Design, Implementation, and Evaluation of Didactic Sequences with SQ4R Strategy to Improve Reading Comprehension Skills in English for the Students from Sixth to Ninth Grade of IE Ciudad de Cali sede Vásquez Cobo

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Santiago de Cali

2022

Abstract

The purpose of this action research is to analyze if the Survey, Question, Read, Reflect, Recite, Review (SQ4R) strategy; is effective in helping students at the Ciudad de Cali sede Vásquez Cobo School to enhance reading comprehension skills. This research was carried out with 4 focus groups of 15 students each, from sixth to ninth grade of the school Ciudad de Cali sede Vásquez Cobo. The study was done in two cycles under the planning, implementation, observation, and reflection structure. The two cycles were divided according to the school calendar of the first and second academic periods. The first cycle ran from February 1 to June 16, 2002, and the second cycle began on July 25 and ended on September 3, 2022. Data collection instruments used are survey, observations, research diary and interviews. The teaching material created and used was didactic sequences based on the SQ4R teaching model. The observations were conducted during the months of February to September 2022. In the research diary were registered teacher's opinions and perceptions of the implementation, and the student's expressions and reactions of the activities. The results showed that using SQ4R teaching strategy for enhancing students´ reading comprehension skills was effective. In addition to this, it contributed to increase motivation and metacognition in the reading activities in the students, therefore the performance of the students in the English classes also improved.

Keywords: Survey, Question, Read, Reflect, Recite, Review (SQ4R), reading strategy, students, enhance, reading comprehension skills, didactic sequences, motivation, metacognition.

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CHAPTER ONE

Introduction

In a country with large projections for the development of bilingualism in public education, it is extremely important to enhance language teaching and learning skills. The increased attention in language teaching forces teachers to search and use effective strategies to reach goals and results. Quality of education and better language performance in the classroom go hand by hand. For this reason, the development of suitable strategies for improvement in language skills is urgent. Reading skills are a crucial element in academic outcomes, communication, and in learning processes. Students need to know how to read effectively to achieve true literacy in a foreign language. Krashen (2004) asserts that reading is the only way to become good in all language's skills and functions. The issue is how to help students to find that way in language learning.

All the above has become a great challenge for the training of students in a foreign language. In this case, the challenge is to enhance reading comprehension in students considering factors such as motivation, needs, reflection and context. The new trends in teaching demand that the teacher center the objectives and the process on the student. By reading consciously, the students become at the core of their processes. They will be able to understand the world and its differences by changing the perception of learning and transforming their thoughts. For this reason, finding an appropriate strategy that encompasses expectations, needs and objectives is a teacher's great task. ¨ Through teacher reading, learning can develop students' moral values, reasoning abilities, and creativity. This shows the importance of mastery of reading ability as one of the standards of language ability, which must be achieved in every level of education¨ (Simbolon and Marbun, 2017, p.999).

In previous research about reading, Simbolon et al. (2020) pointed out that reading comprehension is a critical language skill that needs to be mastered for students to be successful in educational and social environments. Considering the words above, classroom research became necessary when detecting a problematic situation in the development of reading comprehension activities in the students of 6, 7, 8 and 9 grades of Ciudad de Cali sede Vásquez Cobo school. The most relevant behaviors detected in the students of Ciudad de Cali School were lack of interest and poor performance in English classes. Thus, to find an appropriate

strategy to help the students and the teacher to struggle with the situation was the core for this research. After evaluating the needs of the focus groups, and reviewing the topic and interest of the students, it was found that the SQ4R model fit with the research objectives. In addition, the methodology for this was selected thinking about students' engagement in active learning, and that they can improve their performance in school activities.

> In the current dynamic world, innovative solutions such as the SQ4R model have been categorized among the interventions that can be used by teachers to optimize the acquisition of knowledge and improve the reading skills of students. Moreover, it is a framework that may be utilized to determine areas where the students have shortcomings and identify measures that may be undertaken to ensure that they acquire the relevant knowledge (Simbolon et al., 2022, p. 514).

This action research is conducted in the classroom throughout observations, didactic materials implementation, survey, and interviews. The evidence and results from the data collected report if the research questions can be answered and the research objective is achieved. During the process several factors were considered that influence the teaching and learning dynamics of the classes. The SQ4R reading method follows six steps of surveying, questioning, reading, reciting, reviewing, and writing. In this study, the method will be used to enhance the reading comprehension skills of students of Ciudad de Cali sede Vásquez Cobo school. The success or failure from this research is analyzed and used to improve reading skills. Moreover, the teacher as a researcher could develop reasoning abilities to help the learner to use metacognition as a learning tool. The understanding of the surroundings and the world create opportunities to lead with the new educational trends and demands. Therefore, an adequate development of linguistic competences determines the advances towards a bilingual and quality education.

Research Context

The context for the research are four classrooms of 6, 7, 8 and 9 grade in Ciudad de Cali School, sede Vasquez Cobo. The focus groups of the mentioned grades are made up of 15 students each. It is a public school in Cali. The participants live in neighborhoods around the school, they struggle everyday with different kinds of situations related to their socio- cultural background.

There are even some students who have illiterate parents. The academic process and performance of the students have been affected by the improvised virtual classes and the strategies applied. The COVID-19 pandemic forced the flexibility of education, generating more problems than those that already existed. This situation makes it very difficult to move forward in the learning processes in an effective way. Therefore, all areas of knowledge are severely affected.

The focus of this project is the development of effective reading strategies in English learners. The limitations identified are poor vocabulary, lack of knowledge in grammar structures and reading without comprehension and assimilation. The didactic sequences in this study seek to help the students of the focus groups to overcome difficulties in learning English as a foreign language. Improving reading strategies are beneficious for academic performance, but also, for world understanding and affective factors. According to Clark and Silberstein (1977) an efficient reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.

In addition to the limitations mentioned before, socio-cultural backgrounds and the excessive use of technological devices are affecting the development of reading and writing skills in actual and future generations. As a teacher, I have noticed that students from sixth to ninth grades do not have good reading habits. They do not use reading strategies appropriately, they are dependent on traductors, becoming a complex cognitive process (reading) in simple copy and paste texts. All above, is impacting every action that demands comprehension and analysis. Also, the school does not provide appropriate reading spaces and resources are limited. Furthermore, the learners are reluctant to see the world from the perspective of what different kinds of text offer. Hence, for them improving and learning English skills is not a joyful activity, it is a duty for me as a teacher to accept reading improvement as a challenge and help the students in the recognition of the importance of an appropriate reading strategy and the impact of English in their lives.

The institution is part of the focus group of the bilingualism program of the Ministry of National Education, for that reason growing in the performance of English becomes more important. Therefore, in this research the following elements are considered: the content of the curriculum suggested by the Ministry of Education, the evaluation model, and the institutional learning methodology. In addition, the school has been working on the implementation of

Project-based learning (PBL), which has had implications in the performance of a foreign language too.

Problem Statement

Considering reading as a powerful source to get information and knowledge, it is necessary to find an efficient reading strategy that allows understanding and the improvement of language learning processes. The students of the focus groups in the institution Ciudad de Cali, sede Vásquez Cobo present difficulties in the reading processes, the comprehension and the development of activities related to it. The difficulties in reading interfere in learning and the achievement of the proposed goals. In addition, the limited understanding of written texts affects the relation with the other language skills. All the above generates poor academic results, slow progress, low participation, and lack of confidence. It also causes emotions and feelings of frustration in students, which are determining factors for successful learning. As is mentioned by Pekrun (2014) emotions help the students to create and to keep positive memories to give value to the learning process.

Most of the time students reject reading activities. They do not even try to understand the instructions or to draw a general idea of the text before starting. In the book *How Learning Works?* Is asserted that ¨Students' motivation generates, directs, and sustains what they do to learn. ¨ Despite having covered different resources and topics, it has not been possible to engage students in reading tasks. This problem has created the need to propose didactic sequences based on the development and strengthening of reading strategies in English. Those sequences must be designed considering the needs and interests of learners. In this way the students of the focus groups could understand and enjoy the classroom work. Also, it contributes to enhancing the relation between language skills. Is my responsibility as a teacher to observe, detect weaknesses and help learners to reinforce the learning process.

Some of the weaknesses detected were that the students are dependent on translators, reading strategies to figure out meaning and content are not being used by students, or they do not even do not know them. In such a way that comprehension is limited, which leads us to the core of the research problem. How to help the students to apply an effective reading strategy to enhance their comprehension and which strategy suits the learning needs and objectives.

McNamara and Kendeou (2017, p35) mentions the importance of the mental representation of the text, and the determine factor of prior knowledge of the students in the comprehension process asserting that ¨ inferencing is the process of connecting information within the text or within the text and one's knowledge base and drawing a conclusion that is not explicitly stated in the text.¨ Therefore, this shows us that without an appropriate strategy, the participants will hardly reach the desired objective.

During class development and observation were found several probable reasons for the detected problem. Some of them are poor reading habits, lack of vocabulary, boring topics, ignorance of genres in written language and demotivation. Classroom research gives the teacher an opportunity and the ability to capture opinions and perceptions of the participants (Yin, 2011). Bearing this in mind, it must highlight the crucial role of the teacher in finding solutions for this type of situation. Thus, the sources, innovation and creativity used to adjust the class plans to students 'needs are mandatory. In this way the dynamics of the learning process in the classroom will be focused on students´ interest, the creation of didactic sequences based on an appropriate reading strategy and learning performance.

In the process to find reasons and solutions to this problem. Some teachers at the school were consulted about the reading skill and performance of the students in their subjects. The results of the interviews concluded that the lack of effective reading habits are affecting the student's progress. Considering these, it is possible to stand that the problem encompasses all school subjects. Also, the teachers pointed out that poor reading skills are affecting the production of written texts and solving problems. Then, considering the statements above, the following question is posed: How to help learners of Ciudad de Cali school sede Vásquez Cobo to apply an effective reading strategy in English classes.

Research Question

The problem led to the formulation of the following research question:

How does SQ4R reading strategy enhance reading comprehension skills in students from sixth to ninth grade of Ciudad de Cali sede Vásquez Cobo School?

Main Objective

To analyze the effects on the SQ4R reading strategy in reading comprehension skills in students from sixth to ninth grade of the focus groups in Ciudad de Cali sede Vásquez Cobo School.

Specific Objectives

To design effective reading activities with didactic sequences for the implementation of SQ4R reading strategy, aimed at students from sixth to ninth grade of focus groups in Ciudad de Cali School sede Vásquez Cobo.

To describe the impact of SQ4R reading strategy to improve reading comprehension in students from sixth to ninth grade of focus group in Ciudad de Cali sede Vásquez Cobo School.

Justification

Reading has been a challenge in learning and teaching processes. This is because reading demands a combination of different cognitive and social elements, as Grabe and Stoller mention in their book (2011, p.129) ¨the mastery of reading requires not only the integration of comprehension abilities but also the development of a very large vocabulary and a reasonably good command of grammar resources. ¨ Furthermore, patience, motivation and the implementation of suitable strategies is necessary. The act of reading implies linguistic issues and cultural, social, and emotional features that build meanings. Reading is a deep cognitive process that goes beyond words and sentences. The incorporation of the inner world of the reader to a text requires sensitivity and intellectual interaction. For these reasons, the development of reading comprehension skills using effective strategies in learners promotes the possibility to learn about the world through a foreign language.

Furthermore, selecting and applying strategies for specific purposes will help to encourage learning language. In the book *Teaching and Researching Reading* the authors mention that ¨combined content and language learning also provide many opportunities for extended reading, motivational learning experiences, strategic responses to increasingly complex tasks, greater choices in reading materials, and growing challenges to match growing skills. ¨

(Grabe & Stoller, 201, p. 155). The exploration and improvement of reading skills develop autonomy and confidence in the language used. This is a benefit for the academic performance and teaching quality in the school. Thus, the school needs a program focused on helping students to struggle with reading issues in L1 and l2. This research project emerges from the need to develop and enhance reading strategies for a better understanding in the students.

All above to strengthen language skills and communicative competence. The design of didactic sequences based on different reading strategies will be innovative and helpful in the classroom. Probably, this project will contribute to the development of other language skills and the outcomes in the different areas of knowledge. At the same time, the students read comprehensively and will acquire new vocabulary. Thus, their writing production is better at the end of the application of didactic sequences. This expectation could be future research to demonstrate if the statement is true.

¨If learners want to be better readers and more important more effective language learners, they should expand their awareness of the process underlying their own learning strategies¨ (Nunan, 1999). In the teaching context of this study the teacher must deal with different factors that affect the teaching process. If learning to read is a difficult task, teaching to read in another language is much more challenging. However, teachers need to know how to design effective learning strategies and how to teach them to their students. Therefore, this project aims to create didactic sequences based on students interests and an effective reading strategy to improve reading skills in language classes.

CHAPTER TWO

Literature Review

The focus of this project is the design, implementation and evaluation of didactic sequences using SQ4R strategy to improve reading comprehension skills in English learners.

Improving reading strategies are linked to L1 knowledge and language functions. The understanding of the world and affective factors play a fundamental role in reading processes. The incorporation of the inner world of the reader to a text requires sensitivity and intellectual interaction. Furthermore, choosing an appropriate strategy that encompasses teacher expectations and student needs is an essential decision. Reading represents difficulty for students, hence the need to select and explore an appropriate strategy. Grabe (2014, p.15) asserts that ¨these strategies and associated goals, as well as a few other strategies, are often applied in combinations that support each other to achieve comprehension. ¨ Considering all the above in the reading teaching process it is important to follow the school program, pedagogical principles and overall, learners 'interests and motivation. Because all above, this literature review describes a view of what is reading, teaching reading, and developing reading skills related with the study. Further, it establishes the connection between motivation and metacognition in the teaching reading process

What is Reading?

Reading is an essential language skill, and it is difficult to define. According to Grabe (2014) Reading is perhaps the most important skill for second language learners in academic context. Grabe defines reading as ¨a complex ability to extract, or build, meaning from a text. ¨ However, from the practice of reading, the skill involves other components that allow reading comprehension to emerge. Reading in English represents a challenge for students, hence, the need to help them to know and implement a suitable strategy to improve comprehension. According to Menudo (2016) reading comprehension is a fundamental skill, and for students to understand a text adequately, it is necessary to print awareness of the process and the required components of it.

The method chosen will be explained later in the literature, first it is important to provide information that contextualizes the reader in the theoretical field on which the research will focus. According to Peregoy and Boyle cited in Khusniyah and Lustyantie (2017, p. 202), that reading is a set of skills that involves making sense and deriving meaning from the printed words. In English as a second language (ESL) and English as a foreign language (EFL) learner the reading process involves three elements that must be considered in the learning process: background knowledge, linguistic knowledge and the strategy used to tackle the texts. This research intends to respond to a problematic situation related to the development of reading comprehension skills, bearing in mind that an appropriate strategy is the core for a successful result. Brown (2007, p. 119) defines reading strategies as "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. ¨

Reading Principles for Successful Teaching

There is no one true formula to teach. Thus, it is necessary to explore different kinds of approaches and strategies considering context and students´ needs. Reading is an essential support for learning and teaching processes. For this reason, learners should be able to use effective strategies for successful reading comprehension in any language. When students can understand written messages, reading can be an enjoyable and transforming experience. Most of the activities planned in the schools are performed by reading support. Reading comprehension takes place not only during the education period, but it has a strong relation with long life performances. Thus, the designing and implementation of appropriate reading strategies will allow us to extract meaning and apply it intentionally in the learning context and amplify the students 'vision of the world. Anderson (2004, P. 16) highlights that "strategic reading is not only a matter of knowing what strategy to use, but also the reader must know how to use a strategy successfully and orchestrate its use with other strategies. It is not sufficient to know about strategies; a reader must also be able to apply them strategically. ¨

After reviewing several reading strategies and looking for a suitable strategy for the participants of this research the SQ4R reading strategy was selected. The SQ4R strategy was designed to turn reading into an engaged activity that greatly enhances reading. The SQ4R is a

reading strategy for textual materials that is based on work by Robinson (1946). The SQ4R strategy stands for: survey, question, read, recite, (w)rite, and review. The model embraces classroom expectations from the teacher perspective for the improvement of reading skill in learners. The SQ4R is an effective strategy for active reading, understanding, and remembering information from any type of written material. It is expected that with the implementation of the strategy learners will be motivated and aware of their processes. When readers use a strategy and it works, it will facilitate learning and increase motivation. Khusniyah and Lustyantie (2017) claim that when students can understand the reading as needed, they can solve problems related to the learning process undertaken.

In a country where even the L1 performance must be improved, motivation is a major concern for language teaching. This makes the skills development in EFL represent a huge challenge. The students' motivation is related with their reading comprehension in important ways because it affects reading outcomes, such as students' reading comprehension, use of effective strategies, and course grades. Pekrun et al. (2007) suggest that in educational environments emotions and context must be considered. This guaranteed motivation and good attitude for achieving learning goals. How to teach reading skills depends on which objectives are planned and the environment provided to reach them. Reading is a receptive language activity, but not a passive skill. For that reason, in the process of engaging students in the habit of conscious and active reading, motivation must be considered attached to certain teaching principles.

Teaching and learning reading requires certain principles to be successful. Those principles must be considered in the development of reading processes. In the book *Teaching by principles*, (Brown, 2001, p 56) are mentioned principles for language teaching, For the case of this research some of them will be included in the study. The principles considered for this research are **automaticity**, it refers to the use of language for genuine purposes, students gain interest and growth in language ability (knowledge of language is essential for learning reading) if the lesson and the classroom context runs in the functional use of language. **Meaningful learning,** capitalizing the power of meaningful learning by appealing to students´ interests and academic goals by associating the new topic to existing knowledge and backgrounds. **Intrinsic**

motivation, the most powerful learning is given when the students are interested and challenged by knowledge.

In addition to all above, affective principles were considered too, between them are **self-confidence, language-culture connection,** involving a complex system of beliefs, feelings and thoughts that affect teaching and learning acting. Furthermore, in linguistic principles, **the communicative competence** has a major role in the research. Communication is the main goal in a language classroom, the attention of the tasks must be the use of language, instead of the usage of language, knowledge must be used in real contexts not in rehearsed realities. Brown (2001) said that to know the principles of teaching language is very important, so the principles must be reminded and used in the teaching learning process.

As another important consideration in the reading process, the selected texts must be tied to the student's interest to promote a joyful habit. The learners must engage themselves with the content of the reading, but at the same time be aware of the language functions and construction. The combination of those aspects will help in the building of meaning. Promoting the use of previous knowledge to predict, using text resources (images, tittle, key words, and headlines) will help the students to make a draw about what they are reading about. Brown (1994) affirms that for second language learners reading comprehension is a matter of developing suitable principles and efficient strategies that can be applied to classrooms.

The tasks proposed in the research must match the topic and teaching context. In this research context it was discovered that reading tasks have no relation with level, background, topic, interest, and linguistic purposes for the students. Richards and Farrell (2011) mention that teaching involves understanding of relationships within the classroom, the rules and behaviors to a specific setting, teaching is a situated activity that must examine several issues to create lasting learning experiences. It is a core of this work to explore a useful strategy, appropriate tasks and questions and challenging activities to increase students' performance in language. It is a teacher's job to exploit reading texts and tasks to the full. The teaching reading approach and the sequences of selected activities must help the students to bring life to the texts becoming the act of reading in something meaningful and memorable for their context

Teaching Reading

Before pointing to the teaching reading approach and strategy chosen for this research, it is necessary to mention why it is important and some of the teaching reading Second language (L2) approaches to contextualize the readers in the field. The success of teaching English as an L2 comes from many factors, such as from the teacher, students, contexts, motivation, and strategies. Grabe (2009, p8) argues that ¨a critical factor in teaching L2 reading is helping students understand that different tasks and different activities involve differing levels of demand on comprehension. ¨ The approach used in the classroom depends on the student's need and teacher creativity. Teachers must use appropriate strategies linked to a purpose, needs and context.

In the reading approach, students improve their knowledge and get something new because they are demanded to read more. Reading allows us to extract new things from texts. As an active skill and a communicative function, it integrates the inner and outside world of the readers. Thus, students must know about tenses, meaning, culture to understand the written words. Having highlighted the importance of the approach it is valid to mention Rapoport et al. (2010) an approach emphasizes more than anything, that the reader needs to learn to read, what steps to follow and what options he/she has when encountering difficulties in the texts, in this way the student will more easily approach new texts and will be able to do independent reading.

According to Brown (1994) a list of complementary strategies that can be adjusted to the classroom are necessary. The author emphasizes the interrelationship of skills, and the importance of interactive and integrated approaches since reading is not a passive skill. Also, it is mentioned that ¨virtually all reading involves a risk. ¨ It means that the reader must follow a process to decipher meaning, to decide what is important and to move on, and to reach each step the learner needs an appropriate method to achieve his/her goals.

