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Strengthening Critical Thinking to Enhance Reading Comprehension Skills in 10th-Grade Students at Liceo Manuel Arriarán Barros

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Abstract

This action research study is based on the development of reading comprehension skills in English as a foreign language (EFL) through the development of two sub skills of critical thinking: argumentation and analysis based on literary texts.

The literary texts used in this research were focused on the topic of “identity” not only because it is relevant to work this concept with adolescents, but also because MINEDUC suggests to promote identity in secondary education. The investigation involved 10th-grade students that read three different texts and answered different questions that required analysis and critical argumentation to be answered. Qualitative analysis was carried out, which reports the assessment of both the teacher and the students in relation to the implemented materials in the intervention. An improvement in the students' reading comprehension skills is evidenced, as well as a positive rating by the school teacher towards the classes. Nevertheless, further research needs to be done to continue testing the material for a longer period, and thus be able to obtain more precise quantitative data that reveals the effectiveness of the intervention.

Key Words: EFL, Reading Comprehension Skills, Critical Thinking Skills, Identity, Qualitative Analysis.

Resumen

Este trabajo de investigación-acción se basa en el desarrollo de habilidades de comprensión lectora en la enseñanza del inglés como Lengua Extranjera a través del desarrollo de dos sub-habilidades del pensamiento crítico: el análisis y la argumentación a partir de textos literarios. Los textos literarios utilizados en esta investigación se centraron en la temática de la “identidad”, no sólo porque es relevante trabajar este concepto en adolescentes, sino también porque el MINEDUC sugiere promover la identidad en la educación secundaria.

La investigación contó con la participación de estudiantes de II° Medio que leyeron tres diferentes textos y respondieron distintas preguntas que requerían de análisis y argumentación para ser respondidas. Se realizó un análisis cualitativo que da cuenta de la valoración tanto del profesor como de los alumnos en relación con los materiales implementados en la intervención. Se evidenció una mejora en las habilidades de comprensión lectora de los alumnos, así como una valoración positiva respecto a las clases por parte del profesor. No obstante, es necesario seguir investigando para continuar aplicando el material y así poder obtener datos cuantitativos que revelen la eficacia de la intervención.

Palabras claves: Enseñanza del Inglés como Lengua Extranjera, Habilidades de Comprensión Lectora, Habilidades de Pensamiento Crítico, Identidad, Análisis Cualitativo.

INTRODUCTION

Over the years, there has been a discussion about what methodologies should be used to improve students' reading comprehension skills, especially in the Chilean educational context where, according to research carried out by the OECD in 2016, 53% of Chileans have a low level of reading comprehension skills in comparison to the 19% of OECD countries (Navarro, Orellana & Baldwin, 2018). Consequently, this fact generates a great challenge for the classrooms where abilities should be worked and reinforced to have a better social development.

In the case of the Chilean classrooms, it is noted that there is a lack of methodologies that results in children and adolescents not having enough interest and motivation to develop their reading skills as well as being critical thinkers of this process. In recent years it has been argued the importance of the development of critical thinking skills in educational contexts since it is considered a crucial skill of the 21st century. According to Aloqaili (2012), critical thinking provides a means of explaining the ability to work out text by generating alternative interpretations, considering them in light of experience and world knowledge. Thus, critical thinking could be the new strategy to apply in order to work on reading comprehension, making students capable of analyzing, evaluating and arguing what they read.

Nevertheless, critical thinking inside the different classrooms is not often taught since teachers do not know the correct methodologies and strategies to work on this skill. In the Chilean context, people are faced with classes that, although presented as student-centered, tend to be teacher-centered, which limits the development of students' critical thinking skills.

According to Saleh (2018), “The classes of these teachers tend to be strictly controlled and do not offer any opportunities for independent learning or inquiry-based learning” (p. 4). With that, it can be said that traditional classes with the commonly used methodology, tend to be difficult for students since they do not have any opportunities to speak and give their personal opinions. For this reason, it is considered that critical thinking is one of the less developed skills in Chilean classrooms, and the less improved ability by teachers.

Moreover, in the case of EFL teaching (English as a Foreign Language), recent research points out critical thinking skills as the strategy to engage individuals in didactic activities that raise awareness while integrating language and thinking skills simultaneously, as Cundar-Ruano (2021) states, “the specific characteristics of the English as a foreign language classroom make it the ideal environment where teachers can foster critical thinking” (p. 359). Hence, in the case of this research, critical thinking will be worked through one of the English skills: reading comprehension.

To understand the purpose of this investigation, it is necessary to comprehend how English is taught in Chilean classrooms, how teachers develop students’ critical thinking skills, the strategies that can be used when working on reading comprehension, and the importance of using texts that are interesting and meaningful for the students. In this research, four classes were conducted in which the focus was the development of reading and critical thinking skills based on contingent topics. Adding to this, it is going to be shown that students’ reading comprehension can be developed through analyzing and argument critically, making their reading more meaningful.

I. THEORETICAL FRAMEWORK

I.1. English Teaching as a Foreign Language (EFL) in a Chilean context

Nowadays, teaching a foreign language such as English is a very common topic and subject in schools around the world because of English being a globally spoken language. Thus, students can learn and understand more about the world we live in during the process of absorbing this global language. However, to work on this process it is essential to make students aware of their reality and others' reality or sense of being by thinking critically through the four skills of a language.

In this way, according to Barjesteh and Vaseghi (2012) "In the educational setting, it is widely accepted that learning to think is one of the most important goals of formal schooling" (p. 21-22). By that, the concept of '*critical thinking*' becomes an important topic, and by using this term during class, students can develop their thoughts, opinions, and interpret situations from different experiences. This term can be implemented with the four skills existing in the English language teaching such as listening, writing, speaking, and reading. However, working on critical thinking through English teaching is most common in speaking and reading. Nevertheless, the reading skill is always the weakest, and as Mohammed and Amponsah (2018) stated, "some of the key contributing factors to pupils' poor reading abilities include: poor attention given to phonics instruction in class, pupils' laziness, lack of motivation to learn to read and the shifts away from phonics instruction to reading comprehension (...)" (p. 274). That can happen because it is not constantly worked on, and many times, teachers do not deepen the reading process for a better understanding and analysis of what students are reading. For instance, in the Chilean context, the reading skill in their mother tongue is also the weakest

ability, and according to the results of SIMCE (2018), 10th-grade students' reading skill decreased between 28 and 19 points in the last decade. Hence, where English is taught as a foreign language, the reading skill is the most difficult one for students inside a classroom due to the limited exposure to different types of texts and considering that the exposure to these texts does not indicate a relationship with students' experiences or preferences. On the other hand, the best moment for teachers to work critical thinking in students is when they are in their teen years. For instance, as stated by Himmatussolihah, Ashadi, and Susanti (2019) and their investigation results, critical thinking taught in students of 10th-grade benefits students' learning achievement by almost 50% depending on their developmental level and how teachers can work on it. Besides, 10th-grade students (15-16 years old) are going through their adolescence while having different thoughts, beliefs, and personal ideas. Therefore, critical thinking can be successful with them since students are experiencing different situations, knowing more about the world, and can think more clearly about what they really want to do. Moreover, in 10th-grade, critical thinking is a cross-cutting objective; thus, it can be helpful for teachers to work this concept in students since it is the perfect moment for them to learn and voice themselves.

I.2. Working on Critical Thinking Skills in 10th-Grade Students

In the case of this investigation, the researchers will address the design of EFL class activities focused on the development of reading comprehension skills through the abilities of analysis and argumentation of critical thinking skills. In consequence, activities will be open-ended questions that lead to conversation, debate, and the expression of different opinions. Due

to the current pandemic situation and limited class time, this will be worked by the selection of short but meaningful texts or excerpts that lead to discussion and constant reflection.

The theme of the selected readings will be through the concept of “identity” because of the age and stage of life of the students, since according to Legutke (2012), the teen years are a time of insecurity and vulnerability while finding appropriate ways to express their new selves, and because of this, the classroom becomes a focal point for their development and growth as human beings. Moreover, this topic is one of concern that is worked in different 10th-grade subjects because of its relevance and importance at this age. For example, in the case of “Lenguaje y Literatura,” the first unit aims to work on the concept of identity through narrative while expecting that students develop a critical attitude and active reading as humans of society. In the same way, “Historia, Geografía y Ciencias Sociales” Plan y Programa Segundo Medio (2018) aims to work on this concept on unit 4, which is about “the importance and development of citizenship training while being a critical thinker of your environment and reality” (p. 242). And finally, in the case of English subject, the Ministry of Education (MINEDUC) states that by the end of 10th-grade, students have to comprehend general ideas from any type of literary work (with an emphasis on social issues and/or topics of interest) while working and expressing ideas showing respect, interest, and tolerance towards others (2018, p. 95). Therefore, working on this concept through short stories or excerpts will not be an issue or something new for students as this is a cross-cutting objective and a constant theme at this level and in different classes.

