



**READING COMPREHENSION STRATEGIES TO IMPROVE 11TH
GRADERS' CRITICAL THINKING SKILLS**

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READING COMPREHENSION STRATEGIES TO IMPROVE 11TH GRADERS

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ABSTRACT

This Master's research aims at exploring to what extent the implementation of three reading strategies (predicting, making inferences, and questioning) improve 11th graders' critical thinking skill in Jesús Villafañe Franco school from Cali, Valle del Cauca. This research was carried out by gathering and analyzing the data from a Pre-Test before the implementation of an 11-session didactic sequence that includes the reading strategies mentioned. Additionally, a Post-Test was applied to know to what extent the students improved their performance in reading comprehension and critical thinking skill. Based on the findings the implementation of reading strategies shows their effectiveness and benefits because they allow increasing the students' motivation and performance in reading comprehension, helping them to predict and infer information from the text and questioning how to solve problems or argue their position and points of view in regard to the reading topic, improving their so critical thinking skill. Finally, this study highlights the importance of designing a didactic sequence with reading comprehension activities that motivate the students' participation considering their age, context, and interest.

Key Words: reading comprehension strategies, predicting, making inferences, questioning, didactic sequence, critical thinking

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1. BACKGROUND

This project has the intention to research and understand which are the reasons for low reading comprehension and critical thinking skills in students from 11th grade in Jesus Villafañe Franco school. In order to find solutions for these issues, the project proposes some strategies to apply in class with the aim to improve the students' weaknesses and help to develop specific competencies that allow them to feel more confident and improve reading comprehension and critical thinking skill performance.

Critical thinking is one of the 21st-century skills that teachers pay a lot of attention to these days. Some authors like Norris and Phillips (2010) define it as an activate and construct schema that provides an explanation for previous schemata to the construction of new ones by contrasting ideas and engaging in reflective thinking. This definition and my observations of 11th graders allow me to identify that one of their issues is to develop reading comprehension exercises where they must compare or differ ideas to make a reflection about the text, maybe because this process is also difficult to develop in their L1. Furthermore, taking a position, arguing, and making a reflection on a text is complex without the use of effective reading comprehension strategies.

Jesús Villafañe Franco, where this study takes place, is a public school located in Marroquin III neighborhood, in Agua Blanca District. The students from 11th grade are teenagers from 15 to 18 years old who have difficulties learning English as a L2. Reading comprehension is in fact one of their main weaknesses. Carrell (1998) defines reading as a merely decoding process, but according to Zuñiga (2001) and Goodman (1982) it is a meaning-making process, it is a transaction between the reading, the text, and the context. In agreement with these reading comprehension definitions, 11th graders have many weaknesses to understand the purpose of a text, finding specific information like main and secondary ideas to answer questions, understanding vocabulary, and guessing the meaning from context. Some of the reasons for their weaknesses could be that the lack of vocabulary and the grammar structures limit them to organize their thoughts to communicate an idea coherently. However, according to my study, the most emphatic issue is to argue critical thinking ideas about the reading.

For the previous reasons, the importance of research to understand which are the reasons for low reading comprehension and critical thinking skills in students from 11th grade in Jesus Villafañe Franco school. In order to help students to improve their reading comprehension competencies, this study will aim to explore to what extent reading comprehension strategies contribute to the improvement of 11th graders' critical thinking skill. In that way, my research question is How to improve Jesús Villafañe school 11th graders' critical thinking skill through reading comprehension strategies?

2. JUSTIFICATION

In this globalized world, learning English is totally fundamental for everyone. Altbach and Knight (2007) (p.290) define globalization as “the economic, political, and societal forces pushing 21st century higher education toward greater international involvement.” According to this definition, we as teachers have a significant challenge to inspire students to see the importance of the language. Likewise, it is relevant to show how English can be useful to communicate in their academic and professional lives. Also, it can help them to recognize that a good level of critical thinking skill can change their point of view about the world, creating their own concepts and helping them to make the right decisions in the future.

In this regard, the development of this research project will contribute to the improvement of 11th graders’ weaknesses in critical thinking skill through the application of reading comprehension strategies with the intention to extent the students’ performance in processing information to guess the meaning from context to answer questions about the reading. In addition, with the objective to communicate their reading point of view, reflecting and taking a position from the text. Also, the students will benefit as they argue their pros and cons about the author's intentions. On the other hand, the students will benefit because they will have more tools to assume cognitive challenges, to be able to solve problems, and read between the lines.

For me, as an English teacher, it is important to study the students’ issues and difficulties to understand a text in order to find reading comprehension strategies that adjust students’ necessities. Furthermore, each step of this research process can point out the importance of students’ behavior observation and their context as crucial elements to understand their weaknesses and limitations related to reading and critical thinking. Also, data collection of strategies applied will allow me to analyze their effectiveness or failure as a means to know to what extent they can contribute to the improvement of critical thinking skill.

Finally, this research will help me to strengthen my identity and performance as an English teacher because it will allow me to understand how to recognize the students’ difficulties to develop research in order to find solutions to improve students’ learning process of a L2.

3. RESEARCH QUESTION AND OBJECTIVES

3.1. Research Question(s)

How do Jesús Villafañe 11th graders' critical thinking skills improve through the implementation of reading comprehension strategies?

3.1.1. General Objective

Explore to what extent three reading comprehension strategies contribute to the improvement of 11th graders' critical thinking skills.

3.1.2. Specific Objectives

- Describe reading comprehension strategies to improve critical thinking skills of 11th graders in Jesús Villafañe Franco school.
- Implement a didactic sequence that incorporates reading comprehension strategies.
- Analyze the results of strategies applied in order to know to what extent they can contribute to improve the development of critical thinking skills.

4. LITERATURE REVIEW

As the objective of this research is to explore to what extent reading comprehension strategies contribute to the improvement of 11th graders' critical thinking skill, the intention of this literature review is to present the definition of reading comprehension and critical thinking in order to understand the process that occurs in someone mind when she/ he is reading a text-based on authors like Duke and Pearson, (2002), Keenan et al., (2008). Moreover, which is the relationship between reading comprehension and critical thinking, how they are involved in the process in which someone gets to organize her/his ideas to make a critical thinking process as argue, discuss, and create new knowledge through the ideas read in the text.

Additionally, it presents Bloom's taxonomy thinking levels related to the development of reading comprehension and critical thinking skill. Likewise, how planning and developing questions are the most powerful teaching tools that teachers can use with the purpose of improve reading comprehension and critical thinking skills performance. Finally, I propose some reading comprehension strategies to develop critical thinking skill that teachers can adapt and apply in their context.

4.1. Definition of Reading Comprehension and Critical Thinking

4.1.1. *What Does Reading Comprehension Mean?*

Many years back reading comprehension was viewed as a simple compound of decoding and oral comprehension skill, (Hoover & Gough, 1990). It was a process in which the readers decode the words in the text, they would be able to read orally and check their understanding of what they read. Nevertheless, modern research in reading comprehension proposes that understanding what someone reads involves more than decoding and oral language comprehension (Duke and Pearson, 2002; Pressley, 2000). The action to read and decode words does not mean that the readers have understood the sense or main ideas of a text, the construction of meaning is an interactive process, it is more complex than just decoding the words, reading them, and supposing the comprehension happens (Hammerberg, 2004). According to Duke (2003), comprehension is a process in which readers make meaning by interacting with the text through the combination of some crucial elements like prior knowledge, previous experience, information inferred from the text, and the view of readers related to the text. Some authors such as Hailikari (2008), Ozuru (2009), Rapp (2007), and Shandapiro (2004) give prior knowledge the most relevant place in their research considering it as a multidimensional construct.

Another perspective presented by Kintsch (1998), Van Dijk, and Kintsch (1983) defined reading comprehension as the process of creating new meaning from the text with the aim to get the text's understanding rather than just obtain meaning from single words or sentences. In this

regard, the consequences of the combination of prior knowledge and the text's meaning create a mental representation. Kintsch (1998) called it a mental model or a situation, which defines what has been learned. Likewise, Keenan, Betjemann, and Olson (2008) declared that reading comprehension needs the outstanding extension and disposition of a lot of lower-and higher-level processes and skills. Therefore, there are many causes for possible comprehension breaks and these causes are different based on the skill levels and age of readers defined by the teaching context and reading strategies applied in the reading process.

Based on these considerations, I can infer that reading comprehension is the relationship established between the reader and the text, it is the process in which a person reads the text with the purpose of comprehending it. Furthermore, this process involves different skills that enable readers to make a mental process where remembering prior knowledge, acquiring information by reading the text, and giving a sense of it allows readers to create new meaning. Therefore, they have a positive effect and improvement on reading comprehension performance.

4.1.2. What Does Critical Thinking Mean?

There is a wide range of definitions of critical thinking, here I mention the most relevant. In the early 1900s, Dewey (1910) stated that “the essence of critical thinking is suspended judgment” (p.74). He pointed out that critical thinking was avoidance of conclusions until an issue is totally understood. Moreover, he indicated that deduction and induction are the principal elements of critical thinking. Induction is related to going from specific facts to general concepts. The deduction is used to examine the hypotheses developed throughout induction, supporting the conclusions. In short, Dewey connected critical thinking to the use of logic for analyzing information.

Smith (1959) refused Dewey’s statements because he argued that teaching logic is not the same as teaching critical thinking. He postulated that unknown aspects impeded someone’s understanding of logic, putting a stop to developing critical thinking skills. Some years later, Ennis and Paulus (1965) took back Smith’s statements of critical thinking. Nevertheless, Ennis did not believe that deductive logic contributes a complete description of critical thinking. Ennis (1985) went beyond to define it as “reflective and reasonable thinking that is focused on deciding what to believe or do” (p.45). Brookfield (1987) determined critical thinking as a process of identification and questioning of certain hypotheses, doubt of their own ideas, and struggling to find new choices to debate the given context. Halpern (1998) explained critical thinking as, “the use of cognitive skills or strategies that increase the probability of a desirable outcome, where desirable is defined by the individual, such as making good career choices or wise financial investments” (p.450).

In addition, a group of researchers such as Ennis (1986), Facione (2010), Garrison (1991), Johnson (1996), and Paul (1984) unlike philosophers, psychologists emphasize growth, cognitive, and intelligence theories. They try to make relationships between critical thinking,

problem solving, and high levels of thinking skills. Therefore, they focus on critical thinking skills. These skills are analysis, inference, reasoning, comparison, formulating hypothesis, synthesis and creating new ideas, testing, and comprehensive conclusion.

Based on previous points of view, I consider critical thinking has many dimensions, it involves knowledge, cognitive skills, and dispositions of states of mind to develop critical thinking skill. It is a process in which someone makes a metacognitive exercise in order to analyze and process information to create new meaning. In this regard, I think the readiest witted definition of critical thinking is when Paul and Elder (2002) established it is “that mode of thinking - about any subject, content, or problem in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them” (p.15). This definition involves an attitudinal component of volition, self-efficacy, and metacognitive skill of assessing one’s own thinking process. In this sense, in my teaching context, my task as an English teacher is to design strategies to stimulate learners to increase their thinking level with articulate and evidence-based ideas. In this regard, critical thinking is not just concerned about a network set of skills to acquire knowledge and making grammar constructions it is also an affair of dealing with ideas of the thinking process Crowell (1992).

4.2. The Relationship between Reading Comprehension and Critical Thinking

There is an intrinsic relationship between reading comprehension and critical thinking. Norris and Phillips (1987) established that reading is more than just decoding what is in the text, it involves thinking processes too. According to Beck (1989) “there is no reading without reasoning” (p. 677). Moreover, Ruggiero (1984) and Yu-hui (2010), stated that reading is a thinking process to construct meaning. In this respect, I consider their relationship can be explained in two parts, the first one is the interaction between the reader and the text, it is the exact moment when a set of the mental processes begin because the reader creates ideas making a mind map about the reading topic to construct meaning while the reading process goes on. The second part is when the reader begins to infer the information to interact with the text, making a critical thinking process that involves some abilities like: comparing, arguing, analyzing, proposing. In fact, the way I explain critical thinking and reading comprehension was considered to generate the didactic sequence that was implemented in this research project.

Norris and Phillips (1987) also declared that one productive way of increasing reading comprehension is by using and integrating schema theory with concepts of critical thinking. They spelled out that critical thinking can be developed by reading out ambiguous text because it gives rise to different interpretations, considering them clues or lights of experiences and world knowledge in order to obtain possible explanations. They deduced that critical thinking is the operation that the reader applies to comprehend what she/he read. In this respect, Marzano et al.,

(1988), and Aloqaili, (2005c) argued that schema theory issues potent logical ideas for making links between students' prior knowledge, specific subject knowledge, and critical thinking.

On the other hand, it is important to mention the six ways which Abdulmohsen, (2011), (p.38) proposed in which schema function in thinking and remembering text information:

(1) Most new knowledge is gained by assimilating new information into existing structure; therefore, subject matter learning should build on prior knowledge whenever possible.

(2) The students' existing schemata help to allocate attention by focusing on what is pertinent and important in newly presented materials.

(3) Schemata allows and directs the inferential elaboration of incoming information and experience. (4) Schemata allows orderly searches of memory by providing learners with a guide to the types of information that should be recalled.

(5) Schemata facilitates the thinking skills of summarizing and editing.

(6) Schemata permits inferential reconstruction when there are gaps in memory, which means that they help the learner generate hypotheses about missing information.

Based on these schema functions, I can infer that prior knowledge plays a crucial role in establishing relationships between critical thinking and processing text information during a reading comprehension exercise. This connection, therefore, allows the readers to improve their critical thinking and reading comprehension skills. Indeed, comprehension is involved in critical thinking processes, they are intrinsically related. In this sense from a schema theory description of reading, comprehension can be defined as a critical thinking performance (Anderson and Pearson, 1984; Collins et al., 1980; Norris & Phillips, 1987; Rumelhart, 1980; Aloqaili, 2005). As it has been commented, the reading action cannot be possible without the thinking one.

But this process is more complex to understand, for instance, Lewis (1991) emphasizes that regarding the process of reading as a critical thinking act enhances more viable when some of the elements of the reading process are received as self-regulated and required like word identification, words meaning, and assignment of importance, but all these elements sometimes are insufficient for the reader to understand and make the construction of the text. In agreement with schema theory, the understanding and interpretation of the text are relative, it means that each reader can figure out their own ideas about the text and state their conclusions which mean that a definitive conclusion cannot be reached.

Additionally, the reader must seek to reach a comprehensible and logical understanding of the text. Lewis (1991) commented that there is not a "correct" comprehension of a reading, the reader's aim is to arrive at a coherent representation of the text using his/her schemas and reading comprehension abilities. In this sense, reading comprehension and critical thinking are related to processes such as the metacognitive one when the reader makes reflections about their own ideas to construct meaning (French & Rhoder 1992). Moreover, Gallo (1987) suggests that

the improvement of critical thinking requires the use of metacognitive strategies to develop the processes of observation, analysis, inference, and evaluation.

4.2.1. The Role of Critical Thinking Skill on EFL Learners

Despite the variety of definitions and controversies about critical thinking skill, it is certain to say that critical thinking can impact every profession and occupation because of the relationship with the abilities like problem solving, and decision making. On this matter, one of the main goals in school is to learn to think. Dewey (1933) cited in Berjesteh and Vaseghi (2012) stated that the central purpose of education is learning to think. In this sense, the teachers' task is to get the way to help learners to develop and learn to apply critical thinking skill to their academic studies effectively (Kealey, Holland & Watson, 2005). Indeed, by developing these skills, they can be aware to solve personal and professional issues that they will face in their daily life taking a critical and reflective position when they are forced to make a decision.

Likewise, more recently, ways in which critical thinking might be interpreted and taught have become highly debated questions for L2 learning scholars and practitioners (Thompson, 2002 cited in Berjesteh & Vaseghi, 2012), especially because has occurred a change in viewing learning like a changing process where not only the memorization has a role play in the process of contextualization but also to see learning as a regularly undeveloped process where the learner can discover, imagine, questioning, create to produce their concepts of things as a way to starting the critical thinking process.

Paul (2004) argues the memorization process makes learners increase lower order learning which is evident because they have many misunderstandings, preconceptions, and disappointment as a result of the short memorization process. As a consequence, the use of this technique makes learners limit their thinking process and what they learn. Unfortunately, many teachers do not create pedagogical strategies to give the learners the chance to express themselves, discuss any topic, or participate in class in order to let them the opportunity to develop their critical thinking level.

