

Exploring the Impact of Digital Stories on Critical Reading Skills in 11th Graders'

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Abstract

This research investigates the impact that digital tools have on the development of critical reading skills in 11th-grade students in Soacha, Colombia, who are between 15 and 17 years old with readings about racial injustices, climate changes, Bullying and Social Media. An action research was carried out for 4 weeks where 27 participants were involved. The method used during this research was qualitative and quantitative methods. The instruments used were observation, student's artifacts and questionnaire.

The results that it is easier for students to develop critical reading skills when they feel in a safe environment provided by the teacher. This is evident through the responses given by the students where they stated that they feel more capable of criticizing and analyzing content from digital readings. Also, it was evident using digital resources for the development of critical reading to encourage students to analyze and evaluate arguments, to interpret and infer, and finally to connect and compare information.

The digital material contributed to critical reading skills by making students comfortable with familiar devices and engaging them with specific topics of interest. This created a safe and active learning environment, encouraging independent exploration and faster comprehension. The study also enhanced my professional growth, highlighting the importance of task-based methodology and societal awareness in teaching. Despite time constraints and curriculum limitations, activities were designed to meet both school requirements and research goals. Future research should explore digital tools for enhancing critical writing skills, complementing critical reading, and improving overall educational outcomes in schools and universities.

Key words: Critical reading skills, Digital material, reading comprehension

Resumen

Esta investigación indaga sobre el impacto que tienen las herramientas digitales en el desarrollo de habilidades de lectura crítica en estudiantes de 11° grado en Soacha, Colombia, que tienen entre 15 y 17 años de edad con lecturas sobre injusticias raciales, cambios climáticos, Bullying y Redes Sociales. Se llevó a cabo una investigación-acción durante 4 semanas donde participaron 27 participantes. El método utilizado durante esta investigación fue cualitativo y cuantitativo. Los instrumentos utilizados fueron la observación, los artefactos de los estudiantes y el cuestionario.

Los resultados muestran que es más fácil para los estudiantes desarrollar habilidades de lectura crítica cuando se sienten en un ambiente seguro proporcionado por el docente. Esto se evidencia a través de las respuestas dadas por los estudiantes donde manifestaron que se sienten más capaces de criticar y analizar el contenido de las lecturas digitales. Además, se evidenció el uso de recursos digitales para el desarrollo de la lectura crítica para alentar a los estudiantes a analizar y evaluar argumentos, interpretar e inferir, y finalmente conectar y comparar información.

El material digital contribuyó a las habilidades de lectura crítica al hacer que los estudiantes se sintieran cómodos con dispositivos familiares y comprometerlos con temas específicos de interés. Esto creó un entorno de aprendizaje activo y seguro, que fomentaba la exploración independiente y una comprensión más rápida. El estudio también mejoró mi crecimiento profesional, destacando la importancia de la metodología basada en tareas y la conciencia social en la enseñanza. A pesar de las limitaciones de tiempo y del plan de estudios, las actividades se diseñaron para cumplir con los requisitos escolares y los objetivos de investigación. Las investigaciones futuras deberían explorar herramientas digitales para mejorar

las habilidades de escritura crítica, complementar la lectura crítica y mejorar los resultados educativos generales en las escuelas y universidades.

Palabras clave: Comprensión de lectura, Habilidades de lectura crítica, Material digital

Contextualization

This action research project aims at enhancing 11th graders reading critical skills through the implementation of digital materials at Colegio Nueva Andalucia. It is important to develop critical reading skills because students not only be able to comprehend texts, but also analyze critically, extract meaning and understand the context where the reading took place. Moreover, it encourages students to evaluate arguments, make decisions and solve problems as well as reinforce the learning of grammar and vocabulary in a foreign language.

The school where the research took place is located in Soacha in the commune 3. It is surrounded by commercial areas mainly. The school is 30 years old, and it offers kindergarten, primary and secondary level. There are 460 students and 15 teachers.

The mission of the school is "oriented towards excellent managerial, pedagogical, structural, administrative and community management to form and comprehensively transform children through the experience of Christian principles and values for that they be leaders of change in the community." (Guzmán, 2023, p.21). On the other hand, the schools' vision is to be in 2030 a local leader in formal education, recognized for integrally training and transforming the children of the community in the grades of high school with Christian principles and values" (Guzmán, 2023, p.22)

A fundamental part for Nueva Andalucia school is the principles and values that are used within the education offered by the institution, among its principles are autonomy, respect, solidarity, and creativity. Regarding its values, love is the main one, since it is a Christian institution and trough love it is possible to improve and have better interpersonal relationships within the community. The other values that institution profess are s unity, dignity, and discipline.

Nueva Andalucia school implements the constructivist model, which prioritizes the need to provide students with the necessary tools so that they can take charge of their own education; giving priority to students and allowing students to develop their knowledge autonomously based on prior knowledge students build knowledge through a linear relationship between teacher-student.

The educational institution has several evaluation methods, which allow the teacher to identify academic progress and the improvement of knowledge. These evaluation methods, which are proposed directly by the Ministry of Education, will enable the teacher to specifically identify the progress that students have. In this project, the formative evaluation method was mainly used, which consists of continuous evaluations during the learning processes, and whose main objective is to monitor progress and offer timely feedback (Ministry of National Education of Colombia, 2023).

This project was carried out with students from 11th grade. There were 16 men and 11 women between 16 and 18 years and most of them belong to stratum three. Most of the students live near the school and a few of them take transport to get there. 66.6% of students belong to status 3, 25% to status 2 and 8.3 to status 1. Only 16.7% of the students work.

The main idea of this project is to be carried out with eleventh-grade students. This educational institution has only one eleventh-grade class; there are 27 students in total. Each of these students live in different sectors within the municipality of Soacha; most of the students live in commune three, and the other minority of the students live around commune six and five.

Eleventh-grade students have one hour of English per day for a total of 5 hours a week; They also study different subjects such as calculus, statistics, and trigonometry; in the science

area, they take physics, chemistry classes; political science, economics, philosophy, religious philosophy classes, sports and dancing.

This research expects to contribute to the language teaching field showing different material to encourage critical reading skills in a foreign language and make teachers aware of the importance of going beyond developing skills for comprehending a text.

Research statement

The idea of this project came from my own experience as 11th grade teacher. From the class observations and the questionnaire (See annex 1) I applied to them, I noticed that 50% of the students used mainly physical books to read, while the other 50% preferred digital tools.

Figure 1.

