The grammatical didactic sequence (GDS) as a methodology to strengthen the development of reading comprehension skills of the English language in students of the basic secondary cycle

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Abstract

The present work shows the results of a research project carried out in the tenth grade of El Portal La Mono Rural School which is located in the municipality of Belén de Los Andaquíes. To meet the proposed objectives, information was collected through a diagnostic test, followed by the implementation of a pedagogical proposal mediated by the Grammatical Didactic Sequence (GDS) methodology, which was structured in seven sessions. Next, a final test was applied to evaluate the process carried out after the intervention of the didactic sequence. The direct observation technique was addressed in this project and is characterized by allowing the accumulation and systematization of data related to an event linked to the problem under study. On the other hand, the characteristics of the research are framed in the mixed approach, since it emphasizes both the conditions that determine learning difficulties and the way in which it influences the performance of students in reading comprehension in English. The application of the aforementioned strategies showed that involving the use of didactic sequences in the classroom not only draws the attention of students, but also motivates meaningful learning and strengthens reading comprehension in English.

Keywords: Grammatical Didactic Sequence (GDS), reading comprehension, English, skills, situated learning, significant learning.

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Introduction to the Research Study

The problem, on which the concern arises in this research, is focused on the low level of reading comprehension of English texts presented by the students of the tenth grade from La Mono Rural School, as well as the need to innovate the methodology to help to overcome such difficulties. The educational institution is in La Mono, in the rural area of the Municipality of Belén de los Andaquíes, in the Department of Caquetá, Colombia. The concern arises due to the poor performance that the students presented in the internal tests during the 2019 and 2020. In the problem are involved students of the level of secondary education and particularly those of the basic secondary cycle.

This proposal was carried out with the purpose of contributing to the teaching strategies of English mediated by a grammatical didactic sequence in rural schools where access to the internet and information is limited. In addition, this strategy allowed the students and the researcher to discover new ways of teaching-learning where not only the improvement of reading comprehension was evidenced but also the improvement of class planning, making it more didactic, fun and with clear goals.

To carry out this research, it was essential to work with a mixed approach, and to acquire the required information, it was necessary to apply a diagnostic evaluation, followed by the researchers analyzing the results, then the design of the instrument was pertinent in order to intervene the results. Then, the instrument was applied in the students of the rural area, and finally, the process carried out was analyzed and evaluated.

Context of the Research Problem

This part of the chapter focuses on describing the research problem, the question that guided it, the main and specific objectives to be met, the reason why this research project was

carried out, the background of the research, the variables, the population, including the institution where this methodological approach was developed and compare the theories and authors that supported this research project

The research is carried out at Portal La Mono, a rural school of the Municipality of Belén de Los Andaquíes. La Mono is at a rural territory located in the south-eastern part of the Municipality of Belén de Los Andaquíes, on the road to the Puerto Torres rural territory, approximately 30 minutes from the municipal. The main objective of the institution is to educate entrepreneurial students and teach them, considering their context. In addition, it promotes ethical and pedagogical values that lead its students to a comprehensive education in all aspects of their lives. This school works under the Escuela Nueva model which seeks to promote the autonomy and curiosity of the student and at the same time create a learning more meaningful environment.

In addition to the perception that teachers have about the performance of students at the level of periodic evaluations during the last five years, their concerns about the problem in question increase, due to the low performance obtained during the SABER 11 tests (national official testing) in the English area, where there was a decrease of five points with respect to the previous tests, remaining two points from the municipal average in this area (from 46 points to 41 points).

Regarding the results of the evaluations at the institutional level, it highlights the poor performance in the English foreign language subject, as indicated by the history of the results of the four academic periods of the immediately previous year, as indicated in the next table.

The above situation calls into question the effectiveness of the different didactic strategies and particularly the implemented methodology, to contribute to the strengthening of

the learning of the English language, especially, if it is known that its teaching is mediated by the master class, making these events to be of little interest for students. All of the above highlights the need to innovate learning in this area, resorting to alternative forms that, until now, have not been taken into account.

As an antecedent to this new way of learning the English language, it is recognized that, although it is true that the IER La Mono has technological equipment and tools in its Computer Room, they have not yet been used during the development of pedagogical experiences in the English area, so it is considered that there are conditions to try a solution to the problem addressed here as the object of study of this research.

In the conditions previously considered, the purpose of the research revolves around the possibilities of introducing a change in the methodology for learning in the English subject, resorting to strategies that allow students to learn based on the development of skills to understand narrative texts, within the framework of what is known as autonomous learning, In other words, through a defined strategy, the student is the one who plans, organizes and decides on issues such as their work pace and the selection of content of interest, since in these aspects their weaknesses have emerged, especially due to the suspension of face-to-face classes during the time of the Covid 19 pandemic.

It is necessary to stimulate reading comprehension processes in the English language, allowing students to access not only new content, but also resources that stimulate greater prominence during their learning, thus valuing the importance of their previous knowledge and advancing in the development progressive competences for a more significant learning in the area in question, as well as in its metacognitive processes (Montilla, Arrieta, 2015).

Research Questions and Hypotheses

Research Question

How does the methodology of the Grammatical Didactic Sequence (GDS) affect the strengthening of reading comprehension skills in the English language in secondary students at La Mono high school from Belén de Los Andaquíes?

General Research Objective

To carry out an analysis of the impact that the implementation of the methodology of the Grammatical Didactic Sequence (GDS) has on the strengthening of reading comprehension skills in the English language in students of the basic secondary cycle of the IER La Mono of the Municipality of Belén de Los Andaquíes.

Specific Research Objectives

• To identify the current state of development of English language reading comprehension skills in 10th grade students through the Saber 11 reports.

• To design a didactic proposal mediated by the methodology of the Grammatical Didactic Sequence (GDS) to strengthen the skills of reading comprehension in secondary school students.

• To implement the Grammatical Didactic Sequence (GDS) proposal mediated by the methodology of the didactic sequence to strengthen the skills of reading comprehension in secondary school students.

• To analyze the impact of the didactic proposal mediated by the methodology of the Grammatical Didactic Sequence (GDS) in secondary school students on English reading comprehension.

Rationale of the Study

Rationale of the Research Problem

The development of this research by means of which it is intended to give an effective response to the need to strengthen the development of reading comprehension skills of written texts, acquires great importance for multiple reasons, the first being its convenience, since from the beginning , the inquiry provides greater knowledge about the problem under study, in this case, the specific difficulties of the students during the learning of English, above all, because there are situations that are fully recognized and quite felt by both teachers and students. But so far, little has been done to intervene.

Justification of the Methodologies to Address the Problem

In the terms in which the research questions and the corresponding objectives have been formulated, it can be seen that a research route is required that allows collecting quantitative and qualitative data, that is, that researchers can recognize trends in performance of students at the level of reading comprehension and, on the other hand, qualitative data related to the process of design and implementation of the pedagogical proposal for the corresponding intervention of the problem under study. In this sense, it can be said that this approach is relevant, since through the research process, it will be possible not only to describe the evolution of the problem, but explanations about the way in which this evolution occurs can be given.

Literature Review

Introduction to the Literature Review

This section considers the information consulted about the state of the art, the theoretical framework, and the conceptual framework, regarding the categories of study reflected from the approach of the research objectives.

State of the Art

For the development of this part of the work, different investigations related to communicative skills in the English foreign language are considered and the use of the didactic sequence for the improvement of English too, since reading comprehension is within these categories. Therefore, it was necessary to carry out this step, in order to give credibility to the research process.

Development of a Didactic Sequence

A first study, by Ardila, Arias & Hernandes (2021), named Development of a didactic sequence for the strengthening of reading comprehension in English as a second language, through the British Council Learn English Teens digital educational tool, was carried out in the 701st grade students of the I.E.D.R. San Gabriel de Cajicá, in the remote education modality. The research process aimed to use this pedagogical approach where learning environments were established, as well as didactic, technological, pedagogical, and methodological tools were used in order to improve the learning of English and improve reading comprehension in this language. In addition, using the qualitative approach, the Participatory Action research method was used. Also, it was evidenced that with the use of these strategies and the use of the didactic sequence, reinforced with ICT elements, digital educational resources and application using different

reading techniques, it was possible to draw the students' attention and motivate meaningful learning, giving as a solution the improvement of reading comprehension in English.

Metacognitive Strategies to Improve the English Reading Comprehension

This investigation was carried out by Chacon, Cena, Vargas and Nomura (2021), called Metacognitive strategies to improve the English reading comprehension. This investigation was developed to determine that metacognitive strategies improve the English reading comprehension of secondary school students, it was applied to 60 second-year students, 30 in the experimental group and 30 in the control group. Reading comprehension tests were applied and reviewed by experts. It was concluded that metacognitive strategies improved reading comprehension in the experimental group, but it did not improve in the control group. In conclusion, the Metacognitive Strategies improved the Reading Comprehension in English of the students of the experimental group because they present a greater change than the students of the control group.

The Virtual Learning Environment -EVA as a Didactic Strategy to Improve Reading Comprehension in English

The document called *The Virtual Learning Environment -EVA as a didactic strategy to improve reading comprehension in English* was designed to implement a virtual learning environment to improve reading comprehension in English, considering the importance of English in different educational, work, and cultural environments. This strategy, not only seeks to motivate students, but also to develop digital skills. The EVA virtual learning environment allowed a better relationship inside and outside the classroom because it is an innovative tool. In addition, the impact of EVA as a strategy to improve reading comprehension was an enriching

experience, since it allowed students to acquire new vocabulary and take a new critical stance on topics using the English language (Hernandez, 2021).

Oral Competence

This study entitled Development of oral competence in English through open educational resources. Reference is made to the development of oral competence in students who use the English course in b-learning modality, using Open Educational Resources -OER through significant tasks, where great participation of the students was evidenced due to the use of the Langblog, Videochat and Tandem tools of the resource, where students developed conversations in pairs, created presentations through videos and audios, and talked about their free time activities. These tools allowed active interaction in the English language by being outside the classroom. In addition, this allowed the achievement of the oral learning results of the English course that was raised from the beginning with this resource.

Another important work on this topic is the one entitled Improving Oral Communicative Competence in English Using Project-Based Learning Activities. In this descriptive research, developed with a deductive method, a systematic, structured, and staged proposal is systematically designed and implemented in which objectives, actions and methodological orientation were considered. Their results show that the proposal can be implemented as a methodological alternative for the improvement of oral communicative competence (Bakar, Noordin & Razali, 2019).

The study called The development of oral competence in an English as a foreign language course through the implementation of significant activities, also acquires importance, which was framed within the qualitative research paradigm and within its findings the positive incidence is highlighted of the implementation of various activities such as games, cultural

activities, and interviews, of a pedagogical nature, on the development of oral communicative competence, with native English-speaking students (Gonzalez, 2018).

Communicative Competence

Another of the research studies considered is the one titled Development of communicative competence in high school students, which includes elements that are introduced to the topic of communicative competence at the oral level, it is related to the following dimensions: sociolinguistic, morph syntactic, pragmatic and orthographic, where it is stated that high school students do not dominate communicative competence as expected. This is worrying because this can affect academic performance and dealing with other people in different contexts. It should be noted that in some aspects of it they have a positive perception of themselves with respect to making themselves understood by their interlocutors, although it is less positive when it comes to the production of written texts. (Ferra, Lopez & Martinez, 2019)

Within this category, the work entitled "Intercultural Communicative Competence (ICC) in the contexts of teaching English as a foreign language" acquires importance, in which a reflection is made on the way in which Intercultural Communicative Competence has been assumed (CCI), when addressing the foreign language teaching processes, for which a search was made on what foreign language teaching has been in the context of ELT [English Language Teaching] (Rico, 2018).

In the research entitled "Intercultural communicative competence (ICC) in the contexts of teaching English as a foreign language", the causes and effects that give rise to the teaching-learning process of the English language today are identified and the proposal of the Methodological Strategies Guide based on Linguistic Intelligence as a means to enhance the oral communication skills of ESMIL cadets.

Basic Functions of Communicative Competence

The work entitled Communicative competence in the bachelor's degree in Early Childhood and Primary Education is also considered. A proposal of performance criteria as a reference-framework for its analysis and evaluation, in which reference is made to the basic functions of communicative competence, according to the guidance of the Common European Framework of Reference for Languages (CEFR), highlighting linguistic, socio-linguistic and pragmatic competence (Neira & Sierra, 2018). Considering the above information, we can deduce many studies that seek to introduce elements to improve reading comprehension. But we can evidence that there is no study like the one that is being developed, so it is pertinent to carry it out.

Theoretical Framework

To carry out the research project, the following theoretical references will be addressed, which are focused on the design, implementation and evaluation of a grammatical didactic sequence, with the purpose of improving the level of reading comprehension in English texts of the students from La mono rural school.

This proposal aims to dynamize the reading process, where it is necessary to create an environment where the reader feels familiar with the context, through the implementation of a series of reading comprehension strategies, where the three moments are worked (before, during and after reading) therefore, it seeks to develop texts with vocabulary related to the surrounding environment. In addition, taking into account the new school model with which rural schools work. In this order of ideas, this chapter is divided into the following sections: Communicative Language Teaching (CLT) Approach, Reading Comprehension, and The Meaningful Learning

Approach as a Benchmark for Situated Learning of the English Foreign Language, and the didactic sequence.

