives; by the end of the workshop, the students will be able to:

- **Create in the student a sociocultural awareness of their own environment and identity, being tolerant toward other types of cultures and their customs.**

Strategies:

- **Building Vocabulary**
- **Information**
- **Comparing**

URBAN AND YOUNG TRIBES.

Preparation (-Pre Reading)

Look at the picture. Read. Answer the questions.

- What do you know about urban tribes?
- Would you like or belong to an urban tribe?
- What do you think about urban tribes?



In small g

- Do you know any other urban tribes? Which ones?
- What urban tribes are there in your town / city? Where do they meet?
- Do you know anyone who belongs to an urban tribe?
- Which urban tribes wear the coolest clothes?
- What is your favourite type of music?

Practice (-While- Literal Reading)

Skaters: a free style



Hi, my name is Jim. I am a skater. Skaters have a simple style. We prefer wearing light shorts, skinny denim jeans, T-shirts, dark trainers or skate shoes.

We love skating in parks and on the streets, but skate parks are the best places for us. They have ramps and obstacles, and it's safer than skating on the streets. The most exciting part is when we jump in the air and do tricks.

Skaters are an urban tribe, but we are more interested in having fun together. Looking good or competing with other groups isn't important to us. We love skateboarding and that's why we do it.

Floggers: a colorful style



Hello! I'm David. I'm a flogger.

The name 'flogger' comes from 'Fotolog' – a website where we share our photos and comments. Everyone there has a love of fashion. Floggers wear fun, colorful clothes. For example, we often wear brightly colored jeans or trousers, fluorescent T-shirts and colorful trainers. We love music. We like dancing to electro house and listening to techno music.

I love being a flogger. We have lots of fans who follow our styles. It's very popular with teenagers because everyone enjoys taking photos of themselves! It's a great urban tribe.

Practice (-Reading Activity)

According to the previous reading. Complete.

- Taking into account the previous reading, students will create and dramatize a small context that includes urban tribes within today's society.

Copy and complete the table with information about skaters and floggers.

Practice – (Writing Activity)

Correct the mistakes in the following sentences.

- Skaters wear skinny shorts, jeans and trainers.
- Jim thinks that the street is the best place to skate.
- Looking good is important to skaters.
- Floggers wear dark clothes.
- Floggers love taking photos of other people.

Read the definition of urban tribes and check that you understand it. Then match the urban tribes in the box to the pictures.

- ❖ Young people who like the musical genre of rap and hip-hop. Their origin is back in the 70s, when rap emerged in the poor neighborhoods of New York.

	Clothes	Activities
Skaters		
Floggers		

- ❖ Is linked to an aesthetic of dress and hairstyle may consist of the use of piped pants, short sleeve shirts which often bear the names of rock bands, straight hair, among teenagers, with long bangs to the side, sometimes covering one or both eyes.

- ❖ Clothing as a way of making a statement, broken jeans, boots, broken bands T-shirts, earrings, tattoos and different haircuts.
- ❖ Its main characteristic is the rebellion before the system, in peaceful terms, and the preponderance of the present over the future. It can be defined as a mixture of rock and punk.
- ❖ Movement is a group of White street gangs that follow a warrior culture. Among the new urban tribes that make up the "gang problem " in the United States.

skinheads – punks – emos – metalheads - rappers



Complete the table with information about you. Then write a description of you for your personal webpage.

My Style.	
Clothes that I usually wear	
Music that I listen to	
My look	
My urban tribe (If you have one)	

Practice (-Listening)

The students listen to the following video and then together with the teacher they will share opinions regarding it. <https://www.youtube.com/watch?v=Ewe4oIXhLIM>

3. What was the most interesting thing for you about the previous video?

4. What impression does the video leave on you (negative - positive)?

3. What kinds of urban tribes attracted you the most and why?

Practice (-Speaking)

Read the sentences in small groups. Which sentences compare two things? Which sentences compare one thing above all others?

Then you discuss among yourselves whether they are true or false.

Compare two things: ____

Compare one thing above all others: ____

- a. Reggaeton is more modern than Rap.
- b. Punks are the coolest people in the world.
- c. Breakdancing is more popular than hip hop.
- d. Goths wear darker clothes than rockers.
- e. Heavy metal music is more popular in Colombia than in the UK.
- f. Emos have the most interesting style.

Feedback (-Post Reading)

The teacher applies a rubric evaluation to the students to verify if the objectives have been reached.