These kinds of issues seem to be common in L1 and may be more evident in the target language. In the L2 context, things can be complicated because if learners do not have critical thinking skills developed in their native language it can be difficult for them to use them in an effective way when they read a text in L2. In this respect, the attention to critical thinking deserves additional consideration due to the position of problem-solving, attitudes, self-regulation, and metacognitive abilities in L2 classes. At that point, the big issue is to know how to deal with that situation, which is the most indicated approaches and models to teach, guide measure, and assess reading comprehension and critical thinking skill levels in L2, which are the most adequate techniques that help students to increase their process of higher thinking level and how the English teachers can design strategies and activities in class where students can feel

comfortable and motivated to work with critical thinking exercises in order to improve their skills and performance.

On this matter, I consider it is essential that teachers accept the innate relationship between reading comprehension and critical thinking with the aim of designing their English classes thinking about how to contribute to improve these skills. Therefore, it is crucial that teachers study Bloom's taxonomy thinking levels to understand how the students' levels of comprehension affect positively or negatively their development of reading comprehension and critical thinking skills in L2 learning with the aim to discover or plan strategies to help students' learning process.

4.3. Reading Comprehension and Critical Thinking Performance Using Bloom's Taxonomy

4.3.1. Bloom's Taxonomy Thinking Levels Related to the Development of Reading Comprehension and Critical Thinking

There are many different learning theories, principles, techniques, and approaches that allow teachers to implement and develop activities or resources that enhance reading comprehension and critical thinking at school. One of the major issues concerning the development of these skills for students is scaffolding. It is important that the teacher provides support to the students by addressing their capacity and allowing them to advance in their own learning. Maybe a way to guarantee this scaffolding process is through the application of Bloom's Taxonomy to the activities the teacher decides to implement in the classroom.

Allowing the learners to reinforce and strengthen their abilities and cognitive- thinking skills will permit a greater development of their reasoning and consequently reach a critical thinking ability. Similarly, what concerns English classes, teachers can implement those concepts of scaffolding and thinking skills along with different strategies regarding contextualized and real situations in the immediate context of students. Thus, making activities and topics more relatable and meaningful for the students, which at the end will allow them to analyze deeper the situations or topics presented.

The cognitive taxonomy, which was proposed by Bloom (1956), is the most used in education because it provides an important framework for teachers to use when developing questions of all levels. Krathwohl, 2002 (cited in Assaly & Smaly, 2015) states that "Bloom saw the original Taxonomy as more than a measurement tool. He believed it could serve as means for determining the congruence of educational objectives, activities, and assessments in a unit, course, or curriculum; and the panorama of the range of educational possibilities against which the limited breadth and depth of any educational course or curriculum could be contrasted" (p.212).

In fact, it is important to mention Bloom's Taxonomy theory to develop a classification of higher and lower thinking levels. The six levels within the cognitive domain are listed from lower to higher:

- Lower-Order Thinking levels: Knowledge, Comprehension, and Application
- Higher-Order Thinking levels: Analysis, Synthesis, and Evaluation.

Some researchers like Fordham, (2006); Kängsepp, (2011), and Lundy, (2008) have studied how levels of comprehension affect reading comprehension and have taken Bloom's Cognitive Taxonomy as a frame for their work. For that reason, it is important to study it as a resource of the present research because it can help English teachers as a tool to design strategies to improve EFL learners' reading comprehension performance.

Comprehension is the second thinking level in Bloom's taxonomy which evaluates reading comprehension skills, in this level it is recommended to use a higher level of questioning with the aim that a person develops a higher order of thinking. According to Gunn, (2008); Kängsepp, (2011) the teacher can use questions that allow the students to predict what the text will be about, in this sense it is important to prepare a pre-reading question that can help students to make connections and motivate them to read the text. Likewise, the Post-reading questions are crucial in order to assist students to process new information. This kind of exercise can help them to progress through the levels of learning because the questions can lead them to analysis and application thinking levels.

On the other hand, it is important to think about textbooks, with good texts to work with students in order to have success in reading comprehension performance. Shulman (1987, p.15) said that "though most teaching begins with some sort of text, and the learning of that text can be a worthy end in itself, we should not lose sight of the fact that the text is often a vehicle for achieving other educational purposes." Therefore, teachers need to choose textbooks with reading exercises that use the most real-life discourses that include authentic interaction features, also that consider their age and social context, in the order they be interested in the topics to work on. Likewise, to help students understand the reading purpose, the textbook must formulate good questions and well-built activities with the aim to attain the educational objectives and lead students to think critically.

4.3.2. The Importance of Questioning in Developing Critical Thinking Skill

The nature of human beings is questioning everything and one of our innate abilities is to discover things and information which help us to understand concepts, phenomena, and information about our environment that fill our curiosity and desire to know and learn about the world around us. In the English educational field, the questioning technique is considered the essential strategy to encourage students to think critically. Some studies of teaching a L2

recommend asking questions as a crucial aspect in the process of teaching and learning a second language (Gall, 1970; Sanders, 1966; Wilen 1991).

Wilen, 1991 (cited in Etemadzadeha, Seifi, & Roohbakhsh, (2012). Suggests the level of thinking, learning and commitment depend on the kind of questions the teacher prepares to work in class. One of the issues English teachers used to deal with is when they formulate questions and students have a passive behavior to participate in class, just a few of them want to answer and talk about the topic. In this case, the teacher faces different aspects to analyze and reflect on. For instance, teachers must wonder why students neglected to participate and if the questions formulated are well constructed to be understood for them. Also, think about if the reading topic was according to their context, age, and interest or which are the students' weaknesses that limit them to participate.

Intending to find answers to the issues previously mentioned, teachers need to analyze the importance of using question techniques to encourage students to improve their critical thinking levels. Indeed, there seems to be an intrinsic relationship between teachers' classroom questioning and students' results of achievement, performance, thinking skills, and participation. Likewise, Elder and Paul (2002) suggest that thinking processes are not based on answering questions but mostly on making questions, they indicate questions reveal tasks and issues. In that sense, the purpose of questioning is to invite students to be motivated and focus on the information while they are making their own thinking process and construction of meaning.

There is a range of ways to plan questions and many question techniques that were designed with the aim to help teachers and learners interested in improving their thinking critical levels. For instance, questioning comes from a long philosophical tradition that sits on the ideas of Socrates (cited in Etemadzadeha, Seifi, & Roohbakhsh, 2012). The philosopher stated that a trained application of thoughtful questioning allows students to construct reasoning ideas. He also declared that when questions are well-structured students can analyze and reflect on their own thinking process. In this sense, students do a metacognitive exercise which is part of a high thinking level.

In this respect, Elder and Paul (2006) use the relationship between Socratic questioning and critical thinking skills to develop a taxonomy planned to foster and assess quality thinking, it includes standards to assess students' thinking levels. According to Paul and Elder (2009), cited in Nappy (2017), questions must be designed to encourage the thinking process, because students' answers can generate more questions, improving their competencies to be competent thinkers and proficient in developing questions. In short, questioning techniques need to be designed with the aim that students become skilled in both thinking and questioning. Because questioning helps students to develop skills for problem-solving, quality questions will lead to quality decisions. Nappy (2017) (p.37) stated that the taxonomy presents 5 aspects that teachers can use in order to think and plan a set of questions about a specific topic or situation:

1. Questioning clarity – No thought is completely understood other than to the degree an individual can explain, demonstrate, or give an example.
2. Questioning precision – Thinking is not always clear cut or completely understood other than to the degree that an individual can provide details.
3. Questioning accuracy – Thoughts are only assessed to the extent that an individual has determined the accuracy of facts and data.
4. Questioning relevance – Thinking is only relevant to the extent that supporting arguments have been examined and applied.
5. Questioning depth – Thoughts are only as deep as the considered complexities involved.

Considering the cognitive taxonomy, I can conclude that the most relevant teaching goal of the questioning strategy is providing students with the ability to apply knowledge and skills to new situations, develop problem-solving, make decisions, argue their point of view, and discuss their ideas, developing their thinking skills. Additionally, in the next section, I will propose a set of three reading strategies which I consider relevant to developing critical thinking skills and that will guide the didactic proposal presented in this study: a didactic sequence aiming at developing learner critical thinking.

4.4. Reading Comprehension Strategies to Develop Critical Thinking Skills

Critical thinking skills cannot mature spontaneously or innately. These skills need to be practiced expanding students' commitment to have positive results. They need to be taught, learned, and practiced (Hammond, et al., 2020; Ghanizadeh, et al., 2020; Trinidad, et al., 2020). In this matter, it is relevant to use a strategy as a tool to help students to develop their abilities. In 1989 Oxford and Crookall, described strategy as learning techniques, behaviors, problem-solving, or study skills which make learning more effective and efficient (cited in Singhal, 2001). Additionally, Sole (1998) declares that strategy is a set of ordered and completed actions, that are directed to get a goal. In short, a strategy is a group of steps designed with the aim to help students to improve their learning abilities and skills. With reference to reading strategies, some researchers define them like a conscious process that is executed for a purpose (Choo, et al., 2012; Carrell, et al., 1998).

Mikulecky and Jeffies (2004) cited by Lopera (2015) point out that reading strategies are useful as students built “on their already established cognitive abilities and background knowledge” (p.183.) When teachers apply reading strategies in class the students are faced with the text and manage to solve problems by answering questions and finding main ideas, these strategies can range from straightforward ones like activating the prior knowledge by identifying keywords and guessing word meaning to more complicated one such as inferring and questioning, which are important elements in the development of critical thinking skill.

According to Carrel (1998), the application of reading comprehension strategies is a conscious action. In addition, Barnett (1989) explains that a reading strategy is a mental process that is used to make sense of what they read. Thus, the readers are conscious and are able to distinguish between strategies to know which are appropriate or not in agreement with the text which helps in enhancing their comprehension of what they read (Paris, Lipson, & Wixson, 1983). At this point the fact that readers make a conscious operation is a way to apply a metacognition strategy because they are thinking about their ideas and making inferences and reflections about the text developing critical thinking skills. It is clear that the process involves analytic thinking and evaluating what one reads that requires higher order comprehension (cognitive skills) such as making inferences, reasoning, and judging. These skills are important in order to infer, compare, distinguish between fact and opinion, and identify the author's intention. (Hidayati, et al.,2020).

Oxford in 1990, classified reading strategies into six groups: cognitive strategies which are used to learn more successfully, this strategy includes actions like reasoning, planning, or transforming what students learn. Memory strategies help them to remember information and store it for long-term memory, which is recognized as a prior knowledge technique. Compensation strategies for reading comprehension are applied to compensate for a lack of appropriate skill. For example, when students do not recognize the meaning of some words in a text, they use the words that they already know to guess or infer the meaning and get to the point in order to understand the text. Meta-cognitive strategies help students to reflect on what they are thinking. It helps them to monitor their comprehension while they read such as plan, argue, arrange, and assess their own learning. Affective strategies help students to self-regulate their anxiety, stress, or worries about their learning process. And finally, social strategies that involve cooperative work, questioning and asking.

In this research project, reading strategies are interpreted as any intentional and conscious procedure that the students apply with the purpose of constructing meaning from a text. Learning to read and being conscious of the sense of reading is crucial in the development of reading comprehension and critical thinking skills. However, it is common to find students who feel frustrated because they cannot recognize the meaning of the text. At this point, teachers need to find strategies to plan their classes with the aim to help students develop their skills to understand what they have read and advance their reading competencies. Moreover, reading comprehension strategies can help students to increase their vocabulary, and proficiency and can reduce their stress and anxiety, making them more confident and motivated, and raising their performance. Therefore, this research project focuses on three reading strategies: predicting, making inferences, and questioning which are related to the improvement of critical thinking skills.

4.4.1. Predicting Reading Strategy

This strategy involves the ability to guess the meaning of the text by making predictions about it. Students maybe can use predictions as a manner to associate their prior knowledge with new information with the aim to get meaning from what they have read. Using this strategy, the teacher can use the student's predictions to set a goal for reading. The teacher prepares a set of information about it with the purpose that students make predictions based on these elements.

The strategy is based on the idea that a reader can often predict what a text will be about. Likewise, students can make predictions even if they have very little knowledge about the topic to be read. Kinsella (2001) declares that by giving additional information, students can revise their predictions (or hypotheses) and pose them as questions to be answered during the reading process. Additionally, Ambarini, et al., (2018) (p.53) suggest 3 steps that students need to follow using this strategy:

- Step 1: Predict what you will read: Before reading, they can look at the text and use some elements like the headlines to predict what the text will be about. Also, they can activate their prior knowledge when they find words that they already know to guess ideas about the reading.
- Step 2: Read and confirm your predictions: During the reading, readers make predictions about what is going to happen next, and they analyze which ideas the text presents as evidence to support their arguments. In this process they are developing their critical thinking level because they are continuously doing different actions at the same time like checking, reflecting, and assessing their ideas about what they are reading.
- Step 3: Support your predictions: After the prediction is made, the students can look for information that confirms whether they are right or wrong. What they find out can help them understand their reading.

It is important to mention that the making predictions strategy has an inherent relationship with other strategies like making inferences because inferences are the steps that follow from predicting information from a text.

4.4.2. Making Inferences Reading Strategy

Inferencing is defined by O'Brien, Cook, and Lorch in 2015 as "the act of deriving logical conclusions from premises known or assumed to be true" (p.76) and it is one of the most crucial processes needed for successful reading comprehension. Many researchers are agreeing about the importance of making inferences in the development of reading comprehension skills. Elbro and Bruch-Iversen (2003) cite several researchers who argue that the ability to make inferences contribute to developing the reading comprehension process even when other abilities and knowledge are controlled, such as decoding, vocabulary, awareness of text structure, and comprehension monitoring.

Many experimental studies have studied the link between making inferences ability and reading comprehension. In these studies, the aim was to encourage students to reflect on the text. Additionally, the making inferences strategy was not applied alone, it was part of a set of strategies in their program. (Carr, et al., 1983; Dewitz, et al., 1987; Reutzel & Hollingsworth, 1988; Sundbye, 1987; Winne, et al., 1993). As a result, in order to develop reading comprehension skills, the teachers can mix making inferences with other reading strategies to get better effects on students' performance. For instance, Elbro and Buch-Iversen (2013) explain that making inferences strategy has been trained in combination with imagery, comprehension monitoring (Carr et al., 1983; Yuill & Oakhill, 1988), and question generation and prediction (McGee & Johnson, 2003). However, these strategies not only relate to inferences, but they also involve other important elements in the development of reading comprehension skills.

In this respect, I consider making inferences means all steps that allow someone to reach specific ideas or conclusions about a text. Besides, these ideas are based on evidence and reasoning which are elaborated during a reading process when students find clues to form ideas about it or activate their prior knowledge during the reading process. Teachers can develop making inferences strategy following these steps which are the same that our brain automatically takes when we make an inference:

- Step 1: First, students must find clues in the text that allow them to detect evidence.
- Step 2: Then students add what they already know, and their prior knowledge to the situation at hand.
- Step 3: Finally, the student put it all together to form an idea or make an inference.

To conclude, it is essential that teachers try to integrate making inferences with other strategies, especially with some that include critical thinking skill practice because in that way students can develop not only their reading skill but also their thinking abilities.

4.4.3. Questioning Reading Strategy

Questioning is an activity common in our school environment, teachers and students ask and answer questions as a fundamental aspect of the process of teaching and learning. (Etemadzadeh, et al.,2012). Therefore, students' learning, thinking, participation, and their level of commitment depend on the type of questions teachers formulate and use in class (Wilén, 1991). It is important to mention that questions are one of the most relevant elements in the development of critical thinking because they are related to students' outcomes, achievement, retention, thinking abilities, and their level of participation.

In this respect, Cotton 2001, declares that teachers' questions define the instructional cues that convey to students the content elements to be learned and directions for what they have to do

and how they have to do it. Furthermore, Elder and Paul (2002) state that effective questioning leads to the transformation of the students' thoughts and ideas. In that matter, questioning strategy is a clue, in order to develop students' critical thinking skills because questions motivate them, focus their attention, help them to process the information, allow them to think and argue their point of view and assume a critical position about a specific topic.