The Communicative Language Teaching -CLT Approach and the Alternative of Situated Learning Methodology

Before making specific reference to the theory that provides the elements of judgment, not only to better understand the dimension of the problem under study, but also to guide the discussion of the results and the intervention proposal, it is important to bear in mind that as has happened with Spanish or the first language, in English foreign language teaching, its approaches have been subject to changes, especially in recent years. It starts by recognizing that is a fact that the Communicative Language Teaching -CLT approach lasted decades rooted in the community of English teachers worldwide. New ideas and alternative theories have recently emerged with new authors who, little by little, they have been making very significant contributions to the design and implementation of curricula that respond to the demands of the contemporary world (Branda, 2017).

Because of the circulation of this new literature, the need to promote the definitive abandonment of the traditional CLT approach has become evident, in exchange for the promotion of locally located pedagogies, which entails the promotion of theories originating in the classroom, that is, teachers' own based on taking into account the sociocultural characteristics and the particularities of each local policy. Currently it can be affirmed that the vestiges of traditional paradigms have been disappearing from the classroom, thus opening the doors for a culturally situated teaching that responds to regional, individual, and collective priorities to open up in Colombia and in the world of each town (Branda, 2017).

In summary, it can be said that situated learning is assumed here as a type of methodology to which teachers resort and that it has its basis, fundamentally in a specific situation that is real, but that is also oriented to solve problems through of the implementation of everyday events. In this sense, this type of learning refers to the sociocultural context accepted as a determining element to be able to contribute to the development of skills and competences, within the search for solutions for daily challenges with a permanent collective vision (Pérez, 2017).

As can be inferred from the previous approach, situated learning involves the encouragement of teamwork and cooperative nature, resorting to projects aimed at problems that require the implementation of analytical methods that contemplate all kinds of relationships and linkages.

Another aspect that gives relevance to this type of learning, according to the objectives of this research, is that it presents specific features that derive from the fact that teaching, according to this method, is always carried out within a social context, which is why membership in it is mandatory. This leads to the teaching-learning relationships being based on the three main components of the community committed to the problem under study: belonging, participation and praxis.

In such conditions, one can speak of essential characteristics and related parameters that, according to Hernández & Díaz (2015), allow a clear vision of how situated learning works and that can be synthesized as follows:

- Learning is a social experience through which the student enriches himself with the experiences of his classmates, having access to the manipulation of resources that are shared and during social practices that are common.

- It assumes as a central idea that knowledge is developed in a given context, which is why it is strongly influenced by the type of activities, the people involved, the components of the environment, as well as the cultural features of the space where one lives.

According to this perspective of education and specifically of learning, the teaching process must focus on authentic educational practices, assuming that such authenticity is determined by the level of cultural importance given to social activities, the type of practices that are They share during the participation of the students, as well as the class and levels of the social activities that are promoted by them (Villavicencio & Urive, 2017).

According to the conditions demanded by the aforementioned teaching-learning relationships, the cultural processes of the students become means to appropriate the learning tools, to the extent that they are oriented to acquire and expand their skills, while leaving developing a particular mental structuring, as well as an intelligence at the individual level.

In accordance with this conceptualization of culturally situated learning, it can be said that these approaches take effect within the framework of teaching communicative competence of the English foreign language, since this category is associated here with the approach to cultural contents of the context of the students and the use of resources that are a determining part within said cultural context, particularly mobile devices. With this, we want to highlight the importance that the social dimension should have within the current training of students, as a reference within the construction of their knowledge, as well as the value that significant knowledge has. Based on this clarification, it should be noted that what is intended from this didactic perspective is not only reduced to learning within the classroom, but has a close relationship with virtual learning (e-Learning, LMS platforms) and the work environment, above all, in these times of pandemic in which the start date of face-to-face classes is still uncertain.

Reading Comprehension

As can be inferred, reading comprehension difficulties directly affect the development of communicative competence and, in general, the learning of the English foreign language, which is considered worrying, since it is recognized that in the height of globalization, it is The need for Spanish-speaking countries to promote the learning of that language is undeniable, mainly due to the importance it has at the level of communication in the field of business. It can be said that the literature is abundant that accounts for the poor performance that Colombia has had in international tests in relation to English proficiency, as well as the efforts, not only of governments but also of the private sector, in seeking to improve in said aspect. Learning English as a second language is vital, being bilingual is essential in a globalized world because it allows better communication, opens borders, and contributes to the understanding of other contexts. But also, it contributes directly to the development of the country to acquire more knowledge and opportunities (Villegas, García & Escalera, 2016).

At the background level, it has been shown that limitations in the level of reading comprehension constitute a topic that has merited the interest of many researchers such Martínez & Esquivel (2017), who highlight how reading comprehension difficulties affect notoriously during the process of learning the English language, highlighting the importance of developing skills in this regard, since they consider this allows students to understand the text, give an account of what is requested and the way to act accordingly, without ignoring that it is decisive at the level of expansion of knowledge of a social and cultural nature, thus enhancing the ability to communicate with an increasing number of people. Furthermore, within the field of psycholinguistics, reading is not perceived as a mechanical act; now it is considered an act of

thought, now, reading is perceived as a complex act that depends on cognitive, perspective and linguistic processes (Sanabria & Lozano, 2009).

On the other hand, Beltran (2017) maintains that learning the mother tongue is very different from learning to speak English as a foreign language, since English is not the one that is executed in the student's daily life nor in the environment where students develop their activities. In this sense, for Ramos (2006) reading comprehension is a dynamic process, because the information of a text must be processed by putting into practice a series of mental strategies, at the same time it is constructive, since these strategies allow to build the meaning of the text, considering the prior knowledge of the reader. Similarly Cassany, Luna & Sanz (1998), emphasizes the following model "Interactive model" which argues that it is necessary to take into account the reader's prior information and the information presented by the text, in order to achieve meaningful reading comprehension, because a new view of information is created.

In this order of ideas, the good execution of strategies, activities, methodologies is essential to improve the development of students' skills, primarily in the three levels of reading comprehension (literal, inferential, critical level), Regarding the above, it is important to emphasize these three levels, since each level has a different cognitive process, which develops one more level of complexity in the development of each stage, in order to interpret various texts.

Pérez (2003) states that at the literal level he focuses on explicit information, to identify the linguistic system and the main components of the text. This is the first stage where specific data from the text is extracted. This is considered as a first entry to the extraction of information from the text, since it aims to identify the definition of the word and its function in the text. In this order of ideas, Pérez (2003) argues that at the inferential level, the reader must establish

relationships between different parts of the text, since the information is not written in the text, this level is very important, since the reader must go further beyond the text and complete giving their own opinion, so it is necessary to teach the learner to predict results, propose titles in the texts, develop concept maps, develop summaries, etc.

Regarding the critical level, the reader must not only interpret the literal and inferential information, since at this level a much more complex level is evident because the reader must take a more critical and analytical stance, where they must make judgments based on of the text and their prior knowledge. For this reason, Pérez (2003) mentions that, in order to offer a critical position, the reader must know the intention of the texts and the authors who write these texts. With the contributions of these authors who emphasize reading comprehension, we seek to design a didactic sequence, to improve the strategies that can help the reader to identify, evaluate, process and apply the information.

The Meaningful Learning Approach as a Benchmark for Situated Learning of the English Foreign Language

All those postulates and characteristics of culturally learning that have just been referred to acquire greater significance as they are identified with the approaches that are made about meaningful learning below. It is assumed, then, that nowadays it is considered that more than a change in behavior, human learning entails a change at the level of the meaning of the experience, which is why this pedagogical approach explains the way in which the human experience has so much thought as affectivity, understanding that to the extent that these two dimensions come together, it is possible that people are trained to achieve that the meaning of what they experience is enriched (Larios, 2018). Regarding Meaningful Learning, the following quote is taken up:

Meaningful learning basically refers to using the student's previous knowledge to build a new learning, taking into account the teacher's contribution, from this perspective the teacher becomes only the mediator between the knowledge and the students, that is, no longer It is he who simply imparts them, but rather the students participate in what they learn, but to achieve student participation, strategies must be created that allow their disposition and motivation, in order to appropriate the subject. Thanks to the motivation that the teacher can achieve, the student will store the knowledge imparted and will find it significant or important and relevant in their daily life (Rodríguez, 2018, p. 34).

It is striking here, on the occasion of the learning of the English foreign language, the importance of previous knowledge, this to explain why the traditional teaching processes have not had the effect in terms of an adequate learning of this important language (Aguilera, 2018). Then, it must be recognized that traditionally teachers have subordinated the importance of the ideas, notions, concepts and experiences that students have when approaching a new topic and have assumed them as simple receptors, reducing their learning to the mere memorization of some content, which is inconsequential for them and therefore will soon be forgotten.

In keeping with the above considerations, it is assumed that learning is significant when it is linked to the possibility of provoking an active process at the level of knowledge construction processes, to the extent that students are encouraged to incorporate new content within his mental structure, as well as his legacy of previous experiences, resorting to a set of procedures and materials, thereby activating the human mechanism that allows the acquisition and storage of an immense legacy of ideas and information typical of anyone of the fields of knowledge (Palmero, 2011). It is from this that it is necessary to reflect on the possibilities that meaningful learning has to fulfill a determining role within the learning process of a foreign language such as

English, facilitating the presentation of a fully organized cognitive process by helping students convert knowledge into logical meaning, it makes it easier to store their knowledge of that language in a more structured way. Parallel to this, it must be considered that in such conditions, learning will have fundamental characteristics that will allow the study of its operation, such as the lack of arbitrariness and substantively, which have to do with the use of potentially significant materials and that are directly related to the previous knowledge of each student, within the framework of a permanent activation of their corresponding mental structure (Palmero, 2013).

Within all that has been said before, it is important to consider that the teacher must make an adequate selection of materials, paying attention to those that most facilitate the creation of an anchor between previous knowledge and the new knowledge that is proposed, considering their functionality, by being linked within the framework of a wide set of situations and circumstances of the contents that have already been learned. On the other hand, substantively entails the complementation of non-arbitrariness, in such a way that it refers to what must be incorporated into meaningful structures and that is assumed as the essence of new knowledge, of all those new ideas.

It ends here by emphasizing the importance of the role that teachers must play, in the understanding that it is they who mainly assume the responsibility of generating the necessary pedagogical conditions and more in accordance with each learning style, the differences of individual character of the cognitive structure, interest and the type of expectations established in student learning (Olivera, 2011). Now, regarding the role that the student must play, it is necessary for them to develop a critical attitude towards their cognitive process, in such a way that they come to express their will to interpret, from different points of view, the materials

available during the course. This is how he learns to develop skills to learn to confront them from different perspectives, to actively participate in the attribution of meanings and not merely remain in the use of language with the appearance of knowledge (Carranza, 2017).

Faced with this panorama, it can be assumed that the theoretical foundations of meaningful learning contain many benefits that can be favorable during the learning process of a foreign language and in this case of English, within the purpose of improving the results at the level of performance of students, but above all, in relation to the development of processes that are more meaningful for students. Similarly, there is a challenge for the teacher, and it is to transfer these postulates to their pedagogical praxis, based on a reflection and permanent feedback on what they do. But it also assumes the commitment to arouse the active participation of its students, both at the level of apprehension of content, and in relation to the possibilities of giving it visibility to your thinking based on developing thinking skills, strengthening your motivation and interest in learning.

Didactic Sequence

In order to significantly execute the components of the process carried out in this research, the didactic sequence was designed, implemented and evaluated. In this section, we will talk about what a didactic sequence must have to obtain significant results. According to Graves (2000) the didactic sequence must have the following characteristics: time management, objectives, clear content, methods, materials, previous experience, student needs, considering the context. In the same way, Cervantes (2016) understands the didactic sequence as a set of very well-ordered and coherent activities with the objective of carrying out some tasks to obtain a final product. Strengthening these points of view Tobon, Pimienta & Garcia (2010) argue that the didactic sequence is an articulated set of activities and evaluation, which, thanks to the

intervention of a mediator, seeks to achieve certain goals. In addition, with the didactic sequence, the classes begin to be less fragmented since it has a correct organization and contains clear objectives to be able to achieve some goals.

On the other hand, España (2012) conceives the didactic sequence as a group of activities that are systematically intertwined and that govern around reading comprehension activities. In addition, for the execution of said sequence it is necessary to consider the level of the students in order to design well-prepared dynamic activities that can keep track of the process and evaluate the progress of the students.

Likewise, España (2012) establishes that for the execution of the didactic sequence it is very important to bear in mind three phases. In the first phase, the teacher explains to the students all the activities that are going to be carried out in order to know the shortcomings and difficulties of the students in order to know what to work on in the next activity. In the second phase, students must carry out different reading comprehension activities, where they analyze, criticize, and debate on texts of their interest. In the third phase, after having carried out the different series of activities, the students seek to obtain a higher level of reading, where they reflect, analyze, restructure, correct, rewrite, and add new information. This process allows learners to realize the process they have been carrying out so far. According to what has been argued in this section, it can be affirmed that the use of a didactic sequence was pertinent for the purposes of this research work, not only because of the ease of its organization and articulation, but also because of the adaptability of the components in the process.

Conceptual Framework

During the approach to the aforementioned theories, some expressions and concepts have been used that make it necessary to specify them in order to have a more approximate idea of the

study categories of this research. Initially, the traditional paradigms are approached, with which we want to remember that in a certain historical moment of education, some models or pedagogical currents have corresponded that have guided the teaching and learning relationships, which are succumbing before the emergence of a new paradigm. In that sense, with the expression in question, it is related to the theories that have been sustained based on achieving knowledge from the transmission of information and in which the leading role is assumed by the teacher, generally through the class. (Alfonso & Sanchez, 2009)

Another concept that becomes reiterative throughout the theoretical framework is that of methodology associated with the teaching processes, which is assumed here as the set of methods, resources, as well as the ways of teaching, which are used by the teachers when guiding the development of the strategies and the programmatic contents with which they guide the students so that they can achieve meaningful learning. The methodology that is privileged in the theoretical framework considers the student as an individual who is characterized by being autonomous during learning and for his part, the teacher is assigned the role of facilitator of the learning process, trying to promote the development of the competences, abilities, attitudes and skills taken into account for each area or subject (Sanz, 2017).