According to Brown (1994), the strategies taken to be integrated to classroom work in the research are: identify the purpose of reading, skim the text for main ideas, scan the text for specific information, guessing, key vocabulary, and pre, during and after reading phases. All the activities mentioned before are complementary support for the main strategy of this research: SQ4R, which is going to be explained later in this literature review. Reading methods must provide a balance between knowledge and language use. In addition, the teacher role is

fundamental in the process, it must be remembered that the main goal is to help students become literate to understand and to face the world. Richards and Farrell (2011, p.23) pointed that ¨although in some ways teaching can be viewed as a type of teacher performance, the goal of teaching, of course, is to facilitate learning. ¨

In the building of theoretical support for this research, in addition to the literature, the curricular and contextual guidelines were considered. The students can explore different kinds of topics linked to their needs and interests. Readers work not only in language, but its history, diversity and meaning. As a result, students are better motivated to read and write and the class can cover content which is often left out when teachers are forced to use large chunks of their day to teach reading outside of the content areas. Brown (1994) asserts that to prepare an activity, teachers must focus on the learners and their needs, but also, taking the institutional factors seriously.

In teaching reading, learners' achievements are the core of the process. This stresses the importance of learners thinking in the way they learn; it means being self-reflective or metacognitive. Precisely this characteristic makes sense of the use of the skill since the topics selected for the sequences are part of the classroom projects and are related with students needs in their community. Huang (2014) asserts that education is effective when it is sensitive and interrelated with interests and needs of the learners, which is the aim of the reading learning sequences for this project, an academic performance enhancing reading comprehension with a deep impact in students' life.

Auerbach and Paxton (1997, pp. 240-241) argue that "metacognition is knowledge of strategies for processing texts, the ability to adjust strategies as needed". Metacognition means being aware of the strategic reading processes and the actual use of reading strategies. In addition to the strategy selection, reading requires other factors. In the text Teaching ESL/EFL Reading and Writing (Nation, 2008) it is considered that learning to read a L2 requires general cognitive skills and some attitudes that allow learners to learn a different writing system. For this reason, L2 learners must have greater metalinguistic and metacognitive awareness that positively impact the process.

Brown (2007, p. 119) defines reading strategies as "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for

controlling and manipulating certain information. ¨ Reading skills help the students to understand tasks and to make sense of the content with their realities. To conclude this part of the literature, it should be noted that teaching reading implies several strategies and social, emotional, and metacognitive factors. This indicates the importance of teacher decisions in the development of learners´ reading comprehension.

Metacognitive Factors for Teaching Reading

In the last section, the term metacognition was mentioned as a factor influencing reading. Before talking about the metacognitive factors, it is important to understand the concept and how it has been seen in other research. Flavell (cited in Iwai, 2016) states that metacognition is a crucial part in reading, because it enhances readers to develop critical and reflective thinking about their reading performance. According to Iwai (2011) metacognition is a valuable resource for reading comprehension since it is found essential in the development of linguistic, cognitive, and social skills. The metacognition in reading makes students aware of their thinking, and the relationship between their world and English.

In the process of establishing a relationship between the learning of the language and the context, there must be routines, procedures, and evaluation tools to know how this task is going. The ability to understand, to control and to assess one's own learning progress is a requisite to maximize knowledge. Iwai (2011) mentions Flavell's metacognition model, considering 4 important elements such as knowledge, experiences, goals, and strategies in the reading process. When readers develop the ability to manipulate their cognitive processes, then the four categories can be integrated in learning. This project intends to raise students' curiosity about how reading with a purpose can contribute to acquiring knowledge, reinforcing social and individual identity, and accomplishing cognitive tasks around language functions.

Some of the reasons that led to this research were lack of interest and low results on reading tasks, when they were asked about the reasons, they mentioned the lack of motivation and that they felt lost trying to read in English. As a teacher it is useful to understand that metacognition can be a source to solve this tiresome problem. Ismail1 and Tawalbeh (2014, p.75) affirm that ¨Markedly, in academic reading comprehension, if students lack metacognitive knowledge, they feel puzzled in adopting the appropriate reading methods and reading strategies.

The learning process related to experiences brings to the classroom consciousness, affective actions and useful strategies that can embrace what is needed to reach cognitive reading tasks. ¨If readers are aware of what is involved in the reading process and what is necessary to read effectively, then it is possible for them to take steps to meet the demands of the reading situation (Ismail1 and Tawalbeh, 2014, p.88.)

Flavell (1979) indicates that the interaction among metacognitive factors such as knowledge, experiences, goals, and strategies ensures a successful monitoring and regulation of knowledge. When the students understand how to use reading strategies, their knowledge goes further, and they can reflect on the language benefits. McCormick (2003) asserts that a well-structured plan for choosing appropriate strategies, assessing outcomes, and revisiting strategies are fundamental regulatory mechanisms for learning.

Effectiveness of metacognitive reading strategies has been addressed in different studies mentioned in Iwai (2011). The author concludes that the influence of metacognitive adding strategies is positive for EFL/ESL learners. ¨Learning what strategies are, how to use them, when and where to use strategies, and the importance of evaluating their use is, therefore, key to the development of reading comprehension for students whose first language is not English¨ (Iwai, 2011, p.157). Including and using metacognitive strategies in learning reading help students not only to reflect and to be conscious of the learning process, but also confirm their understanding of the material. Bearing this in mind, I am going to argue why metacognitive factors might be essential during this reading project.

The first and somewhat obvious reason is comprehension, the use of metacognition techniques help the students to comprehend more than the student who does not use any strategies. In Iwai (2011, p. 157) it is mentioned that ¨ For EFL/ESL teachers, it is essential to teach metacognitive strategies explicitly, provide diverse methods, and facilitate students' learning to help them become independent practitioners. ¨ Hence, this will lead to a deeper understanding of the text allowing people to construct knowledge and consequently to choose the right tools when they lack understanding. Another key reason is that metacognitive strategies would take thinking into a higher level and engage readers' brains. Most of the time students tend to struggle with the ability to explain what they think, therefore by implementing reflective. ¨ When students reflect upon their learning strategies, they become better prepared to make

conscious decisions about what they can do to promote their learning¨ (Ahmadi1 et al. 2013, p. 238).

According to Anderson (2002, cited in Karbalaei., 2010, p. 166) metacognition is defined as “thinking about one’s thinking”. In reading this means the reader is aware of her/his own cognitive experience. A student needs to learn how to use metacognitive strategies to develop real comprehension of the text. Karbalaei (2010l) states that planning and assessing knowledge before reading, making connections to prior knowledge, making inferences and predictions, taking charge of reading and monitoring comprehension, and slowing down to fit difficulties in the text are the metacognitive elements required to improve comprehension in the focused classroom of this project. Yulita and Safrina (2019, p. 136) affirms that ¨ by knowing the students' metacognitive awareness in reading, teachers and educators could create and design reading activities and classroom projects that could help students to raise their metacognitive reading awareness. ¨ This statement reinforces the initiative to include metacognitive factors in the reading process of the learners.

Iwai (2011) concludes in his article that the use of metacognitive strategies are essential to facilitate learning and to develop autonomy. To a certain extent, reading is not an isolated understanding of symbols, to build meaning and to impact classroom everyday life of the learner is necessary to involve metacognitive strategies in teaching reading. It is expected that in the process of the research readers develop metacognitive and reading strategies deemed necessary for improving comprehension. Meniado (2016, p. 118) states that ¨ Hence, not being able to develop effective reading can have adverse effects on learning across the curriculum, motivation to read, attitudes toward life, and performances in the workplace. ¨

Reading Strategies

As it is mentioned before, reading techniques worked during stages of the process can help the students to be better and far more comprehensive readers. The skills might not be learned as rigid rules, but the recognition of their role can enhance and increase the outcomes from reading. Hyland, cited in Karbalaei (2010, p. 167) affirms that ¨Successful language learners know how to use such reading strategies efficiently. ¨ The effective use of a specific strategy depends on different learning components. The set of variables combined with strategies

used by the learners and attainable purpose makes the difference in the classroom. According to Brown (1994, p. 306) ¨for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies. ¨

Zare (2013) asserts that less competent readers can become skilled if they are provided with an effective strategy and taught to monitor their progress. This affirms that strategies are effective when integrating students' awareness of the cognitive processes. Dallagi (2021, p. 22) argues that ¨ strategies should be taught through direct explanation and extensive feedback. Explicit training in reading strategies could be of great value in helping students resort to their discipline-related knowledge, compensate for a low level of linguistic knowledge, and to achieve comprehension. ¨ All the above confirms that using reading strategies, metacognitive factors and students' background are a safe step to reach the purpose of this research.

> There are innumerable factors affecting reading comprehension, such as reader characteristics, text properties, and the instructional context in which reading takes place (Dixon & Bortolussi, 1996; RAND Reading Study Group, 2002; Stanovich & Cunningham, 1993; van den Broek & Kremer, 1999). Although these factors have often been studied in isolation, a consideration of their interactions and interdependencies provides crucial information about the comprehension process (Kintsch, 1998; RAND Reading Study Group, cited in McNamara and Kendeou, 2011, p.36).

Grabe (2009) declares that reading – comprehension ability is an outstanding challenge for teachers and students, who need to dedicate time and effort to develop reading abilities. The development of reading abilities is a consciousness work, it needs to be attached to a specific goal that should be related with context and needs to improve students' performance.
Considering the above, it is valid to highlight that in the designing of the didactic sequences of this project aspects like time, ages, language knowledge and context were exanimated with the expectation of a positive result. It is very frequent that activities planned in the classroom are linked to the teacher's objective, however for this research the students' view and necessities were the base for the pedagogical resources and strategies. In Gusweni (2016) are mentioned some variables that affect students´reading comprehension such as phonetics, poor working

memory, vocabulary, and motivation. All of them were identified in the students' outputs hence they were contemplated in the sequences.

During the reading process it is expected that readers use reading skills to make sense of a text and accomplish the tasks, while enhancing language use and knowledge. According to Grabe (2009) reading processes operate smoothly over language without any attention to them, readers are focused on reading, but it supports other cognitive processes. In short, research on reading agrees that reading is a process that starts with decoding written words and ends with constructing meaning through questioning, and it represents an important reading strategy that influences reading skills (Grabe and Stoller, 2011,).

What Effect do the Reading Strategies Have in the Comprehension Process?

Regarding in Bolukbas words (2013, p. 2148) ¨reading is not just decoding words from print: the essential point is understanding. In other words, reading does not mean anything unless there is comprehension. ¨ This complex process needs to be engaged actively. Readers struggle with differences between L1 and L2, such as grammar, vocabulary, and discourse (Grabe and Stoller, 2002, p. 59), for this reason, teachers have a responsibility to create and apply effective learning activities. The achievement of the proposed learning goals is centered on involving students with reading. Consequently, academic, and linguistic performance of the students will be better. Awareness and using of reading strategies will result in adequate match between the elements required for comprehension. Bolukbas (2013, p.2148) asserts that ¨ to improve foreign language reading skills, there is a need for different learning processes in addition to vocabulary and grammar teaching. The use of reading strategies is one of the activities which improve reading comprehension skills in foreign language learning. ¨

¨The purposes of reading cannot be separated from comprehension¨ (Budiharso, 2014, p.193). This assertion confirms the intrinsic relation between purposes, strategies and understanding. Krashen (2004) expresses that reading helps to improve second language acquisition, when students gain the habit, reading can become a free and voluntary pleasure activity. Again, Krashen and Mason (1997) expressed that reading is the most important activity in any language class, it is a source for information that extends readers knowledge about the language and the world.

Regarding the impact that reading strategies might have in teaching reading, it is essential to bear in mind the following questions in this research: How can teachers help students develop effective reading strategies? How can reading skills impact other language skills? According to Erler and Finkbeiner (2007) assert that reading comprehension is the result of the interactions between text, setting, reader, reader background, reading skills and strategies, the L1 and L2, and reader decision making decisions. The matter about the questions is that the effectiveness of a strategy depends on complex characteristics such as linguistic variables of the reader, and social features. Then, teachers must adopt an adaptable model to improve students´ language knowledge, comprehension, and L1 and L2 performance. McNamara and Kendeou (2011, p.38) affirms that ¨ If students use and practice the strategies, the potential benefit to their performance is substantial. ¨

Several issues about reading strategies for L2 have been pointed out in Grabe and Stoller (2011). The authors say that the activation and use of reading strategies during a L2 reading event depends on texts, language levels, culture and learning environment (resources, material, evaluation, curricula, etc.) Considering that these aspects were considered in the material designed for this project, there is a great concern in the effect of it on students ' reading achievement. To conclude this section Jimenez et al. (1996), suggest in their research about Latina/o readers that ¨readers possess an enhanced awareness of the relationship between Spanish and English, and that this awareness leads them to successfully use the bilingual strategies of searching for cognates, transferring, and translating. ¨ The use of reading techniques could be a great support to improve proficiency and fluency in both language scenarios.

In this research scenario the selected strategy is the SQ4R model. Learning English through the SQ4R strategy helps the students to identify essential elements of reading. In addition, the SQ4R reading strategy has several advantages that can increase the motivation and the understanding of language. Kristiantari (2019, p. 69) affirms that ¨the SQ4R learning model guides students to learn actively, critically, and systematically so that students can remember and apply the knowledge they have gained through reading activities. In addition to the application of learning models, the learning process also needs to be supported by interesting reading material, especially in reading activities. ¨

The Survey, Question, Read, Reflect, Recite and Review Strategy (SQ4R)

The improvement of reading and comprehension skills of the students by using didactic sequences using SQ4R strategy is the core for this research. The selected strategy can determine the way learners understand the world and respond to instructions. Therefore, it will enable students to read effectively by integrating factors mentioned in preview lines of this literature. Hence, it is expected that the implementation of the model will have permanent effects on the students.

According to Simbolon et al. (2020, p.517), ¨Reading comprehension skills are central to the success of students in the current educational system. The skills are linked to better academic performance and grasp of instructions in the classroom. ¨ These actions must provide active opportunities to learn from the texts. Consequently, the SQ4R strategy was selected to lead an interesting involvement of the students in reading tasks.

The SQ4R strategy was popularized by Francis Pleasant Robinson in his book *Effective Study SQ4R,* this is a reading strategy that strengthens the ability to remember what is read. It was designed to help process and increase retention of written information. It is a strategy that applies all senses and allows the learners to actively engage by translating the text into their own words. It consists of 6 steps, survey, question, read, reflect, recite, and review, that help to guide the students through reading.

In Kristiantari (2019) research about SQ4R reading model has shown that learners' reading ability has a significant increase in interpretive comprehension. In Basar and Gürbüz (2017) it is pointed out that the SQ4R strategy significantly improves the reading comprehension skills of students. When readers can understand messages and communicate meanings, then reading becomes a wonderful and transforming experience. Through the implementation of this model and the integration of reading determinant factors it is expected to offer a different perspective of the world and students can explore new ways of thinking. Khusniyah and Lustyantie (2017, p210) concludes that based on the results of findings and analysis data can be concluded that ¨ the learning process using SQ4R strategy has learning stages that are traceable and easy to understand by students. So, the SQ4R strategy makes it easy for students to comprehend English reading text. ¨

SQ4R is a strategy especially designed for the use in explanatory and descriptive texts¨ (Epcacan, 2009, cited in Basar and Gürbüz, 2017). It is expected that the steps of the model provide a useful guideline during the whole reading process. 1. The survey step allows the students to examine the text and to make a general illustration in their minds before reading. Brown (1991, p,59) affirms that using surveying, the learners ¨can gain a sense of the type of information presented in the text, anticipate the level of reading difficulty before reading in depth, and predict the information that will be discovered in the text. ¨

2. In the question step, the student prepares questions that can be answered by the text. The questions are formulated by the students or by the teachers using sub-headings and Wh questions. ¨However, no matter how they are prepared, the questions should be prepared and should ensure that students are focused on the meaning of the text¨ (Brown, 1991, p. 59).

3. Read, at this point the student goes to the heart of the text. The learners try to respond the question using the information provided by the text (Basar and Gürbüz, 2017).

4. Reflect, the students think and reflect on the material, they analyze the information provided by the text making connections with previous knowledge. At this stage the students can summarize the text. (Brown, 1991).

5.Recite, at this step students check their understanding, enhancing the comprehension process. ¨At this stage the student checks whether they understood what they read and goes over the text while stopping at the questions to refresh and correct their notional scheme relating to the subject (Brown, 1991, p. 60). Review, in the last step, the students go over the reading text to summarize the subject and answer the missing questions. This stage forces the reader to take place in the repetition and recital process to learn (Basar and Gürbüz, 2017).

Regarding Basar and Gürbüz (2017, p. 139) ¨it was found that students implementing the SQ4R strategy were more successful in reading comprehension. It is concluded that the SQ4R strategy contributes to the reading comprehension skill of students. Taking these words, the benefits of using SQ4R could have a permanent impact on readers, promoting an active learning strategy that is suitable for students' preferences. It prompts the use of different material and topics helping the teacher to solve reading comprehension difficulties in the classroom. Reading and comprehension are corelated abilities that affect every learning activity in schools. Therefore, reading comprehension skills have a strong impact in the academic period and in

every field of life. For this reason, advantages and disadvantages of the method must be analyzed and pointed out in the research. ¨Several studies have been conducted about SQ4R strategies that are proven to improve and make it easier for the students and the teachers in the learning process. SQ4R strategy also provides high motivation for students to read and make students enjoy in reading¨ (Sari et al., 2008, p. 976).

To guide readers in what is sought in this research was necessary to provide an overview about the aspects of reading strategies. A brief description about the learning model selected to improve reading skills was given. This literature also highlights the reasons considered by the teacher for the study, the decisions made and expectations of the research. The effects of reading strategies are notable in different studies, reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. So, reading comprehension is not only understanding the content but more broadly for success in language learning and the benefit of life. The findings would provide information on strategies for teachers to give the students the opportunity to be better in reading comprehension.

In this research educational barriers have been considered, also, individual obstacles in the learning of EFL, Yule (2014) exposes that despite the facts that affects the processes, some students are able to overcome difficulties and develop reading ability in L2 effectively. The limitations and weaknesses can be transformed into strengths if this research reaches its goals, the engagement of the students in reading actively will become an instrument for academic and social purposes.

CHAPTER THREE

Research Design

This part of the paper provides an outline of the research methodology, describing the research approach with the elements for data collection, sample methods and analysis. Also, context and background features and considerations for this research are detailed. It is expected that the methodology selected to carry out this study provides useful information through the collection and the analysis of data on the implementation of SQ4R strategy and collecting experiences in the classroom to enhance reading comprehension in students.

Qualitative method offers several sources for researching. Action research is one of them, it is a useful tool for teachers to see what is happening in our classroom and decide how to make it better (Calhoun, 1994). Thinking about carrying out this project as educational research, and considering the landscape of the situation, this study will employ an action research framework as the suitable approach to do it. According to Burns (2010) its purpose is to find an alternative to a problematic situation, the teacher becomes a critical explorer of the personal teaching context. The action research method will provide expanding teaching skills, changes, and better improvements in practice. Furthermore, thinking about the expectations, environment and objectives of this project, the selected method supports, to a great extent, the teacher´s intention and the changes desired in the specific situations of the classroom to improve reading skills.

The approach to research is shaped by the context, students' needs, some beliefs, and assumptions. All of them will be crucial factors in the way to conduct the study. In addition, because I am interested in the implementation of initiatives to solve the detected situation in a specific circumstance, action research is the chosen option. It involves systematic observation and data collection that will be used to reflect, decide, and design classroom strategies (Parsons and Brown, 2022). In recent years, action research has become more popular in language teaching classrooms. Teachers are committed with their professional awareness and development; this increases the idea of observing and acting in the practice.

The idea of doing this research was born from the persistent presence of frustration and low results in reading comprehension activities in my classes. It became a permanent concern and started questioning myself about the appropriateness of my practice. Since the problematic situation was detected, it was necessary to start creating a plan. The study follows the principles of action research because it is a valuable way to enhance teaching practices through improving students' learning processes and outcomes. In Burns' view (2010), Action research (AR) is an approach where teachers go deeper at classroom issues.