Sources used to read



Note: Answer form the questionnaire

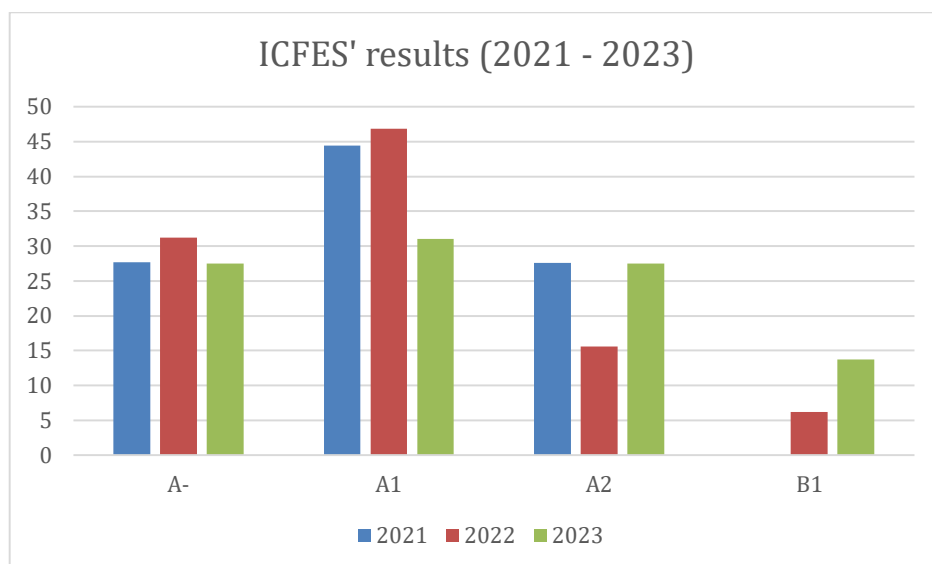
Moreover, the survey showed 91.7% of the students enjoyed reading paranormal, gothics, romantic or fantasy books. Nevertheless, only 50% of the students sometimes read during the week and 56% students did not read a book in their free time. It indicates that even students have a source to read, they are not used to reading and they prefer doing other activities.

Additionally, it was found 41% of the students do not have books to read at home, what makes difficult students have access to material they like and have the chance to develop their reading comprehension and reading skills in the first of foreign language.

On the other hand, the Saber 11's test in 2021 and 2023 applied to the students in the last two years, showed that most of the students had an A- level, which indicates that students have a low competence in all the language skills.

Figure 2.

Saber 11's results



Note: Language level got by 11th grade students in saber 11 exam in 2021 and 2023

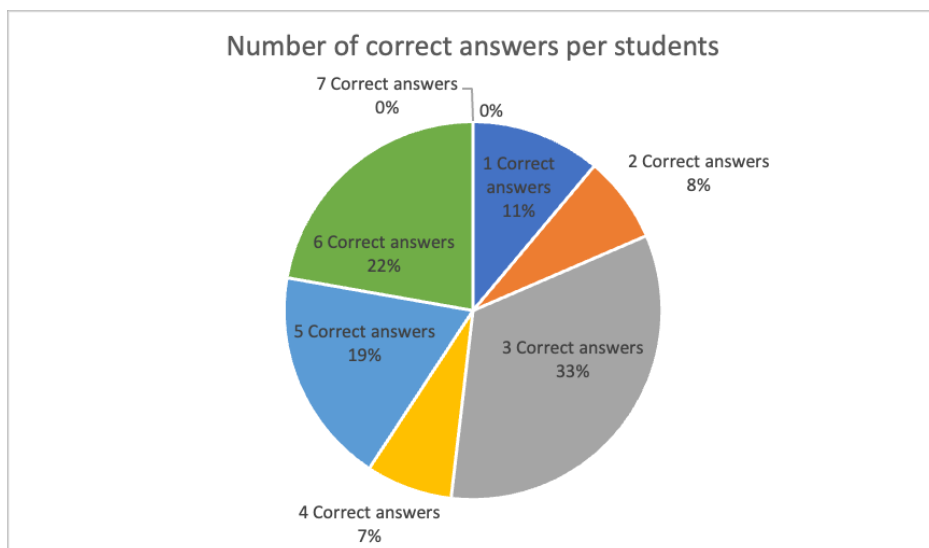
Source: <http://www2.icfesinteractivo.gov.co/>

Finally, a reading test was applied to know exactly the students' competence in the reading skill. The test was applied to 27 students and it had 7 questions. The results showed that 90% of the students had an A1 level in the reading skill; any student had all the answers correct; and only 33% of students got three correct answers. The results show that the students present basic shortcomings when reading since we can assume that although the reading was designed for an A1 level, the students did not present a critical analysis or an understanding of said

reading. Moreover, results only showed correct questions that were literal or that were obvious within the reading.

Figure 3:

Reading test



Note: Results of a PET test with the students of 11th-grade.

General objective:

In what way does the use of digital stories contribute to critical reading skill in 11th graders from Nueva Andalucía school?

Specific objectives:

- To identify 11 graders' preferences when reading digital material
- To explore 11th graders perceptions about digital stories
- To analyze the contributions of digital material in students' critical reading skill

Literature Review

Reading

There are different definitions of reading. For example, Prefetti & Hogaboam (1975) define reading as a process of decoding with comprehension skills. They argue that the process of reading comes with an interpretation though decoding some written symbols to extract information from a text. On the other hand, Snow et al. (1998) pointed out reading is a complex process that involves decoding, recognizing vocabulary, fluency and comprehension. According to García (2021), reading is a mental process that involves the interpretation and understanding of written information, that is why reading is essential for education and the learning process since it allows people to access a wealth of knowledge in various subjects. In addition, Rodríguez (2020) affirms that reading can be enjoyed on its own, becoming a form of entertainment and personal enrichment.

In more technical terms, Pérez (2019) says that reading involves decoding written symbols to understand the message that is transmitted. This process may involve identifying the words, understanding the meaning of the words, and integrating information into prior knowledge. In short, reading is a complex act that requires cognitive and linguistic skills to be carried out effectively and meaningfully.

Reading approaches

To encourage students to understand a text, it is necessary to promote different kind of approaches such as top-down. It is defined as is a cognitive process in which readers draw on their prior knowledge, experiences, and context to construct meaning and understand the written word (Carrell, 1983). This approach emphasizes the reader's use of higher-order cognitive processes, such as making predictions, prior knowledge, and using context clues for the overall meaning of the text. Using their existing knowledge and expectations, students can generate hypotheses, set reading goals, and make inferences to fill in the blanks in the text.

Previous research related to top-down approach have concluded that it enhances reading comprehension. For example, Carrell (1983) evidenced how the integration of relevant schemas for students can improve reading comprehension in a second language since students are allowed to connect the information in the text with pre-existing knowledge. These authors expose different strategies that allow for improve the pedagogy within a foreign language as it is in English and emphasize the need for teachers to become aware of the cultural and educational background that students have, since they become very influential factors in the reading process.

Chall (1996) affirms that employing this approach, the reader develops the ability to quickly process information and make accurate predictions based on their prior knowledge and contextual cues. This fluency leads to improved comprehension and a more efficient reading experience. Finally, Anderson (2016) points out that by using the top-down approach, readers

can leverage their background knowledge and contextual clues to understand and interpret such texts more effectively.

In conclusion, the top-down approach offers a very important strategy that allows us to improve reading comprehension by using prior knowledge, as well as the student's context. Furthermore, through the activation of prior knowledge and the application of this theory, readers can construct meanings and have a more coherent understanding of a given text. Otherwise, this approach improves reading fluency and helps text comprehension. When this approach is worked, people can become much more competent readers, being able to understand complex texts as well as relate to information.