What is understood by sociocultural context also acquires importance, understood in this case as the space in which social influences interact or overlap, in the understanding that the development of students (whether they are children or adolescents), is found immersed in a family, school, neighborhood environment in which they interact directly and reciprocally. It is assumed that there are various contexts that are within a larger field with which they also tend to interact (Medina & Fernández, 2017).

The concept of communicative competence appears mentioned in the theoretical framework, with which reference is made to the capacities that account for both linguistic and grammatical ability during the production of well-elaborated phrases or discourses, as well as to be able to interpret and write judgments about what is expressed by hearing speakers or by others, but it also has to do with the set of extra linguistic skills that are interrelated, at a social and semiotic level, as well as multifaceted and multiform linguistic skills (Pilleux, 2001).

Another concept that draws attention is that of the construction of knowledge with which it is wanted to emphasize that the human being has the ability to appropriate reality, that is, it is capable of knowing itself and therefore, it can be said that a student is capable of constructing a process through which it provokes interior satisfactions derived from the knowledge achieved and evidenced in the way in which it is aware of said process. Its difference with understanding is that it entails the subjectivities of the object and whose process is favored to the extent that there is social interaction, possibilities of exchange with other people to generate co-learning (Villegas, & Gónzalez, 2005).

On the other hand, it is proposed to experiment with the didactic sequence as a methodological alternative to guide the development of English as a foreign language classes, understood in terms of Moreira (2012), who defines it as the set of educational activities that, in a chained way, make it possible to approach different forms of a subject under study. Besides, to promote learning in some textual genres, the didactic sequence has been used since it has been one of the primary teaching devices for learning. In fact, the use of the didactic sequence in recent years has been widely used at different educational levels and in different languages such as: French, Portuguese, Catalan, Spanish and English (Santolària, 2019) Therefore, the activities that are implemented must leave a bridge where students can carry out learning in an articulated

way, but also, clearly and coherently with the objectives that are sought to be achieved furthermore, The didactic sequence is conceived as the Organization of educational activities, whose purpose is to be carried out taking into account the level and needs of the students, it also helps to achieve a proposed objective in a certain area, in order to later be able to evaluate the progress and progress of the students (España, 2012).

Finally, the concept of pedagogical praxis has been considered, from the perspective of his theory of transformative and mediating practice within the framework of the educational process and in particular that of know-how. It is assumed that from the reflective point of view, praxis has to do with the relationship between actions and knowledge of reality, entailing a propositional tinge at the level of ethical values; construction of cultural meaning transcended to pedagogy, as well as permanent reflection of education from teaching. In this sense, it is conceived that pedagogy and intervention should address the way in which the different educational actors participate in making decisions about the relevance of certain topics, before making the didactic approaches that will operate on the various areas of the institution education through value-oriented interventions (Piña, 2010).

Rationale of the Research Study on the Literature

The aforementioned references are of great importance for the continuation of the development of the research process. In addition, these theses were selected because they sought strategies to improve reading comprehension in English. But also, it provides foundations that allow a deeper understanding of the dimension of the problem under study and show the characteristics that the design and implementation of the pedagogical proposal must have for the corresponding intervention of the problem studied. Also, this inquiry allowed us to confront

some findings and results to strengthen the credibility of the research question along with its

objectives.

Research Design

Introduction to Research Design

According to the research question and the proposed objectives, the elements related to theoretical-methodological criteria that outline both the nature and the approach of the present study, as well as the research design, are described below, which allows to specify the characteristics and the particular classifications according to said approach.

Consequently, for the collection of data and findings, the researchers applied the instruments. For the collection of information on the level of the students, it was necessary to design the first instrument, which was a diagnostic test called "Antartida", followed by the creation of a didactic sequence made up of 7 sessions and finally, it was designed a final test in order to evaluate the process carried out during the 7 sessions.

Methodological Design

Research Method

In accordance with the purpose of the research expressed through the stated objectives, the characteristics of this study are part of the mixed approach, to the extent that its interest privileges the understanding of reality as a previous step to try to transform it later. This reality refers to the difficulties presented by students at different levels of reading comprehension. The transformation refers to the design and implementation of a pedagogical proposal to intervene in said detected difficulties.

In this sense, the quantitative component fulfills the function of justifying the results, Aliaga and Gunderson (2000) say that the use of quantitative research seeks to explain phenomena by collecting numerical data that are analyzed using mathematically based methods, a clear example is the use of statistics. On the other hand, the qualitative component provides the

bases that support its content, generating a large amount and diversity of information that allows greater depth during the analysis of the problem under study. In this opportunity, it refers to the relationship between the use of the didactic sequence methodology and the development of reading comprehension skills in the English foreign language population. In addition, qualitative research seeks that the researcher not only understands but also can contribute and enrich in some way the context or group with which they work. According to Sampieri, Fernandez & Baptista (2014) this research is selected when the perspective of the participants seeks to understand (individuals or small groups of people or what will be investigated) about the events that surround them; deepen, in their experiences, perspectives, opinions and meanings, that is, the way in which participants subjectively perceive their reality.

Research Approach

The research is part of the descriptive method whose main objective is oriented towards the collection of data and information about the characteristics, properties, aspects or dimensions of the individuals, agents and institutions involved in social processes. It is about understanding the collection of data to test hypotheses or answer questions related to the current situations of people immersed in the problem under study (Hurtado & Bustos, 2015). The descriptive research seeks to analyze in depth to review the conditions that caused its appearance, also seeks to highlight the most outstanding results achieved by the different studies carried out on the subject, as well as reveals the existing conceptual limitations and problems (Arandes, 2013).

For the case of the present study, this approach acquires special importance, insofar as, from the qualitative point of view, the focus is on the description of the evolution of the learning process of reading comprehension in the English foreign language and from the quantitative, its relationship with the academic performance of the students is determined.

Context of the Research

Population and Sampling Procedures

In order to collect information and be able to comply with the identification of the current state of development of reading comprehension skills of the English language at the secondary education level and establish the evolution of the problem under study, as it has been raised through the objectives, the group of students from secondary school of the IER La Mono of the Municipality of Belén de Los Andaquíes is taken into account as a population, that is, the total of students of the average equation level, which is made up of a total of 16 students where 10 are male and 6 are female. But, for this implementation it was necessary to take a representative sampling of 8 students: who represent the tenth grade.

These students come, for the most part, from homes located on farms near the village and even from the neighboring Puerto Torres rural territory. Among the traditional occupations of the population are the cultivation of rubber and pan-harvest products, which is combined with activities of small intensive livestock, the breeding of minor species and fish farming. The few students who come from homes that live in the hamlet are the children of small merchants, artisans, and day laborers.

For the purposes of selecting the students with whom the problem under study is associated, a non-probabilistic sampling was considered, in other words, it was done for convenience, estimating that the difficulties reflected in tenth grade are the product of the accumulation of shortcomings during the secondary education cycle and the intervention proposal will have an impact on the entire secondary education level. For data collection, the implementation of a diagnostic test called "Antartida" was essential. Based on the results, the design of the didactic sequence was given.

Researcher Impact

This research process was carried out with high school students from La Mono Rural School. In the research process, the research professors had to make some interventions with the application of some instruments for data collection. The English teacher also applied activities related to the topics and tried to carry out the didactic sequence with related themes. The researchers actively participated in the intervention of the seven sessions. The teacher-researchers took note of the process carried out in each session, which allowed them to evaluate and apply new strategies for teaching.

The objective of the grammatical didactic sequence was to integrate more complex topics in each session using strategies that appeal to the student, considering the context and the needs of the learners. Furthermore, each session was divided into four moments, the first moment was the motivation, where a playful activity was designed in order to introduce the topic in an entertaining and fun way, they were done through a story, a dynamic, a word search, a game, a movie, etc. The second moment was structuring, where feedback was given on the activities done at the moment of motivation where specific and understandable questions related to the topic were asked. The third moment was the execution, based on the interests, context and needs of the students, practice activities were scheduled where each one could apply what they learned in class in a simple way; this was done through group workshops, drawing designs of the environment, creation of crossword puzzles, short stories of their daily routines, puzzles, etc. The fourth moment was the assessment, where students were assigned work to do at home with the help of the parents but considering their socioeconomic context, their difficulties, their needs, etc.

The implementation of the grammatical didactic sequence had a positive impact on the research process, since the didactic sequence allowed the teacher an easier and simpler way to design the classes, optimizing the learning time of the different topics. In addition, it was evidenced the ease of evaluating in a more timely and objective manner; and allowed the integration of some groups of diverse students, but without ignoring their individualities. On the other hand, the students showed improvement both in participation in the classroom and in the acquisition of information, since the didactic sequence has a close relationship to the purpose of the Escuela Nueva model which works in all rural schools and seeks to place children in the real context and solve known situations in their environment. This strategy has shown significant results in rural communities. In addition, it has been reflected in the results of the national knowledge tests known as Tests to know, especially in the basic areas of language and mathematics (Ardila, 2018).

Ethical Protocol

The document entitled Framework for Research Ethics (FRE), contemplates the six key principles within the framework of what is known as research ethics. After a careful reading, it has been estimated that all the ethical principles specified there will be considered, but according to the characteristics of the context where the investigative experience takes place, the following will be emphasized:

1. "The confidentiality of the information provided by the research participants and the anonymity of the respondents must be respected."

2. "Research participants must participate voluntarily, free of coercion."

3. "In all cases, harm to research participants must be avoided."

To guarantee the aforementioned principles, the protocol for the application of the information collection instruments to the participants will be taken into account, authorizing the processing of their personal data and the information collected, without prejudice to the power that exists to exercise at any time, any of the rights enshrined in Law 1581 of 2012 and in Regulatory Decree 1377 of 2013 in favor of the holders of personal data.

In the same way, an informed consent form will be filled out for parents of the students participating in the study, where the educational institution in question and the research teachers will guarantee the protection of their children's images and the use of them, in accordance with according to the regulations in force during and after the teacher evaluation process; all of which within the framework of current regulations on informed consent, and in a conscious and voluntary manner.

Data Collection Techniques

This section addresses the instruments used for the collection of essential data to give credibility to the implementation of the didactic sequence to improve reading comprehension in English in the tenth-grade students of the La Mono Rural School. Since the research process is part of the mixed approach, different types of techniques are used to collect information, more precisely it refers to the diagnostic and final tests, a non-experimental field observation where the information was collected using a rubric to evaluate the learning process of learners.

Description and Rationale of the Instruments

Diagnostic Test. The test called "The Antartida" is the instrument in which was formulated with a list of 15 closed questions to obtain accurate data. It is used in quantitative research, but you can also resort to open questions in case you want to perform a qualitative analysis. It is a fairly widespread technique in investigative practice, mainly because it facilitates

obtaining accurate information from groups of people (Pozzo, Borgobello & Pierella, 2018). In this case, it has been considered because its closed questions allow calculations of the results and have percentages that facilitate the analysis of student performance in a more agile way. This instrument responds to the first objective. So, it is used to identify the current state of development of English language reading comprehension skills in tenth grade students.

The purpose of applying the questionnaire is to objectively know the evolution of the development of reading comprehension skills, starting from knowing the performance of the students before the intervention and the performance after it is carried out has developed. This is achieved by contrasting the data obtained in the two evaluative events. The instrument in question is applied to the 8 students of the tenth grade of the educational institution already mentioned. These are young people whose ages range between 15 and 17 years, all from the rural sector of the rural territory of la Mono, from the Municipality of Belén de los Andaquíes and who at the moment are preparing to start the alternation stage in their classrooms.

As can be inferred from the mixed approach assumed in this research, the questionnaire is identified with the characteristics of the quantitative method and on that occasion, it is useful for the contribution of data that helps to explain the relationship between learning difficulties and academic performance in the subject foreign language English. When the questionnaire is applied to the students, it is intended to obtain primary information, since this type of original information had not been collected before in the framework of any research and what better to take it from the direct source. It is reiterated that the questionnaire collects quantitative data related to the performance of the students.

Direct Observation.This technique is characterized by allowing the accumulation and systematization of data related to an event or phenomenon linked to the problem under study.

During its application, the researchers recorded what they observed in a rubric that was used in each session to rate the behavior and learning process of the students. These observations can be evidenced in the format (appendix E). The rubric has the following criteria: the active participation of the students, the understanding of the main idea of the topic in the classes, the autonomy that the students had to develop the activities or workshops proposed by the mediator teacher and the results obtained after the development of said activities. But also, the rubric measures these criteria on a scale of 1 to 4 to validate skills and improvements in English.

With the technique of direct observation, those investigated are not questioned, that is, no oral or written questions are asked; the idea is to obtain the necessary data to study the problem. (López, Benítez, León, Maji, Domínguez & Báez, 2019). This type of observation has been chosen because it makes it easier to obtain data that is closest to how it happens in reality and particularly about the way students interact and learn in English classes.