In this case I decided to use didactic sequences addressing the SQ4R reading strategy. Students will be expected to improve their reading comprehension skills by using the SQ4R model consciously according to their English level. Therefore, the problem is solved generating learning opportunities for the students. According to Kemmis and McTaggart (Cited in Burns 2010) the research must complete four steps: planning, action, observation, and reflection. The action plan will be implemented in two cycles following the Cyclical AR model based on Kemmis and McTaggart (1988) that involves the four phases (figure 1):

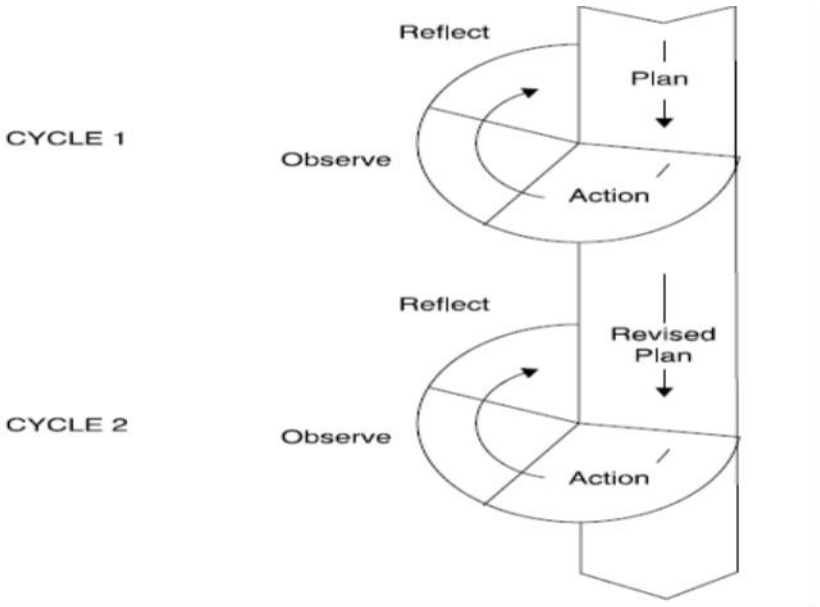


Figure 1. Cyclical AR model based on Kemmis and McTaggart, 1998. (Cited in Burns, 2010, p.9)

The Action Research Spiral model allows the teacher to be reflective and critical about his/her own teaching context. Burns (2010) explains that the steps consist of: planning, in this stage the teacher identifies a problematic situation in the classroom, which leads the teacher to

rethink the way of doing things. Later, during the observation ¨opinions, actions, and context¨ must be registered and described. In the reflection, the teacher reflects about the process, evaluates the strategy and outcomes, and then describes findings. The understanding of the effects, advantages and disadvantages allow the researcher to decide if it is necessary to do more improvements in the study.

Furthermore, thinking about the context, needs, and expectations of this study, it is considered that the cycles support, to a great extent, the changes that are desired to achieve in the students' performance. Besides, the first cycle encompasses observations, implementations, notes, and reactions that allow us to revise and make changes for the second cycle. In the second part the teacher can adapt the material and sequences to the situation as a response to the students' outcomes and perceptions of the first stage.

The intervention and the implementation is placed in the classroom; at the same time the teacher observes effects of the intervention and starts collecting data based on their classroom observations. The observations will be registered in a journal diary to have a very detailed description of the activities, impact, resources, and results shown by the students during the process of the project. Then, because of the intervention, the teacher reflects on the results of the students, evaluating and describing the effects and impact of the plan.

Methodology

The first cycle of the research started on February 10/2022 and ended on June 24/2022, some weeks of the research period were excluded because of institutional activities and holy week vacation. The first phase started with the planning of stage 1: it consisted in a diagnostic activity to observe reading performance, behaviors, resources used by the students, comprehension level, understanding of the text, strategies, interests and needs. The next thing was to analyze the diagnostic to formulate the research question that would guide the study process. Once the question was established, the search for the literature was carried out, which provided orientation and theoretical support for the investigation.

In the second stage, designing and implementation, six different didactic sequences based on the SQ4R model were designed and applied to each group. In addition, the sequences were designed according to students' preferences and language levels of the participants. During that

time data collection was posed by class observations and teacher´s journal to understand students' perceptions and to describe learners´ outcomes and progress in reading comprehension skill. After the last sequence was implemented, the data collected was analyzed to define possible changes for the sequences. The analysis was done based on the observations and teacher´s notes. Moreover, some students in the focus groups expressed concern about the length of the text and asked for more explanation from the teacher in aspects such as key words and giving context to some words. Those aspects were considered for the next cycle of implementation.

The second part of the investigation began on July 25/2022 and ended on September 23/2022; the same number of sequences were modified based on the teacher´s findings. Then, they were applied and revised. The second cycle followed the same structure and data collection instruments. Furthermore, the project follows the suggested curricular content and institutional goals were considered during the process. At the end, findings of the whole research were considered, and data was analyzed through students´ views and opinions, comparison of first cycle and second cycle results and English class scores.

Figure 2. Cycle 1: stage 1, description.

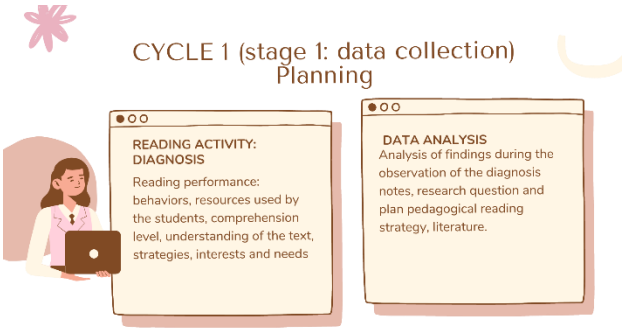


Figure 3. Cycle 1: stage 2, implementation.

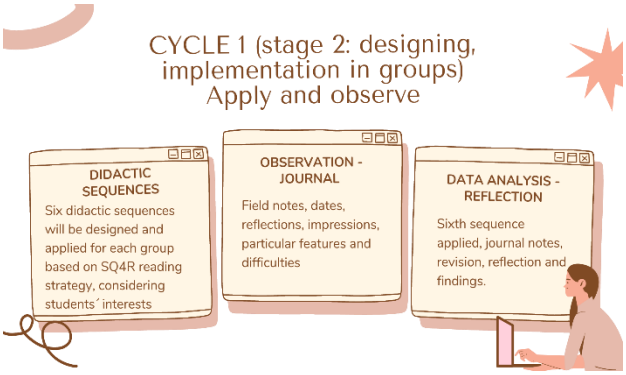


Figure 4. Cycle 2: stage 1, adaptation, and revision.

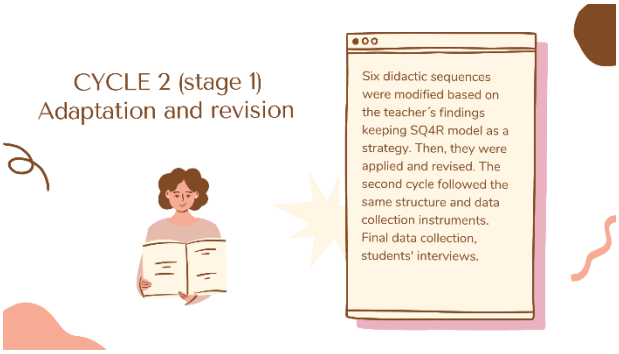
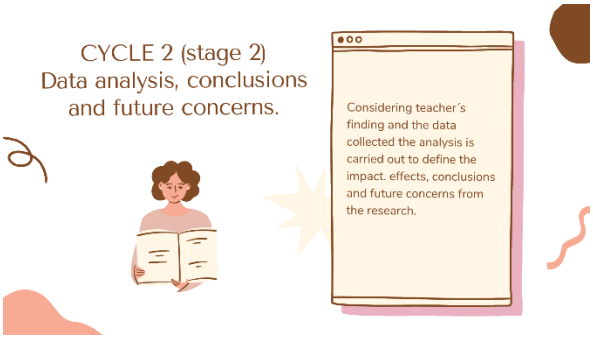


Figure 5. Cycle 2: stage 2, data analysis and conclusions.



Research Setting

The context for this research are four focal groups from sixth to ninth grade in the Ciudad de Cali sede Vásquez Cobo School located in Cali. The participants are between 11 and 15 years old, their English levels are different as well as their needs and interests. The context of the study involves diverse socio- cultural backgrounds and different points of view about English

usefulness in students´ life. Each focal group has 15 students, most of them equally divided between boys and girls. The English classes have a weekly load of 4 hours, from this assignment 2 hours per week per group were taken to carry out the research.

The study was carried out from February to September of 2022. The didactic sequences were applied within the curricular development of the school, this guaranteed the participation of the students during the classes. Despite this, some interventions were affected by students' absences, institutional programs, and other activities, which sometimes did not allow to collect complete information in the implementations. The language level of the groups is low. According to the Common European Framework of References for Languages (CEFR) description in overall reading comprehension some of the students of focus group can be placed situated in pre-A1, which describes that the students can recognize familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary. Other parts of the students can be placed in A1, which consist of understanding very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. Those language levels make the students dependent on the teacher's instructions and explanations in any kind of activities.

During the observation of the groups' behaviors, opinions and outcomes related to reading and comprehension activities were identified. It made it possible to detect the impact of the SQ4R strategy and some strengths, disadvantages, interests and likes related to the different ages and gender of the students. The students showed great interest in topics related to mental health, drugs, addictions, and sexuality. As a teacher, it was possible to take advantage of the interest shown by proposing other activities related to the topics and that allowed exploring knowledge and reinforcing other language skills.

Designing and Implementation of Didactic Sequences

The implementation of reading strategy (see the appendix A. Didactic sequences) by using didactic sequences was born from the necessity to find an appropriate tool to create a meaningful learning environment and experience for the students (Barriga, 2013). The author maintains that sequences are valuable elements that provide knowledge to the students through doing and practicing. Considering this, didactic sequences were designed to enhance the reading

comprehension abilities in students. The selected strategy to achieve the learning goal was SQ4R. It is a method popularized by Francis Pleasant Robinson in his book *Effective Study SQ4R*, and is a strategy that applies all senses, knowledge and allows the learners to engage by understanding the text into their own words.

The didactic sequences were designed and implemented since the beginning of the academic year 2022. The chosen topics for the activities were taken from the students' suggestions, they were structured and related to curriculum and institutional projects. The main components were health, sexuality, body image, drugs, pregnancy in addition to grammatical components of English. During the design was considered the 6 steps: survey, questions, read, reflect, recite, and review. Those phases help to guide the students through reading. According to Kristiantari (2019) the use of SQ4R learning model helps students to identify the essential elements of reading.

The content and the activities were shared to the students by Google Classroom, and WhatsApp, thinking in the technological tools that students had access to the information. This consideration allowed me to have previous knowledge of the readings and to be prepared for the class effectively. As it cited in McNamara and Kendeou (2017) the prior knowledge stimulated the ability to make inferences and facilitate the comprehension of texts. Each focus group worked nine sessions, each one had one sequence composed of 6 questions each framed in SQ4R model. Most of them were developed during the classes, however some students could not finish them in the established time, then, they had to complete the activities at home. The questions were related to the reading content and specific learning objectives referred to language. Nolan (cited in Zhang, 1992) asserts that the use of an effective strategy when integrated with students' participation encourages the use of prior knowledge in getting new information.

After revising several strategies to suit the learning environment, it was found that the SQ4R strategy fit in with the teacher's expectations, with the process and the desired product. In Karami text (2008) it is pointed out that reading strategies are mental and conscious processes that can be adjusted to a specific situation and objective considering the students´ improvement. The method was chosen consciously and respecting the characterization of the learning context. Table 1 and 2 shows in detail the cycles of the implementation process (Appendix A).

Table 1. Project Implementation: Cycle 1 - Timetable

CYCLE	STAGE	IMP. DATE	DESCRIPTION
Cycle 1	Stage 1: planning	1 feb - 11 feb / 2022	Reading performance observation
		14 feb - 24 feb /2022	Reading activity implementation - performance, comprehension,
		21 feb - 18 mar /2022	Data observation analysis, research question , search literature
		21 mar - 25 mar /2022	Planning pedagogical strategy
	Stage 2: designing and implementation	mar 26 - apr 10 /2022	Didactic sequences based on SQ4R method designed
		apr 11 /2022	implementation phase and observations (teacher´s journal)
		apr 11 - apr 15 /2022	weee 1: sequence # 1 applied in 6 and 7 grades
		apr 18 - apr 22 /2022	week 2: sequence # 1 applied in 8 and 9 grades
		apr 25 - apr 29 / 2022	week 3: sequence # 2 applied in 6, 7, 8 and 9 grades
		may 2 - may 6 /2022	week 4: sequence # 3 applied in 6,7,8 and 9 grades
		may 2 - may 6 /2022	week 5: sequence # 4 applied in 6 and 7 grades
		may 9 - may 13 / 2022	week 6: sequence # 4 applied in 8 and 9 grades
		may 16 - may 20 7 2022	week 7: sequence # 5 applied in 6, 7 , 8 and 9 grades
		jun 6 - jun 10 / 2022	week 8: sequence # 6 applied in 6 and 7 grades
		jun 13 - jun 16 / 2022	week 9: sequence # 9 applied in 8 and 9 grades

Table 2. Project Implementation: Cycle 2 – Timetable

CYCLE	STAGE	IMPLE. DATE	DESCRIPTION
Cycle 2	stage 1 : adaptation and revision	jun 16 - 24 jul / 2022	data colleted analysis, considering findings the next 6 sequences are modified and appiled in the second phase of the research. data collection, observations and students interview
		25 jul - 29 jul /2022	week 10: sequence # 7 applied in 6, 7,8 and 9 grades
		01 aug - 05 aug /2022	week 11: sequence # 8 applied in 6, 7,8 and 9 grades
		08 aug - 12 aug / 2022	week 12: sequence # 9 applied in 6,7,8, and 9 grades
		15 aug - 19 aug / 2022	week 13: sequence # 10 applied in 6,7,8 and 9 grades
		22 aug - 26 aug / 2022	week 14: sequence # 11 applied in 6,7,8,and 9 grades
		29 aug - 02 sept / 2022	week 15: sequence # 12 applied in 6,7,8, and 9 grades
	stage 2: data analysis, conclusions and future concerns	05 sept - 06 sept/ 2022	fociveus groups interviews - opinions and actions from the students´ perspective
		03 sept - 30 sept / 2022	analysis, findings, conclusions, advantages, disadvantages and future concerns of the research project.

The implementation consisted in 12 didactic sequences applied and developed during 15 weeks of classes. They were carried out during the first and second term of the year 2022. During the implementation period institutional activities were considered. At the first stage of the research process the participants received information and instructions about it. All the above, sought that the sequences were applied successfully in the scheduled time. Despite the sequences being shared by Google Classroom and WhatsApp activities, the activities were developed in the students' notebook, to have evidence and support at hand during the class sessions.

The sequences focused on 3 central themes: mental, body and personal health. From the three axes emerged subtopics such as drugs, smoking, body image, puberty, emotions, etc. All of

them were interrelated, in addition to considering the curricular guidelines, the objectives of the class and the previous interests of the students and groups conditions. Because it was expected that it facilitates the acquisition and use of new vocabulary in the following readings. The learning process has been slow, it should be evaluated the burden of the pandemic and what was lost during that time as a factor to consider. The designed didactic activities helped the participants develop reading skills and promote a motivating strategy to understand texts in English. The advantages and disadvantages will be mentioned and analyzed in the next chapter of the study.

CYCLE	SEQUENCE	TOPIC	WEEK	GRADE
1st cycle of implementation	1	Illness prevention	1	6 and 7
	1	Dealing with problems: relationships	2	8 and 9
	2	Feeling and emotions: mental health	3	6,7,8,9
	3	Alcohol, tobacco and others drugs	4	6,7,8,9
	4	Mental health: emotional and behavioral health	5	6 and 7
	4	Body image: stereotypes	6	8 and 9
	5	Drugs and Alcohol	7	6,7,8,9
	6	Eating disorders	8	6 and 7
	6	Depression	9	8 and 9
2nd cycle of implementation	7	Suicide prevention	10	6,7,8,9
	8	Sexual Health	11	6,7,8,9
	9	HIV and AIDS	12	6,7,8,9
	10	Obesity	13	6,7,8,9
	11	Fitness and fun	14	6,7,8,9
	12	Puberty, growing and emotions	15	6,7,8,9

Table 3. Didactic Sequences Implementation Description (Schedule)

Instruments

The resources used on this action research strengthened the process helping the teacher in getting notes and results attached to the objectives, planning, and research question. Those findings and results are addressed in the next chapter to amplify the understanding of the study. Burns (2010, p.56) affirms that teachers ¨should weigh up how to balance data collecting with

teaching. ¨ Hence the importance of finding and using flexible and doable techniques. The AR cycles and processes were adapted to the learning environment.

Survey

An attitudinal survey was addressed at the beginning of the research. Five simple questions were formulated for the students. The multiple-choice selection was the format for the survey because the students are familiarized with the structure. The purpose of it was to establish habits, interests, needs and preferences. Considering Burns (2010) statements the design of the questionnaire is not a simple task. It requires planning the questions to get usable information for the research. (Appendix C. Surveys)

Observation

According to Burns (2010, p. 57) ¨collecting data through observation is to do with 'making familiar things strange', or in other words, seeing things that are before our eyes in ways we haven't consciously noticed before. ¨ The observation process offers the teacher the opportunity to set questions to reflect and to look closely at actions in the classroom. The observation is an effective method to comprehend what happened in the classroom in a specific situation. It allows the teacher to follow processes and to take notes in an objective, conscious and reflective way. Even though observations are focused on aimed at a learning goal, other elements of the class were documented, including the teacher´s impressions.

This step of the study was carried out simultaneously to the implementation stage. Also, the observations were done by taking descriptive and reflective notes during sessions. They were registered in a research diary in a spontaneous narrative, trying to respond to the research question of this investigation. In addition, this activity allows us to identify the suitability of the action with the situation problem, and how far the implementation can achieve the objectives and the changes as expected.

Research Diary

The research diary is a written record of the research process. It helps the teacher to understand students' perceptions and reactions. According to Burns (2010) is a useful way to

capture reflections, beliefs, and insights about the practice in an outgoing way. The diary encompasses thoughts and feelings about the research project design. Through data collection and analysis. This tool helped to declare the opinion, reflections, insights, feelings, reactions to the activities. It provides a connection with the project and maintains the motivation.

The diary has a reflective structure, which allows to trace the development of the study. Furthermore, it provides the opportunity to write consciously and to place the facts of the classroom in context. Engin and assistant (2011, p 299) assert that a ¨diary also acts as a repository of thoughts and reflections of the research experience and adds validity to my data. ¨ In short, the research diary is the representation of the introspective analysis of the classroom performance. In this case the diary facilitates the development of qualitative research and analysis, making memorable what is easy to forget during the research experience. (Appendix D. Research diary)

Interviews

At the end of the implementation of the sequence, interviews were conducted between some of the participants of the research. They had questions about the process and the impact that it had from their perspective. The questions were divided into 4 parts, which allowed us to control the process and to classify the answers of the interviewers. ¨These are the most controlled kinds of conversations, where the researcher wants to get the same specific information from each person. The advantage is that you can then compare responses to the same questions across all the people interviewed. ¨ (Burns, 2010, p. 94). The aim of the interviews is to find out in more detail about students' points of view about the strategy and its impact on their reading performance. The information obtained from this stage provides a reference for when the final part of this AR is coming. (Appendix E. Interviews)

CHAPTER 5

Data Analysis and Results

This section intends to present the analysis of the data collected that resulted from the action research. The analysis is presented while reporting qualitative results. Also, it presents the evidence highlighting and commenting themes that emerge from the analysis to determine if the objectives of the research were achieved. The research does not focus solely upon literal data, but also upon the thinking process anchored in the language, and the words as literal descriptions of the research¨ (Shkedi, 2019, p. 13).