I.3. Reading Comprehension

I.3.1 What is reading comprehension?

Reading can be defined as the process of decoding printed symbols into phonological forms to have access to the meaning of the printed material (Ziegler & Goswami, 2006). In other words, at the moment someone is reading any kind of paper, book, text or story, they are seeing different letters and words connected, creating a structure with meaning. However, to comprehend a text, the person should know enough vocabulary, how sentences are constructed in that specific language, and synthesize the information depending on the text with prior knowledge (2007: as cited in Chaury, 2015). Therefore, reading and comprehension are connected since comprehending something comes after seeing and understanding different letters and words together. Reading, as said before, requires vocabulary, knowledge, understanding, and the most important one, comprehension.

I.3.2 Difficulties when developing Reading Comprehension

While working on reading comprehension, difficulties start to show up to the learners. First, the English used in texts in comparison to the level of English of the learner can affect the development of reading comprehension. If a text contains vocabulary that is not taught and known before by the learner, it can affect the understanding of the entire text, being more an obstacle rather than helping comprehension. As a second difficulty, the attention that is given to the reading is important. People tend to read information and not understand everything at all because they did not analyze it. It is important to, not just read, but also analyze the text to develop reading comprehension in a complete form. It is essential to work on reading comprehension because according to Barjesteh et al. (2012), extensive exposure to

linguistically comprehension written texts can improve the process of language acquisition of the learner and that good reading texts also provide good models for writing, giving opportunities to study the language. This means that working on the reading skill using comprehension and understanding is a complete way of learning a second language.

I.3.3 Reading Strategies

There are different ways to work on reading comprehension such as using different strategies to comprehend a text or using models to work with the students. It is possible to work on the reading comprehension of the students through working on the critical thinking ability, more specifically through the implementation of critical reading strategies. Wallace (2003: as cited in Fadhillah, 2018) refers to critical reading strategies as the actions that the reader can do to comprehend and understand the text in depth.

The strategies that exist in critical reading are:

- **Previewing**: It is when readers learn about a text before reading it, that means, readers are able to get a sense of what the text is going to be about and how it is organized.
- **Outlining and Summarizing**: It is where readers present the main ideas by writing or saying them with the readers' own words.
- **Questioning**: means that questions are created to help readers understand the text. Vogler (2005: as cited in Hamiloglu, 2012) explained that questions can monitor comprehension, make connections to prioritize learning and stimulate cognitive growth. Therefore, using questions can help students in their development of critical thinking to expand their knowledge when reading and comprehending a text.

- **Reflecting**: it is the strategy that challenges the reader’s mind and beliefs. As Hughes (2014: as cited in Fadhillah, 2018) explained, reading challenges their attitudes, beliefs, and positions depending on the different situations and experiences readers can have. These strategies will help them to think, understand, analyze, and argue based on the texts they will be working on in this investigation.
- **Evaluating**: it is where readers evaluate the text and their own beliefs, thoughts, and opinions. Hughes (2014: as cited in Fadhillah, 2018) said that “*Evaluating*” encourages students to consider values, beliefs, or assumptions from and beyond a text. This strategy helps students to evaluate what they have read with different items and questions in order to know and see if they learned and understood the text.

I.3.4 Main Reading Strategies of the Investigation

This investigation will be centered on the last three strategies presented before which are “*Questioning*”, “*Reflecting*”, and “*Evaluating*”. These three strategies are the least worked ones inside a classroom and are connected to critical thinking. These strategies are essential and important when reading a text and developing reading skills. First, “*Questioning*” as Hughes (2014) stated that to become critical thinkers, students need to develop their own skill of asking questions, implicit and non-implicit ones. It is necessary that when students read a text or a piece of literature, think of questions that can help them to understand the reading in a complete form; questioning helps the reader to comprehend the text with their own skills. Second, “*Reflecting*” stated by Dewey (1933: as cited in Fisher, 2001) enables the students to practice **reflective thinking** as a critical definition. This is important because it will help students to practice their critical reading and personal opinions about a specific reading text. And third, “*Evaluating*” as Hughes (2014: as cited in Fadhillah, 2018) commented that in

evaluating, readers are encouraged to evaluate what they have read and integrate it with their prior knowledge. Using this strategy will provide students with the knowledge of thinking and developing a response according to what the teacher asks. In other words, Fadhillah (2018) says that when people read critically, they are not only absorbing or understanding, but also interpreting, analyzing, and evaluating the text. Besides, the reader is doing more than just reading, the reader is comprehending the reading while thinking critically about it.

I.4. Critical Thinking

I.4.1 Definition

There are many definitions of the concept of critical thinking, however, according to Bailin (1999: as cited in Lai, 2011), “Critical thinking involves the ability to respond constructively to others during group discussion, which implies interacting in pro-social ways by encouraging and respecting the contributions of others” (p. 34). Critical thinking requires students to analyze information and create a judgment in order to give their opinions and respect others’ opinions.

According to Vaseghi, Gholami, and Barjesteh (2012) “The main benefit of critical thinking is that it encourages active learning by teaching students how to think rather than what to think” (p.1). Based on this, it can be affirmed that thanks to critical thinking development, students are creating and developing their way of thinking according to what they think is right or wrong.

When discussing the topic of critical thinking, it is important to have in mind that the concept itself involves the development of different skills. As mentioned by Facione (1990) these skills are interpretation, analysis, inference, evaluation, explanation, and self-regulation.

When discussing critical thinking skills, it is possible to identify similarities between these skills and those mentioned when explaining reading strategies. Taking into account the definition of critical thinking and its relation to analyzing different situations along with creating an opinion based on their beliefs, one can create a correlation between the skills of analysis, evaluation and interpretation and the strategies of reflecting and evaluating. These skills are focused on developing on the student the ability to reflect about any given topic and based on this give their opinions as well as think about what they already know and believe. Each of these skills help students when understanding any given situation, or when they want to give an opinion regarding a topic.

I.4.2 Relevance of Critical Thinking in nowadays education

Critical thinking has become a useful tool in the educational field, teachers are faced with the opportunity to strengthen their students' critical thinking skills and thus benefit their development. Helping students to know how to think critically and give their opinions should always be encouraged. Barjesteh and Vaseghi (2012) explained that the use of critical thinking activities when teaching a second language can help them get meaning from texts and considerably improve their level of thinking regarding any given topic (p.30).

Golpour (2014) announced that “critical thinking is an important factor which has a direct relationship with language learning, and it is a very important component of education in this century” (p. 1). When teaching a foreign language, teachers are not only teaching grammatical

structures or pronunciation, but they are also teaching ways of seeing the world and ways of thinking. By teaching based on the use of activities related to critical thinking, they can give them the necessary tools to be able to understand, argue and defend their points of view.

I.4.3 Critical Thinking and its relation when working on Reading

Comprehension

According to Renatovna (2019) “Critical thinking is an ability to analyze information from a position of logic and is a personal and psychological approach to apply the received results as to standard (...)” (p. 66). When it comes to strengthening students’ reading skills, it is important to teach them how to analyze the different texts they can see when learning a foreign language, along with encouraging them to present and argue their points of view. Ferrer and Staley (2006) mentioned that “The role that reading plays in allowing individuals to access knowledge, expand their views of the world, and develop their critical-thinking skills is unquestionable” (p. 79). Likewise, Stefanova, Bobkina, & Sánchez-Verdejo (2017) explained that “it becomes clear that the development of critical thinking skills is closely related to knowledge acquisition, as fostering students’ active thinking and independent thinking ability helps them to put their previously acquired knowledge into practice” (p. 252). As a matter of fact, Karimi and Veisi (2016) affirmed that “there is a significant positive relationship between critical thinking skills and students’ reading comprehension proficiency” (p. 6).

Since this research is focused on the development of two skills related to critical thinking: analysis and argumentation; Venugopalan (2019) stated that the objective of the analysis skill is that “The student must be able to make connections among several pieces of information to determine the intended meaning it represents” (p. 4). With the development of this skill, the students are going to be able to understand the meaning and the given information

from the texts they are expected to read. The same author gives us the objective of the argumentation skill, mentioning that “The student must be able to clarify and add his or her own insight about a reading and to clearly communicate this to classmates as well as the professor” (p. 4) Considering that critical thinking helps students develop their thoughts, we can affirm that argumentation skill aims to develop in the student the ability to give opinions based on what they know and what they think regarding a text.

I.5 Identity

I.5.1 Defining Identity and its importance to this research

Identity development during teenage years is an important task since, at this age, adolescents are developing educational and professional goals while shaping and seeking an image of who they are, who they want to be, and what they feel. For instance, in the case of this research, the average age of the students is between 15-16 years old, which is according to Behore and Stefarta (2015), when they become able to think critically about things and concepts that they could not see or felt before. Additionally, Behore and Stefarta (2015), stated that during this age, they are developing more advanced reasoning skills to consider different situations with multiple options and possibilities while they are constantly questioning everything about themselves, those around them, and the way in which they see and interact with their world.