With the application of direct observation, it is intended to have detailed information on how the class of the English foreign language subject is developed, focusing attention on the procedures through which students appropriate their knowledge at the level of understanding of reading. In accordance with the above, the development of the classes before and after the implementation of the intervention proposal is observed and on that basis the results are established at the level of differences in the methodology. The application of the instrument is done on the class and involves both the teacher and the students and their productions during learning. The observation events are carried out during the classes that will take place during the alternation stage, that is, in person in the classroom.

Different from what happens with the implementation of the questionnaire, the observation corresponds to the qualitative nature of the mixed approach, since it has been

considered pertinent to collect data that account for the learning process of students at the level of reading comprehension in the English language and in this way have the necessary information to be able to fulfill the second and third objectives of the research that refer to both the design and the implementation of a didactic proposal mediated by the methodology of the didactic sequence, in order to contribute to the solution of the problem. As with the questionnaire, direct observation seeks to collect primary information, that is, the attitudes of the students are recorded during the classes of the English foreign language subject, before and during the intervention.

To the extent that little by little it has been trying to return to academic normality and that alternation is already being implemented in the place where the research is carried out, the conditions exist for the instruments to be applied face-to-face, rigorously preserving the biosafety standards established by the corresponding educational institution.

In the case of the evaluation questionnaire, a pilot test is used with 3 students from a nearby institution through the virtual modality (Google Drive) and later a talk will be held in which it is possible to talk about the degree of complexity of both the content and the design or formulation of each question. During the management of the research and especially during the management of the data, commitments will be signed with the students to guarantee the anonymity of the information provided.

Final Test. The test called "Days of the week" was the evaluation instrument that was applied after the intervention of the didactic sequence, which was formulated with a list of 5 literal level questions, 5 inferential level questions and 5 critical level questions, with the purpose of collecting responses from the students and reviewing the process and level of learning obtained. For Londoño (2018), the purpose of this test is for the teacher to analyze the answers

and evaluate the students' process, and then propose new strategies and improvements in terms of activities, exercises, pedagogical and didactic material, to be applied in the next interventions. Furthermore, this instrument responds to the fourth objective, it allows collecting the data that account for the evolution in the development of skills for reading comprehension of the English language, after implementing the didactic proposal mediated by the methodology of the didactic sequence.

Validation Procedures

In accordance with the purpose of the research expressed through the objectives formulated, the characteristics of this study are inscribed within the mixed approach, insofar as its interest favors the understanding of reality as a previous step to try to transform it later. This reality refers to the difficulties that students present at different levels of reading comprehension. Transformation refers to the design and implementation of a pedagogical proposal to intervene in said difficulties detected. In this sense, the quantitative component fulfills the function of justifying the results, while the qualitative component provides the bases that support its content, generating a large amount and diversity of information that allows a greater depth during the study of the problem under study than On this occasion, it refers to the relationship between the use of the didactic sequence methodology and the development of reading comprehension skills in the English foreign language (Hernández, Fernández & Baptista, 2014). For the case of the present study, this approach acquires special importance, insofar as, from the qualitative point of view, the focus is on the description of the evolution of the learning process of reading comprehension in the English foreign language and from the quantitative, its relationship with the academic performance of the students is determined.

Pedagogical Intervention and Application

The pedagogical intervention proposal aims to develop a didactic sequence to improve reading comprehension in English as a second language. The purpose of this proposal was to generate environments where students actively participate through question games considering the topics already read. Returning to the fact that the biggest problem of secondary school students was reading comprehension of texts in English, for this reason, different didactic strategies were sought through the application of a didactic sequence to motivate students to read and interpret texts in English.

This proposal is based on the data obtained from the information collected through the diagnostic test that was applied to the students of the tenth grade of the La Mono rural school. Regarding the results obtained from the diagnostic test, it was possible to show that the students had their best performance at the literal level, where they reached a percentage of 66.7% of correct answers, where they demonstrate better management and understanding at said level. Regarding the inferential level, 46.7% was achieved, where a lower level of appropriation of the topic can be observed, and finally the intertextual critical level is demonstrated with 33.4% of correct answers, where the students demonstrate the low level that they currently have.

Returning to the above information, the design and implementation of the grammatical didactic sequence aimed at improving reading comprehension in English for tenth grade students at La Mono rural school is presented. It was decided to create a series of reading comprehension activities and workshops taking into account the needs and context of the students. But also, it was necessary to work with topics that the students already knew to facilitate the understanding of these topics, in addition to generating self-confidence in the students to encourage participation in the classes. Together with this design, the didactic sequence presents a structure

where elements such as: thematic unit, general objective of the didactic sequence, learning objectives, title of the lesson, required material and activities are highlighted in the header (Appendix C). It is important to note that each session had one more level of complexity. The process in each session was evaluated in a rubric where data was obtained quantitatively (Appendix E).

The purpose of the design of the didactic sequence is closely linked to the purpose of the Escuela Nueva model, which is implemented in rural schools that work with multigrades. In addition, this model has been promoted by the Todos a Aprender (Let us all Learn) Program, led by the Colombian Ministry of Education, which seeks to place children in the real context and resolve known situations in their environment. The implementation of the didactic sequence in each session had the following structure: Motivation, where a playful activity was designed in order to encourage student participation; Structuring, the motivational activities were given feedback through questions in order to know if the student grasped the main idea of the topic; Execution, based on the needs of the students, a series of activities was programmed so that each one applied what they learned; Assessment, where the results of the students were evaluated after carrying out the activities (Ardila, 2018). This methodology has given significant results in rural schools. In addition, it promotes meaningful learning in students, because students connect previous knowledge acquired from the previous session with the new knowledge that they will acquire in the new session.

To evaluate the process carried out, it was necessary to implement a final test called "days of the week", which consisted of 15 questions divided as follows: 5 questions for the literal level, 5 for the inferential level and 5 for the critical- propositional level. The students obtained 93.3% of correct answers in the literal level, which affirms the effectiveness of the

implementation of the didactic sequence, this shows how the students achieved a noticeable difference between correct and incorrect answers in the literal level, which highlights the importance of encourage them. Read the text carefully from the beginning. Regarding the inferential level, the students obtained 80% correct answers, the results are understandable since this level has a higher degree of complexity, but improvement is evident. Returning to the critical level, the students obtained 73.3% correct answers, where the improvement is remarkable. Taking these results into account, it is stated that the students improved their reading comprehension after the implementation of the didactic sequence.

Instructional Design

For the implementation of the didactic sequence, previous pedagogical interventions were necessary, since this methodology requires the following characteristics: time management, objectives, a clear content, and kind of methods, materials, previous experience, student needs considering the context, to achieve the proposed objectives and then evaluate the process that was carried out. The thesis director approved the criteria and those materials and methodologies related to the design and framework of the research.

Development of Application

The application of the didactic sequence in this research process after having done the diagnostic test was considered essential to validate if this methodology could improve the reading comprehension of English texts in high school students. The processes carried out were necessary to validate the effectiveness of the instrument, answer the research question and meet the objectives proposed at the beginning of the development of the research.

Data Analysis and Findings

This chapter examines the qualitative and quantitative data obtained according to the implementation of the didactic sequence to secondary basic cycle students at Portal la Mono Rural School, considering the categories specified in the study framework. In addition, there is a description of the findings presented and how they positively influenced the improvement of reading comprehension.

Data Management Procedures

The data described and analyzed below to be presented later as research findings, were generated from the application of the diagnostic test on reading comprehension. The students were initially given the text entitled "Antarctica". This text contained 15 multiple choice question. The questionnaire considered the levels of reading comprehension, as can be verified in the exhibits section.

The data was collected and organized in a document to systematize, analyze, contrast, and codify the information. The levels of reading comprehension (literal level, inferential level and critical level) were taken into account for the analysis. Next, it was essential to estimate the averages of the correct and incorrect answers. Subsequently, an analysis was carried out and the results of the diagnostic test and the final test were contrasted. Finally, data were shown in graphs where the improvements in reading comprehension were evidenced.

The research teachers carried out the application of a didactic sequence, which consisted of 7 sessions, where the step-by-step activities and the degree of complexity in each session were evidenced. In addition, it showed a close relationship and coherence of each session. Finally, the results showed a great improvement in reading comprehension in high school students from La Mono School.

Categories

     This section selected the categories and criteria to analyze, compare and contrast the improvement of students' reading comprehension according to the implementation of the 7-session didactic sequence. These categories are taken considering the three levels of reading comprehension (literal level, inferential level and critical level) which will be shown below.

Discussion of Categories

     Literal Level of Reading Comprehension. This level is characterized because the reader applies the capacities for the recognition and recall of explicit information, as well as of the events as they occur in the development of the text. In this way, it allows them to find the main ideas, the sequence of actions, the main and secondary characters, as well as the identification of the paragraphs of the text.

     Inferential Level of Reading Comprehension. At this level, the necessary skills are required for the reader to reconstruct the meaning of the text, for which he must relate it to his own personal experiences and to the previous knowledge he possesses, from which he makes conjectures, formulates hypotheses, and dares to jump to conclusions.

     Intertextual Critical Level of Reading Comprehension. Reading with evaluative characteristics is a level, since it is estimated that the reader not only develops the capacities to confront the meaning of the text with his experiences and previous information, but also can make judgments and opinions with the necessary foundation, being able to accept or reject the author's ideas. Furthermore, this level is one of the most

Diagnostic Test Results.

Figure 1

Consolidated of the results of the diagnostic test per student
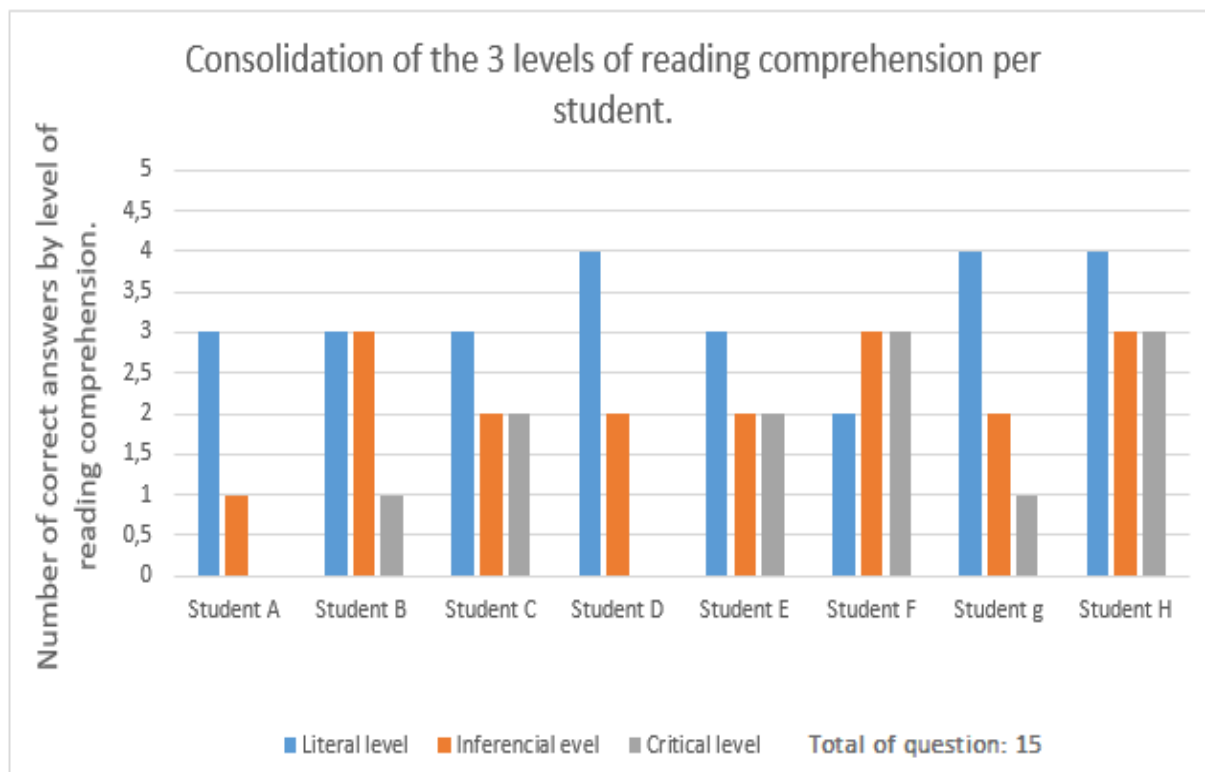
As it can be seen in figure 1, the majority of students had a better certainty of correct answers in the literal level, but also, they had a low percentage of correct answers in the critical level. Furthermore, it should be noted that student H was the one with the best average of correct answers, with a total of 10 correct answers of 15 questions, equivalent to 66.6% of correct answers. On the contrary, student A had a total of 4 correct answers of 15 questions, equivalent to 26.6%. On the other hand, students B, C, D, E, F, and G maintained an average of 46.6% correct answers.