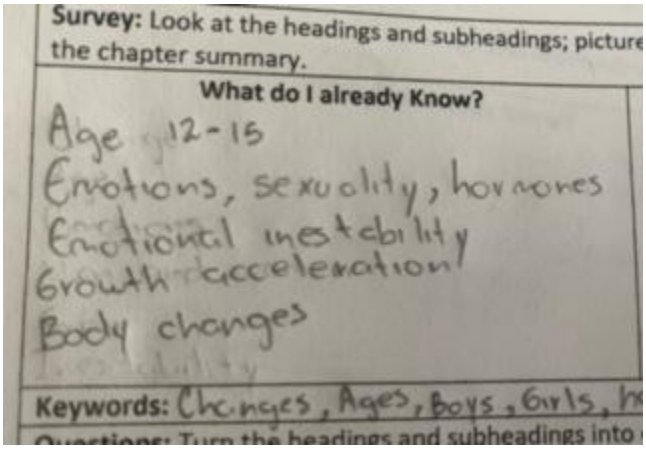
Corbin and Strauss (2015) reported that in qualitative research there is not a single meaning of an event or concept, the researcher interprets the data information looking for a response to the research question and shows that the objectives are achieved. The Action research involves thinking about classroom actions, this allows to observe emerging emotions and feelings that affect the students in reading activities. The students of the focus group express frustration, curiosity, and nervousness at the beginning of the stages. Burns (2010, p. 144) highlights that ¨part of AR reflection includes dealing with the emotional reactions we have to the way our practices may be changing because of our research. ¨

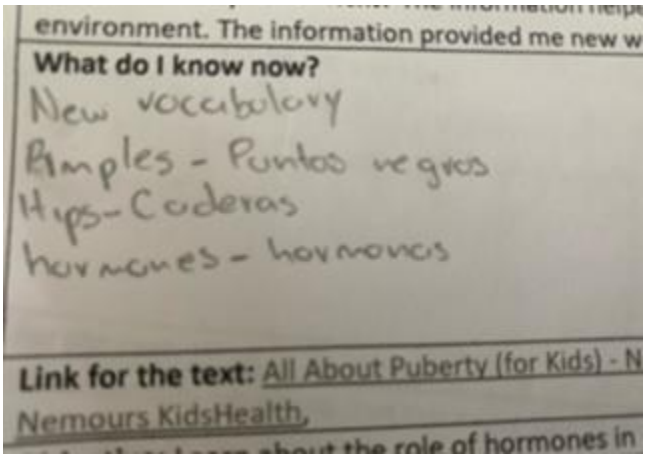
Prior to design and implementation of the didactic materials a brief survey was applied to the students to know their perceptions about reading. 48 of 60 students from different focus groups mentioned that they felt interest and motivation about reading in English. However, the survey showed that for 47 students reading is not a habitual activity for them, even though they used to apply some strategies such as highlighting words, look for images or keywords, the use of the translator is their most used strategy to know what a text says, which harms the reading process. Although the student's express curiosity about the text's meaning, those are not connected with their context, for that reason, this makes them lose meaning for them. This survey was the foundation of the didactic sequences designing of the project. (Appendix C. Surveys)

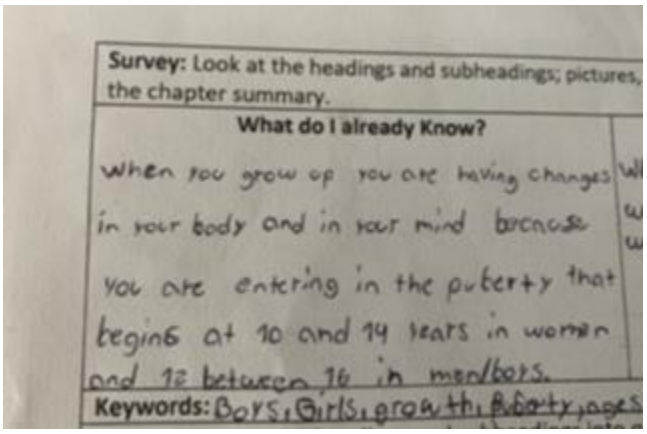
Regarding Brown (1994) the teacher must focus on the learners and their needs to prepare the activities and to set learning objectives. Bearing all the above in mind, the didactic sequences using the SQ4R learning model were designed and successfully implemented. The implementation allowed to reflect about students' performance, failures and successes that

emerged during the project. The analysis of the data revealed that the SQ4R model helped the students to improve their vocabulary during the development of the activities as they expressed in the interviews. Student 1(FC-8 grade) ¨ ¿Cree usted que la aplicación de las secuencias de aprendizaje ayudó a aprender nuevo vocabulario en inglés? En mi opinión, la verdad sí, ya que se aprende, nuevo vocabulario y aparte de eso me hace expresiones que utilizar tanto como palabras como el léxico. ¨Student 2 (FC-9 grade) ¨Pues yo considero que sí ha ayudado tanto a mí como a mis compañeros, hablando en un entorno general, ya que como esto se basa, digamos que en la comprensión de lectura ahí vas agarrando nuevo léxico, vas mejorando ortografía, tu gramática, tu pronunciación. ¨ Student 4 (FC-7 grade) ¨ Claro que sí, porque ayuda a comprender mejor las palabras y aparte, si no sabías algunas cosas en inglés la aprende más fácil y rápido. ¨

Figure 6. Sequence evidence







Survey: Look at the headings and subheadings; pictures, the chapter summary.

What do I already Know?

When you grow up you are having changes in your body and in your mind because you are entering in the puberty that begins at 10 and 14 years in women and 12 between 16 in men/boys.

Keywords: Boys, Girls, growth, Puberty, ages

The increase in vocabulary can be attributed to the fact that the steps of the model facilitate the understanding of the texts. There was a significant positive correlation between the students´ perceptions and the conclusion of Khusniyah and Lustyantie (2017, p210) ¨ the learning process using SQ4R strategy has learning stages that are traceable and easy to understand by students. So, the SQ4R strategy makes it easy for students to comprehend English reading text. ¨ In addition, the improvement in students´ language understanding is accompanied by the teacher guide and help with key words and concepts of the texts. This action generated motivation to continue reading and complete the sequences. At the end of the activity 40 students understood the messages and were able to relate it to previous knowledge and their context. It can be noticed in their responses in the interviews. Student 5 (FC-9 grade) ¨ Creo que ha sido un nivel bastante cómodo. Y muy fácil de llevar y también teniendo en cuenta que la profesora siempre nos tiene mucha paciencia en cuanto a lo que nosotros queramos preguntar. ¨ Student 7 (FC- 8 grade) ¨Las ventajas obviamente, tienen que estar relacionadas con el con el explicar de la profesora. Y explicar de a mi profesora es muy bueno, así que se comprende fácilmente. Student 1(FC 8 grade) ¨Muchas partes teniendo en cuenta. Ya que las actividades fueron muy bien explicadas por nuestra profesora. Entonces mejore mucho el speaking and reading y aparte eso puede utilizar palabras ya para un futuro. ¨

The research stood out the importance of the role of the teacher in the reading activities. This situation reinforces the idea of a class centered in the student, but with an active and informed teacher on it. The teacher must be a present guide and aware of the process of their students. The teacher´s performance cannot be reduced to comment or observe learners, being a

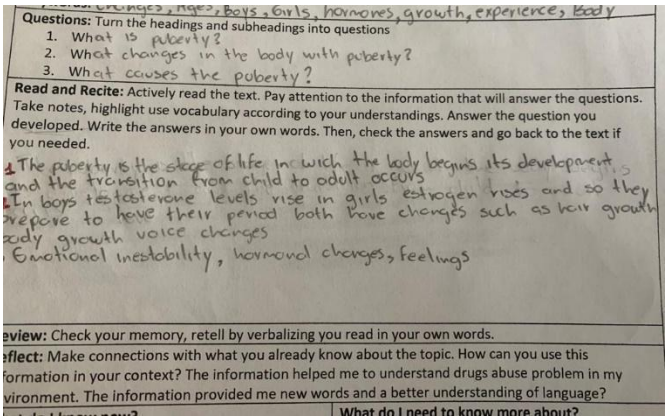
researcher teacher requires being involved and assisting the students in relating what is learned to their lives. The educator must help the students to explore strategies, to understand learning styles and needs, and create friendly learning environments. As mentioned in the literature review Grabe and Stoller (2002) argue readers must struggle with several differences between L1 and L2, it is a teacher's duty to help the students to deal with those aspects and to make learning to read in English a joyful activity.

Figure 7. Teachers guide and explanations

Since the beginning of the implementation, in the observations the students showed changes in their activity in the classroom, they started to show more participation in discussions about the topics of the readings. Furthermore, the learners were active and

reading activities in English classes. ¨Learning what strategies are, how to use them, when and where to use strategies, and the importance of evaluating their use is, therefore, key to the development of reading comprehension for students whose first language is not English¨ (Iwai, 2011, p.157).

Figure 8. Language use in the sequences.



Motivation is a determining factor in any learning process. The experience of exploring different texts sparked students' interest in English words and general information provided in the readings. Although in the first cycle interest and a good attitude towards the activities was a barrier, in the second part of the study the situation changed. At the very beginning of the process, the responses were simple, isolated, and with poor English. As the weeks went by, the responses showed the understanding of the texts, and their writing production became more structured and made sense. This was crucial, for increasing motivation to learn and read gradually increased. The themes selected for the sequences played an important role in the investigation. These helped to increase the concerns of the students, making the class more participatory and interesting.

All above demonstrates that activities must be linked to the students interests and needs to make learning meaningful and motivating. The learners express what topics engaged them more during the interviews, and how they could be related with their lives. Student 1 (FC 8 grade) ¨Estaban las secuencias y sus contenidos relacionados de alguna manera con sus intereses, necesidades y contexto? Yo diría que sí, porque creo que ya lo dije en alguna hace algunas preguntas. Me ha parecido muy, muy bueno porque los contenidos de estas guías a mí me han parecido que son cosas que, a nuestra edad, o la edad general del salón a tu podrías llegar a vivir, o puedes estar viviendo ya, o ya pudiste haber pasado por ello, entonces me parece bueno porque a la vez de que te ofrece como información del tema, te ofrece soluciones y ofrece métodos de tratamiento.¨ Student 3 (FC 8 grade) ¨la verdad sí, porque muchos temas que vimos nos sirvieron

para un futuro para aprender y conocer y así tener en cuenta varios aspectos a futuro y conocer y cuando hayan cambios en mi vida, saber cómo lidiar con ellos.¨

McNamara and Kendeou (2011) argue that an appropriate use and application of a strategy, the benefits to their outcomes and language performance is substantial. In the second cycle adjustments were made regarding the complexity of the texts, and a list of keywords was included to help students in the development of activities. The observations allowed us to figure out that the information given by the teacher was not enough, then, a space for writing key words was included (See appendix B. Sequences changes). Also, considering the importance of the teacher in the process, as it was mentioned before, the explanation of each stage of the model was more detailed and exemplified. The changes allowed a better understanding of the model and better results of the tasks.

From the data of the second set of observations it is evident that the use of the SQ4R model increased reading skills for the students of IE Ciudad de Cali. The user started to feel more familiar with the strategy and it made the activities easier to them and helped to become the classroom in a pleasant environment to read. This observation can be confirmed by the interview's responses of the learners.

> ¿Entre el ciclo 1 y el ciclo 2 de la implementación hay alguna diferencia?, sí, porque me ayuda a comprender más, a separar las palabras, me ayuda a comprender más la lectura, yo antes era no más, como saber las palabras, como el sí y el no, el hola y ahora se bastantes palabras. (Student 9 – FC 6 grade).
>
> Ah, pues creo que sí notado. Creo que sí he notado un abismo entre el ciclo uno y el 2. Un abismo bastante, bastante grande, bastante notorio. Hay un avance y eso me alegra, no solamente en mí, sino también a mis compañeros. (Student 5 - FC 9 grade).
>
> Sí, mucho, hay mucha diferencia, ya que en el ciclo uno utiliza mucho traductor. Mucho diccionario, preguntaba mucho y ahora, ya en el ciclo 2 ya conozco mucha palabra, mucho mejor. Mejore mucho mi speaking y mi writing y aparte eso, ya no pregunto tanto y ya puedo comprender mejor los textos. (Student 7 - FC 8 grade).

The importance of the use of an appropriate strategy is highlighted by Bolukbas (2013) who asserted that to improve EFL reading skills is not enough to teach grammar and vocabulary, the use of a suitable strategy is necessary to improve reading comprehension skills.

Burns (2010) affirms that building knowledge in AR is based on deep reflection. The adaptations made for the second part of the study came from the systematic reflection of the process, and the searching of the research objectives achievement. As the study progressed, it was possible to observe the determining role of metacognition in reading processes. The recognition of the intentional thinking about how I learn, what I know, what I remember and what are the steps needed to get learn, is fundamental in the success of the SQ4R strategy. These views surfaced mainly in the observations of the second cycle, where students became aware of their learning process and the advances that the method provided them. In the figure below it can be appreciated that the student responses reflect the thinking and feeling regarding the subject matter.

Ismail and Tawalbeh (2014, p.88) claim ¨if readers are aware of what is involved in the reading process and what is necessary to read effectively, then it is possible for them to take steps to meet the demands of the reading situation. The objectives of the research were achieved to a certain extent because 16 students continue struggling to improve their skills. The understanding of a story in a foreign language is a complex task for those who depend on translators and cannot expand their knowledge of the language. It was detected by the students during the process of the observations, they are aware of the importance of using reading strategy to improve their language. Student 2 (FC 9 grade) mentioned that ¨podríamos quitar el uso del celular, la mayoría todo lo traduce y como ya sabe que es lo que dice entonces no se esfuerzan. ¨ Also, the Student 5 (FC 9 grade) asserts that ¨pues, mejorar el uso de que todos usan el traductor, entonces tratar de que sea algo en el que se haga el esfuerzo, se haga el intento por comprender el texto. ¨

This statement is supported by Zare (2013) asserts that less competent readers can become skilled if they are provided with an effective strategy and taught to monitor their progress. This confirms that strategies are effective when integrating metacognitive factors to the cognitive processes. This analysis showed the significant importance of strategy use in reading goals. Despite some limitations such as connectivity, and lack of vocabulary to talk about the meaning of the texts, the students were trained in the use of the strategy, and they got used to the model. Moreover, the teacher must provide support to help the students with lower levels of language.

The use of a learning model will impact academic outcomes in the students´ future. In the interviews made to close the cycle, some students recognized the following: Student 9 (FC 6 grade) ¨ En el sentido de que para leer en inglés hay que tener como ciertas técnicas para poder entender mejor la lectura, entoncs, de esa manera también la podemos aplicar en las otras áreas.

> ¿Las actividades realizadas sobre lectura en el área de inglés han tenido algún impacto en su desempeño académico en otras áreas?, yo diría que, si han tenido un impacto, un impacto positivo, ya que, pues resaltó mucho la comprensión de lectura, porque es algo que a mí me parece supremamente importante. Ah, entonces, si yo tengo una buena comprensión de lectura en inglés, tengo digamos que un buen vocabulario en inglés. Claro, me podrá servir para otras áreas, para saber comprender mejor los textos en español o para abrirme paso en algunos campos de algún área que a mí me guste, pues teniendo la herramienta del inglés. (Student 3 - FC 8 grade).

The motivation played a crucial role in the study, emotional barriers, typical of adolescence and the lack of knowledge of the language, slightly affected the development of the sequences. Although the main purpose of the research was accomplished according to the observations and the students' perceptions, there is still a lot of work to do. Sari et al. (2008, p. 976) remark that ¨several studies have been conducted about SQ4R strategies that are proven to improve and make it easier for the students and the teachers in the learning process. ¨ However, it must be remembered that the classroom is a huge space where learning goes beyond words and numbers. The true teaching is one that invites the student to continue exploring and expanding his vision of the world. In this project students were able to recognize that many things need to be improved. This statement shows that metacognition (reflection and emotions) works with cognitive processes as has been mentioned by Iwai (2011) metacognition influences reading by adding a positive perception of learning in EFL/ESL learners.

We can evidence the above when the students say that the objective was achieved but we must continue building and learning.

> Yo digo que, si se alcanzó el propósito, ósea, si el propósito era que a todos nos gustara y que todos aprendiéramos algo nuevo, porque como les dije, yo he visto a mis compañeros, yo he estado muy feliz con esto, y mis compañeros también, creo que lo han estado. Entonces, yo diría que sí, se alcanzó el logro, o bueno, vamos en camino y a la vez se están

> alcanzando, se está alcanzando y vamos en camino también a mejorar cada vez. (Student 1 – FC 8 grade).
>
> Si, la verdad, si, ya que se aprendió, se mejoró, se evolucionó muchos temas vistos como el speaking, el listening, and the writing, eso se mejoró bastante en mi salón, incluyéndome. Yo le pondría un 5 sobre 5 al logro del objetivo, ya que aparte de que mi profesora explica muy bien los temas, los temas son fáciles de entender, siempre y cuando tú les eches mucho ojo, y la profesora te explica muy bien, y la verdad todo eso está perfecto para mi aprendizaje y el aprendizaje de mis compañeros. (Student 3 - FC 6 grade).

In the study it was possible to identify that SQ4R strategy makes students enjoy reading. Furthermore, the implementation of SQ4R model in the classroom changed the perception of reading activities for the teacher and the students. The activity of reading is not boring anymore, and the development of the class is centered on the students with the teacher's guidance. The SQ4R learning model is an appropriate framework for developing metacognition in the learning processes and for enhancing reading comprehension. This perception is supported by Iwai (2011, p.157) who says that the key for development reading comprehension in EFL/ESL learners is to know and use a learning strategy appropriately.

The student 5 from 9 grade referring to the effectiveness of the strategy, highlighted that

> Creo con estas secuencias, con este método de aprendizaje me ha gustado mucho porque a mí me gusta mucho leer, a mí se me queda mucho cuando leo. Entonces, he sentido tanta mejoría y me he sentido muy a gusto, tanto yo y yo veo que mis compañeros, también les ha pasado lo mismo. Para mí es tranquilizante y me da mucha alegría.

It is a teacher's duty to go along with those students that presented difficulties, and to adjust activities to their level to obtain progress in their language skills. Thinking about that, the research diary was a valuable tool for this analysis. The teacher's observations not only helped to set a background for the interpretation of the data, but also, as a resource for the evaluations of the students at the end of the period. The effort, participation, and willingness to carry out the activities are characteristics that must be recognized in the process of the students. After the whole process, it can be affirmed that not only the objectives of the project were proportionally achieved, but other needs arose that were covered as a useful factor in the investigation. The considerable improvement in student’s academic outcomes is one of them. (Appendix D. Research diary)

The teacher's observations gave the opportunity to reflect about the practices and student's abilities, not only in language performance, but also in art or digital literacy. Overall, the data gathered provided a response to the research question, how does SQ4R teaching strategy enhance reading comprehension skills in students of Ciudad de Cali sede Vásquez Cobo? By the implementation of didactic sequences based on the SQ4R, the students of Ciudad de Cali sede Vásquez Cobo show a gradual enhancement of reading comprehension skills. This strategy helped the readers to improve their understanding of the texts. Besides, the study demonstrated that the strategy was useful not only for reading purposes, but also for increased motivation and metacognition of the students. Moreover, the observations showed that reading in English can stop being a boring activity without context, and it can contribute to build independence and active learning. Regarding Basar and Gürbüz (2017, p. 139) ¨It was found that students implementing the SQ4R strategy were more successful in reading comprehension. ¨

Based on the data evidence, it was concluded that SQ4R is an effective strategy that enhances reading comprehension skills, but it also helps to improve learning outcomes and awareness.

Teachers must create and use effective learning models that can enable students to understand texts and the message being communicated by different authors. The SQ4R strategy has been identified as one of the interventions that can help educators to improve academic outcomes (Sari et al, 2018, p .977.)

Results and Discussion

This part will show the results of the study from the data analysis. It will be presented as a detailed summary of the most relevant findings taken from the collected information. When the research was initiated, the students were informed about the purposes and the procedure of it. At the end of the process, the impressions of the students exceeded those of the teacher, what was gained during each session was evident in the words of the students and in their desire to continue using the model. With the intention of giving meaning to this part, the results will be described by answering some questions designed according to the previous analysis.

Differences Between the First and the Second Cycle

During the first part of the implementation several aspects of the teaching environment were considered such as language level, students' interests, teaching goals and resources. All of them were included in the sequence design. However, after the first cycle, some changes were necessary to give continuity and try to achieve the initial purposes of the project. During the revisions of the activities, it was seen that there were spaces left without answering, some students continued writing in Spanish and the interest, although it had improved, needed to be more constant. For these reasons, in the second cycle first stage, some changes were made. (Appendix B. Sequences changes)

The changes involved inserting a box to write key words from the text, those words were extracted with the teacher's help. Also, an additional page of instructions was added to the sequences to make it easier to follow the steps of the SQ4R model (see figure 13). Furthermore, for the second part, the teacher appealed to topics that generated more curiosity in the students such as suicide, sexual health, and puberty. This strategy worked very well, causing positive impressions and a desire to investigate the subject. All above, increased attention and motivation for reading activities in the classroom, which is the first stage to achieve the research objectives. The beginning of cycle two marked a difference in the attitude of the students, in their answers and in their grades. It can be appreciated in students 'interviews and in the academic results of the second term.