On the other hand, the bottom-up approach focuses on decoding the smallest units of language, such as letters and sounds, to construct meaning and understand the text as a whole (Adams, et al, 2011). In this sense, Jorm & Share (1983 cited in Adams et al, 2011), affirm that decoding skills and phonological awareness is a fundamental essence for the acquisition of speech. initial reading and reading comprehension. By allowing themselves to focus on pronunciation and emphasizing recognition of phonetic units, readers can develop a strong foundation for understanding more complex words and text.

It is important to stress that the bottom-up approach should not be worked in isolation, it is essential to combine this approach with the top-down to encourage the ability to process information and reading comprehension. But more than this, students can go beyond the phonological process and develop reading comprehension and critical skills, to have a better

understanding of the world and to be an active agent in the development of their own knowledge and knowledge in the community.

Reading strategies

To read and comprehend effectively, it is important to implement strategies that allow students to understand the text, encourage reading habits and enjoy the reading process. In the next lines, four reading strategies will be discussed as long as implementing different strategies would provide opportunities to see the reading process with different perspectives. The first strategy is explicit Teaching of Comprehension Skills (Zimmermann, et al, 2017) which allows students to evaluate and critically analyze the information presented in a text. For his part, Facione, et al (2015) proposed the use of metacognitive strategies such as critical thinking test, metacognitive skills evaluation, intervention program to be aware of understanding what is read, and improve critical analysis. Marinaccio (2012) mentions note-taking which involves marking key points in the text and taking notes to help you remember the main ideas. This helps with information retention and content comprehension. Finally, Crafton Hills College Tutoring Center (2017) suggests active reading consists of asking questions while reading and reflecting on the content to understand it better.

It is expected that these strategies can be implemented by students so that they can develop more fluently the reading skills that are explained later in this writing, such as analysis of arguments, interpretation from digital texts, connection and comparison of the texts provided

digitally and the knowledge they already have, evaluate the new information obtained from digital resources and finally infer from a basic scan to the digital readings proposed in class.

Critical reading

Critical reading is a crucial skill due the amount of information students are exposed and the constant change of it. In this sense, critical reading can be defined as a reflective analytical process that allows readers to actively evaluate and question information presented in a text. This implies a constant attitude of doubt and the ability to analyze arguments, evidence, and implicit assumptions in the text (Kuiper & Volman 2015; Van, L. H., et al, 2022). According to Paul & Elder (2014) critical reading is much more than a simple literal understanding of a text, as it seeks to understand the author's purpose in writing said text, identifying the writer's tone of voice or the manipulation that you are making judgments informed based on evidence. Through critical thinking skills such as logical reasoning, evaluating sources, and the ability to make connections, critical reading allows the development of a deeper understanding and a more informed perspective on said text.

Critical reading involves reflectively examining and evaluating the information presented in a text. According to the Paul & Elder's study (2014), "critical reading fosters the ability to understand the underlying message, identify implicit assumptions, and analyze the evidence presented" (p.2). This skill is essential for the development of analytical thinking and informed decision-making in various contexts.

Critical reading is also benefited by social interaction and discussion of ideas. According to a study by Hmelo-Silver & Pfeffer (2014), collaborative learning, such as group discussions and debates, provides opportunities for readers to share perspectives, challenge their own beliefs, and improve their ability to analyze and evaluate information meaningfully.

Critical reading plays a fundamental role in the development of analytical thinking and informed decision-making. Through skills and strategies such as explicit teaching, a reflective approach, and social interaction, readers can strengthen their ability to critically analyze and evaluate information. Critical reading is essential in a society where information overload requires careful and rigorous evaluation. By developing this ability, individuals can make informed decisions, contribute meaningfully to discussions, and ultimately participate actively and responsibly in the world around them.

Different types of activities can be implemented to encourage critical reading. For example, some studies mentioned reading-based problem-solving (García & Rodríguez, 2014), debates and discussions (Smith et al., 2018), analysis of arguments and evidence (Jones & Johnston, 2016) that allow the teacher to guide students to critically analyze the texts and thus assess the validity of their arguments. Moreover, Brown & Davis (2013) proposes argumentative essay writing to articulate and support students' opinions using evidence from texts.

Paul & Elder (2014) and Willingham (2010) suggest some skills might be developed during critical reading. In the first place, analyzing argument allows to identify the arguments

and evaluate the possible validity of these, as well as their coherence within the context. This process can be carried out through the discovery of the affirmations of the texts supporting them with solid evidence, or it can refute arguments for lack of this evidence.

The second is the ability to evaluate to review the quality of the evidence and the arguments presented within the text; criticizing the source of information of said text because the reader recognizes if said evidence is supported by reliable sources and gives the option to the reader to take a personal opinion or position according to what he or she has analyzed.

The third skill is the ability to interpret. This is crucial to lead the reader to go far beyond the simple comprehension of the text. With this ability, the reader can recognize the context, understand the message transmitted, and have a position regarding the text. The last skill is to make connections and comparisons between different texts, broadening their perspective. The fact that the reader can relate ideas and concepts gives him a new, more diverse, and enriching resource when understanding a specific topic, expanding his panorama.

In conclusion, Paul & Elder (2014) and Willingham (2010) point out it is necessary to develop skills that allow the reader to develop their thinking, their own voice, and express their opinions. Moreover, the reader creates his own identity from the reading and position, broadens his perspective and develops the ability to criticize with arguments and evidence.

Regarding previous research about critical reading, two studies will be analyzed below. A study carried out by Dilek & Dala (2010) aimed to find out the opinions of future primary school

teachers on the use of storytelling to develop critical reading skills of primary school students.

The results showed that the preservice teachers had positive opinions about the use of storytelling to develop critical reading skills, and their opinions were compatible with the skills explained in the literature in the context of critical reading. The pre-service teachers suggested carrying out studies on the applications of the method during their training and emphasized that these studies should be carried out with primary school teachers.

These results show that the literature used in story telling such as fantasy and superheroes is appropriate to work with young learners to develop critical reading skills, since it is the type of reading they usually read. However, it is necessary to see if story telling might work effectively with teenager students because they usually prefer gothic, paranormal or romantic stories. It would be necessary to select carefully the literature teenagers would read in storytelling.

Another study by Albeckay (2014) investigates the lack of critical reading skills among undergraduate English Language Learners (EFL) in Libya and developed an innovative Critical Reading Program (CRP) to improve their skills. The research was carried out using qualitative and quantitative methods, and the findings revealed that critical reading skills are crucial for learners of English as a foreign language and have close links to their reading comprehension proficiency.

The conclusion of this study was that it was found that the control group of students were uncertain of their knowledge of critical reading skills as they had no previous experience in

teaching these skills proficient in reading comprehension which led to very slow progress in critical reading skills. The CR Program significantly improved the research group's reading subskills, and only a few students did not improve their scores on all five dimensions (facts and opinions, author's purpose and tone, making inferences, text evaluation, and analysis).

This was because students missed lessons that would have helped them gain knowledge in all four language skills. The program improved the reading skills of good students, particularly critical reading skills, but did not improve the skills of gifted students due to individual differences. The rest of the dimensions had a positive impact on the scores of the majority of the students, particularly those at the secondary level.