Figure 2

Consolidation of results in the three levels of reading comprehension

General consolidation of results in the three levels of reading comprehension
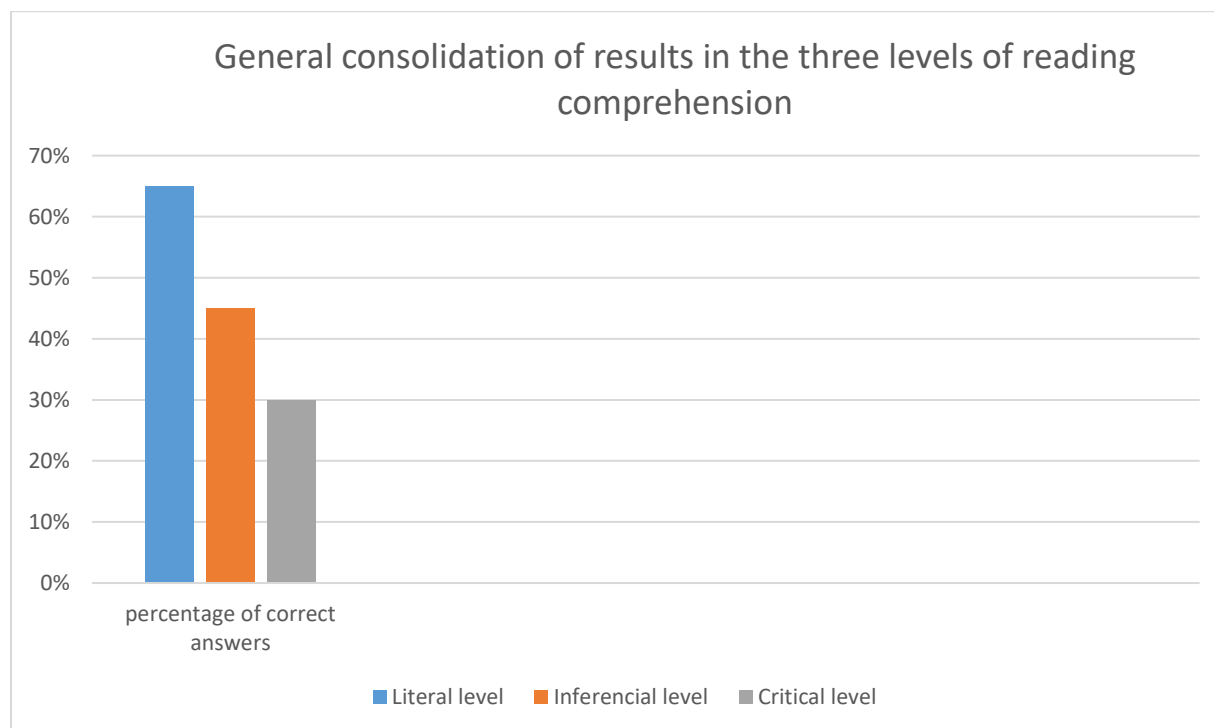
As it can be seen in the figure 2, the students had their best performance at the literal level, where they reached a percentage above 20% compared to the inferential level and 35% above the intertextual critical level. At this level, the percentage of correct performance exceeds 60%. At the inferential level, the performance is lower than that obtained at the literal level, but it is slightly higher (by 15%) than the performance at the critical intertextual level. At this level, the percentage of correct performance of students is slightly below 50%. Finally, at the intertextual critical level, it is observed that students have the lowest performance, being well below 50%.

Results at the Literal Level.

Table 1

Results of the diagnostic test considering the total of questions of the 8 students at the literal level

	Number Of Questions	Percentages
Hits	26	65%
Mistakes	14	35%
Total	40	100%

The results of the literal level allow us to observe that the successes exceed the failures and that the collective performance is between 65% and 66%, which can be considered as regular. Among the difficulties that most arose at this level, there is, in the first place, the identification of both the characteristics described and the main actions that are disclosed in the text La Antártida, all of which is related to what is finds between the perpetual ice and the cold waters of Antarctica, the explanation on the conservation of bacterial life in that place, the meaning of fragments of the text, meaning of words and sentences of the text.

Results at the Inferential Level.

Table 2

Results of the diagnostic test taking into account the total of questions of the 8 students at the inferential level

	Number of Questions	Percentages
Hits	18	45%
Mistakes	22	55%
Total	40	100%

At the inferential level, the first thing that can be noticed is that the percentage of correct answers during the students' performance is below the performance of the literal level, even below 50%, which allows considering that said performance is deficient. Performance at the inferential level is 20% lower than at the literal level.

The greatest difficulties presented at this level had to do with the proposition of interpretation hypotheses based on the implicit information in the text. For example, when asking about what the students think would happen if the ice in Antarctica melted. Similarly, it was difficult to explain specific situations in the text, as well as to establish its implications and suggest another title for the text.

Results at the Critical Intertextual Level.

Table 3

Results of the diagnostic test taking into account the total of questions of the 8 students at the critical level

	Number Of Questions	Percentages
Hits	12	30%
Mistakes	28	70%
Total	40	100%

Here it is evident that the performance of students at the critical intertextual level is lower than the performance achieved at the literal level and at the inferential level. Compared to the literal level, it is 35% below and compared to the inferential level, it is 15%. Since the performance at this level is within the range of less than 50%, it is considered poor, as was the case with the inferential level.

Among the difficulties that were mostly found at this level, we have to associate the importance of the topic to the current problems in the world, such as occurs with global warming, the study of biodiversity in countries like Colombia, making forecasts in the face of the negligence of governments and propose alternative solutions to environmental problems.

Result of the Final Test per Student after the Intervention of the Grammatical Didactic Sequence.

Figure 3

General consolidation of correct answers per student in the three levels of reading comprehension
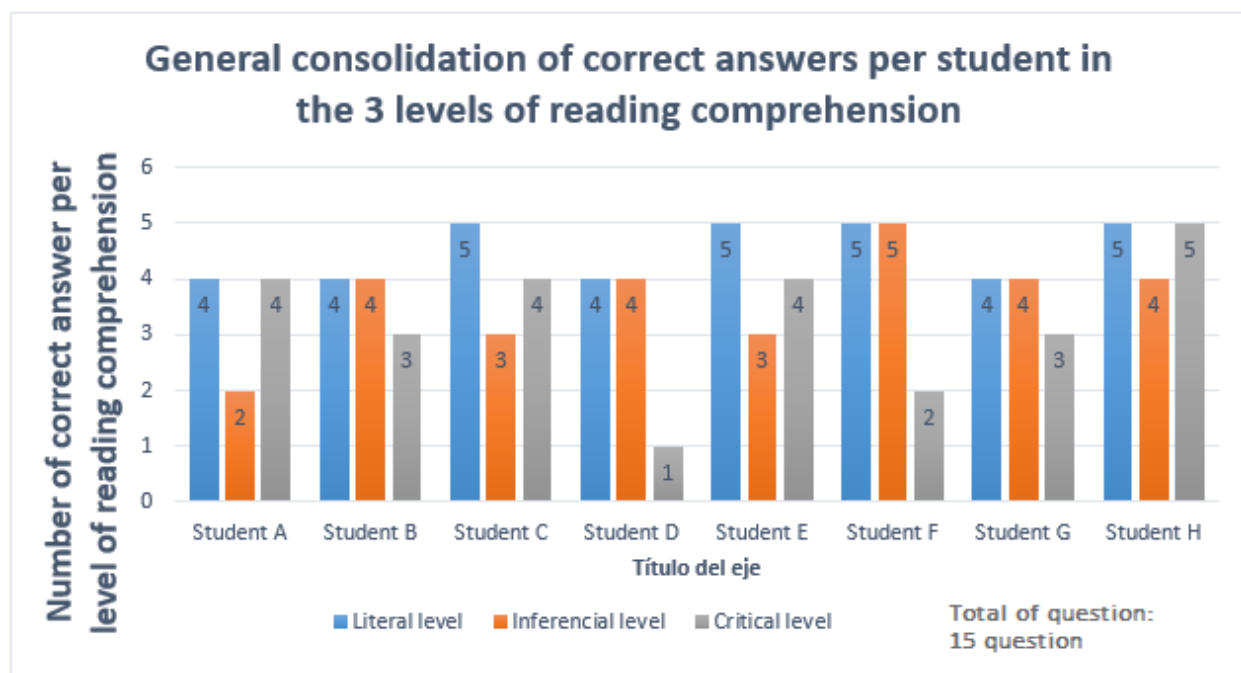
Taking Table 3 into account, we can deduce that the students improved their reading comprehension after the intervention of the didactic sequence. It can be stated that the literal level has the highest number of correct answers, followed by the inferential level and finally the critical level. Also, it is remarkable to highlight that student H had a total of 14 correct answers of 15 questions, with a percentage of 93.3% of correct answers, followed by students B, C, E, F,

and G with a range of 12 correct answers giving a total of 80% correct answers. Then, the

student B gave a total of 11 correct answers, with a percentage of 73.3% correct answers.

Finally, student A is observed with a total of 10 correct answers, giving 66.6% of correct

answers, remaining last again. In general terms, the students showed improvement in the three

levels of reading comprehension after the intervention of the didactic sequence.

Figure 4

General Consolidation of the Result of the Final Test after the Intervention Of the Grammatical

Didactic Sequence
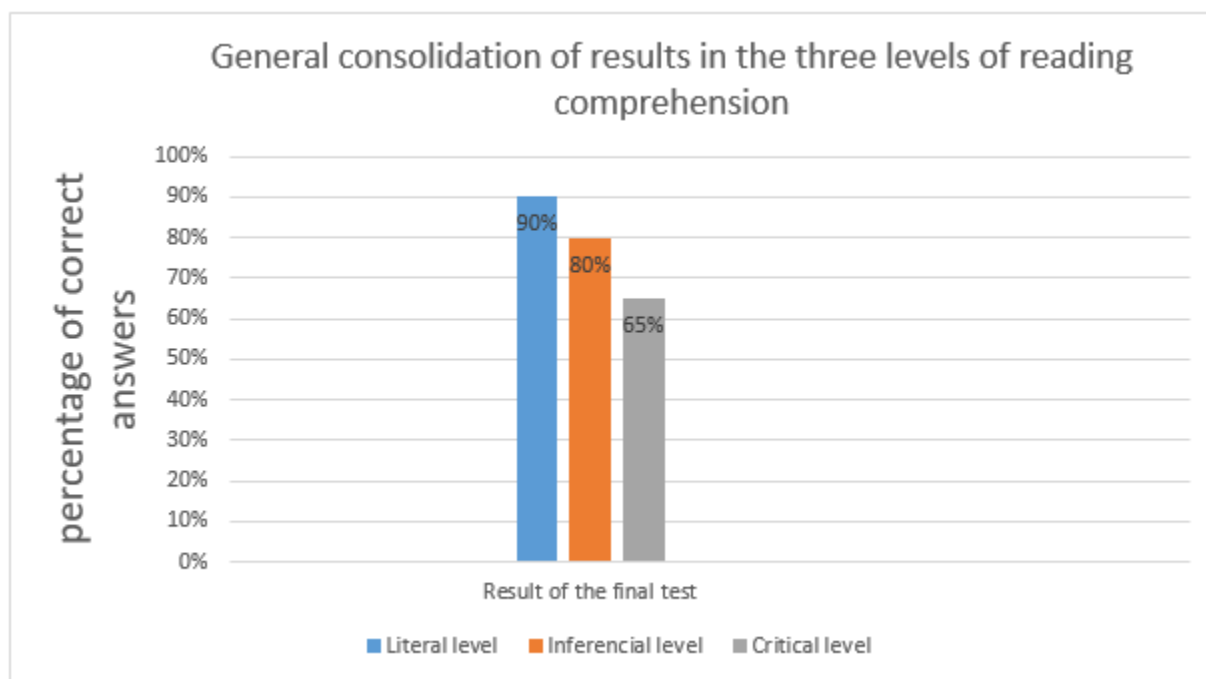
As it can be inferred from figure 4, the literal level stands out for obtaining the best

performance, since, where more than 89% of the correct answers were reached, followed by the

inferential level where 80% was reached as well; meanwhile, the intertextual critical level

performance was a little above 65%. The percentage difference between the results of the first

and the last level is barely 25%. Therefore, we can affirm a great improvement of said levels.

Final Results at the Literal Level.

Table 4

Results of the final test taking into account the total of questions of the 8 students at the literal

level

	Number of Questions	Percentages
Hits	36	90%
Mistakes	4	10%
Total	40	100%

As we can see in the table 4, it shows how the students achieved a noticeable difference

between successes and failures at the literal level, which highlights the importance of stimulating

them so that from the beginning, they read the text carefully, not just one but several times,

identifying all those details of space, time and facts and from there, it is possible to have the

greatest number of elements of judgment and they can have a better performance in the other two

levels that in themselves are more demanding in the process of reading comprehension

Results at the Inferential Level.

Table 5

Results of the final test taking into account the total of questions of the 8 students at the

inferential level

	Number Of Questions	Percentages
Hits	30	75%
Mistakes	10	25%
Total	40	100%

As it can be observed in the table 5, it can be said that the performance of the students in

the correct answers at the inferential level increased as well as the results at the literal level,

which is perfectly understandable due to the higher level of complexity that represents the reading at that level. However, the 80% achieved constitutes an achievement that is worth evaluating. It must be considered that at this level, relationships are established based on what it is literally understood and associated with the experiences and legacy of knowledge that each student has, resorting to logical thinking.

Results at the Critical Intertextual Level.

Table 6

Results of the final test taking into account the total of questions of the 8 students at the critical level.

|	Number Of Questions	Percentages
Hits	26	65%
Mistakes	14	35%
Total	40	100%

According to the results shown in the table 6, the performance of the students at the critical intertextual level highlights the way in which the performance of the students decreased from the literal level, through the inferential level to the critical intertextual level, that is, this regressive trend in performance between levels was maintained. However, it can be observed between these performances that, in terms of correct answers, there are no significant differences that is, compared to the inferential level, it does not even reach 20%. In any case, the complexity factor of the level becomes a determining factor, which highlights the importance of exercising students in the comprehension of texts, especially in the English foreign language, since wrong information on the level literal, affects the interpretation that can be made at the inferential level and, in turn, this would make it difficult to carry out more elaborate mental elaborations such as those of the critical intertextual level.