Callahan, et al., (2005) (cited in Etemadzadeha, et al., 2012) (p.1026-27) suggest the following guideline for the teachers to know how to prepare and implement the questioning technique in their classroom:

- Ask your well-worded questions before calling on a student for a response.
- Avoid bombarding students with too much teacher talk.
- After asking questions, provide students with adequate time to think.
- Practice gender equality.
- Practice calling on all students.
- Give the same minimum amount of wait time (think time) to all students.
- Require students to raise their hands and be called on.
- Actively involve as many students as possible in the questioning-answering discussion session.
- Carefully gauge your responses to students' responses to your questions
- Use strong praise sparingly.

By the implementation of this strategy, it is expected that students' critical thinking skill would be improved in different language skills. In fact, any strategy that a teacher chooses to apply in class must plan questions whose answers can facilitate reading comprehension and improve students' performance, self-confidence, and competencies.

Cox and Griffith, 2007 (cited in Etemadzadeha, et al., 2012) (p.1026) indicate that it is a success to integrate Socratic questioning into the development of active and independent students, they purpose six categories of questions:

1. Getting Students to clarify their thinking: e.g. 'Why do you say that?', 'Could you explain further?'
2. Challenging students about assumptions: e.g. 'Is this always the case?', 'Why do you think that this assumption holds here?'
3. Evidence as a basis for argument: e.g. 'Why do you say that?', 'Is there reason to doubt this evidence?'
4. Alternative viewpoints and perspectives: e.g. 'What is the counter argument for?', 'Can/did anyone see this in another way?'

5. Implications and consequences: e.g. 'But if what happened, what else would result?', 'How does...affect...?'

6. Question the question: Why do you think that I asked that question? Why was that question important?

Based on previous points of view, I can infer that the questioning strategy is one of the most powerful tools to develop critical thinking skills. It involves other reading strategies like predicting and making inferences because questions are included in the process to work with them. Questions lead students to think about how to answer them, analyze how to organize their ideas with the aim to construct new meaning, and reflect on the author's intentions to present their position about the text. Certainly, this process requires a high thinking level which is one of the elements to develop critical thinking skills.

On the other hand, it is important to mention that more teachers in Colombia have been interested in researching how to improve the students' critical thinking skill by using reading comprehension strategies. There is a lot of research in this field (Sarmiento 2010, Gomez & Hernandez 2015, Castaño & Correa 2021, Medina de la Cerda 2016), for instance, Gomez and Hernandez (2015) made research in a public school from Usme, Bogota with students from 11th grade about how the transactional reading in EFL learning is a path to promote critical thinking through urban legends.

Their investigation is based on the reading of urban legends by using reading strategies like predicting and questioning. They use the situations from the legends in order to inspire students to think, reflect and discuss social conflicts (loss of values, drug consumption, alcoholism, risky lifestyles, etc.) that are related to the problems of the insecure and vulnerable neighborhood in which they lived in Bogotá. The result of their research was that students developed critical thinking skills when they discussed the topics presented in urban legends and compared them with their own social problems. They were able to create and generate solutions to correct questionable behaviors while developing critical thinking skills.

The research more related to my project was the didactic unit designed using critical thinking as a way to improve students' English skills made by Medina, Poveda, and Sandoval (2012). Their research was made with teenage students from Tunja- Boyacá, they based their didactic sequence in the design of lessons using the questioning reading strategy relating to imagines with English and Spanish texts to promote critical thinking skill. In their didactic sequence, they did not mention any other reading strategy, but I can infer that they also used predicting and making inferences in their activities according to the description of the lessons. In my opinion one of the most relevant conclusions of this research is that if teachers design contextualized didactic materials by considering critical thinking perspective students may increase their motivation and participation in class, improving their learning environment, their performance, and skills.

Finally, I want to refer to the interesting research made by Sarmiento in 2010 who based her study on the development of a didactic sequence using different types of images as a way to construct meaning. She stated that the teachers need to consider a program that includes visual aids as a tool that empower children to critically read a visual text, and at the same time motivate them to write their perceptions in English, developing their writing, reading, and critical thinking skills. In their didactic sequence, she used the inference and questioning reading strategies with the aim that students inferred the image's purpose and additionally activated their mental processes to develop critical communicative and visual reading skills.

Considering the previous studies, I believe Colombian teachers must be conscious of the importance of research on how to include critical thinking activities in the design of their English lessons. Understanding critical thinking as a continuous process that can be involved in the development of other skills where students begin to be aware of their thoughts, reflect on the reading purpose, and the author's intentions, make conclusions and present their own point of view.

To conclude this literature review, I as an English teacher think it is crucial that teachers understand the intrinsic relationship between reading comprehension and critical thinking, with the aim to integrate them into the design of activities in their curriculum and during the development of their classes, helping students to improve their competences and performance. Moreover, it is necessary that teachers recognize the importance of applying reading strategies like predicting, inference, and questioning as powerful tools to help students to develop their critical thinking skills, providing them with the ability to apply their knowledge and abilities to new situations, developing problem-solving, making decisions, arguing their point of view, and discussing their ideas. Finally, teachers can implement reading strategies in order to develop critical thinking skills which allows them to increase their thinking level.

5. METHODS

This session presents the social academic context of students from Jesús Villafañe Franco and a description of 11th graders who are the participants in this research project. Likewise, it explains the methodology with the steps followed by the teacher during the implementation of the project.

5.1. Socio-Academic Context

Jesús Villafañe Franco is a public school located in the Northeast of Santiago de Cali city in the Comuna 13 of Aguablanca District. The school provides educational services for 1.757 students who live in neighborhoods such as Los Lagos I- II, La Paz, La Esperanza, Comuneros II, and settlements like Playa Baja, and Playa Alta, and Brisas de la Paz which are invasions near the Pondaje lake. Most of the students are Afro Colombian and come from the Pacific Coast and a minority group comes from indigenous communities of Cauca. The socio-economic stratification corresponds to strata 1 and 2 (according to Municipal Planning). These stratification levels allow inferring the poor living conditions of a high percentage of students. Almost all of them come from dysfunctional families or from mothers who are heads of households. Moreover, the community has social problems like unemployment, security, and violence (gangs and invisible borders).

According to the school's Educational Institutional Project (2021), the curriculum has a constructivist and humanist approach. All the teachers design their syllabus following the instructions received about this pedagogical approach. English is part of the Humanities area, and it has 4 hours per week in the school curriculum. In grades, 10th and 11th students have commercial technical training and additionally, they are enrolled in SENA institution in a technical course called accounting for commercial and financial operations. This course integrates some school subjects like Spanish, Math, Ethics, Physical Culture, and English. In this respect, SENA trains the teachers about the course and explains how students have to organize the portfolios and work the phases for each learning guide. This research project addresses the development of reading comprehension and critical thinking skills because, during the English class, students integrate their English knowledge with accounts operations with the aim to answer questions, solve some problems proposed in the course and discuss their answers using their critical thinking abilities, and at the same time, they are developing their autonomous and self-confidence to argue their points of view.

In the school there are 2 English teachers, one teacher works with 6th and 7th grades, and another one who teaches in 10th and 11th grades, both are training and improving their teaching practice while studying for a master's degree in teaching English as a foreign language at Icesi University. Unfortunately, students from the 8th and 9th grades do not have an English teacher because the secretary of education has not sent any teacher yet. Students from the 10th and 11th

grades take their English classes at the foreign language room. It is a big classroom with an air conditioner, internet connection, 40 chairs, and tables, and there are some textbooks (English please!), 17 tablets, and a speaker, in this room there are no more didactic resources to use in class.

In 11th grade, students study English 4 hours per week: 2 hours are taken to work on the SENA course, and 2 hours to develop the syllabus designed for 11th grade. It is important to mention that students stayed at home for 1 and a half years because of the COVID-19 pandemic in 2020 and 2021. This situation emphasized their weaknesses and issues to learn English due to during this time they worked with integrated guides which were sent through WhatsApp groups because 70% of students did not have an internet connection at home to study through videos classes by Meet or Zoom platforms. It hindered students' learning process especially in reading comprehension skills because most of them had difficulties understanding the readings exercises proposed in the learning integrated guide' or arguing their answers to argumentative questions.

In August 2021, the blended period started so half of the group attended class 3 days per week and the other part 2 days. It allowed teachers to have direct contact with students to work on the curriculum in a personalized way since they attended in small groups of 15 per classroom facilitating the teaching-learning practices. In this school year 2022, the Ministry of Education decided that all students returned to school for that reason 11th graders who participate in this research project are all together in the same classroom.

5.2. Participants

The participants in the intervention are 31 students from 11th grade. In this course, there are 19 girls and 12 boys, who are teenagers from 15 to 18 years old. They live near the school and their economic strata are 1 or 2. They are proactive and collaborative, and their attitude show motivation to learn and participate in class. Their English level is basic, between A-1 and A-2 according to the Common European Framework.

5.3. Research Design

The development of this project was be carried out based on the type of research Qualitative-Descriptive, which is frequently used in the field of second language teaching and learning. The interest in such methods is influenced by the necessity to uncover not only how learning takes place in the development of the class or what elements influence it in positive or negative ways, but also supply information about the students' performance and behavior during the learning process.

Nassaji (2015) stated that “qualitative and descriptive research is well suited to the study of L2 classroom teaching, where conducting tightly controlled experimental research is hardly possible, and even if controlled experimental research is conducted in such settings, the

generalizability of its findings to real classroom contexts is questionable.”(p.129). Considering this statement, it is important to establish that one fundamental characteristic of both types of research is that they involve naturalistic data, in this sense the data collection is made without any intervention or manipulation of information. However, it is important to mention that these two types of research may differ in terms of their goal, degree of control, and the way the data are analyzed. Gall and Borg (2007) explained the goal of descriptive research is to describe an experience and its features. This research is related to how or why something has happened. On the other hand, qualitative research is more holistic and often involves a wealthy collection of data from different sources to obtain a profound understanding of individual participants, including their opinions, perspectives, and attitudes.

The intention to use both types of research in this project is because they are the best way to collect information by observing the students’ performance and behavior in their natural and real class climate without manipulation. Moreover, with the aim to obtain information to describe the class details in a teacher’s diary during the intervention with 11th graders. Additionally, to realize students’ ideas and reflections about the readings worked in class to know to what extent the application of three reading strategies (predicting, inferring, and questioning) planned in the didactic sequence can help students to improve their critical thinking skills.

5.4. Methodology

In order to achieve the objective to explore to what extent three reading comprehension strategies (predicting, making inferences, and questioning) contribute to the improvement of 11th graders’ critical thinking skill the following steps were carried out:

5.4.1. Step 1- Pre-Test

The first step was to design and implement a Pre-Test (see appendix 1) that facilitates the objective of describing reading comprehension strategies to improve the critical thinking skill of 11th graders in Jesús Villafañe Franco school. The Pre-Test was a reading comprehension test designed with 11 questions using the Google Forms application, 7 questions were with multiple-choice options and 4 of them were open questions. The text was a narrative descriptive reading with 3 paragraphs. Additionally, the reading strategies used to design the Pre-Test were predicting, making inferences, and questioning.

This Pre-Test was implemented for 11th graders in the first term of the school year specifically on March 9th, 2022. During English class, the teacher sent the test link through an e-mail message and the students did it online using an electronic device in the computer classroom. Before the test, the teacher gave some recommendations about the procedure to answer it and explained that students had 45 minutes to finish it and send the answers.

The application of this Pre-Test using the strategies mentioned previously was done with the aim to collect data and describe students' English level about their reading comprehension and critical thinking skill. In this respect, questions 1 and 10 were predicting questions, 2 to 6 were inferential, 7 to 9 opening questions and 11 was a critical thinking question. The questions on the Pre-Test were planned considering the information from the 11th grade English plan, including this Basic Standard: “I understand texts of different types and sources on topics of general and academic interest, select and apply appropriate reading strategies for the text, and the task.”; the Basic Learning Right # 5: “Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience;” and three learning objectives:

- To make predictions about the reading topic using the previous knowledge or keywords.
- To identify keywords within the text that allows me to understand its general meaning.
- To assume a critical position against the author’s point of view, which is related to the reading competence (See appendix 1-material 1).

5.4.2. Step 2 - The Design of a Didactic Sequence

The second step was the design of a didactic sequence (see appendix 1) that incorporated the reading strategies mentioned in the literature review: predicting, making inferences, and questioning. This didactic sequence was done with the aim to implement the reading strategies chosen to know to what extent the students improved their reading comprehension and critical thinking skill. The students from 11th grade take English class 3 times per week in sections of 1 or 2 hours, so the didactic sequence had 11 classes organized in this way:

Class 1: The implementation of Pre-Test

Classes 2 to 4: Application of predicting reading strategy exercises.

Classes 5 to 7: Application of making inferences reading strategy exercises.

Classes 8 to 10: Application of questioning reading strategy exercises

Class 11: The implementation of the Post-Test.

In the design of the didactic sequence, the first term of English’s plan information was considered with respect to choosing the standards, Basic Learning Rights, and learning objectives related to reading competence. In this regard the following information was considered:

Basic Standards

- I understand texts of different types and sources on topics of general and academic interest and select and apply appropriate reading strategies for the text and the task.
- I participate in conversations in which I can explain my opinions and ideas on general, personal, and abstract topics.
- I use an appropriate vocabulary to express my ideas clearly about topics in the school curriculum

Basic Learning Rights

- Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience.
- Expresses his/her point of view in a written or oral form about a previously studied controversial topic.

Learning objectives

- To make predictions about the reading topic using the previous knowledge or keywords.
- To identify keywords within the text that allow understanding its general meaning.
- To infer specific information from a reading text
- To assume a critical position on a specific topic
- To argue his/her ideas in favor or contra a controversial topic

5.4.3. Step 3 - Implementation of the Didactic Sequence

The didactic sequence was implemented for 11th graders during the first term in 4 weeks from March 9th to March 31st. for a total of 11 sections of 1 or 2 hours. According to the school schedule, English classes are three times a week, on Monday, Wednesday, and Thursday mornings. The students presented the Pre-Test on Wednesday 9th from 11:35 to 12:30 pm, and the Post-Test on March 31st from 6.30 to 7:25 am. The implementation of reading strategies was in English classes from March 10th to March 30th.

5.4.4. Step 4 Data Collection

One of the instruments used with the aim to collect data was a teacher's diary (See appendix 3) where the teacher described the most relevant events of each implementation

section. In this respect, the class diary was crucial to analyze the students' actions which allowed the teacher to clarify or prove if the students had improved their performance in reading comprehension and critical thinking with the reading strategies applied in class. Additionally, the teacher did audio records of the classes to have more detailed information to be analyzed later. Likewise, the teacher considered it was important to give greater validity to the information written in the class diary.

Finally, with the aim to contribute to the development of critical thinking and technology skills, the teacher implemented a reading comprehension class log. It was a Google Document folder where students did an asynchronous exercise writing in Spanish or English their ideas of what they learnt about the reading strategies and giving their opinions about if these strategies are useful in their learning process. (See appendix 3)

5.4.5. Step 5 Post-Test

In this step the Post-Test was implemented, it was the same test applied in the Pre-Test, the teacher sent the test link by email and students did it online using a Google Form application (See appendix 1- Material 1).

5.4.6. Step 6 Data Analysis

In this step, the teacher analyzed the Pre-Test, Post-Test data, and the information collected in the class diary and class's log during the implementation sessions with the aim to establish if the reading strategies (predicting, inferring, and questioning) implemented in the didactic sequence had the expected result of improving students' critical thinking skill.

5.5. Ethical Considerations

In the development of this research project, especially before the intervention, the students and their parents were consulted through an informed consent about if they agree to participate in the research project. The teacher gave and read the informed consent to students in class. The teacher explained the aim of the project and asked them if they would agree to participate in it. After that, students signed the informed consent and then they carried it home for parents to sign and to authorize their participation in the project. The document mentioned that their participation was voluntary, and they were free to withdraw from the study at any time and for any reason, it also mentioned that data collected would be kept anonymous and stored securely, it was not going to be manipulated. Likewise, they agreed that their comments appeared as direct references in the final document (See appendix 2).