This research recognizes that is important to design strategies such as the critical reading programs to motivate students to read critically and implement classes where students do not feel the need to be present because of a "sense of responsibility" but because of the self-need to learn to criticize and analyze everything that surrounds them in their own context. In conclusion, the different reading activities can help readers to improve their decoding, comprehension, and analysis skills, which will allow them to access a wide variety of knowledge and develop their critical capacity. The practice of these activities should be encouraged since reading is a fundamental skill for education and personal development.

Taking into account the previous studies, it can be observed that there are precise strategies that can be implemented with students according to their ages. Dilek & Dala (2010)

present a strategy to promote critical thinking in students at an early age. But that it would be very easy to use within this project because we seek to improve the critical skills and the power of analysis of the students of higher grades in a school, especially eleventh grade. On the other hand, Albeckay (2014) reminds the importance of being able to create strategies that allow the student to "fall in love" with autonomous learning and reminds the importance of being able to design strategies that are concrete in order to meet the objective.

In conclusion, it can be determined that they are the stories narrated for eleventh-grade students, they can be a bit boring if they are presented with the same idea that Dilek & Dala (2010) present us in their study; however, it should be noted that this idea could be reconstructed having the tastes of the students as the main focus, differently the teacher must propose strategies such as those presented by Albeckay (2014) which allow students to have an advance in their analysis process.

Digital texts in EFL reading

Manalu (2019) and Pardede (2019) coincide defining digital texts are those that can be accessed from the internet and any digital device. These resources are in constant evolution since they have been defined as digital versions of printed text that are read from a digital device.

Others like Aparicio et al (2022) and Pardede (2019) describe it as technology-enabled texts that may have extra resources such as sound, images, and links and these permits have a non-linear exploration because it allows the reader to adjust different characteristics to their liking such as

font size, font type, color, etc., although they can become more complex to navigate than the texts printed.

Currently, Aparicio et al. (2022) affirm that reading has become suspicious with the emergence of new technologies such as electronic devices (PCs, Tablets, Cell phones, etc.). That requires new skills to be able to take advantage of these digital readings. The study done by Aparicio et al. (2022) aimed to compare reading comprehension from interactive whiteboards versus paper. This study was carried out with fifth-grade students through strategies that occur during reading such as memorization, comprehension, and the linking of previous knowledge with new knowledge. The results shown it is necessary to use digital and physical resources together, in order to have a better critical reading in the analysis by the students since they are at an age where they are very susceptible to the different changes that can occur as discussed previously in these studies, since some of the students may present physical fatigue when reading on screens, as well as other students may present better retention. of information thanks to their acceptance of new technologies.

In the study presented by Pardede (2019) whose purpose was identifying the superiority of reading printed texts or digital texts by presenting a technology that was easy to use, he identified that students mostly preferred printed texts over digital texts. She also found that preservice English teachers perceived the use of digital modules in blended learning positively. The students also recognized the usefulness of today's e-books.

Thanks to study Parlindungan' study (2019) it is concluded that digital resources can be beneficial for students who have already used digital resources and digital texts in their spare time, since these users are already exposed to these resources, which can be very convenient for 11th-grade students.

On the other hand, Al Khazaleh. (2021) found that the main difficulty students present with digital texts is that foreign language teachers still dedicate a large part of their time teaching reading comprehension in a traditional way, without exploring or exploiting the digital resources that technology provides us today. Also, Al Khazaleh (2021) concluded that students present difficulties with the use of digital resources when promoting them for the benefit of critical reading.

Comparing the studies' results in Aparicio et al. (2022) study the use of digital texts by fifth-grade's students are negative, in contrary to Pardede (2019) concluded that positive results are obtained when the reader has prior knowledge of digital texts. These three studies grant me to have a greater overview of the benefits that can be obtained from digital texts like being able to have access to more resources have the opportunity to read using different devices, among others; and also give me an overview of what difficulties we could face during the process of learning and using these digital texts such as the fact that students do not have the resources available, or that vision pain occurs due to the frequent use of digital screens, or even that students do not carry out the proposed readings. Taking into account our population at Colegio

Nueva Andalucía, where students previously commented in a survey that they use digital resources more for their daily life and even for their self-learning, it can be given a go-ahead by allowing teachers to use the digital resources within the classroom, especially teachers of English foreign language teaching; It is also advisable for teachers to use non-traditional teaching methods that allow teachers to explore these same digital resources.

Research design

Research paradigm

This project constituted a qualitative research study, characterized by Guerrero (2016) as a methodological approach aimed at comprehensively understanding and exploring the nature and characteristics of a phenomenon. It involves interpreting the meanings derived from the experiences and perspectives of individuals involved in these situations, through the collection of non-numerical data such as observations, interviews, and textual analysis.

The methodological approach selected for this project was qualitative since it focused on comprehending the contributions of digital texts to the development of critical reading skills of 11th graders students regarding digital material. Moreover, qualitative research helps interpret the perceptions towards the usefulness and accessibility of digital resources.

Type of research

This project followed the action research model proposed by Burns (2010). She defines action research as a way of critically and systematically reflecting on how to solve a problem identified in the classroom and find a solution. Burns (2010) suggests that each teacher must carry out action research in order to improve his own practice.

Action research consists of 4 infinite cyclical processes: plan, act, observe, and reflect which will be described below:

1. Planning: To identify the problem and prepare a plan that can be executed and allow improvement in these aspects.

2. Action: To activate what was planned in the previous stage for an established period of time, informing of the questions and assumptions that are generated during this process.

3. Observation: To observe the effects that have arisen from the previous stage and document or write what happened, keeping an open mind to the different results.

4. Reflection: Reflect and evaluate what happened in the three previous steps; Once this point is done, the process must be started again.

Figure 4.

Active research diagram



*Note: Research action model used in the research project
Source: Burns (2010)*

Instruments

Observations

According to Dawson (2009) Observations are the systematic process of gathering data by directly observing phenomena, behaviors, or events in their natural setting. This method involves carefully watching and recording what happens without interfering or manipulating the situation.

Four classes were recorded through video recording and another class was recorded just through an audio recording, which makes it possible to exhaustively review the students' participation and answers during the during the reading activities, specially, when they had to show the critical reading skills. (Annex 2)

Student's Artifacts

Students' artifacts refer to the workshops done by the students during the reading activities. Four workshops were designed. Their purpose was to encourage the development of critical reading skills. The workshops were developed in class based on the digital readings. They were divided in three sections: pre, while and post. And included speaking, reading, listening and writing activities about topics that promote critical reading skills. (Annex 3)

Questionnaire

A questionnaire is an instrument that consists of a set of questions designed to gather information, opinions, and/or perceptions from the participants.

This instrument was applied on two occasions during the project. The first time, at the beginning to determine the type of material students used to read and the reading comprehension level, at the end of the implementation.

The last survey consisted of four different parts. The first section was about personal information. The second included questions related to the digital material used during the implementations, seeking to identify, through the students' opinions, their progress in critical reading through the use of electronic devices. The third consisted of an evaluation of the activities and topics developed during the implementations, to analyze the effectiveness of these activities for the development of reading skills in students. Finally, the fourth phase assessed students' qualitative growth in their critical reading skills. (See Annex 4)

Participants

The participants were 27 students, 11 girls and 16 boys. All of them were 15 to 18 years, and they enrolled in eleventh grade. It is important to highlight that all students come from socioeconomic strata 1, 2, or 3, and reside in the municipality of Soacha, most of the students belonged to Commune 6, which includes areas such as El Cagua, La Magdalena, San Humberto, Ubaté, La Colmena, and San Juan.