Hypothesis Testing and Operationalization of Variables

Consolidation of the Two Tests

Figure 5

Consolidated data of the diagnostic test and the final test in the three levels of reading comprehension
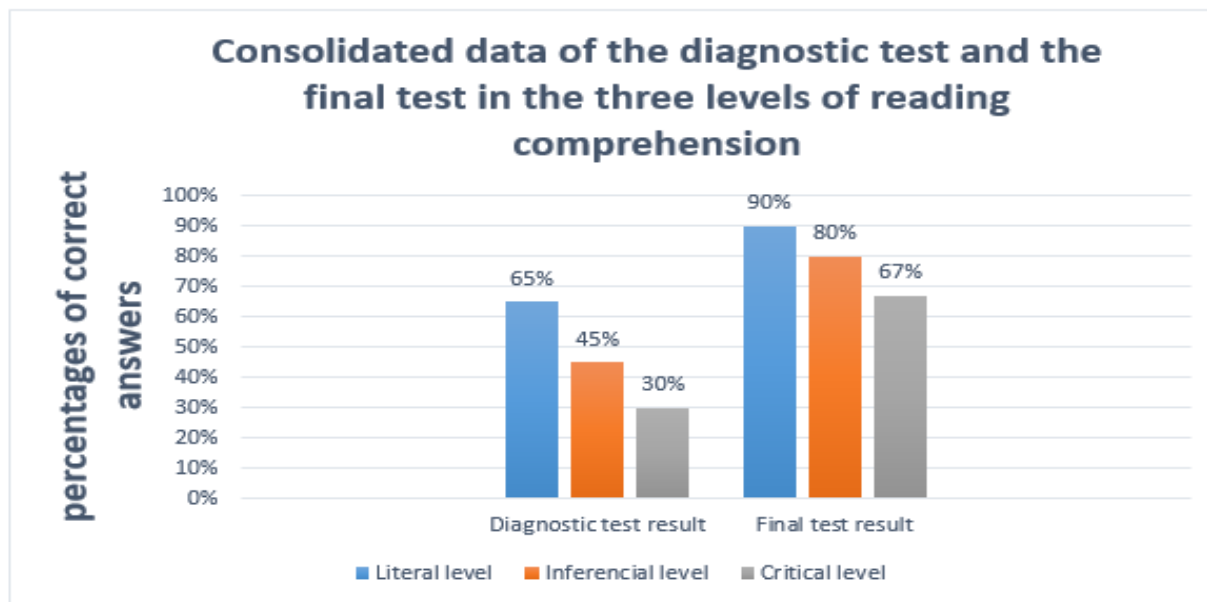
Contrast between the results of the diagnostic test and the final test

According to the data provided in Figure 5, it can be stated that the percentages of the results in terms of correct answers in the final test are higher than those of the diagnostic test at all levels, making the total of correct answers in the three levels reached 78%, while in the diagnostic test it was only 46.6%.In relation to the results at each level, it should be noted that at the literal level the results of the diagnostic test were exceeded by 25%, which can be considered a very good achievement, taking into account that the literal level is the least complex in reading comprehension.

On the other hand, at the inferential level of the final test, the results of the correct answers were exceeded by 35%, compared to what was obtained during the diagnostic test.

Progress at this level can be considered very well, since it is at this level that the appropriate information is capitalized during the literal level and the necessary conditions are generated to later perform well at the critical intertextual level.

Regarding the evolution in the intertextual critical level, the results show that, during the final test, the percentage of correct answers was exceeded by 35%, which constituted a greater advance than that achieved in the diagnostic test. This result can be considered very significant because the critical intertextual level is characterized by being the one with the highest degree of complexity compared to the other two levels.

Reliability and Validity of Analysis and Findings

For the purposes of complying with this step, the information collection instrument consisting of a reading comprehension test, accompanied by a verification matrix of compliance with certain criteria related to the validity and reliability of said instrument, was previously sent to expert pairs. For its part, for the selection of the categories of analysis, it was considered that the questions of the questionnaire were organized according to each of the levels of reading comprehension, assuming from now on that each level corresponds to one of said categories and on that base the corresponding analysis was carried out. In this sense, statistics were used for the purpose of tabulating the information, organizing the data, first in absolute values and then in relative values, as shown by the tables and graphs that are finally the object of analysis.

Conclusion

Introduction to Discussions and Conclusions

This chapter is focused on the discussions, results and conclusions obtained throughout this research process. In this stage, the interpretation of the data, the results obtained from the information collected, the pedagogical implications that the research obtained for the improvement of the language are discussed. In addition, this chapter invites researchers to continue delving into the application of didactic sequences for the improvement of English. Finally, the chapter deals with some final conclusions of the process that was carried out.

Significance of the Results

In the application of the Grammatical Didactic Sequence (GDS), a high level of participation and understanding of the information of the students was evidenced through a rubric that evaluates the process of the students in each session (Appendix E). But also, they actively participated in the development of the exercises in the seven sessions, where reading was encouraged, to others, progressively appropriating the strategies suggested to obtain a better analysis and interpretation of the English texts.

Regarding the implementation of the Grammatical Didactic Sequence, it was observed that there was a significant improvement in terms of communication skills, after the application of reading comprehension strategies and interactive exercises. In addition, the students from La Mono Rural School expressed their satisfaction regarding the activities, topics, language, access, use, design, help, strategies and work time. The students expressed that the strategies implemented in the seven sessions (Appendix C) improved their reading comprehension in English and they would like to continue developing similar activities in the English classes. According to Rodríguez, Otálvaro (2016) it is intended that, through didactic and pedagogical

tools, exercises are carried out in order to overcome shortcomings or academic difficulties taking into account the students' level. This is how the didactic sequence proposes a series of activities that, integrating various didactic, pedagogical, and methodological elements, are directed towards strengthening reading comprehension in English.

Finally, during the final phase of the process with which the fourth specific objective was answered, and during which the evaluation of the pedagogical proposal was carried out to observe the evolution in the development of skills for reading comprehension of the English language, it can be noted that the results certainly show a great advance in terms of strengthening the skills for reading comprehension. An achievement that is extensive in the three levels, because during the final test, its results show an overcoming of the corresponding percentages in all of them, thus demonstrating that the methodology of the Grammatical Didactic Sequence (GDS) can be successfully applied as a strategy or alternative to help solving learning problems in students of the secondary school cycle and in the English subject.

Pedagogical and Research Implications for the Field of Study

The initial state of the development of reading comprehension skills in the students at the secondary school cycle from La Mono Rural Educational Institution of the Municipality of Belén de Los Andaquíes, an issue to be addressed regarding the first specific objective was expressed through their performance during the diagnostic test, in which their results showed that, except for the literal level, the percentages were below 50%. It should be noted that these results correspond to the most complex levels of the reading comprehension process, that is, both at the inferential level and at the critical intertextual level, where students are required to make use of the faculties that their development grants them. Evolutionary and that in the case of the cycle in question corresponds to the period of deductive logical thought.

Regarding the design of the pedagogical proposal mediated by the Grammatical Didactic Sequence (GDS) methodology, it can be said that the 7 planned sessions met the parameters for the development of this methodology, in such a way that they were organized in a chained manner, taking into account that we started from the simplest to the most complex, trying to develop each session by providing knowledge, experiences and skills that could be capitalized as tools in the next session. In the same way, it is highlighted that this organization wanted students to be aware of the way they learn, detecting during the process their abilities and skills, but also their limitations and how to overcome them, something like a possibility of advancing in the development of their metacognitive processes.

This research process contributed to the notable improvement of reading comprehension in high school students from La Mono rural school, since they managed to meet the objective proposed in this research. The grammatical didactic sequence (GDS) was the proposal applied to this population, and it was a well-structured strategy, where it was possible to demonstrate the order of the topics, the good use of language, and a good design of the class, the teacher's mediation, and good time management to be able to provide knowledge. In addition, these sessions offered spaces for interaction, encouraging participation, because it promoted enough elements and vocabulary to be shared in classes where it allowed the possibility of sharing new knowledge, and provide a pleasant atmosphere in the classroom.

Research Limitations on the Present Study

Acknowledging the low average level of English in the La mono rural school, the research is justified to strengthen the communicative competences in English classes, articulating the motivation and interest in the reading comprehension of the students, establishing the didactic sequence as a strategy. Consequently, it was pretended the incorporation of the virtual

Learning Object as pedagogical mediation, supporting the incorporation of this as a newfangled strategy.

Considering this, to carry out this research, the methodological strategy was illusory in a rural area due to the unavailable internet connection. Since, Caquetá has few resources in technological innovation to implement in schools. It is a department with few investments from the Government, with no access to tools that promote the learning based on technologies. Thus, arduously, rural school students barely know new technologies and tools. As a result, the research was implemented in person, carrying out a didactic sequence of seven sessions.

On the other hand, the student desertion in the Covid 19 global pandemic was a limiting factor when applying the sessions. Since the lack of participation of students was notorious, the National Ministry of Education established rules to control capacity and social distancing for educational institutions. So, the attendance was limited, affecting the implementation of some activities.

Recommendations for Further Research Works

Based on the results observed in this research process, it is recommended to continue working on improving reading comprehension in students. According to Alyousef (2006) the teacher is primarily responsible for motivating students to read by selecting the appropriate materials and especially for those at the early stages of learning. McNamara (2004) mentions that the number of students who have difficulties to respond appropriately to questions concerning communicative situations in English is quite large. Therefore, this arouses the interest of teachers and researchers who have tried to develop studies and methodological proposals, pedagogical and didactic that tend to favor the improvement of skills in this language.

Taking into account the above, it is necessary to implement the didactic sequence, not only in high school students, but also in all grades, since due to the methodology, resources and learning objectives go according to the level and needs of the students, helping to achieve the proposed learning. It also allows recording progress and evaluation of the progress of children and young people and of the productions carried out (España, 2012).

Furthermore, Information and Communication Technologies, digital educational resources, and educational platforms can be implemented, mediated by a didactic sequence since we are in the digital age and today's young people feel more familiar with this type of resources. In addition, these environments strengthen the teaching-learning processes, promoting the approach of teachers and students to information, establishing significant knowledge, improving work in the classroom, and developing communication skills and competencies.

Finally, it is also recommended that further researchers work more deeply on the critical intertextual level of the students, since the results showed that during the final test, the percentage of correct answers was exceeded by 39.9%, which is evidence of a not very significant advance with respect to the literal and inferential levels. But it must also be considered that the critical intertext level is characterized by being the one with the highest degree of complexity, compared to the other two levels.

Final Conclusions

The improvement of reading comprehension became the main objective of the present study. The attempts reached by the students were the sample of their progress in the construction of reading comprehension skills in the seven sessions. There were limitations in the attendance of the students, but finally it was possible to obtain positive results that evidenced the viability of the application of the didactic sequence.

The main objective of this study was to carry out an analysis of the impact that the implementation of the methodology of the Grammatical Didactic Sequence (GDS) had on the strengthening of reading comprehension skills in the English language students under study, which demonstrated the effectiveness and the good performance that the students had when going through the seven sessions. Furthermore, according to the data provided in the graphs, it can be stated that the percentages of the results, in terms of correct answers in the final test are higher than those of the diagnostic test at all levels, making the total of correct answers in the three levels reached 82.2%, while in the diagnostic test it was only 48.8%. With relation to the results at each level, it should be noted that at the literal level, the results of the diagnostic test were exceeded by 26.7%, which can be considered a very good achievement, even though it is the literal level that is the least complex in reading comprehension.

On the other hand, at the inferential level of the final test, the results of the correct answers were exceeded by 33.3%, compared to what was obtained during the diagnostic test. Progress at this level can be considered very well, since it is at this level that the appropriate information is capitalized during the literal level, and the necessary conditions are generated to later perform well at the critical intertextual level. Finally, regarding the evolution in the intertextual critical level, the results show that, during the final test, the percentage of correct answers was exceeded by 39.9%, which constituted a greater advance than that achieved in the diagnostic test. This result can be considered very significant because the critical intertext level is characterized by being the one with the highest degree of complexity compared to the other two levels.

To conclude, this research process was considered a very meaningful and advancing experience, since it contributed to continue investigating new methodologies, strategies, and

tools for the improvement of reading comprehension, taking into account the results of the

students, since the experience demonstrated the different levels that the students can reach in

terms of reading comprehension and how these shortcomings could be improved through the

didactic sequence.

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Appendices

Appendix A Informed consent to participate in a research

Institución Educativa Rural La Mono
Belén de Los Andaquíes
Consentimiento informado del docente

Fecha:

Yo Catalina Quiñonez Samboni , en mi calidad de profesora titular de la Institución Educativa Rural La Mono del Municipio de Belén de los Andaquíes, autorizo el tratamiento de mis datos personales y la información resultante por parte de los profesores investigadores identificados como Laura Patricia Mosquera Gómez con la cédula de ciudadanía No. 1.115793.917 y Nelson Eduardo Narváez Hoyos, identificado con la cédula de ciudadanía No. 1.116.921.512.

Lo anterior, sin perjuicio de la facultad que exista para ejercer en cualquier momento, alguno de los derechos consagrados en la Ley 1581 de 2012 y en el Decreto Reglamentario 1377 de 2013 a favor de los titulares de datos personales.

Este consentimiento es válido a los efectos del desarrollo de la investigación *"La secuencia didáctica como metodología para fortalecer el desarrollo de las habilidades de comprensión lectora del idioma inglés en estudiantes del ciclo de la básica secundaria"*.

Catalina Quiñonez Sm
Firma.