Appendix 4

Sociodrama Technique to Improve Tenth Graders' Reading Comprehension Skills

Institución Educativa de Fredonia Cartagena de Indias.



“Desarrollo Social y Humano”

Workshop N° 3.

Objectives; by the end of the workshop, the students will be able to

- **Sensitize the student about the relationships that exist in their sociocultural environment with their peers.**
 - **Create in the student reflections, understand our relationships, learn ways to be responsible in relationships and consolidate our understanding of sexuality.**

Strategies:

- **Vocabulary**
- **Brainstorm**
- **Information**
- **Clarifying**

LOVE AND RELATIONSHIPS?

1. Look at the picture and answer the questions.

How do you consider romantic relationships?

How would you feel in a romantic relationship?



Look at these pictures and answer the questions below.



- a. Which pictures show children?
- b. Which pictures show adults?
- c. What age do people become adults?
- d. Are teenager's children? Why? / Why not?
- e. What things do adults do that children don't do?

Look at the following sentences. Are they true or false for you?

- a. I am a person who likes going out in the evenings.
- b. My mum is a person who works very hard.
- c. I have lots of friends who are older than me
- d. I live in an apartment that is in the city Centre.
- e. In the future, I want a job which will be in an office.
- f. I do lots of chores which are really boring.

Look at the following sentences. Answer the questions below the table.

1	2
1.a. My mum is a person. She works very hard.	2.a. My mum is a person who works very hard.
1.b. I have lots of friends. They are older than me.	2.b. I have lots of friends who are older than me.
1.c. I live in a flat. It is in the city center.	2.c. I live in a flat that is in the city center.
1.d. I do lots of chores. They are really boring.	2.d. I do lots of chores which are really boring.

- a. Which words are in bold?
- b. How many sentences are there in number 1.a?
- c. How many sentences are there in 2.a?
- d. What word does **who** replace in sentence 2.b?
- e. What words does **that** replace in 2.c?
- f. Does **who** describe people or things in sentences 2.a and 2.b?
- g. Do **that** and **which** describe people or things in sentences 2.c and 2.d?

Practice (-While- Literal Reading)

- **Students, in groups of three, will read and answer the following readings below.**

I'm the only one of my friends who's punctual. I always arrive on time!

- I'm really outgoing at school. I want to talk to everyone about everything, except sports!

- I'm shy around adults who I don't know. I can't say anything!

- My cat is the most attractive person I know. She's beautiful! What do you mean she's not a person?

- My parents think I'm not very responsible. I lose things all the time – my bag, my house keys, my smart phone (eek!).

- Our grandma lives with us and she is lovely. She always cooks my favourite food on Sunday, lasagna. Mm m...

- I've changed schools six times in my life so I'm always friendly to new kids in our class.

- My parents say I'm smart but my Math's teacher doesn't agree. I got 22% in my last exam!

- Everyone in my school is really generous. I organized a collection of food for needy families in our area, and people brought in 200 kilos of food.

- My best friend is Charlotte. She is so funny. We laugh and laugh and laugh.

- There's only one household chore that I like. Cleaning the bathroom. That's when I feel happy.

- People say I'm honest but not everything I say is true. There's one lie that I put in my 12 facts. Which one could it be?

Practice (-Reading Activity)

Choose the correct words to complete the sentences about Hannah.

1. I'm always on time, but I often need to wait *badly* / *patiently* for my friends because they're always late.
2. I spent a lot of time on my profile photo because I wanted to take the picture *quietly* / *well*.
3. I do the chores *carefully* / *loudly* so I only need to do each job once.
4. My parents get really angry when I play my music *correctly* / *loudly* in my bedroom.
Were they never young?
5. I always talk to the new kids at school so I make new friends *easily* / *patiently*.
6. My grandma is amazing. She cooks *fast* / *quietly*. She makes dinner for six people in ten minutes!
7. If I go out, my baby sister is usually in bed so I need to come in *easily* / *quietly*.
8. I can never do my math's homework *correctly* / *well*. I always make lots of mistakes.
9. I play tennis really *badly* / *correctly*. I can't even hit the ball!

Practice – (Reading Script Inferential)

Read the different scenarios and then write two rights you have and two responsibilities you have in each one.

Scenario 1: You are in a relationship, but you want it to end. At the moment, you don't have time to do the things that you like to do, like go to clubs or spend time with your friends. When you tell your boyfriend / girlfriend the news, he/she doesn't want you to end the relationship.