Ethical aspects

Given that the students involved in the research are minors, their parents were provided with a consent that guaranteed the legality of the study, respecting the voluntariness of both the

students and parents. In this document, parents were assured that students' participation was voluntary and grades would not be affected and that their identity would be protected during the collection, writing, and publication of the research results. (Annex 5)

Pedagogical implementation

The design of the implementations was based on task-based learning (TBL), which allows focused on students' communication through specifically tasks. It was followed by Nunan's (2004) model for a class based on tasks.

In the first step, called "Pre-task", the teacher provides clear and detailed instructions on the planned topics, ensuring that students understand what is expected of them in each proposed task. During this phase, a dialogue is established with students to explore their opinions and prior knowledge about the main topic of the reading. In some implementations, videos were used followed by specific discussions, while in other images were used to initiate classroom discussion. The goal at this stage is to enrich students' prior knowledge through meaningful discussions.

The second stage known as "While", involves students carrying out the activity proposed by the teacher, either individually or in groups, according to the plan. During this process, the teacher monitors the progress of the activities and motivates the students, acting mainly as a guide and facilitator. In my case, this stage materialized through an activity related to the critical reading of digital resources. Sometimes, students worked individually in their notebooks, while on other occasions they were asked to respond in groups or online games were played to evaluate their understanding of the proposed digital readings.

The third stage called “Post”, allowed students to present the results of the previous stage, sharing the knowledge acquired. Here, the students assume a leading role, while the teacher analyzes and takes notes of the results obtained. Moreover, in this stage, students present their ideas to their classmates, who listen and take notes to compile the shared knowledge. With the students of the Nueva Andalucía school, debates were held to answer critical questions. Also, students were allowed to express and argue their opinions, either on scientific grounds or from their perspectives.

Additionally, in the post-phase students had time to express their opinions and ideas discussed through the digital readings proposed in class. These activities focused on debates and opinions of the students in response to the questions posed during the implementations to allow them to express themselves freely. It was recognized that the students' opinions do not have a defined margin of error, since the objective was to analyze the critical reading process using the available digital resources.

The following table illustrates the details of each one of the implementations.

Table No. 1 Implementation

Topic	Critical reading skill	Reading strategy	Reading	Type of activity	Information collected
Racial injustices	Interpet	Note taking	<i>A Nation of walls</i> <i>Places Journal</i> , September 2020. Accessed 28 Sep 2023. https://doi.org/10.22269/200922	Role play	Student's answers

Climate chance	Evaluate	Meta-cognitive	<i>Global warming IS human made</i> https://breakingnewsenglish.com/0502/feb19.GlobalWarming.pdf	Debates	Student's answers
Bullying	Analyzing arguments	active reading	<i>Bullied kids at higher risk of mental health problems</i> https://breakingnewsenglish.com/1505/150501-bullying-m.pdf	Group discussion	Thanks to Student's answers.
Social Media	Connections and comparisons	Note taking	<i>Moder society</i> https://breakingnewsenglish.com/1712/171214-modern-society.pdf	Reflection	Student's answers

In the next pages, it will be evidenced the detail of each one of the implementations designed.

Implementation No1

Topic: Racial Injustices

Learning Objectives:

- Students can identify specific information in a text about racial injustices.
- Students can solve a problem about the racial injustices in their society.

Reading strategy: Note taking.

Critical reading skills: Interpret.

Lesson stages:

	Description of the activity
Pre-	<p>1) The teacher is expected to take a quick tour of the history of racial segregation that occurred in the United States of America. This introduction will be held with throughout a video. https://www.youtube.com/watch?v=S64zRnnn4Po The students are expected to take notes about some interesting points they find during the video.</p> <p>2) The students most answer during the video the following questions</p> <ol style="list-style-type: none"> During the 1950's, were white men living comfortable? Were Black people having catastrophic environments to live, like metal tubes? What was called as the gold age? Explain Why Black people were very poor? What was the impact that had Martin Luther King? <p>The discuss will take a start, asking students what they did identify as relevant during the video. They also will have to answer the question of "what do you think would have happened in our time if the segregation weren't fought?". Once they have discussed the question before, they will be asked "why is important for us these rights?".</p>

While	<ol style="list-style-type: none"> 1) While they do the reading, the students must highlight the words that were written in the whiteboard. 2) Students read the story and answer the following questions: <ol style="list-style-type: none"> a. How did racial segregation laws and government policies influence the creation and maintenance of these racial barriers in different parts of the United States? b. What was the role of developers and government agencies in constructing racial barriers, and how were these structures justified from a legal perspective? c. How did these barriers affect the daily lives of African-American communities and their access to economic, educational, and housing opportunities? d. What steps are currently being taken to address the presence of these racial barriers in the built environment and how are the lessons of history being preserved? e. What role did local communities, civil rights organizations, and individuals play in combating these racial barriers and promoting racial equality and justice?
post	<ol style="list-style-type: none"> 1. The teacher will lead in the room in such a way that she will have students who will be judges before a court who will be the teacher herself, and they will present three cases where there will be four lawyers, two for and two against, and the people who will be judged will be one of them. them the plaintiff and the other the defendant. 2. The teacher will deliver three different cases to the different three groups that will be put together by the rest of the students who will function as judges regarding the decisions accusations and defenses presented by said lawyers. 3. In the first case, the students in the group assigned a situation where in the classroom a student is questioned because of her skin color and the teacher retaliates with said student through negative grades and even making phone calls. attention. The plaintiff will be the person who has suffered said situation and will present her charges before the judge justifying how she felt and what consequences these actions have had. This must be invented AND proposed by the student who will speak. The defendant will be a student who represents the teacher in said case and must also present the charges showing a defense before the jury. The lawyers presented different defenses and accusations that allowed the plaintiffs or defendants to win the case. 4. In the second case, a situation arose in El Recreo where a student in the middle of a soccer game unfairly trips a classmate who did not have the ball, justifying that he dislikes him because of the color of his skin. Students must present the same activity done in the previous case, giving defenses and justifications for their actions so that the judge can make a decision. 5. Finally, the last case is presented, where a student refuses to work in a team with another student simply because of the color of her skin. This activity must be carried out in the same way as the two previous cases. 6. Once the jury and the judge have made a decision and the victors have been distributed in each of the cases. Students will be asked to reflect on the attitudes and decisions taken in each of the cases, they must constructively criticize the consequences and the attitudes and actions that should be carried out in case of presenting real situations in their student environment. and/or family.

Implementation No2**Topic:** Climate change**Learning Objectives:**

- Students can identify the effects that climate change has had on our environment as Colombians.
- Students can solve a problem the causes of the climate change in Colombia.

Reading strategy: Meta-cognitive.**Critical reading skills:** Evaluate.