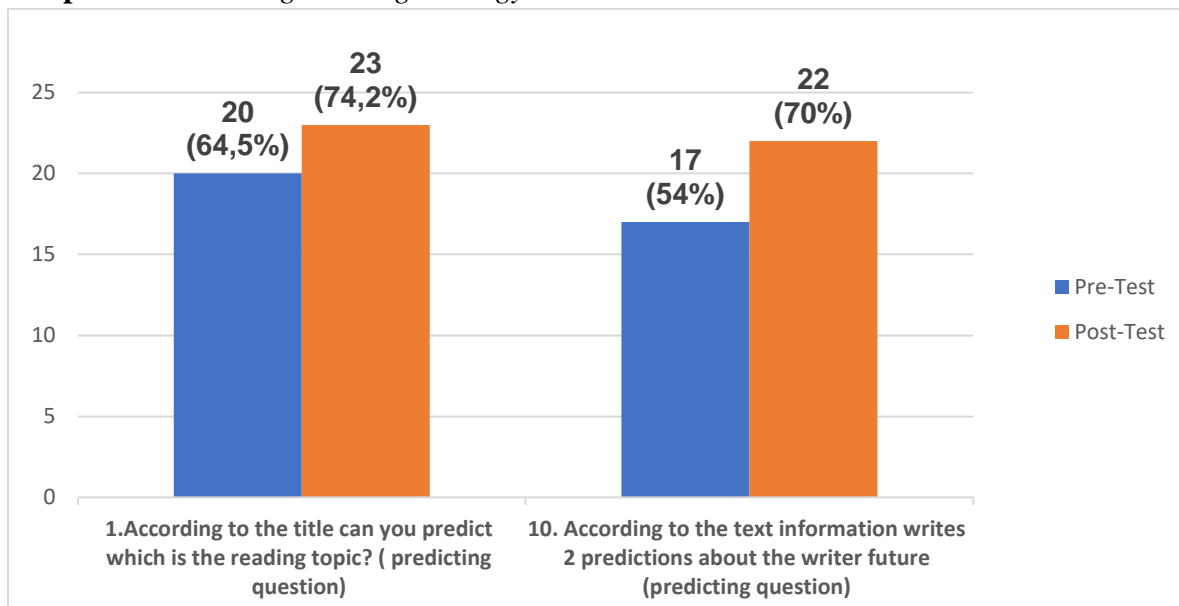
6. RESULTS AND DISCUSSION

This part of the research project intends to describe the process followed to analyze the information about the reading comprehension strategies applied to improve critical thinking skill gathered in each one of the different sources and data collection techniques used with the aim to answer the research question.

6.1. Pre-Test and Post Test

As I explained in the methodology section, the first step of the implementation was the application of the Pre-Test, and the last one was the Post-Test which had the same 11 questions. Questions 1 and 10 were predicting, 2 to 6 were inferential, 7 to 9 were opening questions and 11 was a critical thinking question. In the following graphics, I will present the information gathered from the 31 students who presented the tests in 11th grade describing and comparing the result of both tests in each one the of three reading strategies applied (predicting, inferencing, and questioning).

Graphic 1. *Predicting Reading Strategy*



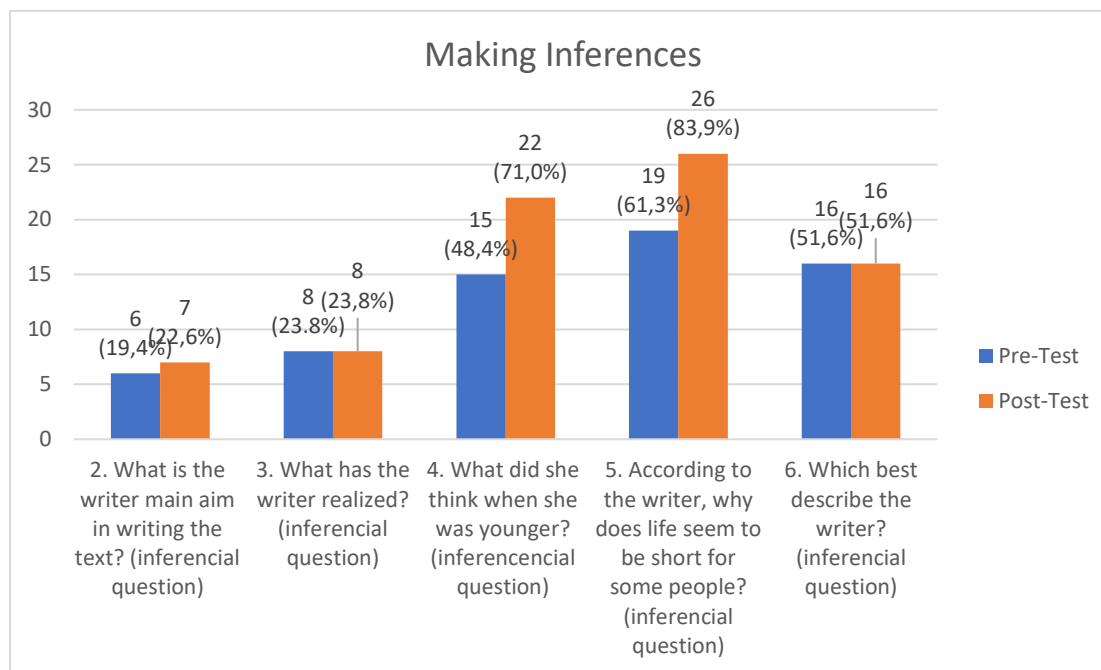
Graphic 1 represents the results of students' answers for questions 1 and 10 which were the predicting questions implemented in the Pre-test and Post- Test. The text chosen for the test was a short reading of three paragraphs called "Life in short." One of the steps in predicting strategy is through reading the headline to predict what the text will be about, that is why the first question was: According to the title can you predict which is the reading topic? During the test,

many students did not understand the meaning of the word predicting, so the teacher explained it in English and Spanish to help them to understand it and to continue reading the text. It is relevant to mention that the teacher uses Spanish as a regular practice in the English class when students need to clarify instructions or ideas, so, this factor was considered in the revision of predicting questions' responses because of the use of Spanish guarantees the conscious responses of students and does not leave to simple luck. Likewise, some students were confused about which answer to choose because they did not know the meaning of some words in the multiple-choice options so the teacher said that they could use their prior knowledge to guess which were the meaning of the words and choose the option that adjusted to their prediction.

The result for question number 1 in the Pre-Test was 20 students (64.5%) who chose the right answer, in the Post-Test the result was 23 students (74.2%). Comparing the results of both tests the students improved by 9.7% may be because in the Post-Test the students felt more comfortable with the text vocabulary. Question 10 was an open question where students had to write 2 predictions about the writer's future. In the Pre-test, students asked the teacher if they could write the predictions in Spanish because they wanted to answer the question by writing their ideas, but they did not have an English level to explain them, so the teacher said that they could write them in Spanish if they preferred. In the Pre-Test results 17 students (54%) wrote logical predictions, some students had difficulties explaining them in English, and their ideas were confused, incomplete, or illogical. During the Post-Test the teacher asked students to write the predictions in English, 22 students (70%) wrote their predictions ideas clearer and more coherent to the reading context.

According to the results I can conclude that students increased their performance in this strategy by 16% and it was one of the easiest strategies for them. It was evident that students were very motivated to participate in telling and writing their predictions even though their low English level they asked the teacher, and she guided them to organize their ideas to make their inputs and participate in class.

On the next page, I will present graphic 2 which shows the comparison of the Pre-Test and Post-Test results in making inferences reading strategy.

Graphic 2. Making Inferences Reading Strategy

During the implementation of the Pre-Test and Post-Test students had many issues with the questions for this reading strategy. According to the results presents in the graphic 2, it was evident that they did not understand the text vocabulary to infer the information and answer questions 2 to 6 which were inferential. For instance, in question 2 the students had to identify the writer's main idea, but just 6 students (19,4%) chose the right answer in the Pre-Test and 7 students (22,6%) in post-Test.

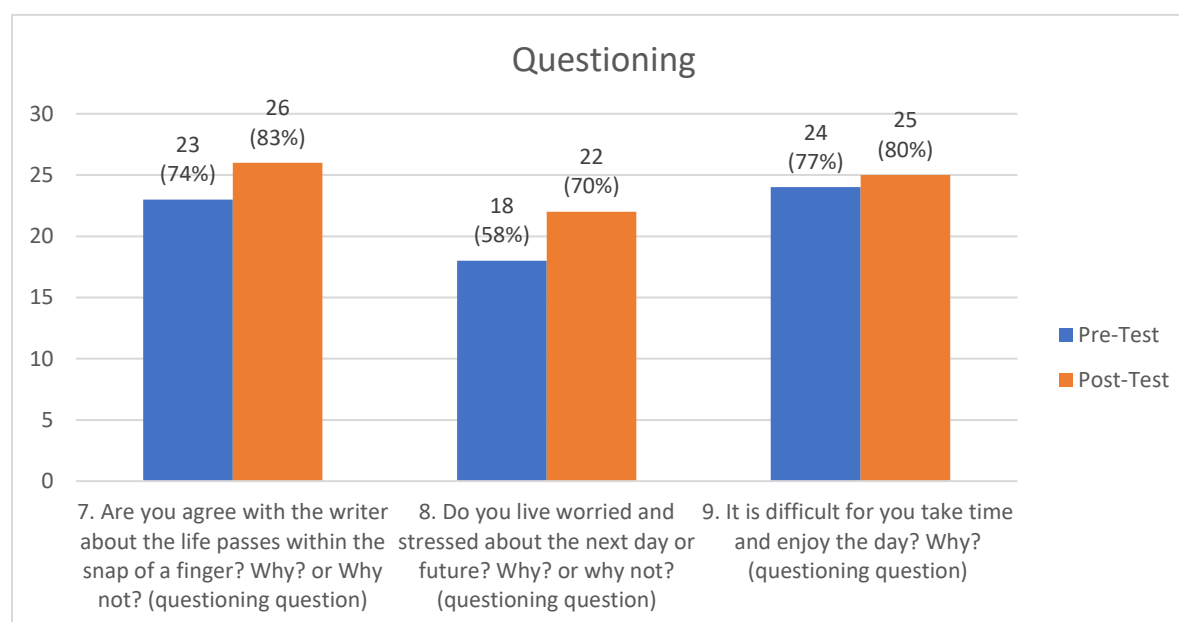
In questions 3 and 6 the results did not present any variation in both tests. Question 3 was the most difficult to understand for students because the results were the same in the Pre-Test and Post-Test only 8 students (23,8%) got the correct answer. Question 6 showed 4 options that describe the writer. Students had issues identifying the best answer because they were confused with some of the mentioned aspects, so 16 students (51,6%) got the correct one in the Pre-test and the Post-Test. However, the results improved in questions 4 and 5. In question 4 the students had to infer what the writer thought when she was younger, in the Pre-Test 15 students (48,4%) managed to make the inference to find the right answer and in the Post-Test the result improved by 22,6 % because 22 students (70%) answered correctly showing that after the implementation of the reading strategies the results increased.

Based on the results of the making inference strategy, I consider that despite the students' low English level and their difficulties to understand the main ideas it is evident that in some

respects they increased their performance in the Post-Test after the implementation of the activities planned in the didactic sequence. However, in other aspects students did not decrease but neither showed improvement since the results were the same in both tests. These results evidenced that the students were unfamiliar with making inferences strategy, their weaknesses are related with the difficulty to find clues in the text that allow them to detect evidence, to use what they already know, and their prior knowledge to the situation at hand and put it all together to form an idea or make an inference. To conclude the analysis of this strategy, I consider that it is necessary to continue planning more reading activities to develop the skill of infer information from a text.

The students' results in the Pre-Test and Post-Test in questioning reading strategy will be presented in graphic 3, representing the students' opinion and feelings about the expression "the life passes within the snap of fingers." Likewise, it shows the students' position of agreement or disagreement about the reading topic.

Graphic 3. *Questioning Reading Strategy*



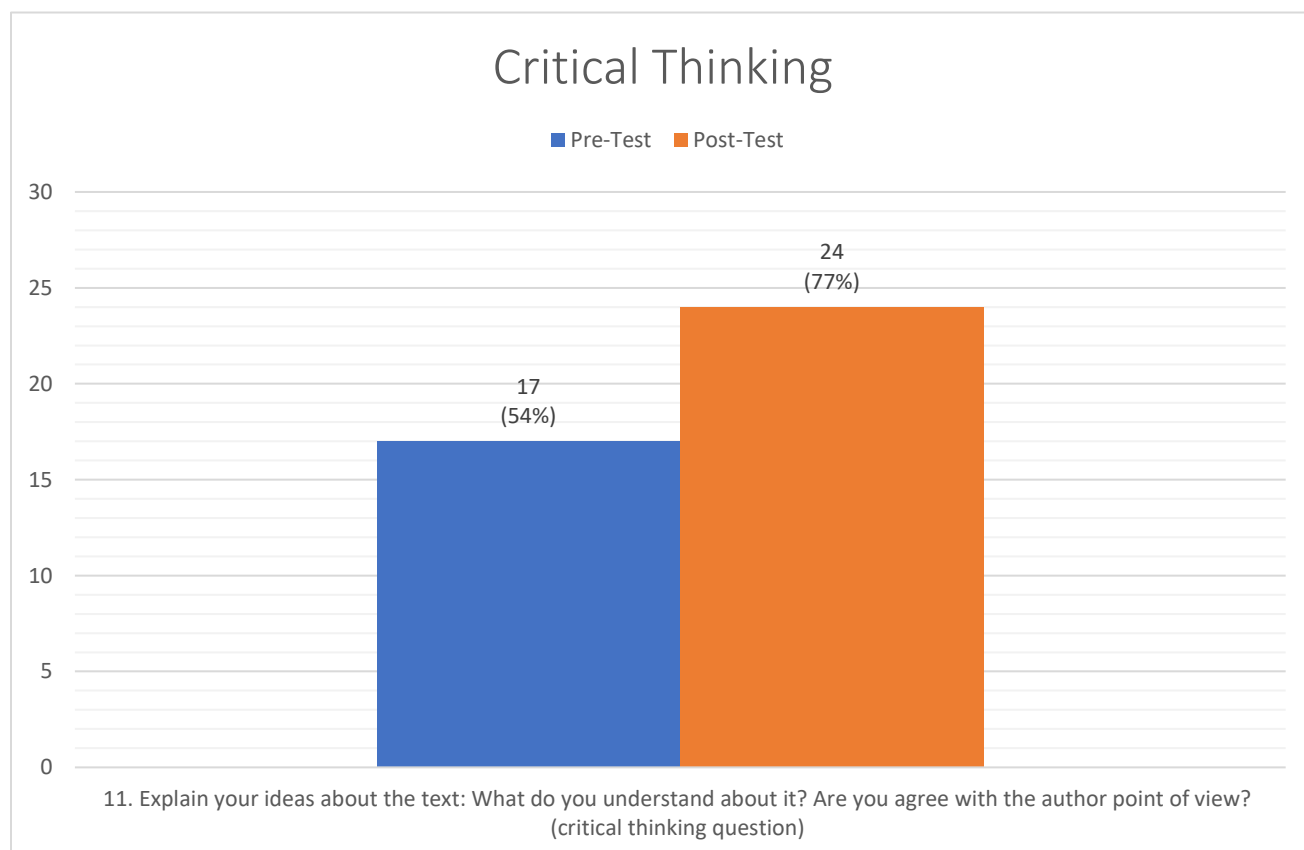
Graphic 3 presents the results for the questioning strategy that has the 3 questions that students enjoyed the best because they were interested in writing their opinions and ideas even if they did not know the right words to express them in English. During the Pre-Test some students asked the teacher if they could write the answers in Spanish, others asked how to write some words in English to complete their ideas, and also some students expressed their opinions with difficulties but all of them tried to do their best efforts. In the Pos-Test the teacher asked students to write their answers only in English to see if students improved their performance and competencies. In this respect, the results for questions 7 to 9 were good and very similar in both tests. In question 7 students had to write if they agreed with the writer about the life passes in a

snap of a finger, 23 students (74%) in the Pre-Test wrote logical ideas of agreement, and in the Post-Test 26 students (83%). The rest of the students had difficulties understanding the expression “a snap of a finger” and writing wrong ideas about the question.