The SQ4R Reading Strategy Stimulates Reading Comprehension

The SQ4R model is a great resource for teaching in large groups with different levels of language, and diverse interests. In this project the SQ4R strategy was the framework for the didactic sequences applied in the classroom to enhance reading comprehension skills. The careful selection of the topics, and the follow-up of the steps determined by the strategy stimulated and motivated the students to read. Reading allowed 52 students to learn new words, reinforce the ones they already knew and go deeper into topics typical of adolescence. In Khusniyah and Lustyantie (2017, p.210) it was mentioned that ¨ the SQ4R strategy learning can feel more fun. ¨ The results of this research indicate that 52 students can build thinking patterns

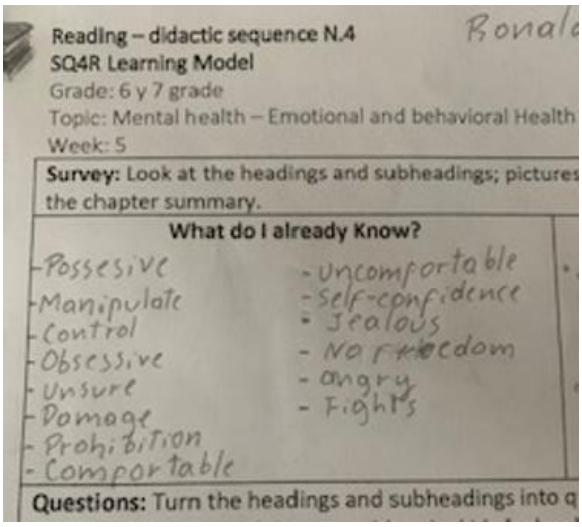
more critically and creatively by using SQ4R strategy. This was proved during a debate participation resulting from one of the topics proposed by the teacher in the didactic sequences.

The main problem of this research was reading comprehension learning and the effective use of a strategy to struggle with the classroom situation. Thinking about that, during the observations it was found that SQ4R has a great impact on English language learning. As it demonstrated in the research conducted by Basar and Gürbüz (2017) ¨ it was observed that the SQ4R strategy has a permanent effect on the reading comprehension skill. ¨ The strategy helped to develop thinking skills and engages reflection during the reading process, in addition to this, each step of the process was designed to make 48 students question themselves and tie their knowledge to reality. This was reflected in the sequences when the students had to write questions about the text before reading it. It is considered that this aspect was the most stimulating fact to enhance reading comprehension skills.

The SQ4R Reading Strategy Impacts in Motivation

According to the analysis taken from the teachers notes and students´ opinions collected in the interviews, motivation for learning and reading increased as comprehension improved. Each week of the project meant a change, an advance in the study. During the implementation it was observed that when the students were asked about what they already knew, they wrote more and more words. This may explain why the focus groups have expressed motivation as an additional and relevant achievement during the sequences. To give a broader picture of this, it can be said that the day sequence number 4 was worked on with the students, many familiar words on the subject emerged. In addition, the content of the reading was closely related to its context, toxic relationships surround some of them. this made it easier to engage them and get them motivated to read and produce after the text.

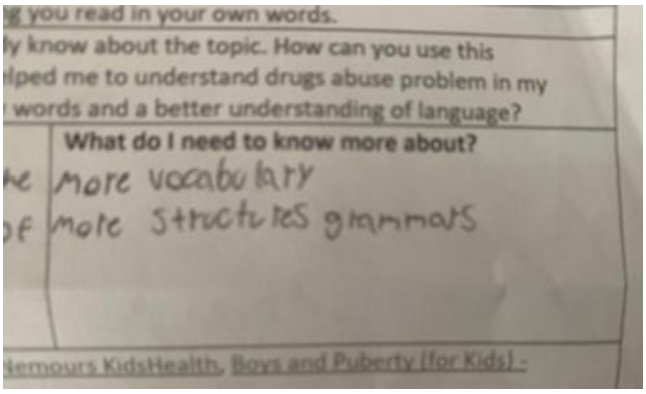
Figure 15. What do I already know?

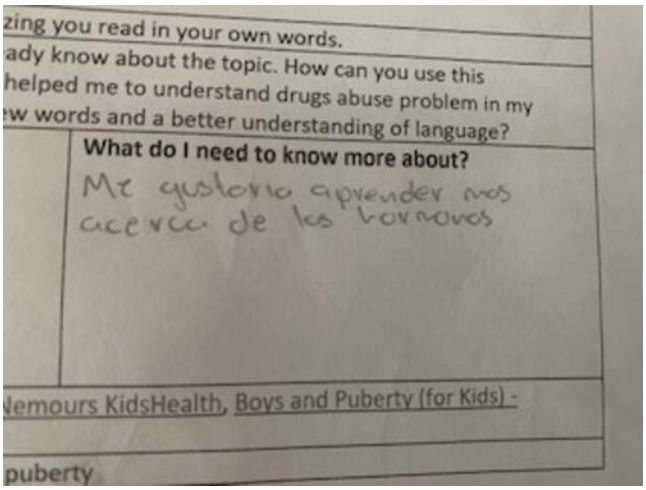

Reading – didactic sequence N.4
SQ4R Learning Model
Grade: 6 y 7 grade
Topic: Mental health – Emotional and behavioral Health
Week: 5
Survey: Look at the headings and subheadings; pictures
the chapter summary.
What do I already Know?
- Possesive
- Manipulate
- Control
- Obsessive
- Unsure
- Damage
- Prohibition
- Comportable
- uncomfortable
- self-confidence
- Jealous
- No freedom
- angry
- Fights
Questions: Turn the headings and subheadings into q

Certainly, when students discover the possibilities of knowledge, their limits expand. The chosen strategy caused this impact on the students. During the interviews, 9 students stated that they felt comfortable and happy to see the personal and collective progress in understanding and learning English. Now, the box for what I need to know more about, it is not empty. They started to fill it, asking for more information or language issues

> Creo que sí han sido útiles ya que como pues lo mencioné anteriormente, esto se basa más que todo la comprensión de lectura y si he notado, creo que un gran avance tanto en mi nivel de comprensión de lectura como en el nivel de mis compañeros… Me ha gustado mucho porque, aunque yo soy una persona que le gusta mucho leer, o sea, a mí se me queda mucho cuando leo. Es como mi método de aprendizaje favorito. Entonces, he sentido tanto una mejoría y me he sentido muy a gusto con esto, tanto yo como yo veo que mis compañeros también les ha pasado lo mismo, entonces eso también me es tranquilizante y me da alegría. (Student 1 - FC 8 grade).

Figure 16. What do I need to know more about?





Advantages and Disadvantages of the Implementation of the SQ4R Reading Strategy

Regarding the observations of the diary and in the interviews, the following advantages and disadvantages were found by the students and the teacher during the implementations. The disadvantages found by the students were focused on the use of electronic devices to translate and the low level of English of some students. These facts are intimately related to each other. When a student decides to use a translator instead of guessing, or to infer a meaning, it does not allow their vocabulary to expand, it blocks any desire to explore the content and their cognitive processes become lazy. On the other hand, the dependence on the teacher to translate even the smallest instruction leaves them behind in the group. Student 7 (FC 8 grade) expressed that ¨ cuando no entendemos, casi todos usamos el traductor. ¨ It does not mean that electronic devices are bad for learning, it means that the teacher must rethink and guide the use of the tools so that they can be helpful instead of a distraction in the classroom.

Among the advantages I found that to understand what the texts say in English, they use different means and resources to search for words or translate sentences, this means that there is genuine interest in knowing the content. In the diary the teacher highlighted that was frustrating the students dependance. This happened at the beginning of the stages, they were used to not trying, to wait until the teacher gave up and explained the activity in Spanish. During the process of this project, this action changed, most of the students who did this had to seek support from their peers with a higher level, which turned this weakness into a strength, since sharing their knowledge and peer support strengthened other classroom and individual aspects.

The identification of advantages and disadvantages are essential to consider further research. The analysis of students´ outcomes showed that reading comprehension was enhanced, also the interest in reading was increased, and the students learnt to use SQ4R strategy to improve their language learning and performance. This could be seen in the improvement of grades in English. In addition, the students of the focus group expressed their perceptions about the improvement in their performance during the observations and the interviews. All above impacted other issues of academic life, such as grades, sharing knowledge, apps management, and curiosity. These ideas are supported by a previous study conducted by Basar and Gürbüz (2017, p. 139) ¨ SQ4R strategy helps students better understand what they are reading, as well as increasing the student's willingness to read more. ¨

Another aspect to highlight is the interest of the students in the topics proposed. Despite being out at the beginning of the project, it was a hard task for the learners to complete the activities, and to follow the steps of the strategy. After the fourth sequence, 70% of the students of the focus group understood the SQ4R reading strategy process. After week 7, sequence fifth, the readings were a little more fluid and the questions had more critical and less literal answers. It is known that this is the beginning and that there is still much to advance and teach on this topic

CHAPTER FIVE

Conclusion

Based on the analysis and results of this action research, it can be concluded that the students from sixth to ninth grade of focus groups improved their reading comprehension skills by using the SQ4R reading strategy. This strategy helped the learners to learn new vocabulary and to relate their previous knowledge with the topics proposed in the sequences. As it is concluded in previous studies ¨the SQ4R makes it easy for students to comprehend English reading text. ¨ (Khusniyah and Lustyantie, 2017, p.210). Other issues such as reflection and motivation about learning emerged from the study. This map out how and why to include an appropriate teaching strategy is determining the student's success. It is important to observe and recognize the classroom needs to be able to create adaptable material according to each teaching context.

Although the relationship between reading and motivation is a certainty, in the classroom, that bond is broken. The lack of appropriate materials and strategies contribute to a practice stuck in the past. Although there is awareness of the need for change in language teaching, this aspect remains to recognize what needs to be changed and how. Teaching and developing effective teaching and learning strategies for students is mandatory. Therefore, it is urgent that in the search for quality education, teachers embrace practices that engage students to learn and enhance skills. The observation in the classroom provides the situations, but also, it can provide the solutions. In this case the reading comprehension was improved impacting other learning issues such as motivation, grades, and peer support.

The information collected in the research diary allowed us to know the perceptions of the teacher in two roles inside the classroom. As a teacher the process of designing the sequences was innovative and motivating. Also, to include the students' interest in sequences changed the view of the reading activities. Before the project, the class was centered on the students, but not designed for them. This impacted all the practices and interactions in the classrooms, generating awareness of what should really be considered in the learning process of learners. The didactic sequences gave participation in the class dialogues, increased questioning, and the desire to investigate. As a teacher this was a great opportunity to propose new activities related to reading and expanding knowledge using English.

From the investigative point of view, it was hard to discover failures in the teaching process. Aspects such as motivation and metacognition were ignored for a long time in the development of reading activities. It was easy to tell what the students lacked to improve their reading comprehension skills. However, the recognition of what was omitted by the teacher was not so simple. Being a researcher in the classroom allows one to have an objective perspective of what teachers do subjectively. Moreover, the improvement of the classroom practices must be permanent, creating the need to be a researcher looking for opportunities for new projects.

From the students' voices arose the importance of the role of the teacher in the students' learning. The learners deserve and need to be guided and taught to use the tools that their context provides them. Reading is a matter of deep understanding, it cannot be an isolated activity, what the learners learn in the schools must be related with reality so that it is relevant for them. The SQ4R model allowed to give context to the readings, it resulted in the acquisition of vocabulary and knowledge about themes adapted to their needs. The study allows us to know the students 'impressions about the strategy and its implementation. Those ideas will be helpful to construct effective lessons and to improve the teaching practice in the future. In a previous study carried out by Kristiantari (2019) it is concluded that though the use of the SQ4R reading strategy provides the opportunity to build innovative and creative learning processes, moreover, the strategy can be used as a guideline in designing learning activities with the aim of optimizing the process and learning outcomes that can be done one of them by applying the SQ4R reading strategy.

As a teacher, I can conclude that the project was a successful teaching practice, it helped students to improve their reading comprehension skills, but it also impacted their learning process, their motivation, their perception of reading, and their academic results. The observations also showed that the work is not finished, the classroom behaviors and interactions provided insights and possibilities for future studies. In this case, is in the implementation of strategies to promote other language skills. English is a humongous source of knowledge and diversity. As a language teacher it is my responsibility to explore the possibilities of teaching and learning with my students.

Recommendations for Further Studies

The present research analyzed the effects on the SQ4R reading strategy in reading comprehension skills in students from sixth to ninth grade in Ciudad de Cali sede Vásquez Cobo School.

The investigation provided a different perspective about how to plan and use reading strategies. Moreover, it taught the students to achieve learning objective and to expand their knowledge about topics of their interest through English language. Likewise, aspects such as motivation and metacognition emerged as important factor to be considered in the development of activities. As teachers and researchers, we have the possibility to explore and reflect about the aspects mentioned before, including them to the teaching environment. Another aspect for future concerns can be the integration of art in English activities to express the interpretation of the students of themselves and the world around them. This element was applied in this research as a tool to draw ideas or represent vocabulary, but its application was limited. In future investigations can consider the effect of the relationship between art and language to open students' mind and increase creativity and sensitivity. This study provided insights to understand the necessity to innovate about activities and strategies in the classroom.. Language learners need teachers with fresh ideas who are willing to change and adapt teaching to the context of their students.

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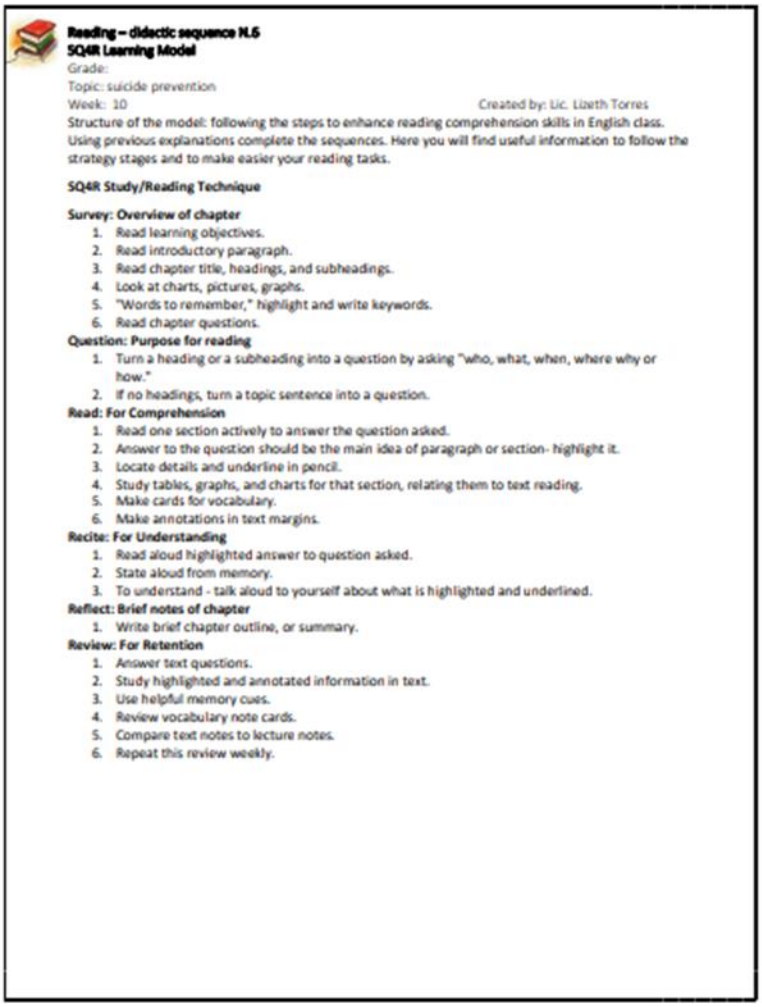
Appendices

Appendix A. Didactic Sequences Design and Implementation



Reading – didactic sequence N.6
SQ4R Learning Model

Grade:
Topic: suicide prevention
Week: 10 Created by: Lic. Lizeth Torres

Structure of the model: following the steps to enhance reading comprehension skills in English class. Using previous explanations complete the sequences. Here you will find useful information to follow the strategy stages and to make easier your reading tasks.

SQ4R Study/Reading Technique

Survey: Overview of chapter

1. Read learning objectives.
2. Read introductory paragraph.
3. Read chapter title, headings, and subheadings.
4. Look at charts, pictures, graphs.
5. "Words to remember," highlight and write keywords.
6. Read chapter questions.

Question: Purpose for reading

1. Turn a heading or a subheading into a question by asking "who, what, when, where why or how."
2. If no headings, turn a topic sentence into a question.

Read: For Comprehension

1. Read one section actively to answer the question asked.
2. Answer to the question should be the main idea of paragraph or section- highlight it.
3. Locate details and underline in pencil.
4. Study tables, graphs, and charts for that section, relating them to text reading.
5. Make cards for vocabulary.
6. Make annotations in text margins.

Recite: For Understanding

1. Read aloud highlighted answer to question asked.
2. State aloud from memory.
3. To understand - talk aloud to yourself about what is highlighted and underlined.

Reflect: Brief notes of chapter

1. Write brief chapter outline, or summary.

Review: For Retention

1. Answer text questions.
2. Study highlighted and annotated information in text.
3. Use helpful memory cues.
4. Review vocabulary note cards.
5. Compare text notes to lecture notes.
6. Repeat this review weekly.

Reading – didactic sequence N.1
SQ4R Learning Model
Grade: 6 y 7 grade
Topic: Illness prevention - Drugs, what do I Know
Week: 1

Created by: Lic. Lizeth Torres

Survey: Look at the headings and subheadings; pictures, charts, graphs, and maps; and if there is one, the chapter summary.	
What do I already Know?	**What do I predict I might learn?**
Questions: Turn the headings and subheadings into questions 1. What makes illegal drugs so dangerous? 2. What are physical effects of using the drug? 3. How might someone behave under the influence of the drug? 4. What problems the person might face while being under the influence?	
Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.	
Review: Check your memory, retell by verbalizing you read in your own words.	
Reflect: Make connections with what you already know about the topic. How can you use this information in your context? The information helped me to understand drugs abuse problem in my environment. The information provided me new words and a better understanding of language?	
What do I know now?	**What do I need to know more about?**
Link for the text: Drugs: What to Know (for Teens) - Norton Children's (teenshealth.org)	
Objective: Students will be able to learn how illegal drugs hurt the body	

Reading – didactic sequence N.10
SQ4R Learning Model
Grade: 6 y 7 grade
Topic: obesity
Week: 13 Created by: Lic. Lizeth Torres

Survey: Look at the headings and subheadings; pictures, charts, graphs, and maps; and if there is one, the chapter summary.	
What do I already Know?	**What do I predict I might learn?**
Keywords:	
Questions: Turn the headings and subheadings into questions 1. Wh 2. Wh 3. Wh	
Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.	
Review: Check your memory, retell by verbalizing you read in your own words.	
Reflect: Make connections with what you already know about the topic. How can you use this information in your context? The information helped me to understand drugs abuse problem in my environment. The information provided me new words and a better understanding of language?	
What do I know now?	**What do I need to know more about?**
Link for the text: Handout: Obesity (Grades 6 to 8) (kidshealth.org)	
Objective: students will be able to identify the warning signs of an unhealthy or abusive relationship	

Reading – didactic sequence N.4
SQ4R Learning Model
Grade: 6 y 7 grade
Topic: Mental health – Emotional and behavioral Health
Week: 5 Created by: Lic. Lizeth Torres

Survey: Look at the headings and subheadings; pictures, charts, graphs, and maps; and if there is one, the chapter summary.

What do I already Know?	What do I predict I might learn?

Questions: Turn the headings and subheadings into questions

1. What kinds of things could make kids feel sad?
2. When kids feel sad, what do they do? How do they act? How can you tell if someone is sad?
3. Who can you talk to when you're feeling sad?

Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.

Review: Check your memory, retell by verbalizing you read in your own words.

Reflect: Make connections with what you already know about the topic. How can you use this information in your context? The information helped me to understand drugs abuse problem in my environment. The information provided me new words and a better understanding of language?

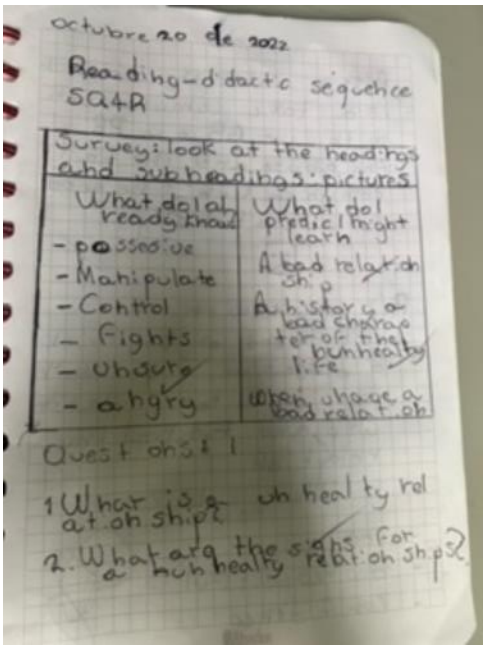
What do I know now?	What do I need to know more about?