Scenario 2: Your friend tells you about a new class or sport and asks you to go to it together. You like the idea but you have a boyfriend / girlfriend. He / She wants to spend time with you this evening and tells you not to go to your friend's house.

- Is it appropriate to compromise in each situation? Why / Why not?

Practice (-Listening)

The students listen to the following video and then together with the teacher they will share opinions regarding it. <https://www.youtube.com/watch?v=Umz9SgjRroY>

5. What was the most interest thing for you about the previous video?

6. What impression does the video leave on you (negative - positive)?

3. What reflection did the message of the previous video leave you?

Practice (-Speaking)

Listen to some adults and teenagers talking about gender issues. Organize the statements in the order you hear them.

- a. At my school, girls can study the same subjects as boys.
- b. Girls can do and wear what they like, the same as boys.
- c. Everyone must share the household chores.
- d. To have gender equality, boys and girls must have the same rights and opportunities.
- e. Girls must have the same job opportunities as boys, including in traditionally male areas like the construction industry. }

Feedback (-Post Reading)

The teacher applies a rubric evaluation to the students to verify if the objectives have been reached.

Appendix 5

Sociodrama Technique to Improve Tenth Graders' Reading Comprehension Skills

Institución Educativa de Fredonia Cartagena de Indias.

“Desarrollo Social y Humano”

Workshop N° 4.

Objectives; by the end of the workshop, the students will be able to:

- **Make the student aware of the identification of the human impact on the environment and know the effects of development on the environment, as well as talk about what countries are doing to take care of the environment and improve their socio-cultural environment.**

Strategies:

-

SAVING OUR PLANET?

Preparation (-Pre Reading)

1. Look at the picture. Read. Answer the questions.

1. What is global warming to you?
2. How do you think it could reduce pollution?
3. If you had a chance to make a change with pollution. How would you do it?



***Used to* is pronounced differently from *used*, which is the past form of the verb *use*.**

Used to used

/ju:st tə/ /ju:zd/

Listen and circle the correct pronunciation in each sentence.

- a. I used to live in the USA. /ju:st/ /ju:zd/
 b. We used ice cream to make the dessert. /ju:st/ /ju:zd/
 c. Somebody has used my computer! /ju:st/ /ju:zd/
 d. We used to buy CDs every week. /ju:st/ /ju:zd/
 e. The train to Bogotá used to stop at this station. /ju:st/ /ju:zd/

Complete the sentences so they are true for you. Does your partner have the same ideas as you?

- a. I used to listen to ... (band) a lot but I don't like them now.
 b. I didn't used to like ... (food) but now I eat it all the time.
 c. I used to wear ... (clothes / shoes) all the time but I would never wear it/them now!
 d. I didn't use to follow (a famous person / website) on social media sites, but now I'm a big fan!

Practice (-While- Literal Reading)

Read the paragraph and look at the pictures of New York. How is New York different today from the past? Which New York do you prefer?



In 1609, the British explorer Henry Hudson arrived on Manhattan Island in the center of what is now New York City. Hudson discovered a paradise on Earth. Ancient forests covered the island and the trees were full of birds. Rivers ran between the green hills, full of fish and other animals. Beavers lived in modern Times Square. The only people who lived there were the Lenape, a tribe of Native Americans. The word 'Manhattan' comes from their language and it means 'island of many hills'. Today, the Hudson River in the middle of New York is named after Hudson, to remember one of the first Europeans to travel across this beautiful place before the modern city rose around it.

72 Hours in New York City

New York, New York, it's my kind of town! There's so much to see and do. Here are our top tips!

- The Statue of Liberty is an absolute must. It used to be the first thing that people saw when they arrived in the USA as immigrants from their own countries. It's on an island and to visit it you have to catch a ferry at the harbor in Battery Park.

- MOMA is an essential place to visit for culture fans. Its real name is the Metropolitan Museum of Art. You can see artworks by Degas and Van Gogh in its huge art gallery.

- If you need a break, you can spend an afternoon in Central Park. Have a picnic on the grass or take a boat on the lake. Enormous buildings surround it, because New York is the home of the skyscraper.

- One of the city's most iconic sights is Brooklyn Bridge which goes over the East River. It used to be the longest suspension bridge in the world and it's still an impressive sight today. Hollywood directors have shot countless scenes nearby, making it the perfect spot for a selfie.

- Although most visitors today arrive in New York by plane, the city's main railway station, Grand Central, should not be missed. Built in 1913, it also contains the famous Grand Central Oyster Bar, but it is pricey!