On the other hand, and considering the different areas where identity development is worked on (i.e., family, friends, relatives, places of study or work, neighborhood, etc.), Verhoeven et al. (2019) pointed out that school could be the place to talk and work on the

concept of identity among adolescents since this is the place where they spend most of their time. In the same way, Verhoeven et al. (2019) also discussed that this is the place where students find multiple implications when seeking their identity. Hence, teachers can help them to explore, find, and discuss these implications by sharing different ideas and opinions on reading activities, debates, speaking sessions, and so on. For this reason, it is important that teachers can feel able to share these kinds of conversations and activities. Nevertheless, recent studies as the one carried out by Hombrados-Mendieta et al. (2012), have shown that although teenagers should establish bonds with the people they share recurrently, or those they should see and feel as sources of emotional support (i.e. parents, relatives, friends, and teachers), adolescents leave teachers in the last place as they are more likely to provide the lowest level of support since teenage students tend to see them as authorities or as professionals who only deliver the knowledge of their area of expertise. Therefore, considering the importance of identity development at this age, teachers should look for methods and strategies to work on this topic in different subjects, and thus be able to know and help their students in this path.

I.5.2. Identity in Modern Literature

Even though the concept of identity is something that is worked on in all areas of our lives such as psychology, neuroscience, the different professional areas, and education, it is also a recurring theme to work on literature. In this case, and applying it to the context of Chilean education, the genre of teenagers' literature known as '*young adult*' (*YA*) could be a useful tool for engaging reading among adolescents. According to Ivey & Johnston (2013), the selection of contemporary literature for teenagers to work reading in class is relevant due to how these texts work with and challenge issues of their daily life and stage of life. Moreover, research such as the one presented by Jerrim & Moss (2018) demonstrated that working with

a selection of stories according to their age, requires them to concentrate and read deeply while being interested and experiencing meaningful processes where they gather information for their constant thought and reflection. Likewise, while reading a selection of texts according to their age, needs, interests, and insecurities, teens can feel understood and supported by their teachers.

Lastly, this process of considering literature in accordance with the readers' age and interests can leave issues such as equity and identity between stability and growth at an age in which teens are looking for different points of view to construct the meaning of their world and the one of those around them.

I.5.3. Identity in the selected literary texts

Referring to the selection of the literary texts to work with teenagers during this research, it must be noted that the age and stage of life of the students is the most important factor at the moment of deciding the purpose and objectives of this investigation. For instance, according to Watson (2019), identity during teen years is a topic of concern since their growth during these years will constitute their one's sense of as individuals, their definition towards others, and their definition in terms of values, beliefs, and role in the world. That is the reason why it is important to work on this topic during this age, and in different subjects and contexts, yet is also a cross-cutting objective. In this case, the theme of the stories or excerpts to work on is about identity in its different points: self-identity, social identity, and gender identity.

I.5.3.1 The Development of Personal Identity in Adolescence

When understanding the general concept of identity, it is important to start defining the essence of a human being, which is our sense of personal identity. According to Cherry (2021), self-concept is how behavior, abilities, and unique characteristics are perceived by the

individual. In the same way, these characteristics are built through all our periods of development in accordance with our culture, beliefs, community, experiences, learning, needs, preferences, etc. Nevertheless, as Pfeifer and Berkman (2018) stated, adolescence is one of the key points to develop self-identity since at this age, teenagers are building commitments, personal goals, motivations, and psychological well-being, while they are constantly struggling with social relationships, parental acceptance, youth seek autonomy, academic achievement, peer group norms, popularity, romantic experiences, etc. Furthermore, Crocetti (2017) mentioned that during this age, individuals are going through biological, cognitive, and social changes that make them think about themselves, reflect on the kind of people they want to become, and find their place in society. In particular, their sense of personal identity is a transitional period where stability and certainty might be undermined. Hence, this stage of life seems to be a complex period where they may feel not understood or without a sense of belonging.

In terms of education related to identity formation among adolescents, Kaplan and Flum (2012) suggested that identity formation is strongly intertwined with and shaped by the contexts in which individuals interact, such as educational settings, making this context as the essential one since it is the place in which teens spend most of their time. Therefore, the authors revealed the importance of creating a close link between identity and learning by working this concept on different type of activities directed by the various actors in the educational project (e.g., students, teachers, principals, parents) and at different units of analysis (e.g., individuals, teams, classrooms, and educational organizations).

I.5.3.2 The Development of Social Identity in Adolescence

It is important to notice that personal identity cannot be formed if there is no existence of “*social identity*.” In this case, according to Vinney (2019), social identity is understood as the part of the self that is defined by one’s group memberships, and how these groups and interactions within individuals can influence one’s identity and behavior. Similarly, McLeod (2019) acknowledged that social identity theory is an important source of pride and self-esteem since groups give us a sense of belonging to the social world. Besides, the same author also stated that these groups exist in society for two reasons: to mark the differences between groups and to mark the similarities of things in the same group.

In terms of education related to social identity formation among adolescents, Tanti et. al (2011) discussed that teenagers generally experience significant change in their social world during this stage of life since this period before adulthood confront more diverse and heterogeneous social situations with the possibilities of new social group memberships, roles, expectations, and responsibilities. Indeed, this heterogeneity in new social groups tends to highlight differences between the self and others and, by implication, entails some impact on one’s social identities. In order to work social identity in the classroom, Haslam (2017) pointed out that while working these kinds of concepts, learning becomes a fundamentally collaborative process that focuses on the capacity for individuals to participate in self-development through more or less constructive engagement with instructors and instructional systems. In this way, it is important to always recognize this collaboration and given the dissimilarities that exist (e.g., in power, status, expertise, age, experience, social background, etc.), one might wonder how that different knowledge and skills could be passed on from one to the other through different kind of activities, workshops, conversations, etc.

I.5.3.3 The Development of Gender Identity in Adolescence

From birth, all human beings are categorized under a certain gender according to their assigned sex. However, while sex is a label -male or female- that the individual is assigned based on the reproductive system and the chromosomes, gender is much more complex and is constructed through different stages of life. According to Ghosh (2020), gender identity is defined as a personal conception of oneself as male or female (or both, or even neither). In addition, the same author explains that in nearly all instances, the gender with which we identify ourselves is a combination of different factors manifested by the society in which we live, and these factors are observed in our behavior, appearance, roles, dress, etc. Thus, the Office of the High Commissioner for Human Rights (n.d.) stated that by following this generalized view or preconception, society develops “*gender stereotypes*” or the idea of “*gender roles*”, which are attributes or characteristics assigned according to the gender identity of the individual, and this perpetuate inequalities where society and culture tend to see some activities, roles, occupations, clothing, behavior, actions, etc., as exclusively for men or women.

Following the previous idea, as an example in educational settings, Sinclair & Carlsson (2013) observed that during adolescence (particularly, the period in which teens make important decisions about their future occupation), some of them choose specific professions based on gender stereotypes (e.g., hairdresser, teacher, nurse for women; and electrician, doctor, engineer for men), and this leads to significant consequences for the future gender segregation on the labor market. Besides, research conducted as the one by Vázquez-Cupeiro (2013) showed that the educational system strongly influences students’ conceptions of what they can achieve based on their gender, and this helps to perpetuate gender inequalities from

generation to generation. For instance, some research done by the same author provided that teachers often treat girls and boys differently, while the boys receive more attention, challenge interaction and constructive feedback from teachers; girls are seen as “invisible members of classrooms.”

Consequently, working on gender identity by avoiding gender stereotypes in the classroom is a subject that needs to be tackled to create a safe space where students can feel comfortable to talk, share opinions and learn at the same time. For this, Ahmd (2020) suggested creating a safe classroom environment by supporting and encouraging students’ ideas, choices, and participation. Furthermore, to avoid phrases and activities that could lead to sexism or stereotyping, and in the case of experiencing these situations, talking openly about the matter to understand and recognize gender stereotypes.

Finally, it is also important to have different kinds of collaborative activities where boys and girls work together, and to show them role models in an equal balance to show the class that men and women are as capable as each other.

II. METHODOLOGICAL FRAMEWORK

II.1. Problem of Study

In the Chilean educational context, weaknesses and issues are demonstrated respecting reading comprehension, specifically in the English subject. For instance, the English SIMCE'S results (2018) showed that reading comprehension is a weak ability in students because there are no reading habits, and students do not find interest in reading. Nowadays, there is a wide variety of methodologies to work on reading comprehension, and one of them is to work on these skills through critical thinking. Although critical thinking skills are considered a 21st century educational necessity and these can be worked on different abilities, there is still a lack of development of them. According to Saleh (2019), working on these skills will develop educational challenging contexts where students are capable of analyzing different situations, reflecting on different themes, questioning ideas, defending opinions, making decisions, identifying problems and solving them, etc. Therefore, through different reading comprehension activities, this research pretends to enhance reading comprehension through critical thinking skills (analysis and argumentation skills) by selecting texts with topics of concern for 10th-grade students.