In this section, the question 8 had the less percentage in the Pre-Test with 18 students (58%) may be because students did not find the best way to express if they were worried or not about the future by arguing why, but in the Post- Test 22 students (70%) wrote their reasons to argue their worried about the future, increasing their performance in this reading strategy and critical thinking skills. On the other hand, in question 9 students had to say if they had difficulties taking time to enjoy the day and why, 24 of them (77%) in the Pre-test and 25 students (80%) were able to argue their ideas and present their opinion about the question improving their performance in questioning reading strategy and critical thinking skill.

Despite the students’ difficulties described previously, I conclude that the questioning strategy help students to communicate their opinions, argue their answers, reflect on the reading topics, and present their point of view and their position on the writer’s ideas developing English reading strategies and critical thinking skills.

Graphic 4. *Critical Thinking Skill*

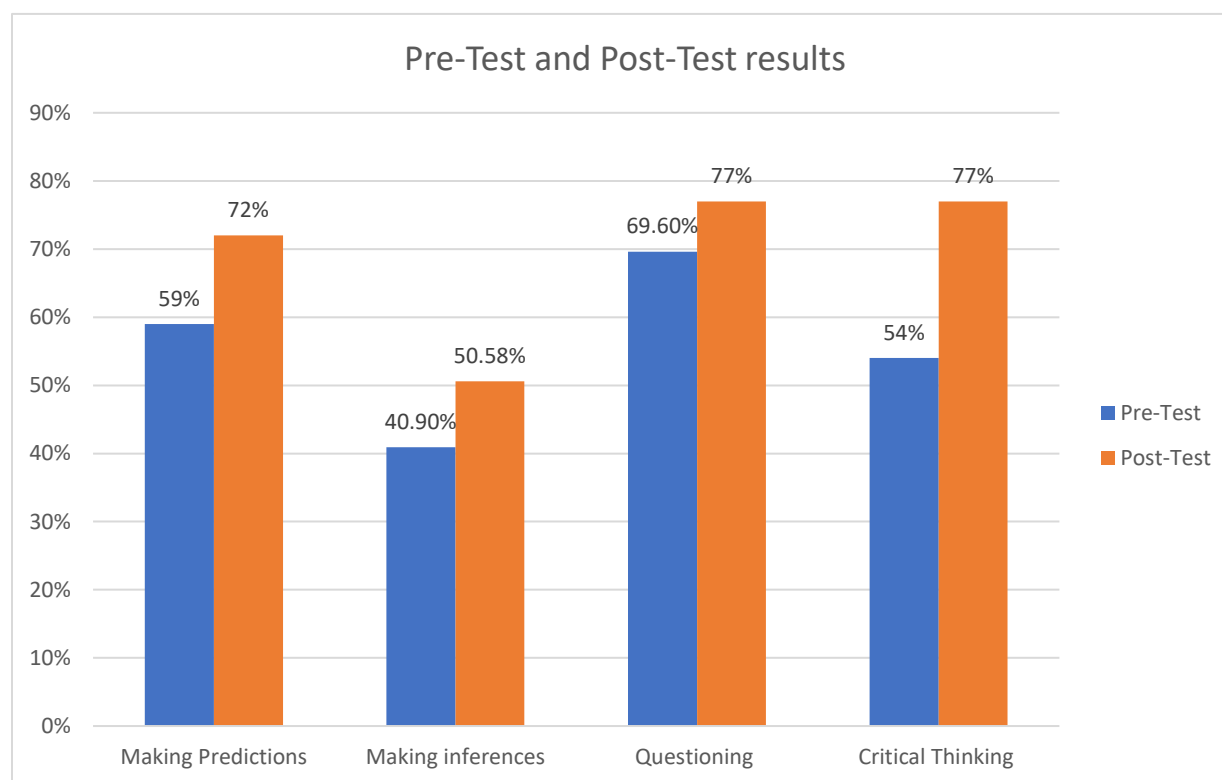


Graphic 4 corresponds to question 11 where students had to write with their ideas a summary of the text “Life in short” additionally, they had to present their position about the text explaining if they agreed with the author’s points of view. In the Pre-Test they had issues stating their arguments and organizing them in English to answer the question, some of them wrote just one part of the answer writing a short summary or their point of view, for that reason only 17 students (54%) wrote a complete answer. In the Post-Test the results increased by 23% because 24 students (77%) wrote a complete and coherent answer to this question of critical thinking.

To conclude the analysis of this critical thinking question, I consider that students want to indicate their arguments, but they have issues because of their lack of vocabulary and grammar structures in English that allow them to feel more confident to communicate their thoughts and ideas in a clearer and more fluency way.

Based on the information gathered in the reading strategies I will present the graphic 5 which represents the consolidation for each of them to analyze their results.

Graphic 5. *Pre-Test and Post-Test results*



This graphic represents the average of the results of each reading strategy and critical thinking question. In general, I observed that students improved their performance after the implementation of the reading comprehension strategies planned in the didactic sequence because the results of the Post-Test were better than the Pre-Test. For instance, according to

graphic 5 the easiest strategy for students was making predictions. They felt comfortable guessing the reading topic through understanding the title and writing the predictions of the writer's future so in the Pre-test the result was 18 students (59%) and in the Post-Test was 22 students 72% increasing the results by 13%. Making inferences was the most difficult strategy for the students since had the worst results in both tests, in the Pres-Test 13 students (40,90%), and in the Post-Test 16 students (50,58%), it shows that even though increased by 9.68% the greatest students' weaknesses are the lack of vocabulary and grammar structures to understand the main ideas of the text to infer information and answer questions about the reading.

On the other hand, the strategy with the best results was questioning with 21 students (69,60%) in the Pre-Test and 24 students (77%) in the Post-Test improving by 7.4% in this category. Likewise, critical thinking had 17 students (54%) in the Pre-Test and 24 students (77%) in the Post-Test increasing by 23% showing that even though the students have difficulties in writing their ideas in English they find the way using their prior knowledge or L1 to argue their points of view answering the questions about the text and presenting their position about it.

Finally, I consider that it is relevant that we as teachers design didactic sequences with activities or tests that integrate reading comprehension strategies with critical thinking questions that allow students to communicate their ideas about the text and present their point of view about it and express their agreement or disagreement with the writer's position.

6.2. Design of a Didactic Sequence

The didactic sequence incorporated activities to develop reading strategies such as predicting, making inferences, and questioning. It was designed to implement the mentioned reading strategies and to know to what extent the students improved their reading comprehension and critical thinking skill. The students from 11th grade took English class 3 times per week in sessions of 1 or 2 hours, so this didactic sequence had 11 classes implemented from March 9th to March 31st. The didactic sequence was organized in the following sessions:

- Class 1: The implementation of Pre-Test (March 9th, 2022)
- Classes 2 to 4: Application of predicting reading strategy exercises (3sessions: on March 10th, 14th, and 16th, 2022)
- Classes 5 to 7: Application of making inferences reading strategy exercises. (3 sessions: on March 17th, 21st, and 23rd, 2022)
- Classes 8 to 10: Application of questioning reading strategy exercises (3 sessions: on March 24th, 28th, and 30th, 2022)
- Class 11: The implementation of Post-Test (March 31st, 2022)

(See appendix 1. Didactic Sequence).

6.3. Implementation of the Didactic Sequence as Described in the Teacher's Diary

The implementation of the didactic sequence began on March 10th. I will mention the most relevant details observed and registered in the teacher's diary during the sessions planned to apply the three reading strategies (see appendix 3).

Predicting Reading Strategy

According to the evidence described in the teacher's diary during the sessions of this strategy in classes 2 to 4 on March 10th, 14th, and 16th the participation of students in predicting strategy was excellent. Indeed, they were interested in the topics from the readings presented in the worksheet's activities planned for the class because they presented short stories where students had to predict what would happen next in each situation. It was very interesting to listen to all the imaginary predictions that students created according to the situation. Moreover, I could observe that students had issues writing their predictions due to their lack of vocabulary, so the teacher suggested they look for the unknown words in the dictionary or use the translator only to find the words needed not to translate the whole idea. The teacher guided the students in some cases to clarify their ideas to write them in the questionnaire.

Making Inferences Reading Strategy

In the course of the implementation of this strategy during the sessions on March 17th, 23rd, and 24th, I noticed that students were motivated to participate in class when the teacher explained the steps to make inferences and showed the examples of how to infer information from a text but when they had to work individually to answer inferring information from the readings they had a lot of difficulties because of they did not know the meaning of some words that limited them to identify the main ideas to make inferences or conclusion and answer the questions formulated in the reading comprehension exercises. As consequence, the teacher had to help students to understand the readings with the aim to motivate them to comprehend the main ideas to make inferences. In conclusion, it is necessary to continue doing more reading exercises where students must infer information and make conclusions.

Questioning Reading Strategy

According to the observation done in the teachers' diary during the classes on March 28th, 30th, and 31st the application of the questioning strategy was successful. All students participated in the activities and were interested in the reading topics because they were related to their social context, so they made meaningful contributions by presenting their commentaries about the influencers' jobs revealing their points of view, and arguing why they consider this type of job is good or not. I consider it important to mention that some students asked the teacher

if they could present their ideas in Spanish because they are conscious about their low English level and they felt better speaking Spanish, so the teacher allowed them but when they were answering the reading comprehension questions, she suggested them to write their ideas in English.

On the other hand, during the debate planned as the last activity for the implementation of this strategy, it was evident that students prepared their interventions in favor or contra the legalization of abortion in Colombian and improve their performance and critical thinking skill in arguing their ideas defending their position about the topic, showing that this type of exercise help students to improve their learning process in reading comprehension and critical thinking skill.

6.4. Implementation of the Didactic Sequence as Described in the Students' Class Logs

The teacher implemented a students' class log intending to contribute to the development of critical thinking and technology skills. It was a Google Document folder, where students wrote their ideas of what they learned about the reading strategies implemented in class giving their opinions about if these strategies were useful in their learning process. (See appendix 1. Didactic Sequence)

Initially, the teacher thought of implementing the students' class log as an asynchronous exercise, but students had issues doing it at home because some of them did not have an internet connection there. In this respect, the teacher decided to do it at school after the implementation of the three sessions of activities planned for each reading strategy. Indeed, students made 3 interventions in the class log, answering two questions about their perceptions, and learning experiences working the strategies in class. The first question asked what they learned about the reading strategy implemented, and the second one asked if they considered that this strategy was useful in their learning process and why. Therefore, I will present the information gathered categorized according to the reading strategies.

Predicting Reading Strategy

According to the commentaries written by the students in the class log, they consider that making predictions is a useful reading strategy in which readers use their prior knowledge, the information in their minds, the illustrations in the text, the title, or any other information about it to predict what this text was going to be about. The students tried to write their perceptions as better they can, some of them had many lexical and grammatical mistakes but the teacher understood their main idea. However, the teacher chose two students' interventions to provide samples of how they perceive the usefulness of making predictions during the reading process:

I learned that with just simple steps and not knowing English completely, I can already get an idea of what is happening in the context and what can happen later (Student A).

I think it is useful because it facilitates the comprehension of reading in English, we can predict without having understood the whole text because the words that we know, and the images help us to understand what the text is about (Student B).

I consider that according to the students' input, this reading strategy was helpful and effective because students participated a lot in class and were interested to know how to write their ideas in the class log.

Making inferences

As I mentioned previously in this reading strategy students presented many difficulties to find clues in the text that allow them to detect evidence to activate their prior knowledge, and then put it all together to form an idea to make an inference or conclusion about the reading. So, according to students' class log commentaries, I can infer that even though they understood the steps to make inferences and they recognized that this strategy is useful in their reading process, they cannot put it into practice. Two responses from students provide examples of how they perceived the implementation of inference strategy:

The use of this strategy produced notable changes in my reading comprehension (Students C).

It is useful because we understand reading comprehension better (Student D).

To conclude, students had many difficulties making inferences. In this sense, it is important to continue practicing this strategy by implementing more reading comprehension exercises where students must infer information to identify main and secondary ideas in a text to improve their reading comprehension skill.

Questioning Reading Strategy

Based on the commentaries written by the students in the class log, I can infer that they consider that the implementation of this strategy helped them to improve their English level because forced them to think beyond simple answer questions about specific information from the text, they had to make the mental process to analyze the information to think and reflect about the reading topic to argue their point of view and their position about the writer intentions. They felt that their English reading comprehension has improved:

Yes, the questioning strategy has helped me a lot since in this way I can argue my point of view on a particular topic (Students E.)

Learning the questioning strategy made me open a place in my critical thinking that I had not had, thanks to that I already learned to understand most words (Student F.)

They helped me a lot and allowed me to improve when responding and questioning myself in front of different texts (Student G.)

Finally, with the intention to know to what extent students were aware of the improvement in their learning process, the teacher included the question in the students' class log: "Do you consider the reading strategies implemented in class allowed you to improve your reading comprehension and critical thinking skills?" Many students think that the strategies implemented helped them to advance their reading comprehension and critical thinking skill. Three responses from students provide examples of how they perceive the results of the reading strategies implemented.

I believe that if it helps us improve our reading and our thinking, since with these strategies we can expand our knowledge when reading a text, since we can interpret or predict what the author is trying to write (Student H.)

They have helped me a lot to improve my knowledge, now it is easier for me to understand texts and be able to respond easily thanks to the reading strategies that I saw in class, I feel that I had a great advance in English, and it flows better (Students I.)

Yes, because I have improved a lot in English, I already know how to identify unknown words and connect them with others in order to identify information and have a point of view about texts (Student J.)

6.5. Other Considerations /Results

Conclusion on the implementation and effectiveness

With the information gathered during the implementation of the reading strategies, it was possible to perceive that student were more motivated to participate in class by talking about the reading topics, and answering the critical thinking questions. Likewise, the students' motivation was evident during the writing process when they wanted to know how to organize their ideas to make their contributions. Also, this motivation helped to improve the class climate and strengthened the relationship between the teacher and students because it allowed having more effective and meaningful communication.

Moreover, in the implementation process, the teacher noticed that the students have difficulties speaking or writing their ideas due to their low English level. Also, it was evident that

their weaknesses in speaking and writing skills limit them to express their ideas with accuracy and fluency. In this respect, I think it is relevant to talk to the other English teachers from the school to share the results of my research and to talk about the importance of including activities that integrate reading strategies with critical thinking skill in the English curriculum since 6th grade to 11th with the aim to contribute to the improvement of students' reading, speaking, and writing skills.

On the other hand, a good choice of readings that are according to the students' age, context, and interests foster meaningful contributions and participation in the activities planned for the class. Indeed, the readings that include social situations encourage the students to think about how to contribute to solve the problem and present their points of view arguing their statements.

Additionally, the qualitative description provided by the teacher in the rubric of each reading strategy showed that the feedback information was a crucial assessment technique that allowed the students to know about their performance, understanding, reflection on their weaknesses, and what they need to improve in their reading comprehension and critical thinking process. Likewise, it is important to continue using this descriptive assessment technique with the purpose to facilitate effective communication between the teacher and students because giving a grade alone does not tell the students how to improve their performance.

Finally, I can conclude that the reading strategies applied during the implementation of the didactic sequences were effective and allowed in good percentage the improvement of students' reading comprehension and critical thinking skills, but it is necessary to give continuity to the process throughout the school year in order to have a better result in the students' process.

7. CONCLUSIONS

This research project explored the extent to which three reading comprehension strategies (predicting, making inferences, and questioning) contributed to the improvement of 11th graders' critical thinking skill in Jesús Villafañe Franco school in Cali, Valle del Cauca. The implementation of the reading strategies mentioned was done through the application of a Pre-Test to know the students' strengths and weaknesses in reading comprehension, the design, and implementation of a didactic sequence, and a Post-Test that helped to analyze the gathered data to know if the results of the strategies implemented contribute to the improvement of students' critical thinking skills.

The results of this research project reveal important findings that allow concluding crucial information. For instance, the application of a Pre-Test and a Post-Test are important techniques to gather information to make students' diagnostic at the beginning of the study and to analyze the result of the implementation at the end of the process. Moreover, in the design of a didactic sequence with reading strategies it is essential to adapt the activities according to students' needs, context, age, and interests. Likewise, intending to foster the meaningful contributions the didactic sequence must include the application of social situations texts because the study showed that these types of readings increase the motivation of students' participation, it involves them thinking about how to solve problems, consider possible solutions, argue their ideas, points of view, and take their position about the writer's intentions, improving their critical thinking skills.