▪▪ If you're on a budget, the best place to get a snack is undoubtedly Chinatown where you can have delicious Asian food at many different types of restaurant. If pasta is more your thing, another popular neighborhood is right next door in Little Italy.

72 hours is not enough to explore all of New York, but it is enough time to get a taste of this amazing city. No doubt the best part of your trip will be meeting the New Yorkers themselves as you walk down the pavement, the star of your own personal movie.

Practice (-Reading Activity)

a. Choose the correct option to complete the sentences about New York (Text 1).

1. Many different animals and birds *used to live / didn't use to live* in New York.
2. Manhattan *used to be / didn't use to be* a forest.
3. The Lenape people *used to fish / didn't use to fish* in the rivers in Manhattan.
4. There *used to be / didn't use to be* any cars or roads on Manhattan

b. Read the Useful language box. Which sentences 1-6 are wrong? Correct them (Text 1).

1. New York used to be called New Amsterdam.
2. Henry Hudson used to die in 1611.
3. Native Americans used to travel all over New York City.
4. Europeans didn't use to eat potatoes. They came from the New World.
5. Christopher Columbus used to arrive in the Americas for the first time in 1492.
6. Times Square used to get its name when *The New York Times* newspaper used to open its office there.

Look again at the text. Answer the questions. (Text 2)

- a. What kind of person is the author?
- b. What kind of things does the author like doing?
- c. How much of the information is useful for you?
- d. Is there any information you would need to know which is not in the text?
- e. Would you enjoy going on holiday with this person? Why? / Why not?

How many of the places mentioned above do you have in your home town?

Practice – (Writing Activity)

Look at the words in the box and answer the questions below.

■ ■ **reside** ■ ■ **residential** ■ ■ **resident** ■ ■ **residence**

- a. How are these words similar?
- b. This is a word family. What is the root word that appears in all of them?

9. Look at the word families below. Answer the questions.

- a. What is the root word for each family?
- b. Are the words adjectives, adverbs or nouns?
- c. Which group does not contain a verb?

ROOT WORD	Reside			
WORDS IN FAMILY	reside residential resident residence	developed development developing	environmental environmentalist environmentally	pollution pollutant polluted

Practice (-Listening)

The students listen to the following video and then together with the teacher they will share opinions regarding it. <https://www.youtube.com/watch?v=0Puv0Pss33M>

1. What was the most interest thing for you about the previous video?

2. What impression does the video leave on you (negative - positive)?

3. What proposals besides those of the video could you contribute to improve the environment in the short term??

Practice (-Speaking)

Work in two groups. Follow these instructions.

a. Group A, think of advantages of living in the city. What things can you do? What things make life great? Prepare a list.

b. Group B, think of advantages of living in the countryside. What things can you do? What things make life great?

c. Have a debate. Group, A, explain why it is best to live in a city. Group B, explain why it is best to live in the countryside.

d. Vote. Which is better the city or the countryside? You can give your own opinion here. You don't have to vote with your group.

Work in pairs. How many endangered animals in your country can you think of?

Make a list.

Feedback (-Post Reading)

The teacher applies a rubric evaluation to the students to verify if the objectives have been reached.

Appendix 6

Sociodrama Technique to Improve Tenth Graders' Reading Comprehension Skills

Institución Educativa de Fredonia Cartagena de Indias.



“Desarrollo Social y Humano”

Workshop N° 5.

Objectives; by the end of the workshop, the students will be able to:

- **Students learn about citizenship and human rights in addition to understanding conflict, participation, and reflecting on the role of the media in their socio cultural environment.**

Strategies:

- **Vocabulary**
- **Questioning**
- **Narrate**
- **Contrasting**

GLOBAL CITIZIENSHIP

Look at the picture. Read. Answer the questions.

1. What are human rights for in society?
2. How do you think human rights help people?



Look at the pictures and the quotes. Discuss.



'You must be the change you wish to see in the world'.

'If you can't feed a hundred people then feed just one'

'For to be free is to live in a way that respects and enhances the freedom of others'.

What do you know about these people?

Do you think they were good citizens?

What do you think the quotes mean?

Study the poster and match the verbs with the gaps. Then complete the poster with two more ideas.

How to be a good citizen.

read

follow

be

learn

respect

protect

do

be

1. _____ some volunteer work in your community.
2. _____ the rules and laws.
3. _____ a good neighbor.
4. _____ the environment.
5. _____ sympathetic to other people's problems.
6. _____ about the world around you.
7. _____ about and respect other people's beliefs and cultures.
8. _____ other people's property.