II.2. About the study

Hypothesis

- Applying two sub-skills of critical thinking (analysis and argumentation) will improve reading comprehension.

General Objective

- To strengthen students' reading comprehension through two critical thinking sub-skills (specifically analysis and argumentation) in 10th-grade students at Liceo Manuel Arriarán Barros.

Specific Objectives

1. To design and apply class activities based on identity texts to improve reading comprehension.
2. To strengthen students' reading comprehension skills through two critical thinking sub-skills.

Research Questions

- Is there a relationship between the perception of improvement of the students in reading comprehension and critical thinking?
- How to promote reading comprehension using two critical thinking sub-skills as a means in 10th-grade students?
- How does the teacher evaluate the material in relation to the development of critical thinking skills to enhance reading comprehension?

II.3. Participants

The research was focused on 10th-grade students of the Liceo Salesiano Manuel Arriarán Barros located in La Cisterna. Students that attend this school are only men, and the school provides education from Pre-K (Pre-Kindergarten) to 12th-grade. This is a Catholic

school, which belongs to the congregation of Salesians of Don Bosco, thus the school program is dedicated to teach students to be good and honest citizens. In the same way, this school has humanista-científica (humanistic-scientific) education and is categorized as a subsidized school with students that come from different places of Santiago. Most students come from a middle-class background.

In the case of the group selected for this research, students were from 10th-grade B (II° Medio B) between 15-16 years old, and there were 42 students in this class. Regarding nationality, all of them were Chilean, but they constantly interacted with foreign students from other grades during the breaks. For this grade, English classes were on Fridays from 10:25 to 11:15 am (50 minutes). However, due to the pandemic, the class lasted approximately 40-45 minutes since students at the school needed time to sanitize themselves, and students at home needed to connect to the session. Besides, due to COVID-19 and the modality of this semester (hybrid classes), approximately 22-25 students were in the classroom, and the rest of them were attending the class from their houses using Google Meets. Considering this situation to work in class, students that were in face-to-face classes had access to the internet in the classroom, and they could use any electronic device during class.

In general, students had a good performance in class, were responsible, and worked in class. They also had and demonstrated good behavior, but especially when the lesson plan had playful activities, moments of conversation, use of technology in classes and group activities. However, by having conversations with the students, they recognized that they liked the English class and that they understood almost everything, but it was difficult for them to express orally in this language, and they also had difficulties in working reading

comprehension because, according to them, the selection of texts was usually long, boring or with difficult structures and vocabulary.

II.3.1 Sampling Procedure

To conduct this research, it was necessary to present the complete idea and intervention to the teacher in charge of the English class for this grade and ask for his permission by signing an authorization. Then, the teacher presented this document to the UTP Department (Unidad Técnico Pedagógica), and they authorized an intervention that consisted of 4 classes for all the 10th-grade B students (42 students) that could begin once the teacher finished with the unit that students were studying at that time. Hence, the intervention began on Thursday, October 14th, 2021, and ended on Thursday, November 4th, 2021.

Once the intervention started, at the beginning of the first class, students knew what they would be doing for the next classes. In addition, the teacher in charge of this class asked them to collaborate and participate freely during this process.

II.4. Instruments to collect data

For this intervention, the following instruments were considered to evaluate the results of this research.

- ***Teacher's Interview(s)***: before the intervention, the teacher's interview was conducted to know its appreciation about the topic of the classes. Thus, the teacher was asked about its knowledge about students' preferences when learning, how they work on reading, its work on critical thinking, and so on. Then, once the intervention ended, the

teacher was interviewed to know its current appreciation after the intervention and work in class. *(See Appendix C and Appendix H for this information).*

- **Observation rubric and observer’s notes:** during the different classes of the intervention, the observer took notes about what the students did and how they reacted to the class tasks. With that information, an observation rubric was completed to analyze different class criteria relevant to this research. *(See Appendix E and Appendix F for this information).*
- **Students’ Questionnaire:** once the intervention ended, students answered a questionnaire on Google Forms to know their opinion about the classes. With their opinion, it was possible to form and discuss the results of this research. *(See Appendix G for this information).*

II.5. Class materials (4 sessions)

For this intervention, the following materials were considered to conduct the different classes.

- **Lesson Plans.** *(See Appendix A for this information).*
- **Texts selection regarding “identity” in its different expressions:** during this intervention, students worked with excerpts from two different books, which were “The House on Mango Street” by Sandra Cisneros and “This Book is Anti-Racist: 20 Lessons on How to Wake up, Take Action, and Do The Work” by Tiffany Jewell. These books describes situations in which identity is constantly discussed. For instance, in “The House on Mango Street,” students worked on personal identity by discussing one’s sense of belonging. Besides, they also worked on gender identity by

a text in which Esperanza (the main character of the vignettes) is describing how the social perception of gender affects boys' and girls' formation. On the other hand, students worked on social identity by an excerpt from "This Book is Anti-Racist: 20 Lessons on How to Wake up, Take Action, and Do The Work." In this book, the author described how society forms humans according to their environment and the groups in which they interact. *(See Appendix B for this information).*

- ***PPT Presentations:*** to guide every class, PowerPoint Presentations were made. By using this material, students in face-to-face sessions and online classes were able to follow the instructions, play the games, and answer the questions. *(See Appendix B for this information).*
- ***Cards:*** in two classes, students were given cards to complete with their opinion. Firstly, in the class of "personal identity," students had to complete a card in which they had to write their names and describe characteristics about themselves. Secondly, after the reading of the class of "social identity," students had to complete a card writing their opinion of social groups which belong to the "dominant culture" and groups that are perceived as "marginalized social groups." *(See Appendix B for this information).*
- ***Kahoot and Wordwall:*** during these classes, some activities were done on platforms such as Kahoot and Wordwall. These platforms were mostly used for warm-up or closing activities since it engages students in a crucial moment of the class. Moreover, working with these platforms was not a problem for students since some of them are working online, and students in face-to-face sessions have access to internet connection and are allowed to work with technological devices in the classroom. *(See Appendix B for this information).*

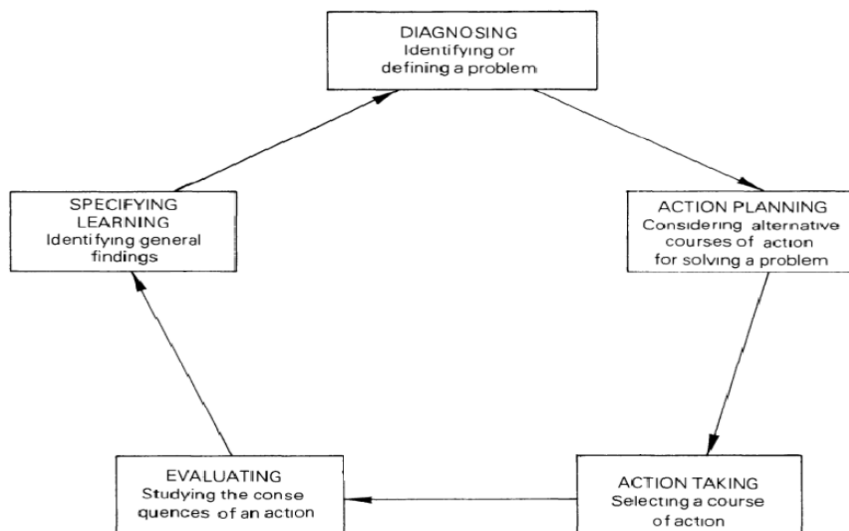
- **Worksheet (reading of the class and two critical thinking questions):** in every class, students were given a piece of paper with the reading of the class and two critical thinking questions, which could be answered individually or in pairs. The first one was a question to develop the ability of analysis, and the second one was a question to develop the ability of argumentation. The question regarding analysis skill was intended to allow students to identify a problem based on the class reading task, bring it into their social environment, and be able to understand the basis of the problem and think about how to address or solve the issue. Then, the question regarding argumentation skill was intended to allow students to develop their argumentation skill based and supported on the questions “*What?*” “*Why?*” “*How?*” “*Have you ever...?*” etc., and in this way, students could evaluate their own ideas and create a clear argument and opinion on the topic. (*See Appendix B for this information*).
- **Sticky notes:** there were two classes (social identity and gender identity) where students were presented a question at the end of the class, and they had to think about it and come up with a solution or action that could be taken to address this problem.

II.6. Research Design

This research was structured according to the action research methodology. Kemmis and McTaggart (1988) stated that “action research is a form of collective self-reflective inquiry undertaken by participants in social situations to improve the rationality and justice of their own social or educational practices and the situations in which these practices are carried out.” (2013, as cited in Mukabeta, Hamandishe, & Nzombe, p. 19). Thus, in the case of this investigation, action research will be carried out at Liceo Manuel Arriarán Barros while

working with 10th-grade students. This research was conducted based on 5 stages of the action research methodology.