Belén de Los Andaquíes Caquetá, noviembre 9 de 2021

Magister Camilo Ruiz Santacruz
Rector Institución Educativa Rural El Portal la Mono
Ciudad.

Respetado señor Rector.

Nosotros, **LAURA PATRICIA MOSQUERA GÓMEZ**, identificada con C.C. No. 1115793917 y **NELSON EDUARDO NARVÁEZ HOYOS**, identificado con C.C. No. 1116921512, le solicitamos muy comedidamente permiso para adelantar las actividades de tipo pedagógico que demanda el desarrollo de nuestro Trabajo de Grado titulado *"LA SECUENCIA DIDÁCTICA COMO METODOLOGÍA PARA FORTALECER EL DESARROLLO DE LA COMPRENSIÓN LECTORA DEL IDIOMA EXTRANJERO INGLÉS EN ESTUDIANTES DEL CICLO DE LA BÁSICA SECUNDARIA".*

El desarrollo de las actividades en mención, se lleva a cabo entre el segundo semestre del año en curso y el primer semestre del año 2022, para lo cual se tramitará oportunamente el consentimiento informado de cada uno de los estudiantes involucrados y de sus respectivos padres de familia y se tendrá en cuenta el marco legal institucional.

Se agradece de antemano la atención prestada a la presente.

Atentamente,

LAURA P. MOSQUERA
LAURA PATRICIA MOSQUERA GÓMEZ
C.C. No. 1115793917

Nelson Narváez
NELSON EDUARDO NARVÁEZ HOYOS
C.C. No. 1116921512

Appendix B Design of the diagnostic instrument

ACTIVITY No. 1
DESIGN OF THE DIAGNOSTIC INSTRUMENT

LA MONO HIGH SCHOOL
FROM BELEN DE LOS ANDAQUÍES
INSTRUMENT FOR THE DIAGNOSTIC TEST OF READING COMPREHENSION
OF TENTH GRADE STUDENTS

Objective.
To Identify the difficulties that tenth grade students present in the different levels of reading comprehension in an English foreign language.

Instructions. Read the following text carefully and then answer each question.

THE ANTARTIDA

Antarctica is not a desert at all. Rather, just the opposite: amid perpetual ice and in the cold waters that surround the inhospitable continent, an astonishing biodiversity flourishes in quantity and variety. Linda Goff, a biologist at the University of California, a well-known expert in Antarctic studies, believes that the evolutionary success of the species that populate Antarctica, especially that of the bacterial communities on which she currently focuses her research, is due to the lack of competition in an ecological sense and their studies can help reveal the existence of life on other planets. Goff was at the Barcelona Science Museum to talk about life in extreme conditions.

There she was interviewed and here her words ... "There is enormous biodiversity, both in the oceans that surround Antarctica and under the great ice sheets. One can even speak of great biodiversity in the terrestrial environment. It is a matter of looking. Wherever you are, you will find great microbial life, whether in the tropical jungle or in the Antarctic. You just have to search to find it because it is not always obvious. In the Antarctic environment the existing biodiversity is probably due to a lack of competition in ecological terms. In other environments, competition is such that some species are temporary. That doesn't seem to happen in Antarctica. "

Questionnaire

Category A: reading comprehension at a literal level

1. According to the text, what do you find between the perpetual ice and the cold waters of Antarctica?
a. A lot of living things
b. Samples of extinct animals.
✗ Different varieties of minerals.

d. Ruins of old sea vessels.

2. Why does the text say that bacterial life is conserved in Antarctica?
✗ a. Because the playback process is too slow.
b. Because there is no process of destruction.
c. Because living beings there develop in laboratories.
d. Because the sunlight does not reach them.

3. In the following passage of the text: "... to talk about life in extreme conditions."
What is the meaning of the word extreme?
✗ a. Similar
b. Appropriate
c. Difficult
d. Current

4. Carefully read the following part of the text: "... the study of it can help to reveal the existence of life..." According to this statement, what does the word reveal in said text mean?
a. Communicate
b. To find out
c. Finalize
✗ d. Set limit

5. When it is stated in the text that: "Antarctica is not a desert at all," it means that:
a. In deserts there is no life.
b. In deserts there is only sand.
✗ c. There is no sand in Antarctica
d. Under the ice there is sand.

Category B: reading comprehension at the inferential level

6. What do you think would happen if the ice in Antarctica thawed?
a. The world would end.
b. It would become a desert.
✗ c. The bacteria will be extinguished.
d. Biodiversity in that place would decrease.

7. Why is it said that the study of bacterial communities in Antarctica is useful for discovering life on other planets?
a. Because there are planets that have perpetual ice like Antarctica.
✗ b. Because there are planets that have living beings like Antarctica.
c. Because bacteria only live in Antarctica.
d. Because in Antarctica there is little competition in the ecological sense.

8. What does it mean that in the Antarctic environment there is little competition in ecological terms?

a. That sports events are not held in Antarctica.
b. That living beings are organized into teams to compete.
X. That bacteria do not compete to survive in the cold.
d. That the species of a certain place do not attack each other.

9. *What is the difference between Antarctica and the tropical jungle?*
a. The tropical jungle is located at the South Pole and Antarctica at the North Pole.
b. Antarctica is in the Antarctic Circle and the tropical jungle
c. The jungle is located between the Tropic of Capricorn and the Tropic of Cancer.
X. The tropical jungle has perpetual ice and Antarctica does not.

10. *What golden title could be given to this text?*
a. The fantastic Science Museum of Barcelona.
X. Bacterial life in Antarctica.
c. The Antarctic desert.
d. The evolutionary studies of Linda Goff.

Category C: reading comprehension at an intertextual critical level
11. Do you think the subject of Antarctica is important for today's world? Point out the aspect that best helps you worry about the issue.

a. Global warming.
b. The Covid 19 pandemic.
X. The trade balance between world powers.
d. The threat of a third world war.

12. Do you think that the studies carried out in Antarctica can help to study biodiversity in Colombia? Indicate which would be the most appropriate places for its application.
X. The main capitals of the country.
b. The volcanoes.
c. The lakes and lagoons.
d. The moors and snowy mountains.

13. Do you think that contrary to Antarctica, in Colombia biodiversity is threatened by competition? Say what the phenomenon that currently affects you the least is.
a. Illegal mining.
b. Illicit crops.
X. Youth protests.
d. Extensive livestock.

14. What could happen to Antarctica in 2050 if countries do not come together to help control climate change?
a. It can turn into a volcano.
X. It would stop having perpetual ice.
c. Bacteria on the ground would end.
d. Life on other planets would be affected.

Appendix C Pedagogical proposal

Didactic sequence for the strengthening of reading comprehension with students of the secondary basic cycle of the IER La Mono of the Municipality of Belén de Los Andaquíes

Presentation

The didactic sequence that was designed and applied to the students of the secondary basic cycle of the IER La Mono of the Municipality of Belén de Los Andaquíes, was structured based on 7 pedagogical sessions, each of which is made up of the grid of design and planning of the pedagogical session, materials and supporting texts.

The general objectives set for the development of the didactic sequence were conceptual, procedural and attitudinal. The first gives an account of the appropriation of the concepts by the students, the second of the execution of the proposed activities and of the communicative processes, especially in relation to reading, and the third with the attitude towards the teaching and learning process.

Objectives

Objectives of the pedagogical proposal

SESSION: 1
General objectives of the didactic sequence
Conceptual:
Strengthens the processes of textual comprehension and critical reading through the analysis of different types of texts.
Procedural:

Critically analyze different types of texts taking into account the levels of reading comprehension.

Attitudinal:

It assumes a critical and argued position in front of the readings that it carries out.

TEACHERS NAME: NELSON NARVAEZ AND LAURA MOSQUERA

LESSON TITTLE: Introducing myself	TIMING: 2 hours

LEARNING OBJECTIVES:

To recommend a book

-To share the main idea of the text

-To discuss the quality of a reading material

MATERIAL / EQUIPMENT:

- Markers   - Dictionary
- Board
- Printed materials

STAGE	ACTIVITIES
ICE BREAKER/ WARM UP	**Take attendance**: Checking the list of the groups -Personal introduction of the research professors - Explanation of the work objective: - Self-introduction of the students through a memory game, where each student must learn the name and age of their classmate in English

DURING	-There will be a group organization dynamic. Each of them will be given one of the following topics: A short story where the present perfect is reflected, Biography of Margarita de Sánchez, Literal reading level, Inferential reading level. -Each group must read the documents, during this process they will have the support and advice of the research professors. After reading, they will have to devise a way to socialize the content read with their classmates, so that they understand the topic that each group read. For this, markers and bond paper will be provided, depending on the strategy of each work team. **Teacher's Review** The teacher asks questions about the topic seen in class. If the students have doubts the teacher executes a useful activity to check the students' understanding.
CLOSURE	Socialization of the topics by each of the groups, they will be given a time limit in which they must explain the most important aspects of the corresponding topic**.** **Homework** 1,5 hours autonomous work.
Activity	***REFERENCES***
Warming up	http://utopia-consultores.com/10-dinamicas-y-actividades-de-team-building-para-romper-el-hielo-primera-parte/

SESSION: 2
General objectives of the didactic sequence
Conceptual:
Strengthens the processes of textual comprehension and critical reading through the analysis of different types of texts.
Procedural:
Critically analyze different types of texts taking into account the levels of reading comprehension.
Attitudinal:
It assumes a critical and argued position in front of the readings that it carries out.

TEACHERS NAME: NELSON NARVAEZ AND LAURA MOSQUERA

LESSON TITTLE: Tell a classmate your occupation   **TIMING: 2 hours**

LEARNING OBJECTIVES:

To talk about activities people have ever done
To express a complete idea in short monologue

MATERIAL / EQUIPMENT:

Marker
Board

STAGE	ACTIVITIES
ICE BREAKER/ WARM UP	**Take attendance**: Checking the list of the groups Have students arrange themselves in order according to a given criterion. For example by age, alphabetical order of first name or

	surname, the number of shoes owned, etc. this in order to start the class in a fun way.
DURING	**Teacher's Review** The teacher asks questions about the last topic seen in class. If any doubts the teacher will solve them. If there isn't any doubts the teacher asks questions to the students. Teacher checks the homework from previous class. **Vocabulary: verbs and words** Teacher gives explain the form of the verb in participle and the vocabulary to indicate present perfect tense **Reading and writing practice: what have you done?** Teacher read about the questions and write their own answers, teacher ask for complete sentences and short explanations (when, where, who… was it? Each student will be given a text in the present perfect showing the reading levels. There will be a group reading, with the help of both the students and the teacher. As they read, clarifications will be made and some points about each of the levels will be expanded. With the help of the students, a list of differences between each of the reading levels and actions, activities or tasks that are necessary will be drawn up. to reach and make a literal, inferential and critical reading.

	In that order, one member of the group will draw a question from a bag and read it to all of their classmates and they will be given one minute to choose the correct answer together. If the group does not know the answer, the next group will have a chance to answer. Each correct answer will give a positive point, the other answers will not give points.
CLOSURE	Clarification of doubts by teachers in training, in case students have doubts or that the topics have not been fully developed. **Homework** 1,5 hours autonomous work.

Activity	*REFERENCES*
Warming up *Questionnaire*	https://eslgames.com/no-prep-warm-up-activities/ https://www.eslconversationquestions.com/present-perfect/

SESSION: 3
General objectives of the didactic sequence **Conceptual:** Strengthens the processes of textual comprehension and critical reading through the analysis of different types of texts. **Procedural:** Critically analyze different types of texts taking into account the levels of reading comprehension.

Attitudinal:

It assumes a critical and argued position in front of the readings that it carries out.

TEACHERS NAME: NELSON NARVAEZ AND LAURA MOSQUERA

LESSON TITTLE: Have you ever…?   **TIMING: 2 hours**

LEARNING OBJECTIVES:

To get reacquainted with someone.

To identify when an event has happened

MATERIAL / EQUIPMENT:

- Marker

- Board

- Computer

- Video Beam

STAGE	*ACTIVITIES*
ICE BREAKER/ *WARM UP*	**Take attendance**: Checking the list of the groups **Warm up** The Teacher asks students to share some of the things they or their family members do every week. Then, students talk about the actions using complete sentences. For example, a student may share: *I go to school. Dad does the dishes.* The teacher writes some of the sentences on the board and then, Have volunteers read the examples and correct any mistakes they notice; use the sheets bellow

DURING	**Teacher's Review** The teacher will choose a student to role play as a teacher, then, the teacher asks the teacher's role student to choose something he remembers about the last class to be taught, while other students are listening. The teacher asks questions about the last topic seen in class. If any doubts the teacher will solve them. If there isn't any doubts the teacher asks questions to the students. Teacher checks the homework from previous class. **Grammar: Present Perfect Yes / No Questions** The teacher streams and explains the chart about how to structure a sentence using present perfect as Yes / No questions forms. **Speaking practice: Have you ever questions** The teacher cuts on pieces of papers random questions on it that contains Present perfect tense grammar, each student of the groups from the warm up activity must answer correctly according to the lesson's topic. **Reading comprehension: Crossword** The teacher gives to each group a worksheet that contains clues to fill in the missing words. An explanation of the work methodology will be given, which consists of forming pairs who will be given a journalistic text for both students to read. While the students read, they will review each position to clarify doubts.