Lesson stages

	Description of the activity
Pre-	<ol style="list-style-type: none"> 1. Teacher shows some images about how the world has changed due to climate change. 2. they must speak and write climate changes presented looking at the pictures shown by the teacher <ol style="list-style-type: none"> a) the teacher will put some images of different natural places colombia has. This pictures will be with some time difference showing the students the changes the environment has had through time. 3. Students are asked to talk about climate change in their country and answer the following questions in their notebook: Are weather patterns the same now as they were ten years ago? Is this good? What will the climate be like in the future? 4. Once the previous questions have been solved, students must solve the following questions: <p>SYNONYM MATCH: Match the following synonyms from the article:</p> <ol style="list-style-type: none"> (a) findings affect (b) evidence happening (c) impact doubt (d) uncertainty research (e) pollution consequences (f) phenomenon quickened (g) compelling sufficient (h) implications proof (i) accelerated emissions (j) adequate conclusive <p>PHRASE MATCH: Match the following phrases based on the article</p> <ol style="list-style-type: none"> (a) findings resources (b) natural environmental evidence yet (c) Researchers have found clear controls (d) water immediately ahead (e) Many world leaders have closed risk (f) pollution evolution (g) This is perhaps the most compelling from a new study

	<p>(h) future their ears (i) In the decades evidence (j) putting millions of people at phenomenon</p>
Whi le	<p>The reading will be presented in PDF format by the teacher, who will previously send it to the general course WhatsApp group. In this reading, students will find pertinent information about global warming that humans have caused. In this same reading, students must complete the missing words taking into account the definition of each of the words given by the teacher.</p> <p>Global warming IS human made (Sat 19 Feb)</p> <p>BNE: Findings from a new study _____ Friday proves that global warming is caused by human activity, and not by natural environmental factors. Researchers at the Scripps Institute of Oceanography have found _____ evidence of human-produced warming in the world's oceans that is likely to impact water resources in regions around the _____. This finding removes much of the uncertainty associated with _____ about global warming. Many world leaders have closed their ears to this fact so they don't have to limit their economic activity or introduce expensive pollution controls. This is one of the reasons America has not signed the Kyoto Treaty on climate change. The US government prefers to believe global warming is a natural _____, caused by volcanoes and solar energy. Professor Tim Barnett said, "This is perhaps the most compelling evidence yet that global warming is happening right now and it shows that we can successfully _____ its past and likely future evolution." Barnett says the results hold implications for millions of people in the near future. In the decades immediately ahead, the changes will be felt in regional water _____, including areas impacted by accelerated glacier melting in the South American Andes and in western China, putting millions of people at _____ without adequate summertime water. Perhaps now more countries will sign up to the Kyoto Protocol.</p> <p><i>globe simulate risk released supplies phenomenon clear debates</i> Once students have completed the reading, they must answer the following questions:</p> <p>DISCUSSION:</p> <ol style="list-style-type: none"> 1) . What do you think of this article – are you worried? 2) . Are you pessimistic or optimistic about the future of our climate? 3) What do you do to conserve energy? 4) Would you say you are very environmentally aware, or do you rarely think about the environment? 5) What do you think of renewable energies, such as solar, wind, or wave power? 6) Why doesn't US President George W. Bush sign the Kyoto Protocol? 7) How would your life change if water became ten times more expensive?
post	<ol style="list-style-type: none"> 1. Teachers present the following situation: Us. Government says global warming is due to natural phenomenon 2. Students are divided in groups of 4. In each group 2 students are in favor of the US' ideas. The other two believes global warming is due to industry 3. Teacher gives some time to each group to find evidence that support their position 4. Each group has 1 minute to explain with facts their position <p>The teacher gives some time to find evidence about their position</p>

	To finish, students will complete an assignment at home where each one will create a poster describing the weather patterns of Colombia during the past, present, and future. They propose different ways to reduce climate change.
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Implementation No3

Topic: Bullying

Learning Objectives:

- Students can identify what are the possible problems they face at school that cause bullying.
- Students become agents to promote a healthy environment in their classrooms.

Reading strategy: Active reading.

Critical reading skills: Analyzing arguments.

Lesson stages

	Description of the activity
Pre-	The students carry out a joint discussion which the teacher monitors by answering the following questions. <ol style="list-style-type: none"> 1. What is the most common problem that occurs in the classroom? 2. How do students behave when faced with the problem encountered previously? 3. What is the behavior of teachers in the face of said problem previously encountered?
While	Once the students have identified the biggest problem that occurs in the classroom that prevents healthy coexistence, the students do the reading. When reading the proposed article, students must solve the following activities.
post	Students are organized into two groups where they must debate the following question: “Should bullying be a crime?” Students are given 15 minutes to meet and collect information along with the different supports, which allows the group to justify each position given. A group must contribute ideas and support them as to why it should be punished as a crime. The other group must contribute ideas and support them as to why bullying should not be considered a crime. This debate will take place within a time limit of 30 minutes. Once the debate is over, students must answer the following questions in discussion mode with the teacher, who will be asking questions based on their answers. <ol style="list-style-type: none"> a) How serious a problem is bullying? b) Why do people bully others? c) Is it worse to be bullied as a child or an adult? d) What mental health problems might bullied children have? e) What happens to people who have depression? f) Why do schools not act when one child physically hurts another? g) What advice would you have for someone who is bullied? h) Should bullied children just learn how to deal with bullies?

Implementation No4**Topic:** Bullying**Learning Objectives:**

- The students will be able to identify what are the rolls social media has in their life.
- Students most promote the healthy use of social media in a daily life.

Reading strategy: Note taking.**Critical reading skills:** Connections and comparisons.

Lesson stages

	Description of the activity
Pre-	Students are given 15 minutes to write different opinions that their classmates have about social networks. They must answer the following questions: <ol style="list-style-type: none"> 1. Do you think social networks are important in our daily lives? 2. What benefits do social networks have? 3. What influences do you think social networks have on mental health?
While	Once the time is up, students must read the article proposed for this class. While reading, they should take notes in their notebook of the points that emerge within the article. They must also answer the following questions: <ol style="list-style-type: none"> 3) Who said social media is doing great harm to society? 4) When did Chamath Palihapitiya join Facebook? 5) How does Chamath Palihapitiya feel about increasing Facebook's users? 6) What did Chamath Palihapitiya say social media is changing? 7) What did Chamath Palihapitiya tell people to care about? 8) What did Chamath Palihapitiya want people to experience?
post	Finally, students must write in their notebooks at least one page writing what the pros and cons of social networks are, which must be justified.

Data Analysis

According to Ritchie & Lewis (2003) data analysis is defined as the systematic process of examining qualitative data collected during research to identify patterns, either in themes or insights expressed during the study. This approach seeks to understand the complexities of human experiences, behaviors, and interactions.

To analyze the data, it was used thematic analysis. This seeks to identify units of thematic meaning to make inferences. Thematic analysis is a system of categories that seeks to validate the collected data. (Montero & Leon, 2005).

To carry out a complete and detailed analysis, a series of steps were followed that allowed me to have a better understanding of the process that was being carried out with the students. These steps were divided into three sections. First step: Collection of information and transcription of relevant information from the instruments collected during the research. Second step: classification of information through color coding. Third step: analysis of the classification obtained from the color coding and the information collected from the instruments.