Practice (-While- Literal Reading)

Students, in groups of three, will read and answer the following readings below

HOW TO BE A GOOD CITIZEN

Hello. My name is James. In my opinion, to be a good citizen, you need to look after your environment. This sounds boring, but it can be enjoyable. Picking up rubbish in the park can be fun if you do it with your friends. Cleaning graffiti off walls is also

something you can do with your friends. Another thing you can do to protect the environment is to recycle your drink cans and your plastic bottles. It's easy to forget and throw them away.

Finally, I think we need to be good neighbors. Always be nice and smile at your neighbors when you see them. If you have elderly neighbors, you can offer to help them out with their household chores.

HOW TO BE A GOOD CITIZEN

Hi, I'm Haley. In my view, we can all be good citizens. It's not very difficult. One thing we can all do is learn about the world we live in by reading the newspapers and listening to the radio. We

need to learn about other people's religions and beliefs so we can respect them. We also need to be aware of the problems people face in other countries. We need to help people who are affected

by earthquakes and other natural disasters. For example, we can raise money for them. You can do this by making and selling cakes or biscuits or even selling some of your own possessions which

you no longer need. Good citizens make the world a better place and being a good citizen makes us feel better about ourselves.

Practice (-Reading Activity)

Read the essays again and answer the questions.

- a. Which three things does James suggest you can do to look after your environment?
- b. What does James tell us to do when we see our neighbors?
- c. How can we help elderly neighbors?
- d. Why does Haley say we need to read the newspaper?
- e. How can we help people who are affected by earthquakes?
- f. Why does she say it is important to be a good citizen?

Find the verbs in the text and match them with the correct prepositions.

PICK - CLEAN - LEARN - THROW - HELP - LOOK - OUT - UP
AFTER - OFF - ABOUT - AWAY

Students will read the following text, answer the questions and dramatize taking into account the dialogues and characters of the text.

Maria, a journalist for El Barrio newspaper, is still missing seven days after she mysteriously disappeared. Maria disappeared from her home last Thursday, the day after one of her news stories appeared in El Barrio. It seems that someone broke into her flat that evening and kidnapped her. Police think that she is being held against her will. Her family have not heard from her since last Wednesday afternoon, and are very frightened for her safety. It is estimated that at least nine journalists are abducted every year. Some are later freed, but many aren't found.

My name is Khalid and I live in Somalia. I have a brother and a sister. There is a small school in my town, but I don't go there. I live in a small hut with my father and my mother. In the morning I make porridge for my brother, who is five, and my sister who is ten. Then my brother

is looked after by my sister while I go to work. She isn't given any help by my mother or father as they have to look after the animals. I work as a shoe shiner. I need to work to help my family, but I want to go to school. I know life will be better if I can get an education.

I'm Ben. I lost my job and couldn't afford to pay the rent for my flat so I had to move out. Now I have nowhere to go. I sleep on the streets or in the park. I try to find other homeless people to sleep with because it is less dangerous. Sometimes we are shouted at by passers-by, but some people are kind and bring us clothes and blankets.

Read again. Choose the correct answer A, B or C.

1. Maria disappeared

A. a week ago

B. a month ago

C. yesterday

2. She has contacted

A. her family

B. the police

C. nobody

3. Why doesn't Khalid go to school?

A. Because he doesn't want to.

B. Because there isn't a school in his village.

C. Because he has to work to help his family.

4. Khalid's looks after his brother.

A. sister

B. father

C. step-mother

5. Why doesn't Ben have anywhere to live?
- A. There aren't enough houses.
 - B. He doesn't have enough money to pay the rent.
 - C. He left his family and moved out of his home.
6. Sometimes they are given by passers-by.
- A. food and drink
 - B. money
 - C. clothes and blankets

Practice (-Listening)

The students listen to the following video and then together with the teacher they will share opinions regarding it. <https://www.youtube.com/watch?v=nDgIVseTkuE>

1. What was the most interest thing for you about the previous video?

2. What impression does the video leave on you (negative - positive)?

3. How could you promote human rights in your community according to the video above?

Practice (-Speaking)

Listen to the sentences and repeat.

1. Everyone has the right to health and care.
2. People have the right to choose their presidents.
3. We can all work toward peace.
4. You cannot force people to give up their beliefs.