On the other hand, the use of the teacher's diary is an excellent technique to systematize the information gathered in the classroom because it allows analyzing the details described in it, like the students' behavior during the development of the class, the effectiveness of the didactic of strategies implemented and also, help the teachers to reflect about their teaching practice thinking about how to correct or improve the classroom processes. Furthermore, the application of the class log as a technological resource had different benefits on the students' performance. It was a motivating factor because it helped them to develop ICT abilities using an electronic device to register their contributions and also, allowed students to participate in writing their ideas about the usefulness of reading strategies implemented.

From my point of view, the creation of a didactic sequence strengthened my teaching abilities because the planification of the activities allow me to innovate the didactic of my English classes changing the traditional manner to plan my work. Likewise, the design of the didactic sequence also left me with great satisfaction when I saw the positive change in the attitude and performance of my students since their motivation and effort to improve their difficulties by participating in class were evident.

Additionally, the development of this research project was a challenge for me, this process let me reflect that I can be a researcher by identifying pedagogic issues in my English

classes and finding the way to solve them helping my students to improve their weaknesses and empower them in their English learning process. Moreover, this project reinforced my identity as a teacher, I feel much more committed to my job thinking about how to continue improving my role as a teacher because it is my homework to be up today to pedagogic innovations. As a conclusion this research project had a positive impact in my students and in my role as a teacher so, I consider important to share it to other teachers to motivate them to change their teaching practice.

To conclude, the results of this research project demonstrated that the implementation of the three reading comprehension strategies contributed greatly to the improvement of students' motivation, reading comprehension performance, and critical thinking skills. Nevertheless, it is important to continue working on them to have better results. Finally, it is crucial to share these findings with other English teachers from the school to show the impact of this study by considering including in their English curriculum the implementation of reading strategies as a powerful element to improve critical thinking skills.

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9. APPENDICES

9.1. Appendix 1 – Didactic Sequence

THE POWER OF CRITICAL THINKING

A Didactic Sequence for Public Schools

This didactic sequence incorporates the reading strategies: predicting, making inferences, and questioning. It was designed with the aim to implement the mentioned reading strategies to know to what extent the students improved their reading comprehension and critical thinking skills. The students from 11th grade take English class 3 times per week in sections of 1 or 2 hours, so this didactic sequence has 11 classes organized in this way:

- Class 1: The implementation of Pre-Test
- Classes 2 to 4: Application of predicting reading strategy exercises (3 sessions)
- Classes 5 to 7: Application of making inferences reading strategy exercises. (3 sessions)
- Classes 8 to 10: Application of questioning reading strategy exercises (3 sessions)
- Class 11: The implementation of Post-Test.

Finally, with the aim to contribute to the development of critical thinking and technology skills, the teacher implements a reading comprehension class log. It is a Google Document folder where students do an asynchronous exercise writing their ideas of what they learnt about the reading strategies and giving their opinions about if these strategies are useful in their learning process.

Lesson Plan grade 11 th Pre-Test	
Class time: 55 mins Date: March 9 th	
TOPIC	Reading Comprehension “Life in Short”
Learning Objective	<ul style="list-style-type: none"> ● To make predictions about the reading topic using the previous knowledge or key words.

	<ul style="list-style-type: none"> ● To identify key words within the text that allow to understand its general meaning. ● To express his/ her position, about a specific topic
Basic standards And DBA	<ol style="list-style-type: none"> 1 I understand texts of different types and sources on topics of general and academic interest, select and apply appropriate reading strategies for the text and the task. 2. I use an appropriate vocabulary to express my ideas clearly about topics of the school curriculum <p>DBA: Expresses his/her position on a familiar topic in oral form, taking into consideration his/her audience. To achieve this, the student sets the tone of the message depending on the context or relationship with the audience (formal or informal). For example, the student may express a personal opinion on the same topic to two different groups or people</p>
Sequence of Activities	<ol style="list-style-type: none"> 1. The teacher will start the class by telling students that in order to get information about their English level in reading comprehension and critical thinking they are going to present a test with the aim to apply strategies that allow them to improve their performance and weaknesses.
Sequence of activities	<ol style="list-style-type: none"> 1. After this, she will send to students an e-mail message with the Pre-Test link, then she will explain that they will do it online using a Google Form quiz. (See appendix 1-material 1) 2. After giving general recommendations about the procedure to answer the questions on the pretest, the students will have 45 min to answer it.
Assessment Tool	<ul style="list-style-type: none"> - Teacher will present to the students the result of the Pre-Test and according to this they will receive a grade depending on their performance.
Resources	Post-Test link https://forms.gle/9TNVXR2U3zKFLDSd7 (see appendix 1-material 1)
Teachers in charge:	Francy Ledesma

9.1.1. Material 1 - Pre-Test and Post-Test

Life in short

Life can pass anyone by within the snap of a finger. I myself have witnessed that life has a tremendous way of fooling me into believing that it seems to be long. Now, I am in my last year of high school, and I realize how fast my life has gone and how fast it will continue to go.

When I was a little child, I thought it would take me forever to reach where I am today. I turned seventeen in May and getting to this age seemed like a long journey, but in casual fact it went by quicker than I expected. I believe that my life has gone by so fast because I am constantly distracted and focused by my present life and future. I am either worrying about my homework one minute or thinking about how I am going to present myself at school the next day. There seems to be always something constantly going on my mind. There is never a moment in my mind that is just still.

I believe that life is so short because people are all busy thinking about what they have to do next, so before they realize, years have gone by. I am always looking at my calendar and worrying about the next day. This makes it difficult for me to take time and enjoy the day. Like myself and many others, I am too obsessed with my everyday schedule. Now I often think to myself how much time I have wasted worrying and stressing over nothing. My whole life has just flashed before my very eyes.

1. According to the title can you predict which is the reading topic? (Predicting question)

- A. writer died so young
- B. Life passes very fast
- C. A summary about the writer's life
- D. A short description of writer's childhood

2. What is the writer's main aim in writing the text? (Inferential question)

- A. Discussing that life is short because all people are busy
- B. Suggesting people to plan their schedule in advance for them to be able to enjoy life
- C. A complaining about life because it is short
- D. Telling people how she has experienced time in the last years

3. What has the writer realized? (Inferential question)

- A. That she is in her last year of high school
- B. Life has gone very fast for all people
- C. Life passes within fingers

D. Her life will keep going fast

4. What did she think when she was younger? (Inferential question)

A. It would take her quite a lot to be seventeen

B. Time was supposed to pass quickly

C. She wanted to make a long journey

D. She would never grow up

5. According to the writer, why does life seem to be short for some people? (Inferential question)

A. because people are too young

B. because nobody is occupied in something

C. because people are worried about enjoying everyday activities

D. Because they are always planning every detail and thinking about what to do next

6. Which best describes the writer? (Inferential question)

A. the writer thinks she has spent much of his life studying, and going sightseeing

B. She is always busy doing homework or thinking about the following ideas

C. A shy person who enjoys working and doing homework in time

D. A person who is about to finish high school and who is worried

7. Do you agree with the writer that life passes within the snap of a finger? Why? or why not? (Questioning question)

8. Do you live worried and stressed about the next day or future? Why? or why not? (Questioning question)

9. It is difficult for you to take time and enjoy the day? Why? (Questioning question)

10. According to the text information writes 2 predictions about the writer future (predicting question)

11. Explain your ideas about the text: What do you understand about it? Are you agree with the author's point of view? (Critical thinking question)

Lesson Plan grade 11th Making predictions (Sessions 1-3)	
Class time: 55 mins Date: March 10th,14th, 16th	
TOPIC	Predicting Reading Strategy
Learning Objective	<ul style="list-style-type: none"> ● To make predictions about the reading topic using the previous knowledge or key words. ● To identify key words within the text that allow us to understand its general meaning. ● To express his/ her position, about a specific topic
Basic standards And BLR	<ol style="list-style-type: none"> 1. I understand texts of different types and sources on topics of general and academic interest, select and apply appropriate reading strategies for the text and the task. 2. I use an appropriate vocabulary to express my ideas clearly about topics of the school curriculum <p style="text-align: center;">BLR: Expresses his/her position on a familiar topic in oral form, taking into consideration his/her audience. To achieve this, the student sets the tone of the message depending on the context or relationship with the audience (formal or informal). For example, the student may express a personal opinion on the same topic to two different groups or people</p>
Session # 1 March 10th	
Sequence of Activities	<ol style="list-style-type: none"> 1. The teacher will start the class by asking students what does prediction mean? They will give their ideas to construct the meaning to conclude with a global idea about it. 2. After this, she will present a short video of 4:03 mins which shows some information about predicting reading strategy. While presenting the video, the teacher will pause in some parts to explain specific ideas to develop this reading strategy. 3. After presenting the video, the teacher and students will read a short paragraph to apply the steps to make

	<p>predictions. Then the teacher will read the 4 options to students to choose the right one.</p>
	<p>Session # 2 March 14th</p>
<p>Sequence of activities</p>	<ol style="list-style-type: none"> 1. The teacher will present a video of 4.32mins with predicting exercises, she will stop the video in each situation with the aim that students guess what will happen next. 2. After presenting the video, students will receive the reading comprehension worksheet 1 (see appendix 1-material 2) with 4 predicting exercises. These exercises will be short stories with multiple choice options where students will predict what will happen next. 3. In order to develop the critical thinking skill in one of the questions the students have to write their predictions about the situation explained in the text. 4. At the end of the class, the teacher with students will revise the exercises to know which are the correct answers. The students will assess the work of one of their classmates because the teacher will interchange the worksheets. The teacher will read aloud each of the texts and questions and they will check the right options. Also, students will discuss their ideas about the prediction written to answer the critical thinking question.
	<p>Session # 3 March 16th</p>

Sequence of activities	<ol style="list-style-type: none"> 1. Students will receive the reading comprehension worksheet 2 (see appendix 1-material 3) with 5 predicting exercises. These exercises will be short stories with 2 paragraphs with multiple choice options and open questions where students will predict what will happen next and express their opinion about the reading topic in order to develop critical thinking skills. The students will work in pairs, to finish this activity the teacher will make a plenary where students will discuss the answers and express their point of view about the reading topic. 2. At the end of the class the teacher will share the link with the folder named reading comprehension class' log where students will do an asynchronous exercise writing their ideas of what they learn about predicting reading strategy and giving their opinions about if this strategy will be useful in their learning process.
Assessment Tool	<ul style="list-style-type: none"> - Teacher will present to the students a rubric about the predicting reading strategy assessment. And according to this they will receive a grade depending on their performance. (see appendix 1-material 4)
Resources	<p>Reading strategy prediction video https://www.youtube.com/watch?v=nsLD33rczFA</p> <p>Predicting exercises video: https://youtu.be/SD75X4vsbM8</p> <p>Predicting reading strategy worksheet #1 (see appendix 1 material 2)</p> <p>Predicting reading strategy worksheet #2 (see appendix 1 material 3)</p> <p>Reading comprehension strategies class' log: https://drive.google.com/drive/folders/1ec_C075qRUSCW3dgj5TQryR4QDvXp4So?usp=sharing</p>
Teachers in charge:	Francy Ledesma

9.1.2. Material 2- Predicting Reading Strategy: Worksheet 1

Read each story event and predict what happened next:

1. The phone rang, and Katya's mom picked it up. She listened for a few seconds, and then said, "I'll be there right away." She hung up the phone and turned to Katya. "Katya," she said. "Get your coat. Your dad missed the bus home from work."

What probably happened next?

- A. Katya and her mom went to the grocery store.
- B. Katya and her mom went in the car to pick up Katya's dad from work.
- C. Katya's mom drove Katya to work.
- D. Katya made a phone call to her dad.

2. Karin got dressed for school and checked to see that she had put her homework in her backpack. Then she looked out the window. "Wow!" she cried. She ran to the kitchen. "Did you see the snow, Mom? It must be a foot deep!" "I know," said Mom. "I was just listening to the news. You should probably go and change into your play clothes."

What probably happened next?

- A. Karin put her homework in her backpack.
- B. Karin looked out the window.
- C. Karin ran to the kitchen.
- D. Karin changed her clothes and stayed home

3. The school play ended. Everyone had remembered their lines. The audience had laughed at all the right places. The lights came on and the students all came back on stage and took a bow. What probably happened next?

- A. The audience clapped.
- B. The play began.
- C. Everyone sat down.
- D. The lights were turned off.

4. Boom went the thunder. Flash went the lightening. Whoosh went the wind. The rain fell hard and fast. Jimmy looked out the living room window. The cars were going slow. Suddenly, all the lights went out, and the television went off. Jimmy's mom came into the living room. "Come and help me, Jimmy," she said. We'll need these for a little while until the lights come back on."

Write your ideas about What probably happened next?

1.

2.

9.1.3. Material 3- Predicting Reading Strategy: Worksheet 2

Read each story event and predict what happened next.

Building a Spaceship

Zack and Andy were building a spaceship from a kit Zack got for his birthday. There were lots of small pieces spread out all over the table. “That’s a lot of pieces!” Andy said. Zack unfolded the paper that had the directions. It had pictures to show how to put the spaceship together, step by step. He showed the paper to Andy. “Look,” said Zack. “It starts with four of these long thin pieces. What probably happened next?”

- A. Zack and Andy called Zack’s mom for help.
- B. Zack and Andy looked for four of the long thin pieces.
- C. Zack and Andy went outside to play.
- D. Zack and Andy sorted the pieces into three piles.

Spelling Quiz

“Do you want me to quiz you?” Paulina’s mom asked. “I don’t know.” Paulina replied. “I went through the list three times last night. I think I can spell all the words.” “Better safe than sorry,” Paulina’s mom said. “And you have plenty of time before the bus comes.” Tina handed her word list to her mom. What probably happened next?

- A. Paulina made a sandwich for her lunch.
- B. Paulina was late for the school bus.
- C. Paulina put the spelling word list in her backpack.
- D. Paulina’s mom quizzed her on the spelling words

An amazing book

Sean looked around the lunchroom, then went and sat across from his friend Eric. “Hey, Sean,” Eric said, holding up a paperback book. “I just finished reading this book, *The Boy at the End of the World*. It’s about this time way in the future. This kid wakes up in some blown-up laboratory. Then this robot says that the kid is the last human alive. But the robot says there may be more humans stored away in pods that they can rescue—if they can find them. Then this baby

mammoth starts following them around and wanting to be friends.” Sean pointed to the cover of the book. “Is this the robot?” he asked. Eric nodded and showed Sean another picture inside the book. “And this is the baby mammoth. The kid calls the mammoth ‘Protein.’ You want to borrow the book?” he asked. “I got it for my birthday.” What probably happened next?

- A. Sean borrowed the book.
- B. Eric put the book in his backpack.
- C. Sean told Eric about a book he had read.
- D. Sean told Eric how the book ended.

A shopping day

Jenny couldn’t wait for the school day to be over. Aunt Sophie was visiting and had promised to take Jenny Christmas shopping after school. Jenny had been saving her money for weeks and weeks. She had some good ideas for what to get her mom and her sister Claire. But she had no idea what to get for her dad.

She thought about that during Language Arts class. She thought about it during Social Studies and Math. Not socks. Not handkerchiefs. Those were boring. Then, in science class, she had a great idea. Her dad liked to work in the little garden in their backyard. Jenny had noticed that his garden clippers had been left out in the rain and were all rusty. That would be the first item on her list.

Finally, the bell rang. Aunt Sophie was waiting for Jenny outside in the car. “Where to first?” Aunt Sophie asked. What probably happened next?

- A. Jenny asked to go for ice cream.
- B. Jenny asked to go to her friend’s house.
- C. Jenny asked to go to the hardware store.
- D. Jenny asked to go to the toy store.

A part-time job

Theodore loved to read superhero comic books. His favorite superhero was H2O, who could double in size if there was enough water around. His friend, Bean liked H2O comic books

too. They talked about H2O's adventures, and what they thought might happen next in the story. Every comic book ended with H2O in some kind of awful situation. You couldn't imagine how the superhero would survive. Theodore usually had to borrow Bean's comic books. Theodore's mom didn't mind him reading comic books, but she said she couldn't afford to spend good money on them. One day, Theodore saw his neighbor, Mr. Franco, walking past the apartment building with his dog, Royal. Royal was a nice collie with big brown eyes. Theodore said "Hi!" and walked over to Mr. Franco. Mr. Franco smiled, and said, "I wish I had time to walk Royal more. He really loves his walks. I've been thinking about paying someone to walk him a few days a week."