1. **Diagnose:** in this stage, the problem that was going to be studied in this research is recognized; in this case, the development of reading skills and critical thinking skills.
2. **Planning:** in this stage, each class and activities regarding the intervention were planned based on the skills and the level of the course.
3. **Action:** in this stage, the previously planned lessons were implemented. Along with this, information regarding the students' development was collected.
4. **Evaluation:** in this stage, the information from the intervention was evaluated to appreciate the impact of the interventions and how they benefited the students in their development.
5. **Learning:** having the results of the interventions, these were studied in order to evaluate the effectiveness of the interventions.



The Cyclical Process of Action Research - Susman & Evered, (1978, p. 588)

This investigation used a qualitative method to gather information and apply different strategies to work on a problem. As stated by Bijayini et al. (2013) “Qualitative method is used to understand people’s beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data.” Likewise, considering the collected information from the instruments and the type of analysis, an open codification was used to have a deeper analysis about the data and keywords of this research (*see Appendix D and Appendix I for this information*).

On the other hand, the data collection methods used for this research and investigation were interviews, student’s survey, and observations. This method was chosen because the focus of this research was the development of reading comprehension through critical thinking, and it was necessary to obtain the perception of students regarding the activities and different discussions that were conducted during the different interventions. As Martiamianakis, Stenfors-Hayes, and Teherani (2015) mentioned “Qualitative research focuses on the events that transpire and on outcomes of those events from the perspectives of those involved” (p. 669). Based on what qualitative research implies, the perspectives of the students and how they created their critical thinking were the most important factors in order to collect information and results respecting this research.

II.7. Procedure

II.7.1. First Session: Personal Identity

In the first class of the intervention, students were presented with the concept of identity and answered the question “What do you think identity is?”. Then, students learned about different keywords for the reading, and they read the text “My name” by Sandra Cisneros. Subsequently, students answered six textual questions about the text using Kahoot. Afterwards,

students in groups answered two questions (analysis and argumentation) such as “Are any parts of your identity represented in the story / by the characters? Are you happy with this representation?” and “Does the author present identity as something we are in control of or something that is decided for us? Do you think you are in control of your identity? Explain.” As a closure, students had to describe themselves using different adjectives that suit them the best.

II.7.2. Second Session: Social Identity

Students started the class with the question “What do you think social identity is?” while seeing different concepts and vocabulary words about the topic. Then, students read an excerpt called “Waking up: What are my social identities?” from the text “This Book is Anti-Racist: 20 Lessons on How to Wake up, Take Action, and Do The Work.” Prior to the reading, students had to talk about an experience they lived, saw, or heard about social privilege, and had to write inside the card the identities they thought were part of the “dominant culture,” and outside the social positions they thought were/are being oppressed or marginalized. Posterior to this activity, students were reunited in different groups and answered two questions (analysis and argumentation) such as “Which groups form your social identity? Which do you identify the most with? Explain.” and “When have you benefited from belonging to a certain social group? When has it been a challenge for you? Explain.” To finish the class, students had to write on a sticky note an action or solution to fight against discrimination, and social privilege by the statement “What will you do to fight against discrimination and social privilege?”.

II.7.3. Third Session: Gender Identity

Considering previous classes, the third session was about gender identity in relation to gender stereotypes/roles. Students were presented with the question “What do you think gender identity is?” to see their opinions about the topic. To follow this question, students were asked about the difference between gender and sex, making a difference between those two concepts and their definitions. Then, students read a chapter called “Boys & Girls” of the story “The House on Mango Street.” After the reading, students worked in groups to answer two questions (analysis and argumentation) such as “Do gender stereotypes seem to be more offensive, or incorrectly portrayed, to females or males? Both equally? Why?” and “How do gender stereotypes and gender portrayed in media and daily life translate to an individual’s gender identity or the identification of others? Explain.”, to work on their critical thinking about the topic. As the last activity, students were given a specific statement about stereotypes/roles as “What will you do to avoid gender stereotypes/roles?” to make them reflect about this problem.

II.7.4. Fourth Session: Identity

To finish the interventions, students reviewed the three types of identities seen during the sessions as personal/self-identity, social identity, and gender identity. Students started the class by answering and discussing the questions “What do you remember about identity?” and “What were the concepts that we saw? to follow by solving a roulette with true or false statements of the different identities learned during the classes. Next, students revised the concepts seen during the intervention and discussed them with their classmates. Then, students answered two questions (analysis and argumentation) such as “Do you think your concept of identity has changed with these classes? What did you like the most? What did you like the least?” and “What was the concept that most caught your attention? Think about personal/self-

identity, social identity, and gender identity. Explain.” To finish the last session, students were asked to answer a survey about their impressions and opinions about this intervention.

III. RESULTS

III.1. Pre-Intervention: Teacher's Interview

Before the intervention, the teacher was interviewed regarding the development of the students, their skills and work in class along with their previous knowledge of critical thinking skills. The interview (*see appendix C*) had 7 questions and it was divided into six categories: English skills, teaching strategies, reading comprehension work, critical thinking development on a secondary level, identity on critical thinking and literary texts, and research expectations. By having the teacher's answers, an open coding (*see appendix D*) was made to analyze its answers.

Firstly, the teacher was asked about English skills, and he referred to grammar skills as a strength and speaking skills as a weakness considering the school context, thus the English department is currently working on strengthening these skills.

After presenting the idea of this investigation, the teacher seemed interested in this intervention since he had already worked on critical thinking, but using problems as a means instead of English skills such as reading comprehension. He also mentioned that reading comprehension needs to be worked from an early age and the readings must be based on their interests. Nevertheless, the teacher confessed that he did not have a strategy to work on critical thinking skills through reading comprehension based on students' interests and stage of development. Therefore, he did not know what to expect regarding this intervention since it is something new for the school program.

III.2. Class Rubric and Observer's Notes

III.2.1. First Session: Personal Identity

Afterwards the teacher's interview, the intervention started on Thursday, October 15th, and ended on Thursday, November 4th. Consequently, this intervention lasted 4 classes.

The first class consisted of personal identity. According to the class rubric (*see appendix F*) and the observer's notes (*see appendix F*), the teacher achieved most of the criteria, but it was not observed if the teacher summarized the major points of the lesson, use of examples to clarify the topic, and the emphasis on the essential points of the class. Then, the students' rubric achieved all the criteria in a positive way. For instance, they were participative during all the class, paid attention to the activities, worked collaboratively, shared their opinions respecting others' ideas, and associated class vocabulary with their previous knowledge and experiences. During this class, the reading task was a vignette called "My name" from the book "The House on Mango Street" by Sandra Cisneros. In this story, the protagonist (Esperanza Cordero) explained the difficulties of being a teenager looking for a place in the world, and how our environment and social perceptions influence this process. After the reading task, students answered critical thinking questions and shared their opinions. Some of them explained that they have experienced Esperanza's feeling of looking for a sense of belonging while other students explained that their identity is being constructed by their social environment and relatives. Considering students' discussion and observations regarding personal identity, it was noted that during this first class, students showed interest towards the intervention and the topic that was presented, even though they affirmed that they did not like reading activities in general, however they liked this class because they understood that reading

and critical thinking skills were worked taking into account their interests and crucial topics regarding their age.

III.2.2 Second Session: Social Identity

In relation to the second class based on social identity, which was registered by the rubric (*see appendix F*) and the observer's notes (*see appendix F*), the teacher and the students achieved positively all the criteria from the rubric. Thus, students were part of the different discussions during the class, listened closely to the text, participated, and answered questions about the text, and they also understood different keywords and related them correctly, etc. Considering the vocabulary section of the class, it could be noted that students used to know the meaning of words by making associations of the word sound similarity in Spanish, or by thinking about memes or statements that they have seen in social media. Besides, students worked on the definitions of social identity and how they identified themselves. For instance, they talked about physical characteristics, social class, gender, sexuality, religion, and so on. Regarding the reading task of this class, students read "Waking up: What are my social identities?" which was a text adapted from the book "This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work" by Tiffany Jewell. This reading explained to students how identity is built by many categories (e.g., race, ethnicity, socio economic class, gender, age, language, etc.), and how these categories ended forming a '*social identity*' that affects the way in which we interact with the world. Considering the observer's notes. It could be noted that students seemed interested in this reading task, and once they ended it, they wanted to share their opinions on how they are currently building their social identity. For example, once the students worked on the critical thinking questions of the class, they shared

which groups form their social identity, and situations in which belonging to these groups has been a benefit or a challenge. Moreover, to analyze the reading, they completed a card (*see appendix B*) in which they had to consider the social categories to write groups of the dominant culture and marginalized social groups according to their opinion. This activity developed a moment of discussion where students shared their answers. For instance, when talking about dominant culture, all of them identified the following: “*white people*” “*straight people*” “*rich people*” “*politicians*” “*Europeans*”. On the other hand, when talking about marginalized social groups, they identified the following: “*black people*” “*mapuches*” “*indigenous people*” “*poor people*” “*LGBT community*”, etc. In this class, it could be argued that students’ favorite activity of this class was the closure where they had to answer the question “***What will you do to fight against discrimination and social privilege?***,” and all of them wrote their answers on a sticky note expressing actions as the following: “*treat people as they are and not because of their appearance*” “*teach people patience*” “*teach people respect*” “*we could try to convince people to think that how a person is, it’s not defined by how they look.*”