	- After the reading, a workshop will be given so that they can develop based on the reading
CLOSURE	Finally, the answers of each work pair will be socialized and a debate will be established around them, and the provocative questions of the students. **Homework** 1,5 hours autonomous work.
Activity	*REFERENCES*
Warming up during	https://www.education.com/lesson-plan/present-perfect-tense/ https://www.englisch-hilfen.de/en/grammar/questions_present_perfect.htm https://co.pinterest.com/cbc73/present-perfect/ https://www.teach-this.com/grammar-activities-worksheets/present-perfect-ever

SESSION: 4
General objectives of the didactic sequence **Conceptual:** Strengthens the processes of textual comprehension and critical reading through the analysis of different types of texts. **Procedural:** Critically analyze different types of texts taking into account the levels of reading comprehension.

Attitudinal: It assumes a critical and argued position in front of the readings that it carries out.	

TEACHERS NAME: NELSON NARVAEZ AND LAURA MOSQUERA

LESSON TITTLE: Find Someone who…   **TIMING: 2 hours**

LEARNING OBJECTIVES:

To get reacquainted with someone

To greet a visitor to your country

To describe an interesting experience

MATERIAL / EQUIPMENT:

- Marker

- Board

- Computer

- Video Beam

STAGE	ACTIVITIES
ICE BREAKER/ WARM UP	**Take attendance**: Checking the list of the groups **Ice breaker** **Yes or No Question Competition Race.** The teacher divides the class into two groups, each student per group must compete for a point group against other student from the other group by writing on the board a sentence correctly using Yes or No Questions in present perfect. The teacher takes this activity as long as needed. The group that gets more points will win.

DURING	**Teacher's Review** The teacher asks questions about the last topic seen in class. After the ice breaker activity, the teacher will take notes to correct the mistakes students made during the warm up. If any doubts the teacher will solve them. If there isn't any doubts the teacher asks questions to the students. Teacher checks the homework from previous class. **Grammar: Present Perfect (Affirmative – Negative)** The teacher provides explanation about the structure and gives examples based on true events and examples given, the teacher interacts with students asking questions to be answered with affirmative and negative statements. **Writing practice: Find Someone Who** The teacher gives to students a worksheet, students must find a partner that have done certain activities that the worksheet asks and fill in with the names of their classmates in the gaps in blank. Then have students talk about the information collected.
CLOSURE	Finally, the answers of each student will be socialized and a debate will be established around them, and the provocative questions of the students. **Homework** 1,5 hours autonomous work.

Activity	*REFERENCES*
Warming up during	https://www.perfect-english-grammar.com/present-perfect.html

SESSION: 5
General objectives of the didactic sequence

Conceptual:

Strengthens the processes of textual comprehension and critical reading through the analysis of different types of texts.

Procedural:

Critically analyze different types of texts taking into account the levels of reading comprehension.

Attitudinal:

It assumes a critical and argued position in front of the readings that it carries out.

TEACHERS NAME: NELSON NARVAEZ AND LAURA MOSQUERA
LESSON TITTLE: What I haven't done   **TIMING: 2 hours**
LEARNING OBJECTIVES:
-       To get reacquainted with someone. -   To talk about experiences haven't happened
MATERIAL / EQUIPMENT:
-   Marker -   Board -   Video beam -   computer

STAGE	ACTIVITIES
ICE BREAKER/ WARM UP	**Take attendance**: Checking the list of the groups **Warm up** Two-thirds of the students are assigned to play the role of parents and work in pairs as a "couple." I usually try to assign a male and female student to work together as "mother" and "father," although in other classes, where I know the students would be comfortable with the idea, we have also had same-sex couples… (see the complete explanation bellow)
DURING	**Teacher's Review** The teacher asks to two students to compete using Affirmative and negative statements, set a clock for five minutes and allow students to write the statements, the student that speaks with less mistakes wins. If any doubts the teacher will solve them. If there isn't any doubts the teacher asks questions to the students. Teacher checks the homework from previous class**.** **Writing: 6 Trues and 6 Lies** Students begin by writing down twelve present perfect sentences about things that they 'have' and 'haven't done' in their lives using the verbs in the box on the worksheet. Six of the sentences should be true and six should be false. When the students have finished writing, they cut out true and false cards at the bottom of their worksheet.

CLOSURE	**Who wants to be a millionaire?** Finally, 5 working groups will be organized and the rules of the game will be explained. The reading "Leatherback Turtles" will be read aloud and each group will be given a copy of the reading. Listed groups will read their assigned question and answer options. They will only have the benefit of 50/50, in which the system removes two of the incorrect answers. There will be two rounds of questions, the success or failure of the answers will be taken into account in the note of that day's activity. **Homework** 1,5 hours autonomous work.
Activity	*REFERENCES*
Warming up during	http://blog.tesol.org/role-playing-the-present-perfect-a-speaking-activity/ https://www.englisch-hilfen.de/en/grammar/present_perfect_short_forms.htm https://www.teach-this.com/grammar-activities-worksheets/present-perfect-ever

SESSION: 6

General objectives of the didactic sequence
Conceptual: Strengthens the processes of textual comprehension and critical reading through the analysis of different types of texts. **Procedural:** Critically analyze different types of texts taking into account the levels of reading comprehension. **Attitudinal:** It assumes a critical and argued position in front of the readings that it carries out.
TEACHERS NAME: NELSON NARVAEZ AND LAURA MOSQUERA
LESSON TITTLE: Have you ever been scared?   **TIMING: 2 hours**
LEARNING OBJECTIVES:
To talk about own experiences To design different question types
MATERIAL / EQUIPMENT: - Marker - Board

STAGE	*ACTIVITIES*
ICE BREAKER/ WARM UP	**Take attendance**: Checking the list of the groups **have you ever been scared?** The teachers researches are going to tell a scary anecdote to the students, then, each student is going to tell their own story.

DURING	The research teachers will deliver an article about the failures. - Each student will prepare a questionnaire based on readings about fairies. The questionnaire will have three types of questions: multiple choice and single answer, open questions and true/false. Once the students have completed the development of the questionnaire, the answers will be socialized. - Presentation of the erroneous opinions arising in the social network about the existence of fairies, so that the students give possible solutions to said errors. **Writing practice: dictation puzzle** The teacher gives a worksheet to students to solve a puzzle where they have to find the irregular verbs found in the article but teacher doesn't give the real list, teacher give sentences using the verbs and students have to identify the verb they have to look for, and write the complete sentences, finally each student check the verb in the puzzle.
CLOSURE	Self-assessment, hetero-assessment and aspects to improve **Homework** 1,5 hours autonomous work.
Activity	*REFERENCES*
Warming up during	https://www.google.es/url?sa=i&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiF2KmQ4KjfAhUPTt8KHXoODu0Qjhx6BAgBEAM&url=https%3A%2F%2Fwww.englishexercises.org%2Fmakeagame%2Fviewgame.asp%3Fid%3D13925&psig=AOvVaw3cJB9MzxK378lq2-iF75aM&ust=1545200910674622

| https://www.brighthubeducation.com/elementary-school-activities/106172-four-irregular-verb-activities/ |

SESSION: 7

General objectives of the didactic sequence

Conceptual:

Strengthens the processes of textual comprehension and critical reading through the analysis of different types of texts.

Procedural:

Critically analyze different types of texts taking into account the levels of reading comprehension.

Attitudinal:

It assumes a critical and argued position in front of the readings that it carries out.

TEACHERS NAME: NELSON NARVAEZ AND LAURA MOSQUERA

LESSON TITTLE: What have you done this week? **TIMING: 2 hours**

LEARNING OBJECTIVES:

To talk about what you do every day

To give opinion on what to do on weekends

To identify the main idea of the text

MATERIAL / EQUIPMENT:

- Marker

- Board

- Worksheets

	- Final test
STAGE	***ACTIVITIES***
ICE BREAKER/ WARM UP	**Take attendance**: Checking the list of the groups **daily routines** The teacher will read a routine that he has done in the week and the students will have to guess, the day in which said routine was developed**.** The student who guessed must talk about a routine that he/she did in the week (using the present perfect) and the other students must guess on which day the routine was developed and so on.
DURING	**Picking at random** The teacher will bring a bag to the classroom, the bag contains different types of questions, students must take a piece of paper from the bag, the paper contains a question in the present perfect about routines they have done, the student must answer quickly, each correct answer will be given a point. **Application of the final test** Teachers will deliver the final test to students, the test is called "days of the week" the test contains 15 questions where the three levels of reading comprehension are evidenced.
CLOSURE	Self-assessment, hetero-assessment and aspects to improve and thanks to the students for their participation
Activity	***REFERENCES***
Warming up during	https://lingua.com/es/ingles/lectura/

Appendix D Design of the final test

Days of the week

There are seven days of the week, or uniquely named 24-hour periods designed to provide scheduling context and make time more easily measureable. Each of these days is identifiable by specific plans, moods, and tones.

Monday is viewed by many to be the "worst" day of the week, as it marks the return to work following the weekend, when most full-time employees are given two days off. Most students attend school in the morning and return home in the afternoon (usually from about eight until three or seven until two), and most workers go to work in the morning and return home in the evening (usually from nine to five or eight to four).

Tuesday is the second day of the week, and is in many ways similar to Monday. Not a whole lot changes, schedule-wise, between Tuesday and Monday; most individuals go to school or work and return home to watch television, play video games, make plans with friends, spend time with family, read, or engage in a similar leisure-related activity.

Wednesday is the third day of the week, and serves as the "middle" of the work week; some individuals refer to Wednesday as "hump day," as once its workday is complete, employees will have passed the work-week "hump," and will be on the downturn, as only two days on the job will remain in the week.

Thursday is the fourth day of the week, and is viewed favorably by many, as it's rather close to the end of the work week.

Friday is the fifth day of the week, and marks the end of the workweek and school-week for the vast majority of employees and students. By Friday afternoon/evening, most students/workers cannot wait to leave and go home, as they won't have to report back to school/work until Monday.

Saturday is perhaps the most highly regarded day of the week. Because Sunday follows it (and there is presumably no work or school to attend, for most individuals), everyone is free to stay out (or awake) until late at night, having fun with plans or other leisure-related activities. To be sure, Saturday is generally thought of as a day to partake in hobbies that couldn't otherwise be enjoyed during the regular week.

Sunday is the final day of the week, and is used by most as a day of rest. Fewer late-night plans are made on Sundays, compared to Saturdays, as most individuals have to wake up for work or school on Monday morning.

Did you understand the text?

1) How many days of the week are there?

A) six

B) three

☒ seven

2) What is the weekend?

☒ Saturday and Sunday

B) Wednesday and Friday

C) Thursday and Sunday

3) Which day of the week is sometimes referred to as "hump day"?

A) Saturday

B) Thursday

☒ Wednesday

4) Which day of the week you can do more activities?

A) Monday

B) Saturday

☒ Sunday

5) A regular work week begins on which day?

A) Sunday

B) Friday

☒ Monday

6) A <u>day off</u> is ...

☒ It is not to work on a particular day

B) It is to work full time

C) It is to have long vacations

7) Why is Thursday viewed favorably by many?

A) Because it is weekend

B) Because it is the last day of the week and the workers do less.

☒ Because it is rather close to the end of the week

8) According to the writer, on Friday the students and workers...

A) Say that is the hardest day of the week.

☒ Are desperate to go home.

C) State that the routine is easier than Sunday.

9) Which day of the week is perhaps the most exciting, in terms of plans and activities?

A) Monday, because is the first day of the week.

☒ Saturday, because you can do plans with others.

C) Sunday, because is a day of rest.

10) Fewer late-night plans are made on Sundays, because ...

☒ People have to work the next day.

B) Sunday is the hardest day to work.

c) it is a day to share with the family.

11) What do you think about the intention of the writer?

☒ To inform about what is done every day

B) To suggest what to do each day

C) To persuade the reader to make plans on weekends

12 Why do you think people should make plans on Saturdays?

X) Because it is a day where you will not work the next day

B) Because it is the only day to rest

C) Because it is the last day of working

13 Do you think that on Sunday afternoons people should rest?

X) yes, because people have to work the next day

B) yes, because it is a day designed only for sleeping

C) No, because it is a day to make plans and travel with the family.

14 Do you agree that people should work until Saturday?

A) yes, because people were born to work, not to rest

X) No, because we need to have a social life and share with others

C) No, because people should work less in order to live longer

15 What day do you think is convenient to go out to parties and share with friends?

A) Monday, because it is the first day of the week and we have all the energy

X) Saturday, because it is the weekend and you shouldn't go to work the next day

C) Sunday, because it is the last day of the week and you have to make the most of it.

Appendix E design of the rubric to evaluate the learning process of the students in each session

RUBRIC TO EVALUATE THE LEARNING PROCESS OF THE STUDENTS IN EACH SESSION				
RESEARCHES NAME:	NELSON EDUARDO NARVAEZ HOYOS AND LAUR PATRICIA MOSQUERA			
TOPIC:				
NUMBER OF SESSION:			**DATE:**	
CRITERIA	**4 points Excellent**	**3 points Good**	**2 points Enough**	**1 points Insufficient**
Group participation	all students actively participate	most students actively participate	some students actively participate	only one or two students actively participate
Get the main idea of the topic	all students understood the main idea of the topic	most students understood the main idea of the topic	Some students understood the main idea of the topic	Only one or two students understood the main idea of the topic
Autonomy to develop activities, workshops or games.	All the students develop the activities, workshops or games autonomously.	Most students develop the activities, workshops or games autonomously.	Some students develop the activities, workshops or games autonomously.	Only one or two students develop the activities, workshops or games autonomously.
Result of what was learned	all students solved all activities correctly	Most students solved all activities correctly	Some students solved all activities correctly	Only one or two students solved all activities correctly
TOTAL OF POINTS				
Suggestions for the next session:				