In pairs discuss these questions.

- a. As humans, do you think we all have the right to these basic human needs?
- b. Do some people have more rights than others?
- c. What rights do you have?

Feedback (-Post Reading)

The teacher applies a rubric evaluation to the students to verify if the objectives have been reached.

Appendix 7

Sociodrama Technique to Improve Tenth Graders' Reading Comprehension Skills

Institución Educativa de Fredonia Cartagena de Indias.



“Desarrollo Social y Humano”

Workshop N° 6.

Objectives; by the end of the workshop, the students will be able to:

- **The student will learn to converse with people, describe their family and the different types of family relationships that may exist, talk about school, and learn to physically describe people.**
- **in addition to understanding the people who talk about their friends and family.**

Strategies:

- **Vocabulary**
- **Brainstorming**
- **Summarizing**
- **Information**

YOUR SOCIAL WORLD

1. Look at the picture. Read. Answer the questions.

1. What do you think of your relationships with other people in your socio cultural environment?
2. How do you view social relationships today in conjunction with technology?



Write the conversation in the correct order in your notebook.

a. Hi, Susan. I am Pedro. Nice to meet you. d. Good morning. My name is Susan. What's your name?

b. Nice to meet you, too.

e. Pleased to meet you Alberto.

c. Susan, this is my friend Alberto.

f. Pleased to meet you too, Pedro.

Example: I d Good morning. My name is Susan. What's your name?

Use *am, is or are* in the full form to complete the text.

I (1____) Manuel and I (2____) 15 years old. Today my friends and I (3____) at school. We (4____) all in 10 T. It (5____) Monday, so it (6____) baseball practice after school. My best friend (7____) Tobias. He (8____) very nice. My other friends (9____) Paula, Beatriz, and Elena. They (10____) funny.

Practice (-While- Literal Reading)

Hi! My name is Riko. I'm not Chinese, I'm from Japan. My favourite colour is blue. I want to have friends from all the countries. Contact me at riko@friendsmail.com Hello!! My name is Bernhard. I am from Austria. My favourite colour is orange. I'm not a teacher. I am a student. My email is bernie@friendsmail.com. Write! Hi! I'm Jude. I'm Cameroonian. My favourite colour is red. I am not in the music group, but I am in the sports team. Contact me at jude09@friendsmail.com Hello! I'm Sara. I'm not Colombian, I'm Mexican. My favourite colour is green. I am in 9th grade. Please write to me. My email is Sarita@friendsmail.com

Read the text again and complete the table in your notebook.

NAME	COUNTRY	FAVOURITE COLOUR

Complete the sentences with the correct form of *be* affirmative (+) or negative (-).

- a. My best friend (+_____) Colombian, she (-_____) Spanish.
- b. We (-_____) French, we (+_____) English.
- c. My friends (-_____) at school today.
- d. I (-_____) Swiss, but my best friend (+_____) from Switzerland.
- e. You (-_____) in Class 10B.

Practice – (Reading Script Inferential)

Students will work together as a team of three students to create a short family history.

This project will practice the following skills:

- collaboration: as a team, you will work toward a shared end goal
- negotiation: share ideas and make a joint decision about the content of the story and its

development

- creativity: You must be creative to produce an interesting subject and create the final product to represent.

Practice (-Listening)

The students listen to the following video and then together with the teacher they will share opinions regarding it. <https://www.youtube.com/watch?v=IgmFn-suAi4&t=117s>

1. What was the most interest thing for you about the previous video?

2. What impression does the video leave on you (negative - positive)?

3. How does society influence its socio-cultural environment and in what way??

Practice (-Speaking)

Listen and read the dialogues A–D. Match them to pictures 1–4.



A.

John: Hi, I'm John. What's your name?

Sara: Hi, John, I'm Sara and this is my friend, Julie.

John: Nice to meet you both.

Julie: Nice to meet you, too.

B.

Rufus: Hi, Luis, How's it going?

Luis: Great, thanks. And you?

Rufus: Yeah, I'm fine, thanks.

C.

Dad: Bye, John.

Mum: See you later.

John: Bye. See you at 5:00.

Dad: See you!

D.

Sally: Hello, Alicia. How are you?

Alicia: Not too good.

Sally: Sorry to hear that. Get well soon.

Alicia: Thanks.

In groups, read aloud the dialogues in exercise 1.

Feedback (-Post Reading)

The teacher applies a rubric evaluation to the students to verify if the objectives have been reached.