III.2.3. Third Session: Gender Identity

Concerning the third class based on gender identity with a focus on gender stereotypes and gender roles, the rubric (*see appendix F*) and the observer’s notes (*see appendix F*) showed that the teacher and students achieved positively all the criteria from the rubric, and the observer’s notes explained that this was a controversial class as students had a lot to say and they constantly wanted to share their opinions on gender identity and the topics of gender stereotypes and gender roles. For instance, since the beginning of the class, which was the moment where they studied and learned some key concepts (e.g., gender, sex, gender

stereotypes, gender roles, etc.) for the reading, they already recognized these words, and they wanted to share what they knew about the differences on “sex” and “gender” and how gender is culturally and socially built along our growth as members of society. In this case, the students had a lot to contribute to the class discussion, and they spoke about different social situations in which they experienced or heard about gender inequalities. When talking about gender stereotypes, students illustrated how some colors are socially assigned for men or women, they talked about the gender pay gaps and the disparity between men and women in custody disputes. During this class, all these concepts and conversations called students’ attention, and they did not lose attention on the class topic. Then, when they worked on the reading task, which was a vignette called “Boys & Girls” from the book “The House on Mango Street” by Sandra Cisneros, they found some gender stereotypes and gender roles in the story, and they shared their opinions working in groups, and presented them to the class. Considering the situations from the reading task, they talked about how society tends to see women as the one who has to take care of children instead of men. Likewise, they talked about how society allows women to be more sensitive whilst men are taught to not show emotions in the same way. Moreover, when they had to work on critical thinking questions, most of them explained that gender stereotypes seem to be offensive for men and women by the images that social media and marketing present to individuals, and that this perception influences an individual’s sense of identity. On the other hand, following the idea of last class about actions for improvement for the future, students answered the question ***“What will you do to avoid gender stereotypes/roles?”*** on a sticky note expressing actions as the following: *“do not differentiate between men and women” “having respect to others” “not having ideal stereotypes” “teach children” “not expect something from someone because of their gender.”* In general, it could

be argued that this was students' favorite class from the intervention since all students participated actively in discussions, and there were situations when there were so many students who wanted to share their opinions.

III.2.4. Fourth Session: Identity

Lastly, in the fourth class which was the intervention closure based on the general concept of identity, students worked on different analysis activities and critical thinking questions. The class started by answering a true or false roulette with statements about identity (*see appendix B*). In this case, all the students answered correctly to the roulette. The roulette presented statements such as “*Identity is the fact of being who*” “*Language does not influence identity*” “*A gender stereotype is about assigned roles and characteristics for men and women*” “*Gender and sex are the same.*” After the roulette, students saw a PPT Presentation with the vocabulary words (e.g., personal identity, social identity, gender identity, family structure, religious beliefs, ethnicity, gender inequality, etc.) seen during the intervention, and they had to give meaning to them. In this activity, students gave correct meaning to each of the words presented. Then, students completed an identity wheel (*see appendix B*) in which they had to analyze their current sense of belonging to certain social categories by considering the topics seen during the intervention. Once they completed their identity wheel, they answered two critical thinking questions about possible changes in their perception of identity during this intervention and the concept or class that caught their attention the most. In this case, some students explained that their concept of identity changed in some aspects because they had seen what they already knew in depth while others explained that they already knew the concepts, but they liked the activities and having instances of conversation based on the readings and

topics of interest according to their age. Finally, students answered a survey about their perception of the intervention.

III.3. Class Survey: Students' Perceptions

To know students' perceptions on the intervention, a survey (*see appendix G*) was made at the end of the last intervention. To answer this survey, they had around 15 minutes, and the survey contained a total of 10 questions. From these questions, the first section were 6 questions categorized with 5 levels of the *Likert Scale* (in this case, from strongly agree to strongly disagree), and then, the second section were 4 questions with written answers (the last question was optional for students). The purpose of these questions was to know if students could identify what they have learned during the last four classes, how they could deal with identity issues after talking about them, if they felt that their thinking and reading skills have improved, and personal comments to the teacher or about the intervention (this was an optional question).

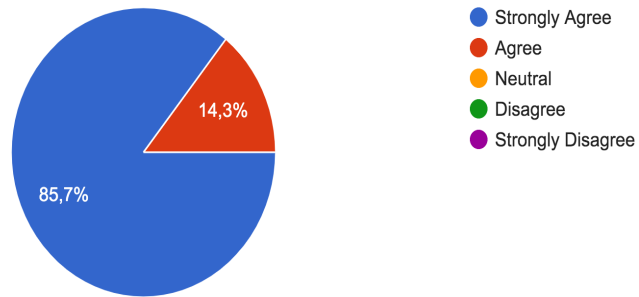
Regarding the day in which this survey was conducted, 26 students were in the face-to-face class, and all of them answered the survey. On the other part, 6 students were online, but only 2 of them answered the survey on Google Forms. Furthermore, 10 students were absent from the class on this day. Therefore, from a total of 42 students, the following answers were collected by the opinion of 28 students.

**After collecting the data from the students in face-to-face class, these answers were transferred to digital format for further analysis.*

The following information can be found in a Google Form.

III.3.1. First Survey Statement

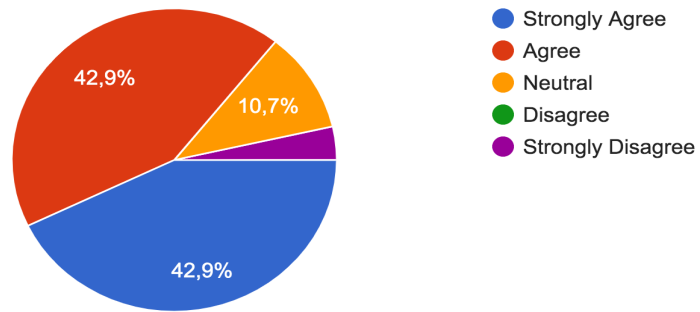
I enjoyed the classes
28 respuestas



The first survey statement was about if students enjoyed the four classes from the intervention. In this case, the answers were only “strongly agree” answered by 24 students (85,7%) and “agree” answered by 4 students (14,3%). Thus, students enjoyed working on this topic, and they also enjoyed the class activities, readings, and conversation. In terms of this research, this result showed that talking about identity issues through critical thinking skills by using reading comprehension is a good idea to work with students of this age.

III.3.2. Second Survey Statement

I liked the readings
28 respuestas



The second survey statement was about if students liked the reading tasks. In this case, the answers varied from four categories:

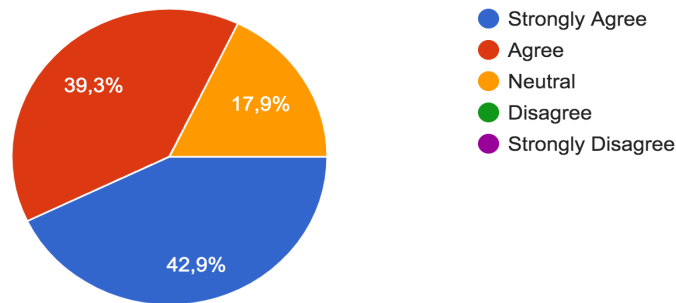
- “strongly agree” answered by 12 students (42,9%),
- “agree” answered by 12 students (42,9%),
- “neutral” answered by 3 students (10,7%), and
- “strongly disagree” answered by 1 student (3,6%).

Considering these results, it could be noted that students enjoyed the reading tasks in general since the majority of answers varied from strongly agree to agree. However, considering the “neutral” and “strongly disagree” categories, it could be identified that 4 students did not like the selection of literary texts, which were used to work on reading comprehension.

III.3.3. Third Survey Statement

I felt comfortable when I had to express my opinion

28 respuestas



The third survey statement was about whether students felt comfortable expressing their opinions. In this case, the answers varied from three categories:

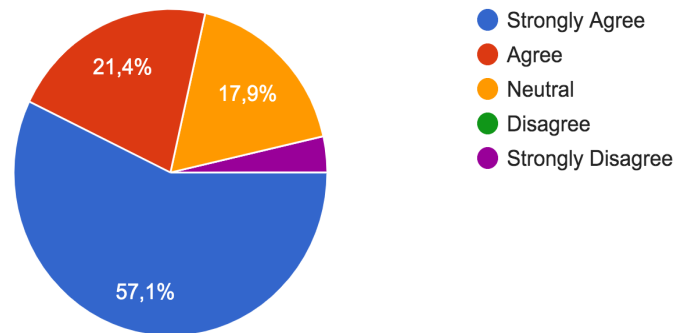
- “strongly agree” answered by 12 students (42,9%),
- “agree” answered by 6 students (39,3%), and
- “neutral” answered by 5 students (17,9%).