The first step to analyze the information was to transcribe the information from the recordings and questionnaire's results into an Excel spreadsheet (See Annex 2). Individual sheets were created for each implementation, as well as for the questionnaires, a rating of critical skills identified by students, and conclusions. Once the information was transcribed and organized into the excel sheet, initially, deductive coding was used, it means patterns and ideas related to each

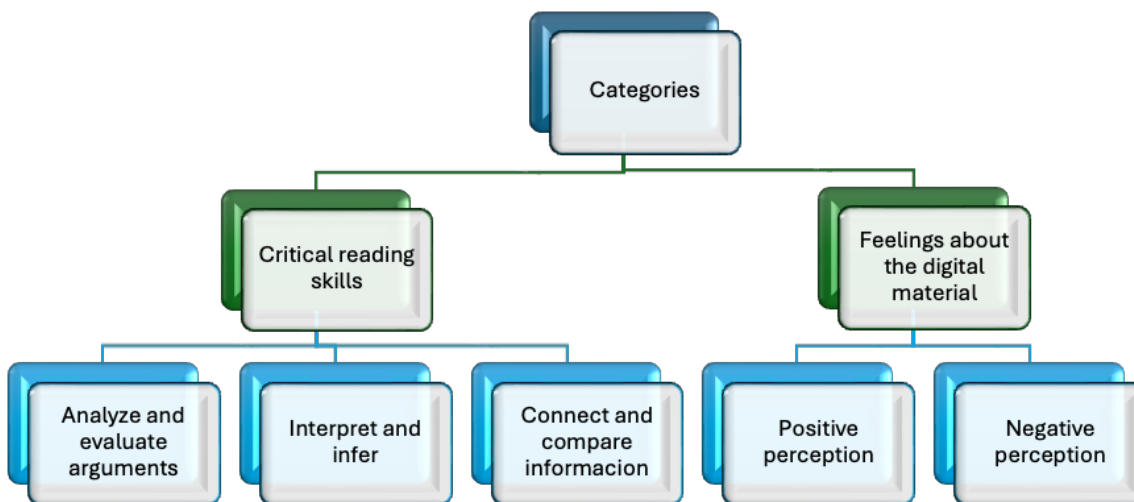
one of the critical reading skills were identified with a specific color. The data were then analyzed again to identify inductive code related to use of the digital material. The following list of codes emerged during the analysis:

Table 2. Codes

Code	No. of citations
analyzing argument	38 citations
Interpret	22 citations
connections and comparisons	24 citations
Evaluate	36 citations
inferential	35 citations
Positive perception about digital material	37 citations
Negative perception about digital material	26 citations

Finally, I developed a process of joining similar codes; as a result, two main categories emerged: Critical reading skills and feelings about the digital material :

Figure No. 5 Investigation categories



Note: Categories found during the investigation to answer the problematic question.

It can be concluded that qualitative data analysis, especially through thematic analysis, was an essential tool to interpret the experiences that students had during the application of the different proposed implementations. The implementation of a coding system, both deductive and inductive, allowed me to have a deeper and more structured understanding of the data, facilitating the identification of significant categories previously mentioned in Table No. 2.

Findings

Contributions to critical reading skills

Thanks to the implementations, I could analyze that digital resources afford students more accessible reading materials and, in various ways, foster the development of critical reading skill. Throughout this process, students exhibited significant engagement in the development of the activity. Initially students showed rejection towards reading in a foreign language in spite of they had an intermediate level of English proficiency. Nonetheless, as students were used to reading the digital material using themes that called their attention, they were more engaged, and their participation increased.

In that sense, three sub-categories of digital readings contribute to three critical skills: Analyze and evaluate arguments, interpret and infer, and connect and compare information.

Analyze and evaluate arguments

In the post-task stage, students presented their ideas from the readings or other classmates' arguments. It allowed the students to have a unique and critical position regarding the situation presented, and develop critical reading skills. It was evident they recognized conclusions either through the arguments of their classmates or from the readings to have their own argument, and develop the ability to analyze current situations. During this process, the students carried out a logical and analytical skills where his new conclusion is a valid and solid

logical argument. It is evident students judge the reading and classmates' arguments in terms of how strength the arguments were.

This was evidenced in the observation No. 1. During this activity the class was discussing about black people and the rights that white people and black people had at the time of segregation and student No. 10 stated "They are still separated by state because there are many more black people in a state."

It could also be evident in the observation No. 4 where the main topic was climate change and how it has been affected in the last decade to which student No. 20 referred to the following "Plants are becoming extinct like a of the consequences of change".

On the other hand, when I asked students about their opinions and appreciation about their use of digital material for reading in the survey they answer "I think that using digital materials to do readings in English class is really beneficial. Digital resources, such as e-books, online articles, and language learning apps, offer a wide variety of content that can be tailored to different levels of language proficiency. Additionally, digital materials tend to be more interactive and engaging for students, which can increase their motivation to read and understand English texts." Student No. 17

Also, it could have been found when I asked the students what was the most relevant topic, that was controversial and made the student reflect and participate during the investigation

in a survey, and student No. 26 said “Racial injustice and climate change, due to how little I knew about the racial problem that occurred before and the climate change that is seen today”

The four previous examples show that students analyzed the information presented in the digital texts, to have their own point of view. The progressive development that the students had concerning their ability to analyze and argue using the collective knowledge and the knowledge of the digital readings proposed in the classes since the students showed fluency in their arguments.

Interpret and infer

It shows how students use the authors’ ideas and their own beliefs to understand the topic, using their previous knowledge and ideas about a specific situation and infer the meaning of it. In this process, the student interpreted statistical results and opinions or perceptions to understand the implicit information of the topics discussed. Generally, this process requires specific data or specific information so that the person can make an inference that their point of view is acceptable and applicable to the situation at hand. The students were able to demonstrate good use of interpretation and inference.

This was evidence comes from implementation No. 1, activity No. 1. During this activity, the students wrote a situation to express their opinions about black people and how they are discriminated. For example, student No. 11, wrote down an example that he has seen in a friend

he has at his neighborhood and said that "his parents don't love him because the skin color and they treat him unfairly almost as if he was a slave for them".

Another evidence is from implementation No. 3. Students were debating about the question "should be bullying consider as a crime?". Student No. 3 answered that bullying should be a crime in points out a research UNICEF made and said "more than 68% of the students suffer bullying, tent to promote or alter the classroom environment". Also, she points out the Colombian law 1620 and said "...rights and duties must be governed in school to protect minors and promote policies of healthy coexistence".

On the other hand, evidence was found during the survey, when they were asked about opinions on what was the most controversial topic during the investigation and student No. 10 pointed out "Regarding the environment, we help and reflect when voting and not treating the environment well".

These three examples show that the information presented in the digital readings allowed students to make informed decisions and establish a position towards the information presented. In that way, students learnt to support their own ideas using the information read and analyzed.

Connect and compare information

This subcategory refers how students can identify the topic or situation from the reading and compare it with his own life. During this process, it is sought that the student can highlight similarities and differences within the data such as digital readings and their previous knowledge.

That allowed students to build new information a not to be limited within the topic that is being discussed at the moment. This skill was found around 24 times from the writings and comments that students made during the times of debate or carrying out activities.