Link for the text: What to Do When You Feel Sad (for Kids) - Nemours KidsHealth

Objective: Identify situations that can make kids feel sad
• Learn things kids can do to help cope with sadness

Reading – didactic sequence N.12
SQ4R Learning Model
Grade: 8 y 9 grade
Topic: Puberty, growing and emotions
Week: 15 Created by: Lic. Lizeth Torres

Survey: Look at the headings and subheadings; pictures, charts, graphs, and maps; and if there is one, the chapter summary.	
What do I already Know?	**What do I predict I might learn?**
Keywords:	
Questions: Turn the headings and subheadings into questions 1. Wh 2. Wh 3. Wh	
Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.	
Review: Check your memory, retell by verbalizing you read in your own words.	
Reflect: Make connections with what you already know about the topic. How can you use this information in your context? The information helped me to understand drugs abuse problem in my environment. The information provided me new words and a better understanding of language?	
What do I know now?	**What do I need to know more about?**
Link for the text: All About Puberty (for Kids) - Nemours KidsHealth, Boys and Puberty (for Kids) - Nemours KidsHealth,	
Objective: To Learn about the role of hormones in puberty, to create a comparative chart between boys' and girls' puberty changes	



octubre 20 de 2022

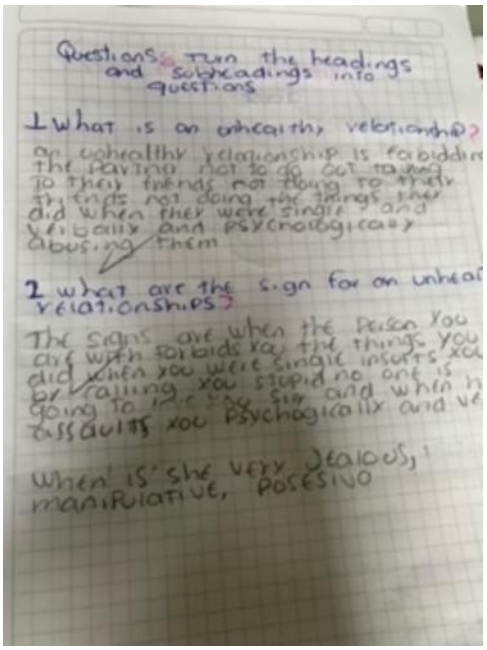
Reading - didactic sequence SQ4R

Survey: look at the headings and subheadings: pictures	
What do I already know	What do I predict I might learn
- possesive - Manipulate - Control - Fights - Unsure - angry	A bad relationship A history of a bad character of the unhealthy life When I have a bad relation

Questions

1 What is an unhealthy relationship?

2. What are the signs for a unhealthy relationships?



Questions: Turn the headings and subheadings into questions

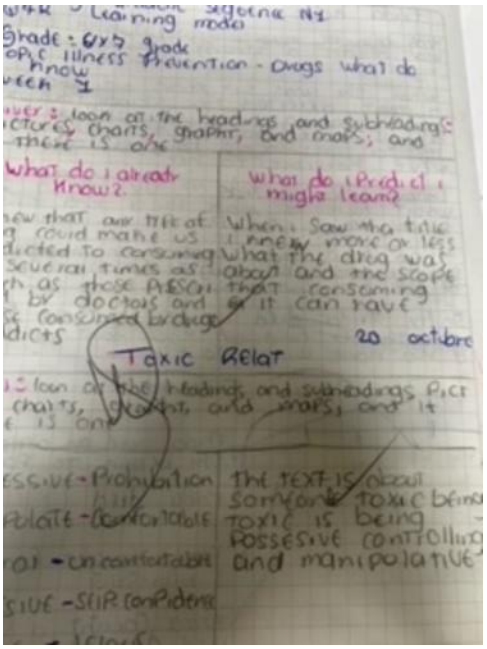
1 What is an unhealthy relationship?

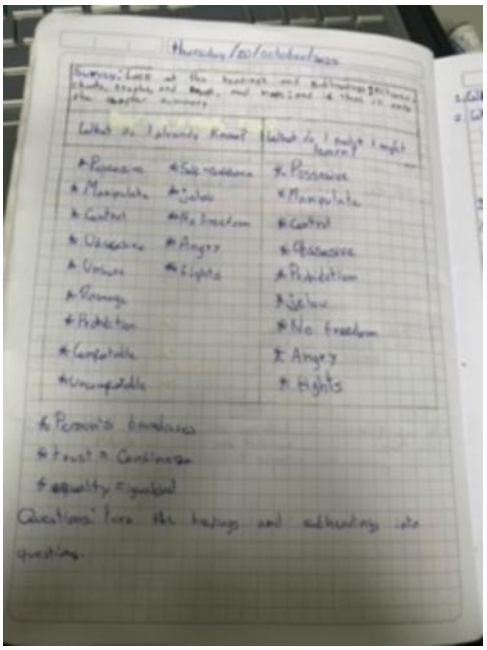
an unhealthy relationship is forbidding the partner not to go out talking to their friends not going to their friends not doing the things they did when they were single and verbally and psychologically abusing them

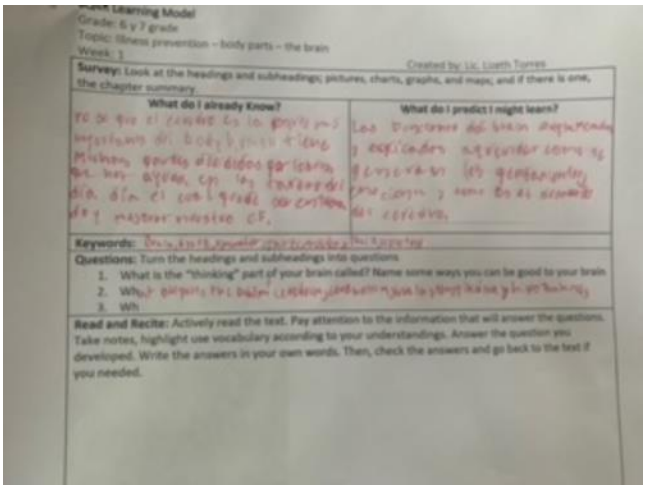
2 what are the sign for an unhealthy relationships?

The signs are when the person you are with forbids you the things you did when you were single insults you by calling you stupid no one is going to like you and when he assaults you psychologically and ve

When is she very jealous, manipulative, posesivo


Learning model
Grade: 6x7 grade
Topic Illness Prevention - Drugs what do know
What do I already know?
What do I predict I might learn?
20 octubre
Toxic Relat
The text is about someone toxic being toxic is being possesive controlling and manipulative


What do I already know?
What do I predict I might learn?
Possesive
Manipulate
Control
Obsessive
Unsure
Rescue
Prohibition
Comfortable
Uncomfortable
Self-Confidence
Jelow
No freedom
Angry
Fights
Possesive
Manipulate
Control
Obsessive
Prohibition
Jelow
No freedom
Angry
Fights
Person's boundaries
Trust = Confidence
Equality = Equal
Questions: turn the headings and subheading into questions.



SQ4R Learning Model
Grade: 6 y 7 grade
Topic: Illness prevention – body parts – the brain
Week: 1
Created by: Lic. Lizeth Torres

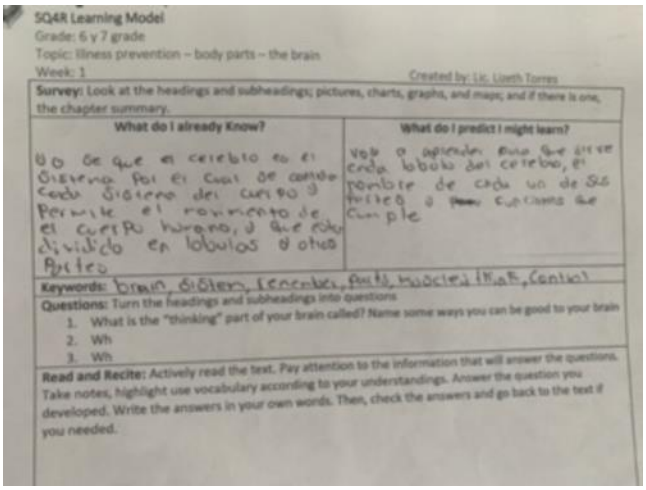
Survey: Look at the headings and subheadings; pictures, charts, graphs, and maps; and if there is one, the chapter summary.

What do I already Know?	What do I predict I might learn?
Yo se que el cerebro es la parte mas importante del body, y que tiene muchas partes divididas por lobulos que hay algunas en las [illegible] del dia. Sin el cual grade [illegible] [illegible] CF.	Los [illegible] del brain [illegible] y explicados [illegible] [illegible] [illegible] [illegible] [illegible] del cerebro.

Keywords: [illegible]

Questions: Turn the headings and subheadings into questions
1. What is the "thinking" part of your brain called? Name some ways you can be good to your brain
2. What [illegible]
3. Wh

Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.



SQ4R Learning Model
Grade: 6 y 7 grade
Topic: Illness prevention – body parts – the brain
Week: 1
Created by: Lic. Lizeth Torres

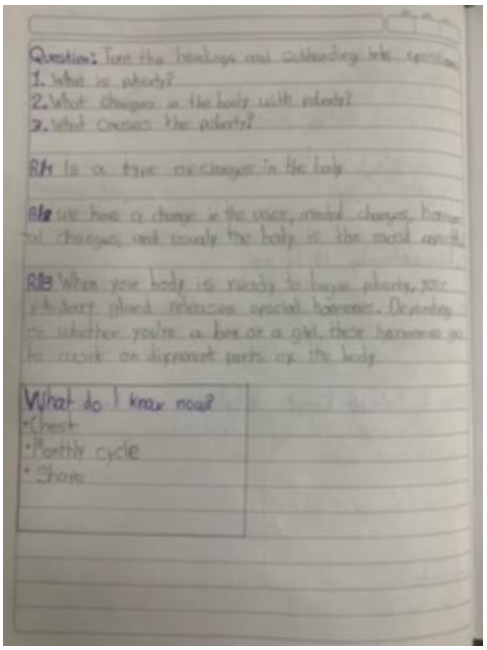
Survey: Look at the headings and subheadings; pictures, charts, graphs, and maps; and if there is one, the chapter summary.

What do I already Know?	What do I predict I might learn?
Yo se que el cerebro es el sistema por el cual se controla cada sistema del cuerpo y permite el movimiento de el cuerpo humano, y que esta dividido en lobulos y otras partes	Voy a aprender para que sirve cada lobulo del cerebro, el nombre de cada uno de sus partes y [illegible] cuestiones que cumple

Keywords: brain, sistem, remember, parts, muscle, think, control

Questions: Turn the headings and subheadings into questions
1. What is the "thinking" part of your brain called? Name some ways you can be good to your brain
2. Wh
3. Wh

Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.



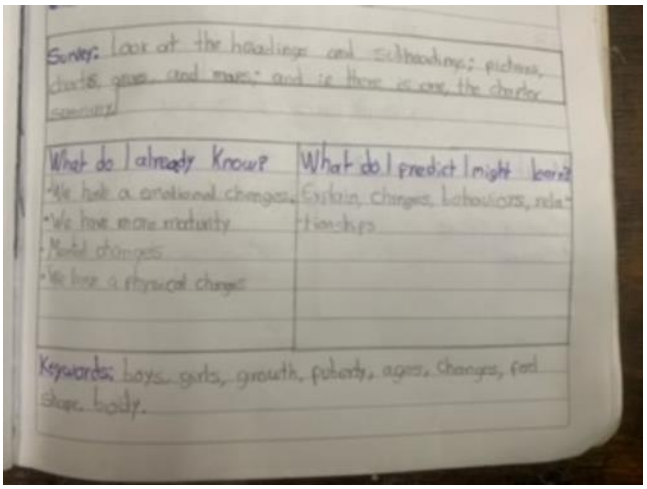
Question: Turn the headings and subheading into questions
1. What is puberty?
2. What changes in the body with puberty?
3. What causes the puberty?

R/1 Is a type of changes in the body

R/2 We have a change in the voice, mental changes, horizontal changes, and usualy the body is the most apart

R/3 When your body is ready to begin puberty, your pituitary gland releases special hormones. Depending on whether you're a boy or a girl, these hormones go to work on different parts of the body

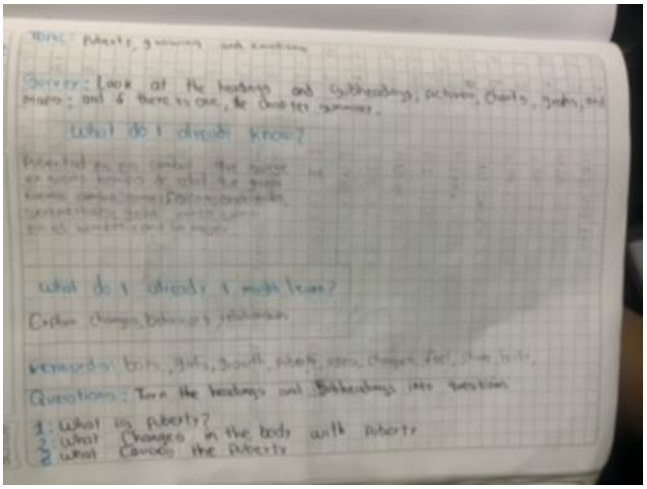
What do I know now?	
• Chest	
• Monthly cycle	
• Shave	



Survey: Look at the headings and subheadings; pictures, charts, graps, and maps; and if there is one, the chapter summary.

What do I already Know?	What do I predict I might learn?
• We have a emotional changes.	Explain changes, behaviors, relationships
• We have more maturity	
• Mental changes	
• We have a physical changes	

Keywords: boys, girls, growth, puberty, ages, changes, feel, shape, body.



Survey: Look at the headings and subheadings; pictures, charts, graphs, and maps; and if there is one, the chapter summary.

What do I already know?

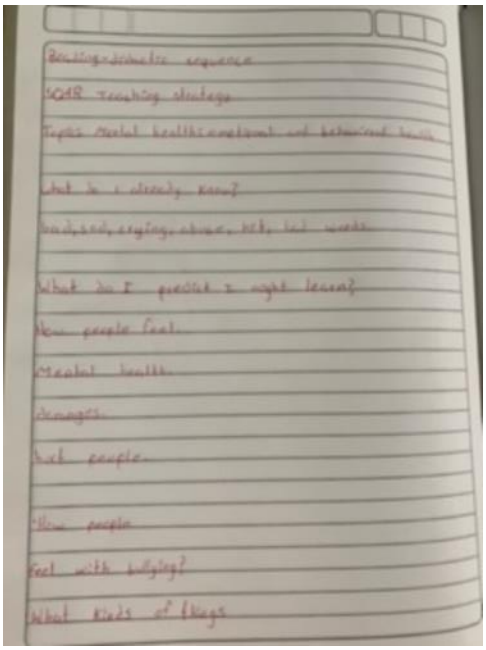
What do I already I might learn?

Explain changes, behaviors, relationships

Keywords: boys, girls, growth, puberty, ages, changes, feel, shape, body.

Questions: Turn the headings and subheadings into questions

1: What is puberty?
2: What changes in the body with puberty
3: What causes the puberty



Reading-dialectic sequence

SQAR Teaching strategy

Topics: Mental health: emotional and behavioral health

What do I already know?

bad, sad, crying, abuse, hit, bad words

What do I predict I might learn?

How people feel.

Mental health.

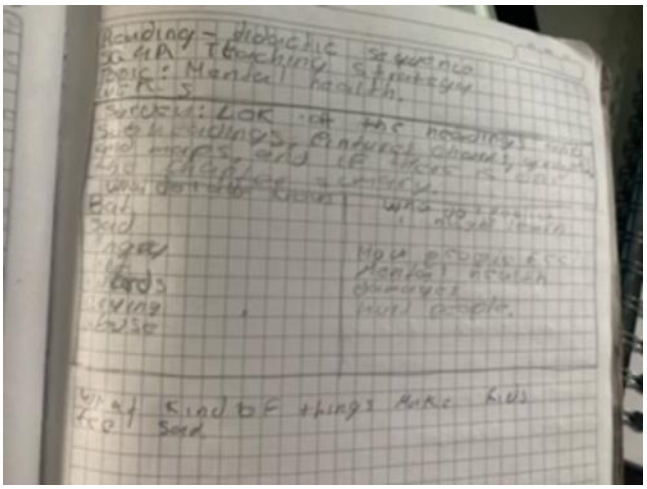
damages.

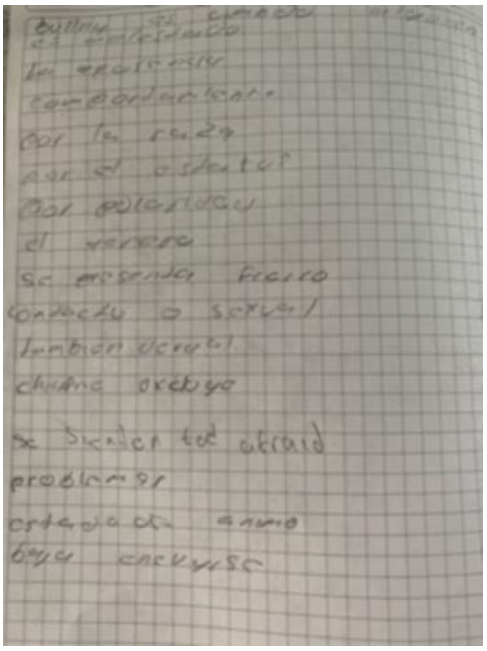
hurt people.

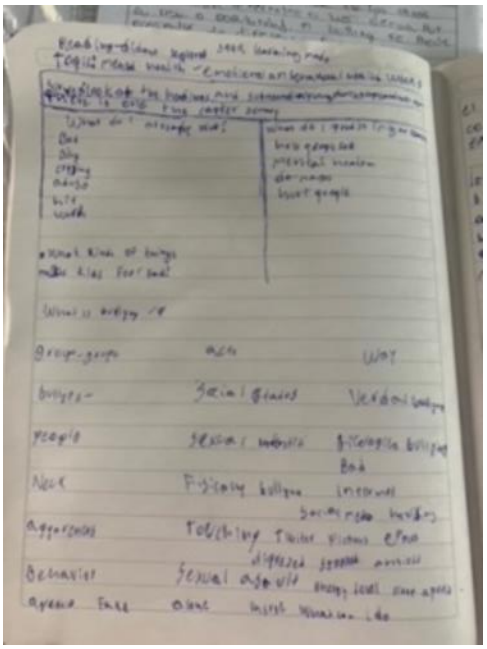
How people

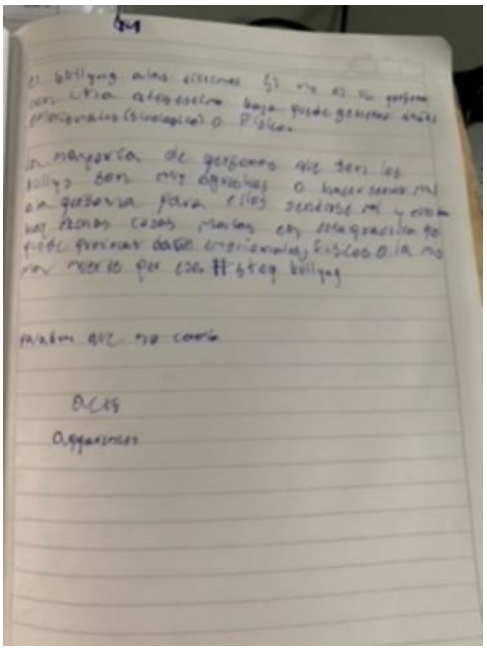
feel with bullying?

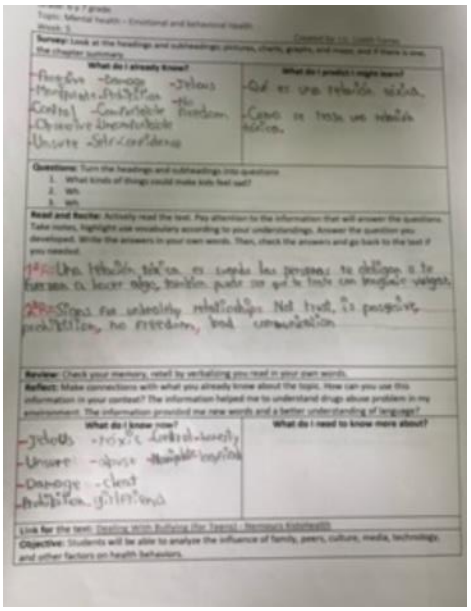
What kinds of things











Topic: Mental health - Emotional and behavioral health

Survey: Look at the headings and subheadings, pictures, charts, graphs, and maps, and if there is one, the chapter summary.

What do I already know?	What do I predict I might learn?
-Abusive -Damage -Jealous -Manipulate -Unsafe -No Control -Comfortable Freedom -Obsessive Uncomfortable -Unsure -Self-confidence	-Qué es una relación sana. -Como se trata una relación mala.

Questions: Turn the headings and subheadings into questions

1. What kinds of things could make kids feel sad?
2. Wh
3. Wh

Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.