By analyzing these results, most students felt comfortable enough during this intervention, considering the “strongly agree” and “agree” category. Thus, they felt comfortable enough to share their opinions on the discussion topic. Nevertheless, considering the “neutral” category, 5 students did not find comfort in sharing their views.

III.3.4. Fourth Survey Statement

I felt comfortable making mistakes in class

28 respuestas



The fourth survey statement was if students felt comfortable making mistakes in class.

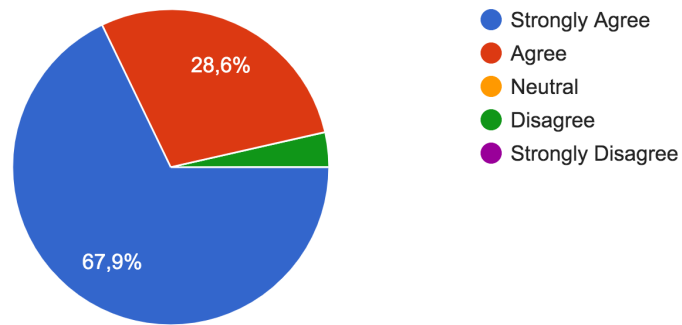
In this case, the answers varied from four categories:

- “strongly agree” answered by 16 students (57,1%),
- “agree” answered by 6 students (21,4%),
- “neutral” answered by 5 students (17,9%), and
- “strongly disagree” answered by 1 student (3,6%).

It could be analyzed that most students felt comfortable during the class, 5 students did not know how to feel about this fact, and 1 student did not feel comfortable when making mistakes.

III.3.5. Fifth Survey Statement

I felt safe during these classes
28 respuestas



The fifth survey statement was about if students felt safe during these classes, considering how much they had to share opinions and thoughts about important topics. In this case, the answers varied from three categories:

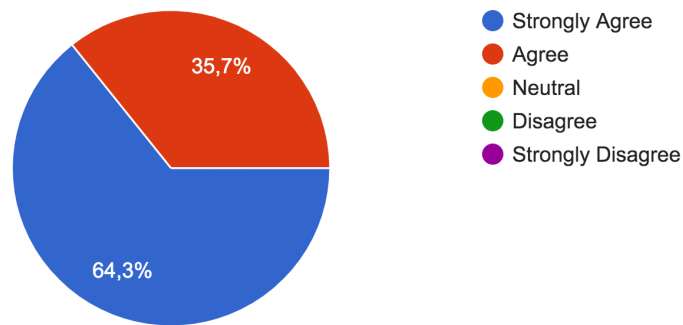
- “strongly agree” answered by 19 students (67,9%),
- “agree” answered by 8 students (28,6%), and
- “disagree” answered by 1 student (3,6%).

With these results, it could be noted that most of the students felt safe to express their point of view while being critical about different topics. On the other hand, 1 student disagrees with this statement.

III.3.6. Sixth Survey Statement

I am able to explain what I learned during the intervention

28 respuestas



The sixth survey statement was about if students were able to explain what they learned during the intervention. In this case, the answers were only “strongly agree” answered by 18 students (64,3%) and “agree” answered by 10 students (35,7%). In conclusion, all the students had made progress regarding identity issues and its relation when working on these topics through critical thinking and reading comprehension since students felt able to share what they had learned. Therefore, this means that this research was a significant learning experience for them.

III.3.7. What did I learn?

Concerning the first open-ended question from the survey, which was “*What did I learn?*” students answered thinking about different contents seen during the intervention. The answers varied from student to student. Nonetheless, to illustrate the 28 different answers, see the table below which categorizes their answers in 6 different topics.

**These answers are the exact words of the students that can be found in the survey.*

<p style="text-align: center;"><u>READING COMPREHENSION</u> (1 answer)</p> <p><i>“I’ve improved my reading comprehension, how to use third conditional, i’ve perfected the past perfect.”</i></p>	<p style="text-align: center;"><u>PERSONAL IDENTITY</u> (1 answer)</p> <p><i>“The personal identity.”</i></p>
<p style="text-align: center;"><u>IDENTITY</u> -considering personal, gender, and social identity- (10 answers)</p> <p><i>“I learned the identity and more about the world in English.”</i></p> <p><i>“I learnt about personal, social and gender identity.”</i></p> <p><i>“Aprendí como se identifican las personas y formas de hacerlo.”</i></p> <p><i>“Aprendí sobre la identidad.”</i></p> <p><i>“Identities.”</i></p> <p><i>“The different opinions and to respect the other identity.”</i></p> <p><i>“Aprendí sobre las identidades sociales, sexuales y la identidad de género.”</i></p> <p><i>“All about gender identity, race, social identity, etc.”</i></p> <p><i>“Aprendí sobre la identidad de género, social y autoidentidad.”</i></p> <p><i>“Learn my and others identity of the person.”</i></p>	<p style="text-align: center;"><u>GENDER IDENTITY</u> (11 answers)</p> <p><i>“The identity gender, but not English.”</i></p> <p><i>“Sex and gender are different.”</i></p> <p><i>“A diferenciar los tipos de género.”</i></p> <p><i>“Identity of genres.”</i></p> <p><i>“Identity of gender.”</i></p> <p><i>“Muchas cosas sobre la identidad de género.”</i></p> <p><i>“The different genres.”</i></p> <p><i>“To respect the other genres.”</i></p> <p><i>“I learned the different types of people who identity with different genres.”</i></p> <p><i>“Sex and gender are different.”</i></p> <p><i>“I learned that oneself can have the gender with which they identify.”</i></p>
<p style="text-align: center;"><u>SOCIAL IDENTITY</u> (2 answers)</p>	<p style="text-align: center;"><u>OTHER OPINIONS</u> (3 answers)</p>

<p><i>“New concepts of other people.”</i></p> <p><i>“Aprendí sobre la identidad social y de género.”</i></p>	<p><i>“I didn’t learned nothing but only because I already knew all this.”</i></p> <p><i>“Nothing.”</i></p> <p><i>“A little of everything.”</i></p>
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According to these responses, it can be concluded that students understood and learned about the topics covered in the interventions, this was achieved through reading texts related to the topic of each intervention. The most mentioned topic about what has been learned is "identity", specifically "gender identity". During adolescence, this topic is crucial since the person begins to wonder about their sense of living, creating, and discovering an identity. This implies an interest in learning about identity and what the concept itself implies. Currently, the concept "gender identity" is very mentioned, obtaining relevance and importance at the time of discovering one's own identity. Since most of the students are developing this idea of who they are; based on their answers to the different questions, involving the concept of gender identity, the different genders that exist, and the way they can identify was a great way of achieving one of the main purposes of this research which was to develop critical thinking skills.

On the other hand, concerning the topics of social identity, reading comprehension, and personal identity, some students answered that they understood what the topics were about. Their answers reflected that identity (involving personal identity and social identity) was something that they understood. In the case of reading comprehension, one student considered learning and improvement on reading comprehension.

III.3.8. Do I know how to deal better with identity issues? How can I do it?

Concerning the second open-ended question from the survey, which was “*Do I know how to deal better with identity issues? How can I do it?*” students gave different types of answers, but in general, 23 students confirmed that after this intervention, they felt that they were able to handle identity better. However, the rest of the class (5 students) discussed that they do not know if they could handle these issues or that they prefer not talking about them. For a better understanding and analysis of this question and their answers, see the images below.

Do I know how to deal better with identity issues? How can I do it?

28 respuestas

- Yes, thanks to what I learned in class
- yes, referring to somebody can be easy by using he she it they them
- Identifying myself with certain groups
- Yes, I can do it with all the reading of the classes
- yes I am better
- I think so but I prefer not to bring up the theme
- Si la verdad ya se hablar mejor sobre esto
- Yes and idk
- I think I do. Talking with them.

Do I know how to deal better with identity issues? How can I do it?

28 respuestas

si, por todas las identidades que aprendí

no

sí, hablando con respeto

yes, speaking about it

sí, podría lidiar con problemas de identidad

yes, i just do it

Yes, speaking about is important

Yes

ahora que sé los conceptos y características creo que si podría.

Do I know how to deal better with identity issues? How can I do it?

28 respuestas

conversar y informarse bien del tema yo creo que eso es complicado

Not really, I don't think in that situation

Yes, talking about the different identitys

With practice

si, los puedo tratar de mejor manera

yes, because the classes were very entertaining, so i enjoyed listening and understanding

Yes, talkin other person

Yes, speaking about it is important

-

III.3.9. Do I think that my reading skills improved during these classes? Am I a critical thinker?