What probably happened next?

9.1.4. Material 4- Rubric for Predicting Reading Strategy

Name:

grade: 11-2

This rubric was designed to assess if students can make predictions about the reading topic and express their critical opinion or position about it.

STATEMENTS	PRO CESS BEGGING (1.0-2.9)	IN PROGRESS (3.0-3.8)	APPR OVED (3.9-5.0)	S CORE
Headlines predictions	Unable to use some elements like the headlines to predict what the text will be about	Has some difficulties to understand the headlines and relate them to predict what the text will be about.	Uses some elements like the headlines to predict what the text will be about	
Making Connections (Prior knowledge)	Lacks vocabulary knowledge to recognize words to make connections and guess ideas about the text.	Has some difficulties to activate prior knowledge when finding words that already know to guess ideas about the reading.	Relates prior knowledge to make connections when find words that already know to guess ideas about the reading	
Making Predictions	Does not identify key words within the text that allow to understand	Identifies some key words within the text that allow to understand its	Identifies key words within the text that allow to understand its general	

	its general meaning to make predictions.	general meaning to make predictions.	meaning to make predictions.	
Confirm Predictions	Does not find information that confirms whether his / her predictions are right or wrong.	Has difficulties to find information that confirms whether his/her predictions are right or wrong.	Finds information that confirms whether his/her predictions are right or wrong.	
Critical Thinking	Unable to Express his/her ideas orally or written about his/her opinion or position of the reading topic	Has difficulties to expresses his/her ideas orally or written about his/her opinion or position of the reading topic	Expresses his/her ideas orally or written about his/her opinion or position of the reading topic	

TOTAL SCORE: _____

Observations: _____

Lesson Plan grade 11th Making inferences (Sessions 4-6)	
Class time: 55 mins Date: March 17th, 23rd and 24th	
TOPIC	Making inferences reading strategy
Learning Objective	<ul style="list-style-type: none"> ● To identify key words within the text that allow to understand its general meaning. ● To infer specific information from a reading text ● To assume a critical position about a specific topic.
Basic standards And BLR	<ol style="list-style-type: none"> 1. I understand texts of different types and sources on topics of general and academic interest, select and apply appropriate reading strategies for the text and the task. 2. I use an appropriate vocabulary to express my ideas clearly about topics of the school curriculum <p style="text-align: center;">BLR: Expresses his/her position on a familiar topic in oral form, taking into consideration his/her audience. To achieve this, the student sets the tone of the message depending on the context or relationship with the audience (formal or informal). For example, the student may express a personal opinion on the same topic to two different groups or people.</p>
Session # 4 March 17th	
Sequence of Activities	<ol style="list-style-type: none"> 1. The teacher will start the class by asking students what does making inferences mean? They will give their ideas to construct the meaning to conclude with a global idea about it. 2. After this, she will present a short video of 4:03 mins which shows some information about making inferences reading strategy. While presenting the video, the teacher will pause in some parts to explain specific ideas to develop this reading strategy. Then to summaries the topics the teacher will ask some

	<p>questions like:</p> <p style="padding-left: 40px;">What is an inference?</p> <p style="padding-left: 40px;">How can learning to make inferences make you a better reader?</p> <ol style="list-style-type: none"> 3. Then the teacher will present a short text, “The Traveler” students will read it individually, after that, students will apply the steps to make inferences in order to answer inference questions about the reading topic. 4. At the end of the class teacher and students will check the answers to confirm the students’ inferences
	<p>Session # 5 March 23rd</p>
<p>Sequence of activities</p>	<ol style="list-style-type: none"> 1. The teacher will give to students the reading text “The greedy man” in worksheet #3. (See appendix 1-material 5) She will read it out loud, then she will ask students some questions about the reading to know if they infer some information using their prior knowledge. 2. After that, the students will answer individually the reading comprehension questions with multiple choice options. Before that the teacher will explain that after reading the text, they can think about what they already know about the story by identifying key words which allow them to understand the main idea, and they can try to figure out what the story means by thinking about what makes the most sense. 3. The teacher includes 2 critical thinking questions to know which is the student’s point of view about the text: <ul style="list-style-type: none"> ● What is your point of view about the text? What would you do if you were the Greedy man? ● Do you consider the neighbor's decision to steal the gold was right? Why or why not? 4. Also, the teacher includes a predicting question: <ul style="list-style-type: none"> ● What do you think is going to happen next? 5. At the end of the class, the teacher with students will check the exercises to know which are the correct answers. Each student will check the worksheet of one of their classmates in order to make a cooperative assessment, especially because they will read the

	answers of critical thinking questions and the teacher will ask if they agree with the classmate point of view.
	Session #6 March 24th
Sequence of Activities	<ol style="list-style-type: none"> 1. The students will receive the reading comprehension worksheet # 2 (see appendix 1- material 6) with the reading “The kingly Lion” the teacher will read it with the students. 2. Then the students will work individually to answer the reading comprehension questions where they will infer information from the reading to answer 5 questions. 3. In the worksheet are included 1 predicting question and 2 critical thinking questions where they will write their ideas about the reading and their point of view about the Lion decision: <ul style="list-style-type: none"> ● Do you think the lion took a good decision? Why or why not? ● What do you think is going to happen next? (Write a prediction) ● . What lesson is this story meant to teach? 4. At the end of the class the teacher will make a plenary where students will discuss the answers and express their critical position about the lesson the story meant to teach them. 5. At the end of the class the teacher will share the link with the folder named reading comprehension class log where students will do an asynchronous exercise writing their ideas of what they learn about making inferences reading strategy and giving their opinions about if this strategy will be useful in their learning process.
Assessment Tool	- Teacher will present to the students a rubric about t making inferences activities assessment. And according to this they will receive a grade depending on their performance. (see appendix1 material 7)
Resources	<p>Making inferences video</p> <p>https://youtu.be/nYkWu099jis</p> <p>Making inferences reading exercises:</p>

	<p>Making inferences reading strategy worksheet 1 (see appendix 1- material 5)</p> <p>Making inferences reading strategy worksheet 2 (see appendix 1-material 6)</p> <p>Reading comprehension strategies class log: https://drive.google.com/drive/folders/1ec_C075qRUSCW3dgj5TQryR4QDvXp4So?usp=sharing</p> <p>Reading comprehension strategies class log: https://drive.google.com/drive/folders/1ec_C075qRUSCW3dgj5TQryR4QDvXp4So?usp=sharing</p>
Teachers in charge:	Francy Ledesma

9.1.5. Material 5- Making Inferences Reading Strategy: Worksheet 1

The Greedy Man

There once was a very greedy man who sold everything he owned and bought a brick of gold. He buried the gold brick behind a hut that was across the road from his shabby old house. Every day, the greedy man went across the road and dug up his gold brick to look at it.

After a while, a workman noticed the greedy man going across the road every day and decided to follow him. The next day, the greedy man dug down for his gold brick, but the hole was empty. He pulled at his hair and cried out in sorrow. “My beautiful gold bricks!” he wept.

A neighbor came running and asked the greedy man what had happened. When the greedy man told him, the neighbor just shrugged his shoulders. “Why be so sad?” said the neighbor. Just go get a rock and put it in that hole and pretend that it is gold. It will do you as much good as the gold did.”

Use what you already know and what the story says to make inferences:

1. Why did the greedy man bury his gold brick?
 - A. He didn't have a house.
 - B. He thought it would grow into a tree of gold.
 - C. He was afraid someone would steal it.
2. Why did the greedy man go and dig up his gold brick every day?
 - A. Looking at it made him sad.
 - B. Looking at it made him happy.
 - C. He wanted to sell it.
3. Why did the workman follow the very greedy man?
 - A. He didn't like the greedy man.
 - B. He knew the greedy man had a gold brick.
 - C. He was curious.
4. Why did the greedy man find that the hole was empty, and his gold brick was gone?

- A. The workman had stolen it.
- B. The greedy man had sold it.
- C. The greedy man's neighbor had stolen it.

Think about what makes the most sense, to draw a conclusion:

The neighbor told the greedy man that he might as well bury a rock in the hole and pretend that it was gold.

- 5. This is probably because:
 - A. The neighbor wanted the gold brick for himself.
 - B. The neighbor wanted to be the greedy man's friend.
 - C. The gold brick had not done the greedy man any real good.
- 6. What is your point of view about the text? What would you do if you were the Greedy man?
- 7. What do you think is going to happen next?
- 8. Do you consider the neighbor's decision to steal the gold was right? Why or why not?

9.1.6. Material 6 - Making Inferences Reading Strategy: Worksheet 2

The Kingly Lion

The animals of the field and forest had a Lion as their King. When anyone had a problem, he took it to the Lion King, and the Lion King helped to solve it. When anyone had an argument, they took it to the Lion King, and he helped to settle it. The Lion King never made demands that were in his own interest. He wanted only what was best for each and every animal. Day after day, the Lion King thought about nothing but the animals who were his subjects. Then he sat down and wrote out a Royal Order. He called all the animals to come before him. He stood on a hilltop and watched the animals come together from far and near. He waited for them to settle. "Hear ye, hear ye!" the Lion began, in his deep and rumbling voice. "I have written out my orders for a new way of doing things that will be better for all. From this day forward, the Wolf and the Lamb shall agree to live in peace. The Panther and the Goat shall live in peace. The Tiger and the Deer, and the Dog and the Rabbit— all shall live together in perfect peace and harmony. The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life.

Use what you already know and what the story says to make inferences:

1. Why did the animals bring their problems to the Lion?
 - A. The animals knew the Lion was powerful.
 - B. The animals knew the Lion was fair.
 - C. The animals feared that the Lion would punish them.
2. Why did the Lion write a Royal Order?
 - A. The Lion wanted the best for each and every animal.
 - B. The Lion was tired of the animals bringing their problems to him.
 - C. The Lion wanted to be King of the field and forest.
3. Why did the Lion call all the creatures together to hear the Royal Order?
 - A. The Lion wanted to show off his power.

- B. The Lion wanted to punish the strongest of the creatures.
 - C. The Lion wanted every creature to hear the new rules.
4. What was the purpose of the Lion's Royal Order?
- A. Natural enemies would live together in peace.
 - B. Natural enemies would live in different places of the forest.
 - C. Natural enemies would have to settle their own differences.

Think about what makes the most sense, to draw a conclusion:

The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life.

5. This is probably because:
- A. The Rabbit was afraid that the Lion was trying to trick all the creatures.
 - B. The Rabbit did not think the Lion's new rules would work.
 - C. The Rabbit did not want to be friends with the Dog.
6. Do you think the lion made a good decision? Why or why not?
7. What do you think is going to happen next? (Write a prediction)
8. What lesson is this story meant to teach?

9.1.6. Material 7- Rubric for Making Inferences Reading Strategy

Name:

grade: 11-2

This rubric was designed to assess if students can make inferences about the reading topic and express their critical opinion or position about it.

STATEMENTS	PRO CESS BEGGING (1.0- 2.9)	IN PROGRESS (3.0- 3.8)	APPR OVED (3.9- 5.0)	S CORE
Findin g Clues	Does not find key words or clues in the text that allow his/her to detect evidence.	Has difficulties to find key words or clues in the text that allow to detect evidence	Finds easily key words or clues in the text that allow to detect evidence	
Prior Knowledge	Lacks vocabulary knowledge to recognize words to make connections and guess ideas about the text.	Has some difficulties to activate prior knowledge when find words that already know to guess ideas about the reading	Relate s prior knowledge to make connections when find words that already know to guess ideas about the reading	
Makin g inferences	Makes inferences in vague or loosely manner without	Makes inferences with limited clarity based on facts and evidence that	Makes inferences with clarity based on facts and evidence that combines	

	connect facts or evidence with his/ her prior knowledge and experiences	combines with his/her prior knowledge and experiences.	with his/her prior knowledge and experiences.	
Critical Thinking	Unable to Express his/her ideas orally or written about his/her opinion or position of the reading topic	Has difficulties to expresses his/her ideas orally or written about his/her opinion or position of the reading topic	Expresses his/her ideas orally or written about his/her opinion or position of the reading topic	

TOTAL SCORE: _____

Observations: _____

Lesson Plan grade 11th Questioning Reading Strategy (Sessions 7-9)	
Class time: 55 mins Date: March 28th,30th, 31st	
TOPIC:	Questioning Reading Comprehension
Learning Objective:	<ul style="list-style-type: none"> ● To make predictions about the reading topic using the previous knowledge or key words. ● To identify key words within the text that allow to understand its general meaning. ● To express his/ her position, about a specific topic
Basic standards And BLR	<ol style="list-style-type: none"> 1. I understand texts of different types and sources on topics of general and academic interest, select and apply appropriate reading strategies for the text and the task. 2. I use an appropriate vocabulary to express my ideas clearly about topics of the school curriculum <p style="text-align: center;">BLR: Expresses his/her position on a familiar topic in oral form, taking into consideration his/her audience. To achieve this, the student sets the tone of the message depending on the context or relationship with the audience (formal or informal). For example, the student may express a personal opinion on the same topic to two different groups or people</p>
Session #7 March 28th	
Sequence of activities	<ol style="list-style-type: none"> 1. The teacher will start the class by asking What is questioning? Why is it important questioning? Do you consider questioning extend our thinking? 2. After this, she will present a video which shows some information about questioning reading strategy. While presenting the video, the teacher will pause in some parts to explain specific ideas to develop this reading strategy. 3. After presenting the video, students will receive a reading comprehension: Social Media Influencers. (see appendix 1-material 8) Students will have 15

	<p>minutes to read the text individually.</p> <ol style="list-style-type: none"> 4. After that the Teacher will read out loud the reading and will ask some questions about it, the students will express their ideas orally and will discuss between them if they meet any influencer, who is their favorite Colombian influencer, and what are their opinion about their work. 5. Then the students will answer the reading comprehension exercise about the text where they will be predicting, inference questions and critical thinking questions.
	Session # 8 March 30th
Sequence of activities	<ol style="list-style-type: none"> 1. In this class the students will read a text about the legalization of abortion in Colombia: Colombia legalizes abortion in move celebrated as ‘historic victory’ by campaigners (see appendix 1. material 9) 2. Then, they will answer some reading comprehension questions about it. Then the teachers will organize a plenary where students will discuss their answers with their classmates and present their critical position about the author’s intention and make some conclusions. 3. After that the teacher will explain that next class, they will do a debate about the same topic, she will divide the students in 2 groups, one in favor and another against. 4. The student’s homework is to think and write the arguments to express their point of view according to the group in which they have corresponded.
	Session # 9 March 31st
Sequence of activities	<ol style="list-style-type: none"> 1. In the class the students will make the debate about the legalization of abortion in Colombia. To Start the debate, the teacher will explain that she will make one question and then the groups will choose one student who will answer it, arguing his/ her position in favor or not about the topic. 2. At the end of the activity students will say some conclusions about the topic. 3. At the end of the class the teacher will share the link with the folder named reading comprehension class log where students will do an asynchronous exercise

	<p>writing their ideas of what they learn about questioning reading strategy and giving their opinions about if this strategy will be useful in their learning process.</p>
Assessment Tool	<ul style="list-style-type: none"> - Teacher will present to the students a rubric about the questioning reading strategy assessment. And according to this they will receive a grade depending on their performance. (see appendix 1-material 10)
Resources	<p>Reading comprehension strategy- questioning https://www.youtube.com/watch?v=BJaVVeodZkE</p> <p>Social media influencers text (see appendix 1-material 8)</p> <p>Legalization of abortion in Colombia: Colombia legalizes abortion in move celebrated as ‘historic victory’ by campaigners. (see appendix 1-material 9).</p> <p>Reading comprehension strategies class log: https://drive.google.com/drive/folders/1ec_C075qRUSCW3dgj5TQryR4QDvXp4So?usp=sharing</p>
Teachers in charge:	Francy Ledesma

9.1.7. Material 8- Questioning Reading Comprehension Strategy

Social Media influencers



It is estimated that about 40 per cent of the world's population use social media, and many of these billions of social media users look up to influencers to help them decide what to buy and what trends to follow.