This could be evidenced in the observation No. 4, where the class was debating about the climate change. During the debate students pointed out, differences that has happened during in the last decade: Regarding this, student No. 9 said "no, the pattern is not the same, because nowadays we're recycling more".

Another example can be found in the observation No. 3 where the entire class was discussing whether bullying should be condemned or not. Regarding this, student No. 27 pointed out that "Bullying is not only seen in schools, it is seen everywhere... so every crime carries a crime and every crime must be condemned".

Instead, when a question about how easy was for the student to use digital resources to practice the critical reading, and student No. 4 pointed out "Because it is very easy to find the readings and to read it is much better to have the reading on a digital device, although there may also be a lot of distraction and it makes it not understood in the same way."

From this excerpt, it can be concluded that one of the processes for advancing in critical reading is the comparison of information that students already have previously, because thanks to the fact that they are from different social and cultural contexts, despite living in the same city and studying in the same school, each of the students has proven to be unique in their way of

thinking, which allows these comparisons and differences to be connected to give new knowledge and new information to the situation that appears at the moment.

Feelings about digital materials

This second category shows the perceptions the students had while they were reading the digital material. This category was divided into subcategories positive and negative perceptions.

Positive perceptions

The data from the observations and survey showed that students felt more comfortable with the digital readings and the topics proposed, because they had a more active role when they need to investigate about the topic to give opinions. This positive perception could be defined as an auto-feedback that impact oneself and improve the performance and makes up more comfortable and efficient experience. This positive perception can influence on how people perceive and evaluate their environment and themselves in that same environment.

A positive perception is when the student used the device as another resource to find more information. This was evidenced during the survey in the student's No. 16 answer. He said he had a positive attitude towards the digital material because it had contributed to the development of their critical reading skills: "For example, I have access to a wide range of reading material online, allowing me to explore different perspectives and sources of information."

Another example of this positive perception is from student No. 22. In the survey he mentioned that is "Easy because I have access to information in a very easy way and I can have

information thanks to it". I think that using digital materials to do readings in English class is really beneficial. Digital resources, such as e-books, online articles, and language learning apps, offer a wide variety of content that can be tailored to different levels of language proficiency. Additionally, digital materials tend to be more interactive and engaging for students, which can increase their motivation to read and understand English texts.

Another positive perception was that students perceived the devices as an instrument to learn foreign languages. This could be when student No. 1 said "It is good to use technology to read or learn a language".

In conclusion, this positive perception showed the students were able to express themselves better, when they felt comfortable with the reading and the source they were using. They felt more comfortable because it was easy to get information from the Internet and read. This has made an impact where the students are able to go deeper in a critical reading skills, because they felt comfortable learning from digital resources, such as a textbook, paragraphs, or games.

Negative perceptions

The negative perceptions were evident when the students were not able to express clearly their ideas in the classroom. Sometimes, because they did not have a position or argument towards one of the topics of the readings. This could be evidence in the survey where student No. 10 said "Helping yourself with technology helps a lot with copies of notebooks, it helps in a

good way for information on debates and role-playing games, however these are guided by our own expressiveness”.

Another negative perception was related to the use of technological devices in the class. Some of them consider that using phones or tables could be a big distraction as they see their notifications on their phones or tablets, and that makes harder for the students to concentrate in the reading. For example, student No.11 said “Many times digital resources generate distractions when reading the light, notifications and advertisements make it difficult to concentrate.”

The last negative perception found was connected to the effect that technological devices could have in their eyes, as a result of reading on screens. Student No. 14 pointed out “They have helped as well as they have affected people, like myself, which would practically help to facilitate reading or solving, but it affects the time of being in digital resources a lot.”

After analyzing these data, I could find that some students are so adjust in a daily life to use their phones or their tablets for entertainment and social media. It could be a huge distraction for the students to get caught up in the reading because the notifications might come up and, is going to make the students put their attentions into the notifications or whatever is happening to their devices, and not in the readings.

Conclusions

In conclusion, the digital material contributed to the critical reading skills in two ways. First, students felt more comfortable with their devices, as they used them daily. A huge advantage for teachers can be used to promote a safe environment for reading in a foreign language where the students feel safer because they are already familiar with the source, they were using such as cellphones, making them more active in searching by themselves more information about the topic.

Second, digital stories allow students to read specific topics that they were interested such as bullying or climate change. In this sense, they were able to express their ideas easily through different activities such as the debates.

Third, students understood faster all the topics not only because he was topics for that they liked and they felt comfortable with, but because all the digital devices they were using to get the readings from, were more comfortable for them and I let them search more information, such as new vocabulary or simply more details like readings, journals, opinions to improve their critical reading during activities proposed.

In conclusion, allowing students to have a safer environment for them to express their ideas allows critical reading skills to be promoted in students, without the need for the authority represented by the teacher to impose the mandatory development of these skills, in the students. A more positive and active attitude could be observed on the part of the students when

developing these skills, allowing the teacher to create activities and classes with greater fluidity without losing sight of the objective of developing critical reading skills.

This research contributed to my professional growth since I learnt to design activities following a specific methodology (Task-based) to promote critical reading skills; to be conscious of all situations that were happening in the society to encourage students to propose possible solutions, and develop research skills to solve teaching or learning difficulties presented in the language classroom.

In the same line, I realized that teaching English is not just teaching grammar structures or understanding texts; teaching a language includes making students reflect and understand their context and situations that are part of their lives from a critical point of view.

One limitation that I presented during this study, was the fact that I had to organize my time according to the spaces class schedule. At the moment, I sat down to create the implementations that I had to apply, I distributed it with the time that I was suspected to spend during each implementation. However, all the implementations had to be re-organized talking about time because I did not have mind how the students were able to develop themselves during each activity that I had in the implementations.

Another thing that was hard for me was to create these same activities because I needed to keep in mind that I was not allowed to change the curriculum to the knees that I had during this study. This created pressure on me because I needed to create classes according to the

school's needs and that also allowed me to develop this investigation with the students in the 11th grade. I had to unify both needs into four specific topics that allowed me to develop the study and also led me to create activities that the school was fine with.

The last limitation was the fact that the school needed some grades to justify in front of the parents who are always expecting good grades or bad grades from the students during school time, but it was an investigation that was being implemented. I was not allowed to create grades that negatively affected the students, so I needed to create activities that were interesting for the students and motivate them to do the activities, not for the grades, but for the knowledge that were getting. This demanded me to grade differently than I am used to; the students were getting some grades but not to be affected negatively but positively, without taking out of the equation, the moral justice a teacher must have.

A limitation that I am faced with is the type of students who did not like English as a subject. I could not think about the majority of the students who liked the subject, but I also had to motivate these students to push themselves to improve the critical skills having as a goal the knowledge they were getting about the topics discussed during the investigation.

For further research it would be pertinent to explore how digital tools can not only enhance critical reading skills but also how these same technologies can be used to develop students' writing skills; critical writing, which are closely connected to reading. Going deeper into this area would allow a more comprehensive understanding of the impact of digital

resources on the educational process from educational institutions, not only schools but also universities. In particular, it would be valuable to investigate the effectiveness of interactive platforms and collaborative writing applications that encourage the creation and revision of texts. This approach would contribute to a more complete educational landscape adapted to the needs of the contemporary digital environment.

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