1- Una relación sana es cuando las personas se dialogan si te hacen o hacer algo, también puede ser que te traten con lenguaje vulgar.

2- Signs for unhealthy relationships Not trust, is possessive, prohibition, no freedom, bad communication

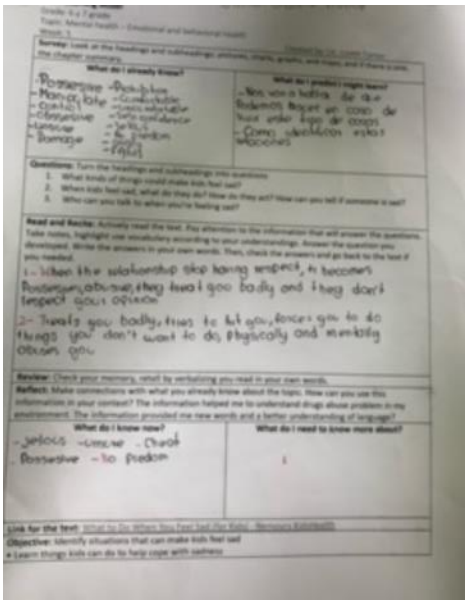
Review: Check your memory, retell by verbalizing you read in your own words.

Reflect: Make connections with what you already know about the topic. How can you use this information in your context? The information helped me to understand drugs abuse problem in my environment. The information provided me new words and a better understanding of language?

What do I know now?	What do I need to know more about?
-Jealous -toxic -control -honesty -Unsure -abuse -manipulate -respect -Damage -Chest -Prohibition -girlfriend	

Link for the text: Dealing With Bullying (for Teens) - Nemours KidsHealth

Objective: Students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.



Topic: Mental health - Emotional and behavioral health

Survey: Look at the headings and subheadings, pictures, charts, graphs, and maps, and if there is one, the chapter summary.

What do I already know?	What do I predict I might learn?
-Possessive -Prohibition -Manipulate -Confidence -control -Toxic relationship -Obsessive -Self confidence -Unsure -No freedom -Damage -Fight	-Son una bolsa de aire Podemos hacer un cono de papel para dar apoyo -Como identificar estas emociones

Questions: Turn the headings and subheadings into questions

1. What kinds of things could make kids feel sad?
2. When kids feel sad, what do they do? How do they act? How can you tell if someone is sad?
3. Who can you talk to when you're feeling sad?

Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.

1- When the relationship stop having respect, it becomes Possessive, abusive, they treat you badly and they don't respect your opinion

2- Treats you badly, tries to hit you, forces you to do things you don't want to do, Physically and mentally abuses you.

Review: Check your memory, retell by verbalizing you read in your own words.

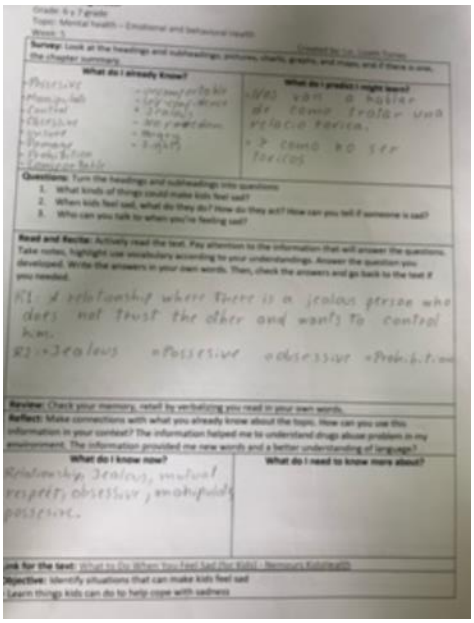
Reflect: Make connections with what you already know about the topic. How can you use this information in your context? The information helped me to understand drugs abuse problem in my environment. The information provided me new words and a better understanding of language?

What do I know now?	What do I need to know more about?
-Jealous -Unsure -Chest -Possessive -No freedom	

Link for the text: What to Do When You Feel Sad (for Kids) - Nemours KidsHealth

Objective: Identify situations that can make kids feel sad

- Learn things kids can do to help cope with sadness



Topic: Mental health – Emotional and behavioral health

Week: 1

Survey: Look at the headings and subheadings, pictures, charts, graphs, and maps, and if there is one, the chapter summary.

What do I already know?	What do I predict I might learn?
-Possessive -Manipulate -Control -Obsessive -Jealous -Respect -Prohibition -Emotional health	- relationship - boyfriend - Friends - Boredom - Angry - Sadness

Questions: Turn the headings and subheadings into questions

1. What kinds of things could make kids feel sad?
2. When kids feel sad, what do they do? How do they act? How can you tell if someone is sad?
3. Who can you talk to when you're feeling sad?

Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.

R1: A relationship where there is a jealous person who does not trust the other and wants to control him.

R2: Jealous Possessive obsessive Prohibition

Review: Check your memory, retell by verbalizing you read in your own words.

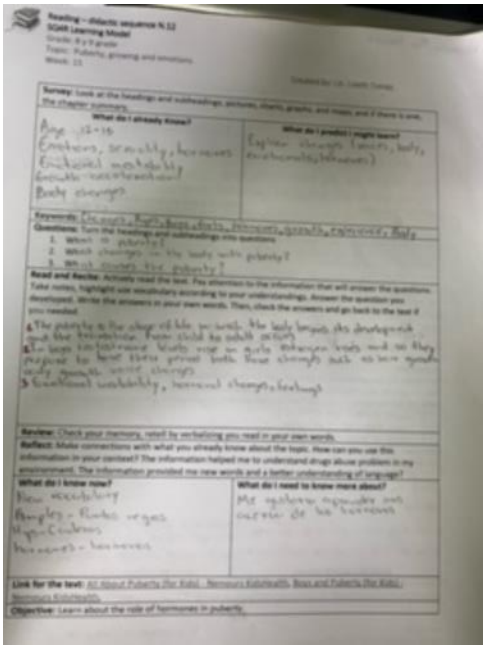
Reflect: Make connections with what you already know about the topic. How can you use this information in your context? The information helped me to understand drugs abuse problem in my environment. The information provided me new words and a better understanding of language?

What do I know now?	What do I need to know more about?
Relationship, Jealous, mutual respect, obsessive, manipulate possessive.	

Link for the text: What to Do When You Feel Sad (for Kids) - Nemours KidsHealth

Objective: Identify situations that can make kids feel sad

Learn things kids can do to help cope with sadness



Reading – didactic sequence N.12

SOAR Learning Model

Grade: 6 y 7 grade

Topic: Puberty, growing and emotions

Week: 11

Survey: Look at the headings and subheadings, pictures, charts, graphs, and maps, and if there is one, the chapter summary.

What do I already know?	What do I predict I might learn?
Age 12-16 Emotions, sexuality, hormones Emotional instability Irritable, nervousness Body changes	Explain changes (penis, body, hormones, behaviors)

Keywords: Emotions, Puberty, Boys, Girls, Hormones, Growth, Hormones, Body

Questions: Turn the headings and subheadings into questions

1. What is puberty?
2. What changes in the body with puberty?
3. When occurs the puberty?

Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.

1. The puberty is the stage of life in which the body begins the development and the reproductive from child to adult person.
2. In boys testosterone levels rise in girls estrogen levels and so they respond to these stimuli grow both these changes such as more muscle body growth voice changes
3. Emotional instability, hormonal changes, feelings

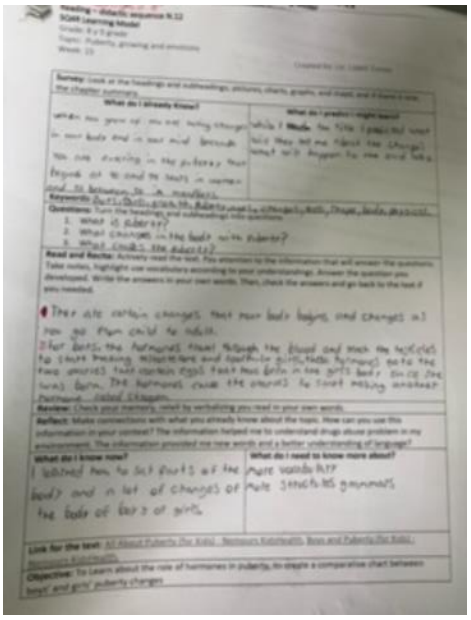
Review: Check your memory, retell by verbalizing you read in your own words.

Reflect: Make connections with what you already know about the topic. How can you use this information in your context? The information helped me to understand drugs abuse problem in my environment. The information provided me new words and a better understanding of language?

What do I know now?	What do I need to know more about?
New vocabulary Puberty - Pubic organs Hypothalamus Hormones - hormones	Me gustaría aprender más acerca de las hormonas

Link for the text: All About Puberty (for Kids) - Nemours KidsHealth, Boys and Puberty (for Kids) - Nemours KidsHealth

Objective: Learn about the role of hormones in puberty



Reading – didactic sequence N.12
SCAN Learning Model
Grade: 8 y 9 grade
Topic: Puberty, growing and emotions
Week: 23

Created by: Lic. Lionel Torres

Survey: Look at the headings and subheadings, pictures, charts, graphs, and maps, and if there is one, the chapter summary.

What do I already know?	What do I predict I might learn?
[illegible]	While I [illegible] the title I predicted what will happen to the [illegible]

Keywords: Puberty, Gonads, Gonads, Puberty, [illegible]

Questions: Turn the headings and subheadings into questions.

1. What is puberty?
2. What changes in the body with puberty?
3. What [illegible] the puberty?

Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.

- There are certain changes that your body begins and changes as you go from child to adult.
- That boys, the hormones travel through the blood and reach the testicles to start making testosterone and [illegible] girls, these hormones make the two ovaries [illegible] eggs that [illegible] in the girls body since the [illegible] born. The hormones cause the ovaries to start making another hormone called [illegible].

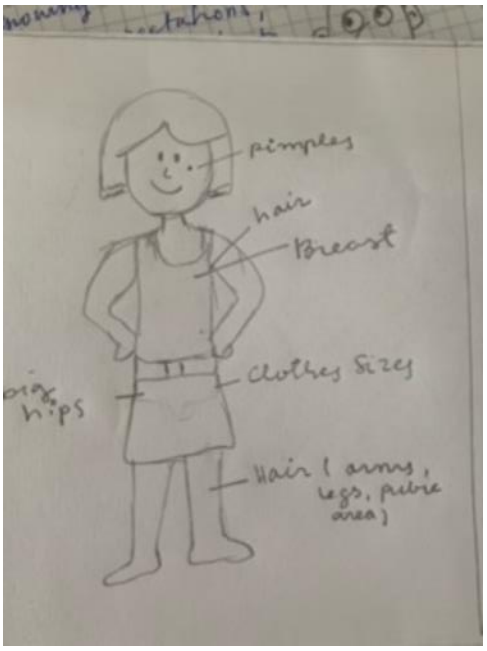
Review: Check your memory, retell by verbalizing you read in your own words.

Reflect: Make connections with what you already know about the topic. How can you use this information in your context? The information helped me to understand drugs abuse problem in my environment. The information provided me new words and a better understanding of language?

What do I know now?	What do I need to know more about?
I learned how to set parts of the body and a lot of changes of the body of boys or girls.	more vocabulary more structures grammars

Link for the text: All About Puberty (for Kids) - Nemours Kidshealth, Boys and Puberty (for Kids) - Nemours Kidshealth

Objective: To Learn about the role of hormones in puberty, to create a comparative chart between boys' and girls' puberty changes.


pimples
hair
Breast
Clothes Sizes
Hair (arms, legs, pubic area)

Appendix B. Sequences Changes (Key words)

Reading – didactic sequence N.4
SQ4R Learning Model
Grade: 6 y 7 grade
Topic: Mental health – Emotional and behavioral Health
Week: 5 Created by: Lic. Lizeth Torres

Survey: Look at the headings and subheadings; pictures, charts, graphs, and maps; and if there is one, the chapter summary.	
What do I already Know?	**What do I predict I might learn?**
Questions: Turn the headings and subheadings into questions 1. What kinds of things could make kids feel sad? 2. When kids feel sad, what do they do? How do they act? How can you tell if someone is sad? 3. Who can you talk to when you're feeling sad?	
Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.	
Review: Check your memory, retell by verbalizing you read in your own words.	
Reflect: Make connections with what you already know about the topic. How can you use this information in your context? The information helped me to understand drugs abuse problem in my environment. The information provided me new words and a better understanding of language?	
What do I know now?	**What do I need to know more about?**
Link for the text: What to Do When You Feel Sad (for Kids) - Nemours KidsHealth	
Objective: Identify situations that can make kids feel sad • Learn things kids can do to help cope with sadness	

Reading – didactic sequence N.10
SQ4R Learning Model
Grade: 6 y 7 grade
Topic: obesity
Week: 13 Created by: Lic. Lizeth Torres

Survey: Look at the headings and subheadings; pictures, charts, graphs, and maps; and if there is one, the chapter summary.	
What do I already Know?	**What do I predict I might learn?**
Keywords:	
Questions: Turn the headings and subheadings into questions 1. Wh 2. Wh 3. Wh	
Read and Recite: Actively read the text. Pay attention to the information that will answer the questions. Take notes, highlight use vocabulary according to your understandings. Answer the question you developed. Write the answers in your own words. Then, check the answers and go back to the text if you needed.	
Review: Check your memory, retell by verbalizing you read in your own words.	
Reflect: Make connections with what you already know about the topic. How can you use this information in your context? The information helped me to understand drugs abuse problem in my environment. The information provided me new words and a better understanding of language?	
What do I know now?	**What do I need to know more about?**
Link for the text: Handout: Obesity (Grades 6 to 8) (kidshealth.org)	
Objective: students will be able to identify the warning signs of an unhealthy or abusive relationship	

Appendix C. Surveys

Estrategias y dificultades de lectura en nuestros estudiantes

Este formulario ayudara a entender si los problemas presentados en el aprendizaje del ingles y el desarrollo de las habilidades en los estudiantes esta ligado o se compara con su proceso de lectura en su lengua materna. Al mismo tiempo será una herramienta para diseñar secuancias didácticas centradas en implementar estrategias de lectura efectiva en los estudiantes de nuestra institución.

lizethtorres1006@gmail.com (no se comparten)
Cambiar cuenta

*Obligatorio

Cúal de los siguientes factores considera que afectan los procesos de lectura y comprensión en los estudiantes? *

- [ ] habitos de lectura pobres
- [ ] falta de motivación
- [ ] el uso de los dispositivos tecnológicos
- [ ] falta de recursos de la institución
- [ ] el uso de material que no es interesante o que se ajuste a las necesidades para los estudiantes
- [ ] falta de innovación en las estrategias y tareas de los profesores

Desde su area de conocimiento y desempeño. cúal cree usted que es el reto o la dificultad mas grande que enfrentan los estudiantes en su aprendizaje y desarrollo de habilidades de lectura? *

Tu respuesta

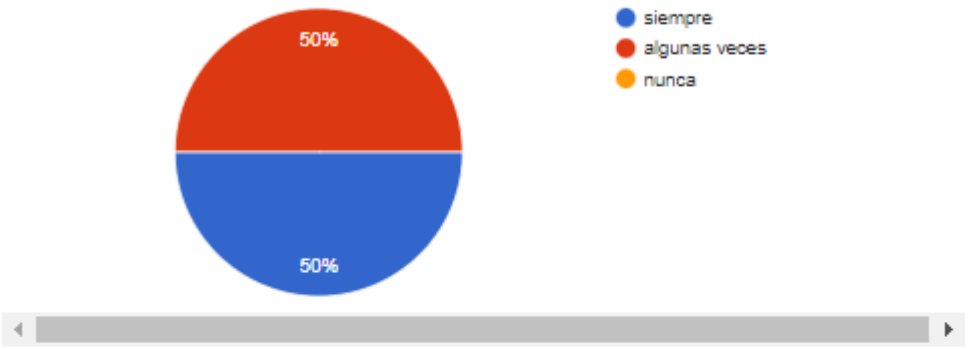
*

- ◯ siempre
- ◯ algunas veces
- ◯ nunca

Conocen y aplican sus estudiantes estrategias de lectura de acuerdo al tipo de texto que esten leyendo?

Copiar

4 respuestas



Las estrategias y habilidad de lectura de los estudiantes afecta el desempeño en las otras areas del conocimiento?

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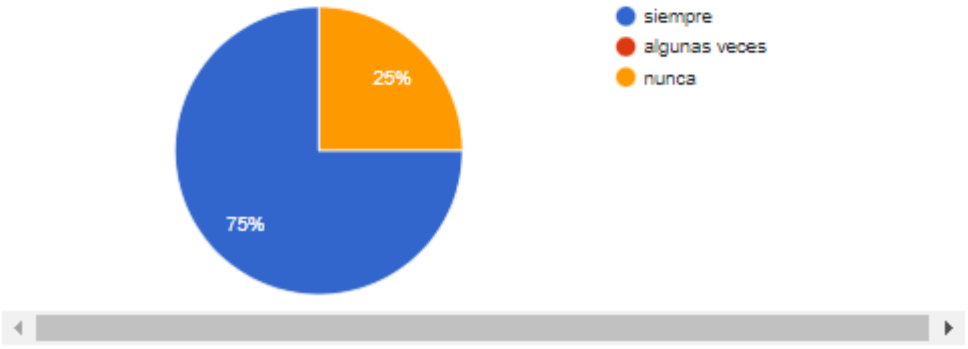
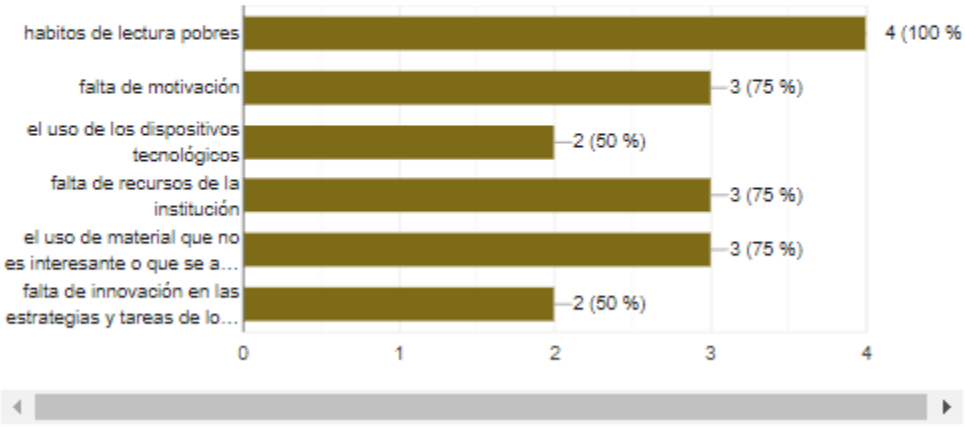
4 respuestas



Cúal de los siguientes factores considera que afectan los procesos de lectura y comprensión en los estudiantes?

Copiar

4 respuestas



Desde su area de conocimiento y desempeño, cúal cree usted que es el reto o la dificultad mas grande que enfrentan los estudiantes en su aprendizaje y desarrollo de habilidades de lectura?

4 respuestas

Falta de manejo adecuado de la tecnología

La falta de amor familiar por la lectura, la desidia generacional por acercarse a los libros, la falta de comprensión de lo leído.

Falta de recursos propios y de la I. E para el acercamiento continuo de materiales de lectura significativa.

Leer de manera imprecisa muy despacio y le cuesta mucho trabajo. Es decir, falta de fluidez. Su lectura 📖 es lenta y silábica. Falta de comprensión lectora. No expresar ideas en forma clara o producción textual no tiene sentido.

Reading Techniques survey

Techniques and reading habits. Esta encuesta es anónima. Lee cuidadosamente las siguientes preguntas y contesta honestamente a cada una de ellas. No hay respuestas buenas o malas, lo que busco son respuestas verdaderas. Este ejercicio permitirá profundizar y mejorar el o los métodos de lectura en Inglés que usas actualmente.

B I U

1. En que grado estás? Selecciona una sola opción por favor. *

Marca solo un óvalo.

- Sexto
- Séptimo
- Octavo
- Noveno

2. Cuando lees en Ingles cuales de los siguientes emociones y/o sentimientos sientes? *

Es posible seleccionar mas de una opción.

Marca solo un óvalo.

- frustración
- Curiosidad
- Pereza
- Motivación
- Interés

3. Acostumbras leer en tu tiempo libre? *

Marca solo un óvalo.

- si
- No
- Algunas veces

4. Cuando tienes que leer en Ingles, cúal es el recurso que mas usas para comprender mejor el texto? *

Es posible elegir mas de una opción.

Marca solo un óvalo.