So, what is an influencer and how do we become one?

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology.

Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.

1. Choose your niche. What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it

2. Choose your medium and write an interesting bio Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram, or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your specialty area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

3. Post regularly and consistently Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

4. Tell an interesting story Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you

5. Make sure people can easily find your content. Publicize your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point writing the most exciting blog posts or posting the most attractive photographs if no one is going to see them. Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!

Task 1

Choose the best answer.

1. A social media influencer is not someone who ...
 - a. guides the decisions of their followers.
 - b. is an expert in a particular area.
 - c. pays their followers to buy products.
 - d. has many followers who pay attention to their opinions.
2. Companies want to use influencers to help ...
 - a. sell their products to their followers.
 - b. develop new products.
 - c. write their blog posts.
 - d. design their websites
3. If you want to be an influencer, your bio on your social media account shouldn't ...
 - a. say who you are.
 - b. talk about your niche area.

- c. be interesting.
 - d. be the same as other people's bios.
4. You should make sure that you post ...
- a. once a month.
 - b. every day for the first month and then once a month after that.
 - c. about similar subjects.
 - d. about all sorts of different things.
5. You can make sure that people find your post by ...
- a. using hashtags.
 - b. using funny or memorable titles.
 - c. using different social media to link to your post.
 - d. doing all of the above.
6. What should the title of this blog post be?
- a. Five ways to influence people
 - b. Five ways to use influencers in marketing
 - c. Five tips on becoming a social media influencer
 - d. Five tips on making money as an influencer

Task 2

Discussion

Do you admire any Colombian social media influencer? Why?

Would you like to become a social media influencer? Why? or why not?

What do you think about the influencers' job? Do you agree about the way they earn money?

9.1.8. Material 9- Colombia Legalizes Abortion in Move Celebrated as ‘Historic Victory’ by Campaigners

Colombia has decriminalized abortion during the first 24 weeks of pregnancy, adding to a recent string of legal victories for reproductive rights in Latin America.

The South American country’s constitutional court ruled five against four to decriminalize the procedure on Monday evening. The decision follows a series of rulings in Mexico and Argentina that lowered barriers to abortion.

Previously, abortion in Colombia was allowed only where there was a risk to the life or health of the pregnant mother; the existence of life-threatening fetal malformations; or when the pregnancy was the result of rape, incest, or non-consensual artificial insemination.

We celebrate this ruling as a historic victory for the women’s movement in Colombia that has fought for decades for the recognition of their rights,” said Erika Guevara-Rosas, Americas director at Amnesty International, in a statement. “Women, girls and people able to bear children are the only ones who should make decisions about their bodies.”

“Now, instead of punishing them, the Colombian authorities will have to recognize their autonomy over their bodies and their life plans,” Guevara-Rosas, went on to say.

As the ruling was handed down, protesters in favor of access to abortion clad in green – the color adopted by the pro-choice movement – celebrated in front of Colombia’s constitutional court in downtown Bogotá, the capital. Anti-abortion protesters also demonstrated against the ruling.

Abortion rights groups, collectively known as the Green Wave, sued to have abortion removed from the penal code. The movement had previously seen the constitutional court decide not to rule on the matter several times in the past two years.

Reproductive rights groups estimate that as many as 400,000 abortions are performed each year in Colombia, with only 10% carried out legally. During 2020, at least 26,223 unsafe abortions were carried out across Colombia, according to Profamilia – a local reproductive healthcare provider.

According to Causa Justa, a Colombian women’s rights coalition, at least 350 women were convicted or sanctioned for abortions between 2006 and mid-2019, including at least 20 girls under the age of 18.

Latin America, a traditionally conservative region with a powerful Catholic and evangelical Christian lobby, has some of the world’s most restrictive abortion laws, often banning the procedure outright. In El Salvador, dozens of women have been jailed for homicide after suffering obstetric emergencies.

“We applaud the constitutional court’s legal and political courage in recognizing that women and girls are not second-class citizens,” said Paula Avila-Guillen, an international human rights lawyer and executive director of the Women’s Equality Center, based in New York. “In constitutionally protecting our autonomy over our own bodies and lives, the court is changing the lives of millions of vulnerable women and girls disproportionately harmed by abortion restrictions.”

“We celebrate with Colombia’s Green Wave movement as the country becomes the third Latin American country to decriminalize abortion in the last two years,” Avila-Guillen said. “We know this will have a ripple effect in other countries in Latin America that have yet to take this step toward human rights and social justice.”

Mexico’s supreme court decriminalized abortion last year, while parliamentarians in Ecuador last week eased regulations which now allow access to abortion in cases of rape.

“While today we are celebrating this historic decision, the Green Wave is strong and growing, and the fight for reproductive rights and justice will not end until every person can access high-quality sexual and reproductive healthcare when and where they need it,” said Eugenia Lopez Uribe, the International Planned Parenthood Federation’s regional director for Americas and the Caribbean region, in a statement.

Discussion: Read the text again, then discuss your ideas with a partner and answer these questions:

1. What do you think about the court decision to decriminalized abortion during the first 24 weeks of pregnancy in Colombia?
2. Erika Guevara Rosas said. “Women, girls and people able to bear children are the only ones who should make decisions about their bodies.” What is your opinion about that?
3. Do you think that the court made the right decision or not? Explain your ideas.
4. In which of the circumstances exposed in the text you will agree to the abortion?

9.1.9. Material 10- Rubric for Questioning Reading Strategy

Name:

grade: 11-2

This rubric was designed to assess if students answer questions about the reading topic and express their critical opinion or position about it.

STATEMENTS	PRO CESS BEGGING (1.0- 2.9)	IN PROGRESS (3.0- 3.8)	APPR OVED (3.9- 5.0)	S CORE
Main ideas and opinion	His /her ideas and opinions are not clear because does not identify main ideas in the text to answer questions	Identifies the main ideas but she/he has difficulties to answer questions about the text declaring his/her own ideas and opinions.	Identifies the main ideas easily to answer questions about the text declaring his/her own ideas and opinions.	
Details and evidence	Does not identify details from the text to make inferences and support his/ her ideas answering monitoring questions.	Has difficulties to identify details from the text to make inferences and support his/her ideas answering	Identifies evidence within text to support response independently answering monitoring questions.	

		monitoring questions.		
Organization, Grammar, Usage and Punctuation	His/her response needs stronger transitions. Grammar, usage, and punctuation make the text difficult to understand.	His/her response flows, but beginning, middle, or end is not clear. Grammar, usage, and punctuation slows readability.	His/her response has a clear beginning, middle, and end. Grammar, usage, and punctuation makes the writing readable.	
Critical Thinking questions	Unable to Express his/her ideas orally or written about his/her opinion or position of the reading topic	Has difficulties to expresses his/her ideas orally or written about his/her opinion or position of the reading topic	Expresses his/her ideas orally or written about his/her opinion or position of the reading topic	

TOTAL SCORE: _____

Observations: _____

Lesson Plan grade 11th	
Class time: 55 mins	
Date: March 31st	
TOPIC	Post-Test
Learning Objective	<ul style="list-style-type: none"> ● To make predictions about the reading topic using the previous knowledge or key words. ● To identify key words within the text that allow to understand its general meaning. ● To express his/ her position, about a specific topic
Basic standards And BLR	<ol style="list-style-type: none"> 1. I understand texts of different types and sources on topics of general and academic interest, select and apply appropriate reading strategies for the text and the task. 2. I use an appropriate vocabulary to express my ideas clearly about topics of the school curriculum <p style="text-align: center;">BLR: Expresses his/her position on a familiar topic in oral form, taking into consideration his/her audience. To achieve this, the student sets the tone of the message depending on the context or relationship with the audience (formal or informal). For example, the student may express a personal opinion on the same topic to two different groups or people</p>
Sequence of activities	<ol style="list-style-type: none"> 1. The teacher will start the class by telling students that in order to know to what extend the implementation of reading comprehension strategies applied in class developed the improvement of their performance, they will present a Post-Test with the aim to know if these strategies allowed them to improve their English level in reading comprehension and critical thinking skills. 2. After this, she will send to students an e-mail message with the Post-Test link, then she will explain that they will do it online using a Google Form quiz 3. After giving general recommendations about the procedure to answer the questions on the Post-Test, the students will have 45 min to answer it. (see appendix 1.material 1)

Assessment Tool	- Teacher will present to the students the result of the Post-Test, according to this they will receive a grade depending on their performance.
Resources	Post-Test link (see appendix 1-material 1) https://forms.gle/EVZieodemKr9mV6RA
Teachers in charge:	Francy Ledesma

9.2. Appendix 2: Informed consent

CONSENTIMIENTO INFORMADO

Título de la investigación: “Reading comprehension strategies to improve critical thinking skills”

Investigador Principal: Francy Ledesma – Estudiante de Maestría en Enseñanza de Inglés como lengua extranjera, Universidad Icesi en Cali, Colombia. Correo electrónico: Francyle07@gmail.com, número de celular: 3006196969

Asesor de investigación: Brayan Portilla /A

Después de haber discutido su participación en este estudio, por favor lea los siguientes enunciados y marque en el cuadro que está de acuerdo ✓ o no ✗ con participar.

Acepto	No acepto
✓	✗

- | | | |
|--|--------------------------|--------------------------|
| <ul style="list-style-type: none"> • Confirmando que he leído la información con fecha de ___ febrero 28 de 2022 (versión ___) para el presente estudio. He tenido la oportunidad de considerar la información, hacer preguntas y que éstas fueran respondidas de manera satisfactoria. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Entiendo que mi participación es voluntaria y que soy libre de retirarme del estudio en cualquier momento y por cualquier motivo. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Entiendo que mi participación no será recompensada de ninguna manera. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Entiendo que la información que yo ofrezca será mantenida anónima y que será guardada de forma segura. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Acepto participar en el Pre-Test de diagnóstico | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Estoy de acuerdo en participar en las actividades de implementación de estrategias de lectura | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Estoy de acuerdo en participar en el Post-Test para analizar los resultados | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Estoy de acuerdo en que los resultados de este estudio sean anonimizados y se mantengan sin identidad. | <input type="checkbox"/> | <input type="checkbox"/> |

- Estoy de acuerdo en que mis comentarios aparezcan como referencias directas en el documento final y en posteriores publicaciones académicas o documentos educativos.
- Estoy de acuerdo con que mis comentarios sean parafraseados en la tesis doctoral y posteriores publicaciones académicas o documentos educativos.
- Acepto participar en el presente estudio

Nombre del participante	Fecha	Firma
Nombre de quien toma el consentimiento	Fecha	Firma

9.3 Appendix 3. Teacher's Diary

Didactic Sequences Implementation

March 9th, 2022

As I explained in the didactic sequence, the first activity in the implementation of reading comprehension strategies was the application of a Pre-Test on Wednesday March 9th.

At 10:40 am I started to prepare the material that I needed to implement the test, such as the classroom internet connection, computers and then I sent the link through the emails to students who were working on the computers or to the students' WhatsApp group for students who did it on their electronic device.

The pre-test application started at 11:00 am. The teacher gave indications about how to read and answer the reading comprehension questions and said they have 45 minutes to answer them. Some students asked if they could write the answers to questions and critical thinking questions in Spanish because they felt they did not have the English level to do it. the teacher explained they could write in Spanish if they preferred.

March 10th, 2022

The class started 15 minutes later because the teacher was organizing the video bean and the computer to show the video about predicting reading strategy. students participate actively when the teacher asked to define prediction meaning, they said different ideas and conclude that a prediction is when the readers think about what will happen next, some students expressed their ideas in Spanish because they did not know how to say that in English. Then, during the presentation of the video about How to make predictions, the teacher stopped the video to explain the steps to use this strategy. It was necessary to speak in Spanish to clarify the steps because some students did not understand. After the video presented an example to apply a predicting strategy, show a short text and students read it and look at the options to choose the one which they considered was the right one according to their prediction. It was interesting because most of them participated in discussing the options to find the right answer. the time was not enough to do all the activities planned for this class, so the teacher continued the next class with the exercises.

March 14th, 2022

At the beginning of the class, the teachers asked the students if they remember the steps to make predictions, many students participated actively by telling them in Spanish and others in

English. Then the teacher explained that she was going to present some situations and images in a video, and they had to think of possible predictions according to them. The students participated a lot telling different predictions, in this part of the class they were very focused on the activity, and all of them wanted to participate. It was interesting to listen to their predictions because they imagined interesting answers. Then the teachers gave them the reading comprehension worksheet 1 which had 4 short stories where they had to read and choose the correct options which had the prediction that the thought that adjusts according to the story, and finally they answered a critical question by writing their predictions about the stories. In this exercise, some students need help with the vocabulary because they did not know how to organize their ideas to write the predictions. I noticed that even though they were limited with the grammar structures and vocabulary they were motivated to participate, and they did a good job and enjoyed the class very much.

March 16th, 2022

In this class, I observed that students were engaged in doing the reading comprehension worksheet 2, they were more familiarized with the vocabulary and worked better than in the last class, so their predictions for the situations were entertained and logical according to the stories. I can conclude according to my observations that students were able to write their contributions to make predictions and they were motivated during the sessions for this strategy.

March 17th, 2022

In this class began the strategy of making inferences, to start the teacher presented a video that explain the steps to make inferences and she stopped it to explain in English and Spanish each one of the steps. Students participated in making inferences according to the pictures and situations shown in the video, some of them said their ideas in Spanish because they did not how to express them in English. Then when they were doing the reading exercise of the text “The traveler” some students were worried because they had trouble finding the correct options because they cannot infer the right information in the text, and they had difficulties understanding the main and secondary ideas to making inferences and do the reading comprehension activities.

March 23rd, 2022

The teacher read with the students the text “The greedy man “she explained to them how to identify the main and secondary ideas to help them to understand the text and facilitated them making inferences about it. They were engaged to participate in class and work a lot in this activity, then the teacher explained the reading comprehension activity the students worked individually but they needed a lot of help to understand the questions, choose the correct answer

and write their inferences in the exercise evidencing that they have many difficulties to apply this reading strategy.

March 24th, 2022

In this class, the students read with the teacher the text “The kingly Lion” in this activity the students were very attentive because the story was interesting, and all of them wanted to know what will happen at the end so, some students made predictions before to finish to read the text, so the class was so excited. Then when they were doing the reading comprehension exercises, they had difficulties making inferences because they did not know to answer some of the questions where they had to infer information from the text, so the teacher had to help them by suggesting how to understand and write the answer, again was evident the lack of vocabulary and grammar structures to express their ideas. As a conclusion it is necessary to continue doing more reading exercises to apply making inferences due to the students presented many issues to infer information on a text.

March 28th, 2022

The application of the questioning strategy began in this class, the teacher asked what is questioning? the students participated in telling their ideas about the meaning of questioning. Then the teacher presented the video with the steps to the questioning strategy, she stopped the video in each step to explain it, in this part the students were engaged to the activity because they argue their ideas about it, some of the students spoke in Spanish and also the teacher explained the steps in English first and then in Spanish. After that, the teacher gave the students the reading “Social media influencers” she read it with the students, during the reading they were very motivated because the topic of social media is one of their favorites, the students participated a lot, they said many examples of Colombian influencers and gave their opinions about the influencers’ job and also presented their points of view about the way they earn the money, some of them were in favor of their job and others in contra. It was interesting to see how despite their low English level all of the students made the effort to participate and make their contributions to the class by doing the reading comprehension exercises.

March 30 and 31st, 2022

On March 30 the teachers and students read a text about the legalization of abortion in Colombia: “Colombia legalizes abortion in move celebrated as ‘historic victory’ by campaigners” this text was very controversial because the abortion is a social topic that involve their feelings, ethic and religion. In this sense, many students argued their position in favor and other students in contra of the decision to legalize the abortion in Colombian. In this class the

students participated a lot, they wanted to contribute to the class expressing their position and arguing the ideas of other classmates. At the end of the class the teacher organized the debate for the next class.

On March 31st in the first hour the debate was made with the participation of all students they made their inputs in favor and in contra and made their conclusions about the activity which were positive because they were motivated and did a great work organizing their contributions about the topic. In last 15 minutes the students write their ideas about these strategies in the class log. In the second hour the students presented the Post-Test in 45 minutes.