- ◯ Traductor
- ◯ Diccionario
- ◯ Adivinar significado por contexto
- ◯ uso en las imágenes (en caso de que las tenga)

5. señala si usas alguno de los siguientes pasos cuando lees un texto en Inglés *
Puedes seleccionar una o mas opciones, según tu preferencia.

Marca solo un óvalo.

- ◯ Mirar las Imágenes, los título y/o subtítulos antes de empezar a leer
- ◯ adivinar sobre lo que puede tratar el texto solo leyendo el título
- ◯ Resaltar y buscar el significado de palabras clave en el texto
- ◯ tratar de relacionar el texto con tu entorno o con tu contexto personal
- ◯ Crear un glosario (palabras nuevas) del texto
- ◯ Responder preguntas literales o inferenciales según las instrucciones del maestro (qué, cómo, cuándo, por qué, dónde)
- ◯ Sacar ideas principales de cada parrafo para comprender mejor el texto en general
- ◯ copias todo el texto en el traductor

6. Las actividades de lectura en Inglés son de tu agrado? *
Argumenta brevemente tu respuesta.

Marca solo un óvalo.

- ◯ si
- ◯ No

59 respuestas

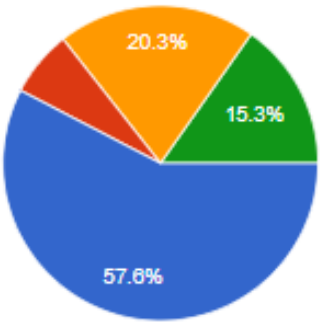
Se aceptan respuestas

Resumen | Pregunta | Individual

Cuando tienes que leer en Ingles, cúal es el recurso que mas usas para comprender mejor el texto?

Copiar

59 respuestas



- Traductor
- Diccionario
- Adivinar significado por contexto
- uso en las imágenes (en caso de que las tenga)

señala si usas alguno de los siguientes pasos cuando lees un texto en Inglés

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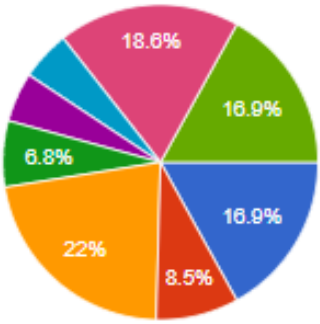
59 respuestas

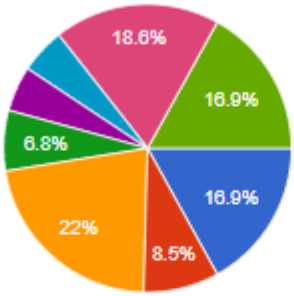


- Mirar las Imágenes, los título y/o subtítulos antes de empezar a leer
- adivinar sobre lo que puede tratar el texto solo leyendo el título
- Resaltar y buscar el significado de pal...
- tratar de relacionar el texto con tu ent...
- Crear un glosario (palabras nuevas) d...
- Responder preguntas literales o infere...
- Sacar ideas principales de cada parra...
- copias todo el texto en el traductor

señala si usas alguno de los siguientes pasos cuando lees un texto en Inglés

Copiar

59 respuestas

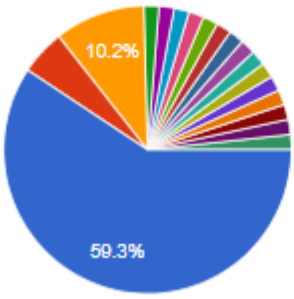


- Mirar las Imágenes, los título y/o subtítulos antes de empezar a leer
- adivinar sobre lo que puede tratar el texto solo leyendo el título
- Resaltar y buscar el significado de pal...
- tratar de relacionar el texto con tu ent...
- Crear un glosario (palabras nuevas) d...
- Responder preguntas literales o infere...
- Sacar ideas principales de cada parra...
- copias todo el texto en el traductor

Las actividades de lectura en Inglés son de tu agrado?

Copiar

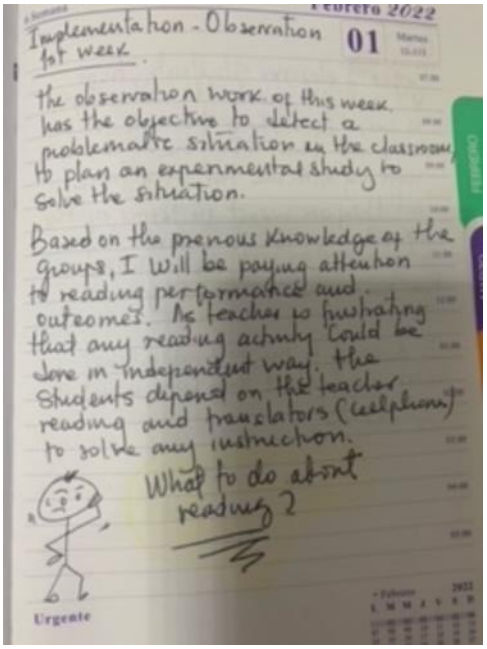
59 respuestas

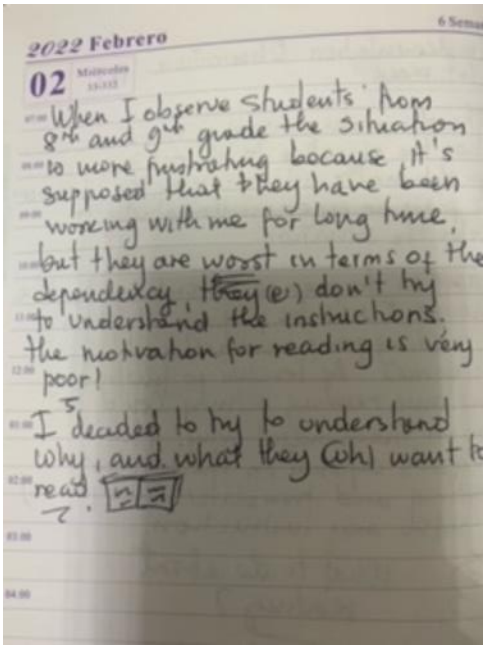


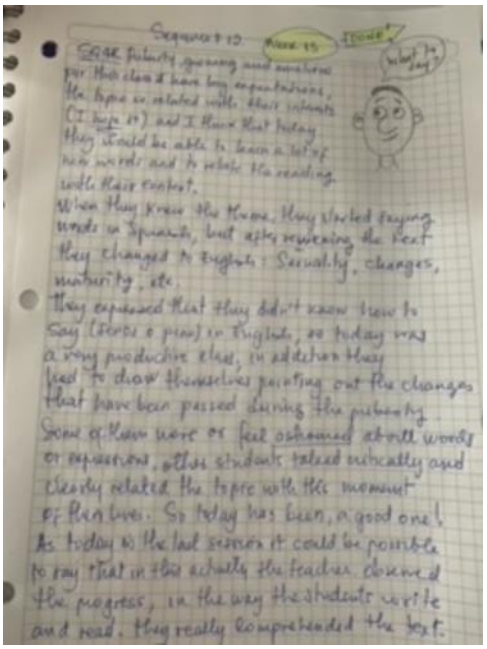
- si
- No
- Si
- Algunas veces
- Si, porque me interesa
- Estuve en aliance haciendo 12 cursos...
- si son las actividades que llenamos d...
- Casi siempre, por que algunas activid...

1/3

Appendix D. Research Diary

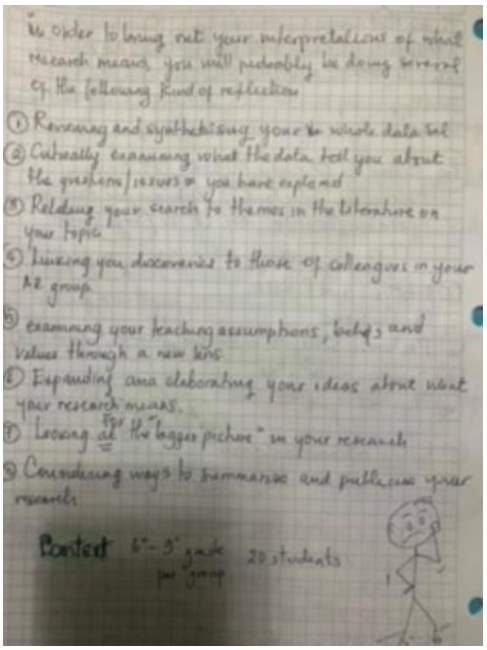






Sequence # 13 Week 15 Done!

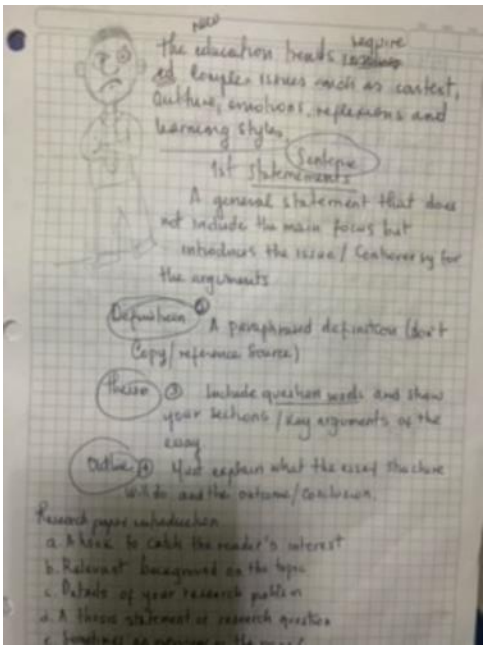
SEAR Puberty, growing and emotions
for this class I have big expectations,
the topic is related with their interests
(I hope it) and I think that today
they would be able to learn a lot of
new words and to relate the reading
with their context.
When they knew the theme, they started saying
words in Spanish, but after reviewing the text
they changed to English: Sexuality, changes,
maturity, etc.
They expressed that they didn't know how to
say (senos o pene) in English, so today was
a very productive class, in addition they
had to draw themselves pointing out the changes
that have been passed during the puberty
Some of them were or feel ashamed about words
or expressions, other students talked critically and
clearly related the topic with this moment
of their lives. So today has been, a good one!
As today is the last session it could be possible
to say that in this actually the teacher observed
the progress, in the way the students write
and read. they really comprehended the text.



In order to bring out your interpretations of what
research means, you will probably be doing several
of the following kind of reflection

1. Reviewing and synthesising your whole data set
2. Critically examining what the data tell you about the questions/issues you have explored
3. Relating your search to themes in the literature on your topic
4. Linking you discoveries to those of colleagues in your AR group
5. examining your teaching assumptions, beliefs and values through a new lens
6. Expanding and elaborating your ideas about what your research means.
7. Looking for the "bigger picture" in your research
8. Considering ways to summarise and publicise your research

Context 6°- 9° grade per group 20 students



The education trends require ~~[illegible]~~ ed complex issues such as context, culture, emotions, reflexions and learning styles.

Sentence

1st Statements

A general statement that does not include the main focus but introduces the issue / Controversy for the arguments

Definition ① A paraphrased definition (don't Copy / reference Source)

Thesis ③ Include question words and show your sections / key arguments of the essay

Outline ④ Must explain what the essay structure will do and the outcome / conclusion.

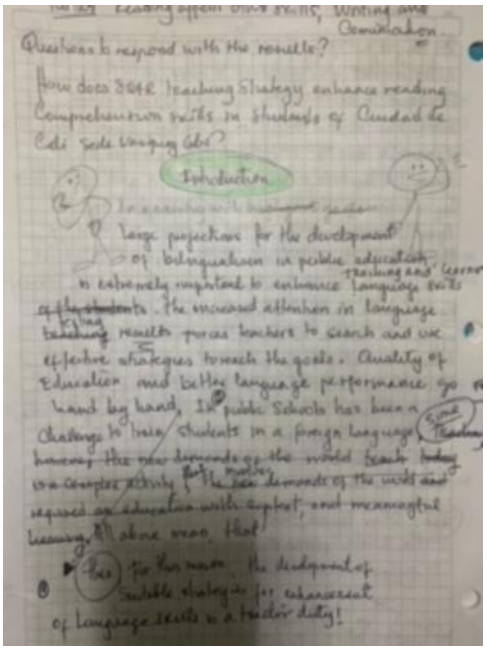
Research paper introduction

a. A hook to catch the reader's interest

b. Relevant background on the topic

c. Details of your research problem

d. A thesis statement or research question



Reading affect other skills, writing and Communication

Questions to respond with the results?

How does SDAE teaching Strategy enhance reading Comprehension skills in students of Ciudad de Cali Sede Uniquing Cali?

Introduction

Large projections for the development of bilingualism in public education is extremely important to enhance teaching and learning language skills ~~of the students~~. The increased attention in language ~~teaching~~ teaching results forces teachers to search and use effective strategies to reach the goals. Quality of Education and better language performance go hand by hand. In public Schools has been a challenge to train students in a foreign language. Since ~~Teaching~~ ~~however, the new demands of the world teach today is a complex activity~~ for many ~~the new demands of the world and required an education with context, and meaningful learning~~. All above mean that

Thus for this reason the development of suitable strategies for enhancement of language skills is a teacher duty!

Appendix E. Interviews

Preguntas para grupo focal con estudiantes

Contextualizar a los estudiantes sobre los ejes de la entrevista. Compartir con ellos los ejes de la investigación y el objetivo de esta. Las preguntas se centran en la evaluación del proceso, los recursos utilizados, y sobre los resultados percibidos en su proceso de mejorar su comprensión lectora y el aprendizaje del inglés al finalizar la investigación.

Eje 1

Impacto de las secuencias didácticas en su proceso de aprendizaje del inglés (vocabulario)

1) ¿Cree usted que la aplicación de las secuencias de aprendizaje ayudó a aprender nuevo vocabulario en inglés?
2) ¿Los temas de las lecturas y las actividades fueron apropiados para su nivel de inglés?
3) ¿Las palabras y expresiones vistas y aprendidas en el proceso de lectura han sido útiles para el desarrollo de otras actividades de clase?
4) ¿Qué herramientas de búsqueda utilizo cuando no comprendía algo en las lecturas?
5) ¿Entre el ciclo 1 y el ciclo 2 de implementación noto alguna diferencia en cuanto a la cantidad de palabras que debía buscar para comprender el texto?
6)

Eje 2

Impacto de las secuencias de aprendizaje en el mejoramiento de las habilidades de lectura y comprensión en inglés

1) ¿Considera que la herramienta usada (secuencias didácticas) fueron útiles para usted?
2) ¿Qué cambios puede resaltar en sus hábitos de lectura? (buenos o malos desde su perspectiva)
3) ¿Qué conocimientos resaltaría de lo aprendido en las secuencias, cuales fueron los temas tratados que más se asocian a sus intereses particulares?

Eje 3

Impacto de las secuencias de aprendizaje en el desempeño académico en general

1) ¿Las actividades realizadas sobre lectura en el área de ingles han tenido algún impacto en su desempeño académico de otras áreas?
2) ¿Como explicaría el impacto que la lectura tiene sobre su vida académica y personal?
3)

Eje 4

Propuestas, ventajas y desventajas de la investigación.

1) ¿Qué ventajas encuentra usted en el uso de secuencias didácticas enfocadas en la lectura?
2) ¿Qué desventajas o aspectos a mejorar podría mencionar del proceso de implementación?
3) Cree que se podría utilizar la misma estrategia (action research) para potenciar y mejorar alguna otra habilidad (speaking, listening or writing).

4) ¿Estaban las secuencias y sus contenidos relacionados de alguna manera con sus intereses, necesidades y contexto?

Eje 5

Objetivo de la investigación

El objetivo de esta investigación era: To design didactic sequences for the implementation of effective reading strategies, aimed at students of Ciudad de Cali school sede Vasquez Cobo using appropriate techniques and resources to their socio-cultural context and language level.

Diseñar secuencias didácticas para la implementación de estrategias de lectura efectivas para los estudiantes de la institución educativa técnica ciudad de Cali sede Vásquez Cobo teniendo en cuenta su contexto socio - cultural y su nivel lingüístico.

1) Consideran ustedes que se alcanzó el propósito del action research. ¿Por qué si o por qué no?
2) En una escala del 1 al 5, sabiendo que 5 es la calificación más alta, ¿en qué punto pondrían el logro del objetivo?

Appendix F. Parents' Consent Letter

DOCUMENTO DE CONSENTIMIENTO INFORMADO

INFORMACIÓN

Un menor de edad a su cargo ha sido invitado(a) a participar en la investigación: Design, Implementation, and Evaluation of Didactic Sequences with SQ4R Strategy to Improve Reading Comprehension Skills in English for the Students from Sixth to Ninth Grade of IE Ciudad de Cali sede Vásquez Cobo Su objetivo es analizar el impacto de la implementación de la estrategia en la comprensión lectora de los estudiantes. El menor de edad a su cargo ha sido seleccionado(a) porque ha demostrado interés y participación en el proceso.

La investigadora responsable de este estudio es la docente Lizeth Torres, de la I.E. Ciudad de Cali sede Vásquez Cobo y estudiante de la universidad ICESI.

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier asunto que no le quede claro:

Participación: La participación del menor de edad a su cargo consistirá en realizar las secuencias didácticas de lectura basada en la estrategia SQ4R. Las actividades se harán en el tiempo de la clase y abarcarán ejercicios sobre lectura y comprensión de textos en inglés. Por otro lado, se harán algunas entrevistas que serán registradas en audios en el celular, así como algunas fotografías para evidenciar el trabajo hecho por los estudiantes.

Para facilitar el análisis, este grupo focal será observado durante las clases para llevar un diario de campo y registrar notas y percepciones del proceso.

Riesgos: Esta investigación no supone ningún riesgo para sus hijos.

Beneficios: El menor de edad a su cargo no recibirá ninguna recompensa por participar en este estudio. No obstante, su participación permitirá generar información para analizar impacto de la implementación de secuencias didácticas basadas en la estrategia de lectura SQ4R en las clases de inglés.

Voluntariedad: La autorización para que participe un menor de edad a su cargo es absolutamente voluntaria. El menor de edad a su cargo tendrá la libertad de contestar las preguntas que desee, como también de detener su participación en cualquier momento que lo desee. Esto no implicará ningún perjuicio. Tratándose de investigaciones en menores de edad, Ud. podrá estar presente al momento de su realización.

Confidencialidad: Los datos y opiniones del menor de edad a su cargo serán confidenciales, y mantenidas en estricta reserva. En las presentaciones y publicaciones de esta investigación, el del menor de edad a su cargo no aparecerá asociados a ninguna opinión particular.

Conocimiento de los resultados: Usted tiene derecho a conocer los resultados de esta investigación. Para ello, se les estará informando a los estudiantes lo que arroja la observación y el análisis en este proceso.

Datos de contacto: Si requiere más información, o comunicarse por cualquier motivo relacionado con esta investigación, puede contactarme por WhatsApp al número que está en 3172843091.

Nombre investigador/a responsable: Lizeth Torres

Teléfonos: 3172843091

Correo Electrónico: lizeth6922@hotmail.com

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____, acepto que el menor de edad a mi cargo participe voluntariamente en el estudio _____

Declaro que he leído y he comprendido las condiciones de mi participación en este estudio.

En caso de cualquier notificación relacionada a la investigación, pueden contactarme a través de:

Correo electrónico: _____

Teléfono: _____

_____ _____

Firma Representante del menor o Firma Investigador/a apoderado legal

Lugar y Fecha: _____

Este documento se firma en dos ejemplares, quedando una copia en poder de cada parte.

Appendix G. School Consent Letter

Santiago de Cali, 11 febrero de 2022

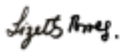
Señora
María Esperanza Ramírez Góngora
Coordinadora
IEO Ciudad de Cali sede Vásquez Cobo
Cali

Asunto: Consideraciones éticas – investigación - acción en el aula

Reciba cordial saludo, por medio de la presente solicito su autorización para a través de la implementación de secuencias didácticas creadas bajo la estrategia de lectura Survey, Question, Read, Reflect, Recite and Review (SQ4R), investigar el efecto que tienen en el mejoramiento de las habilidades de comprensión de lectura de los 60 estudiantes que harán parte de los grupos focales de grado 6 a 9 de la sede.

Los padres de familia y estudiantes fueron informados sobre la implementación y sus objetivos en la primera reunión de padres de familia que se llevo a cabo el 10 febrero de 2022. Las actividades se harán durante las clases de inglés y no afectarán de ninguna manera la normalidad académica de las otras áreas de conocimiento. La investigación en el aula tiene como título ¨ Design, Implementation, and Evaluation of Didactic Sequences with SQ4R Strategy to Improve Reading Comprehension Skills in English for the Students from Sixth to Ninth Grade of IE Ciudad de Cali sede Vásquez Cobo ¨.

Cordialmente,



Lizeth Torres Tejada
Docente de lengua extranjera
IEO Ciudad De Cali sede Vásquez Cobo