Regarding the third open-ended question from the survey, which was “*Do I think that my reading skills improved during these classes? Am I a critical thinker?*” most students answered that they improved their comprehension skills and they also considered themselves critical thinkers by applying different critical thinking skills in their daily lives. However, at least 5 students discussed that they believe their comprehension skills did not improve or that they did not consider themselves critical thinkers. For a better understanding and analysis of this question and their answers, see the images below.

Do I feel that my reading skills improved during these classes? Am I a critical thinker?

28 respuestas

Yes

yes i can read things in english and i can translate it perfectly

Yes, i feel that now i understand more of what i read without having to translate everything

I really feel the reading in this class and yes, I am a critical thinker

I don't think that my reading skills improved. I think that yes.

No mejoro mucho pero entiendo un poco más

I don't feel like they improved so much but I am a critical thinker

Yes, they've improved a lot. Maybe I am.

Si, ya que al ser entretenido leía con más ganas. No, no me gusta mucho pensar en criticar.

Do I feel that my reading skills improved during these classes? Am I a critical thinker?

28 respuestas

No, but I think I am a critical thinker.

Sí, sentía que mis habilidades de lectura mejoran

yes

Si, se desarrollaron un poco mas, y si soy un pensador crítico

yes, yes

a bit

Yes, with general knowledge you can critic everything

Yes it has improved more

Sí, la verdad aprendí a leer y traducir un poco más rápido en mi mente.

Do I feel that my reading skills improved during these classes? Am I a critical thinker?

28 respuestas

Yes it has improved more

Sí, la verdad aprendí a leer y traducir un poco más rápido en mi mente.

creo que con los textos que analizamos me ayudaron a mi comprension lectora

Yes, I think they've improved, maybe, I don't know

A little bit

aprendí a leer más rápido y comprender más rápido.

i still need to know more of other peoples. im more critical

Yes upgrate and neutral

I've always be good

III.3.10. Do you want to say anything to your teacher? (this is optional).

Respecting the fourth and last question from the survey, students decided if they wanted to answer the question *“Do you want to say anything to your teacher? (this is optional).”* Even though this was an optional question, 17 students answered by giving comments about the intervention or the work of the teacher. For a better understanding and analysis of this optional question, see the images below.

Do you want to say anything to your teacher? (this is optional).

17 respuestas

thank u both for everything we learned this year, yall make this class more fun and motivated, i like talking like this and perfecting it is my dream, thank u teachers, there are not many like you

You are a good teacher, and good luck!

Congratulations and have a nice future

Yes. It was a good class overall

Thank you very much!

Se entendió todo. Muchas gracias por enseñarme :)

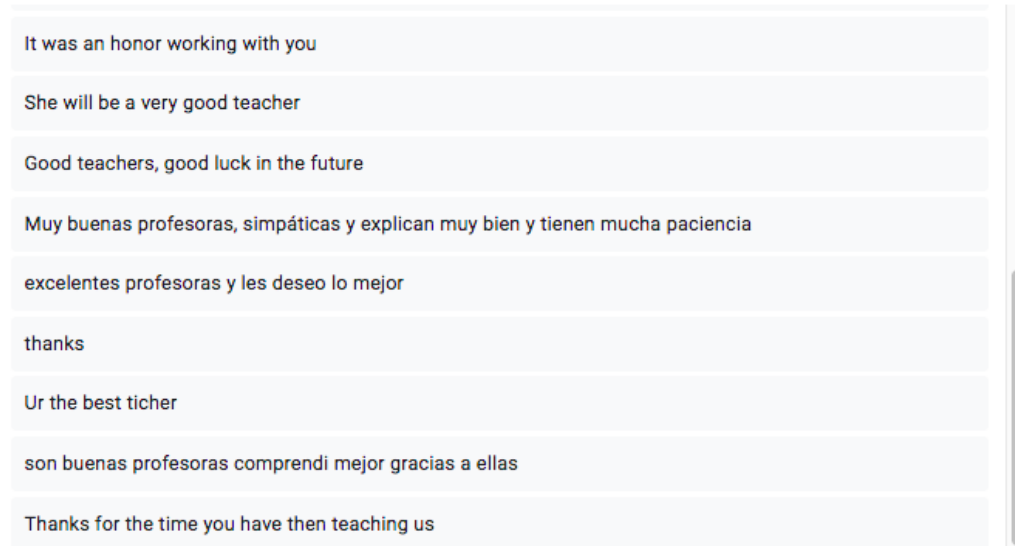
Good luck!

great teacher

It was an honor working with you

Do you want to say anything to your teacher? (this is optional).

17 respuestas



It was an honor working with you
She will be a very good teacher
Good teachers, good luck in the future
Muy buenas profesoras, simpáticas y explican muy bien y tienen mucha paciencia
excelentes profesoras y les deseo lo mejor
thanks
Ur the best ticher
son buenas profesoras comprendi mejor gracias a ellas
Thanks for the time you have then teaching us

III.4. Post-Intervention: Teacher's Interview

After working on the four classes, a post-intervention interview (*see appendix H*) to the teacher was conducted to know his current appreciation of the work. In this case, the interview had 6 questions and it was divided into five categories: development of the intervention in relation to critical thinking and reading comprehension, teaching strategies, reading comprehension work, identity on critical thinking and literary texts, and about the results of the research. By having the teacher's answers, an open coding (*see appendix I*) was made to analyze its answers.

Firstly, when the teacher was asked about the strengths and weaknesses of the work done during the intervention, the teacher immediately spoke about the strengths he noticed in his students according to all the class. He perceived them as very participative, interested, and with a lot of motivation to learn and discuss the topics of the class, which meant that the impact

of the research was occurring in a positive way, creating interest and significant learning in the students. However, the teacher pointed out that the great weakness in working critical thinking (and in this case, in relation to reading comprehension) was the number of students in the classroom, since even though students were working online and in face-to-face modality due to the pandemic, this situation might create complex classroom learning conditions, and the topics could not be studied in-depth.

Secondly, when referring to the strategies used during the intervention, the teacher pointed out the use of technology in the classroom since using electronic devices and digital games made the students interested and willing to learn and participate. In addition, the teacher believed that the use of these strategies is what should be done nowadays to adapt learning to the students' needs and interests.

Thirdly, when talking about reading comprehension work, the teacher confirmed that the work of the intervention was effective but there were not accurate results about its effectiveness, since reading comprehension must be a constant routine. Nonetheless, he pointed out that the working style for this skill was interesting and that if it is worked overtime, it could give good results. In the same way, the teacher emphasized that the most significant aspect of the design of this research was the selection of texts since these were in accordance with the age and needs of the students. By using these texts, they were interested, and they could participate in class using their critical thinking skills when talking about issues that they are currently facing because of the stage of life they are in. Then, the teacher also said that the selection of the theme of the literary texts was a wise decision considering that it is not an explicitly studied topic in the school curriculum. Although identity is studied in secondary education and in different subjects, this is not worked explicitly or by allowing students to have

instances of reflection through reading and conversation. Furthermore, the teacher appreciated the opportunity that the students had to work on this topic, since he believed that the construction of learning begins with crucial topics as identity, especially when studying a second language.

On the other hand, the teacher pointed out that what he learned from this intervention was to create spaces for conversation on topics of interest to the students, and that they can do it in pairs, groups, or even in teacher-student relation, since in these dynamics everyone had something important to say or contribute to the discussion, and this also generates respect among the students.

Lastly, the teacher discussed that he would like to keep these instances of critical thinking through reading comprehension over time, and that if this were the case, deeper research could be done with accurate learning results. Besides, he ended the interview saying that with this intervention, the students have already developed the motivation and interest in discussing social topics through different English skills.

In comparison to the pre- and post-intervention interview, it was concluded that the teacher did not know what to expect about this intervention since it was something new for the school program and students as well. However, taking into account his answers on the post interview, the teacher concluded that the intervention itself was a success for students because it was related to their interests along with the development of reading comprehension and critical thinking. The most important thing he said was that students were participative, interested, and with a lot of motivation to learn and talk about the different topics of identity inside a classroom, seeing this as an opportunity to express themselves. Even though there can

be difficulties such as the number of students inside a classroom, the teacher thought that the intervention was a good instance for students to know more about their identities and the topics.

Nonetheless, it is important to say that it was not completely successful since the reading comprehension should be worked on constantly, yet the teacher found interesting and creative to work on reading comprehension through critical thinking skills.

IV. DISCUSSION

After having carried out the intervention and having analyzed the results obtained during the experience, it can be said that the intervention had a great impact and relevance on the students, making it a meaningful learning experience for everyone. In this case, working on a topic that causes interest in the students since it is related to their current stage of life and using meaningful literary texts based on a crucial topic for them, made the students become interested and paid attention in the lessons, managing to meet the general objective of the research, which is *"To strengthen students' reading comprehension through critical thinking skills (specifically analysis and argumentation) in 10th-grade students at Liceo Manuel Arriarán Barros."* In the same way, considering the students' answers in the survey and the teacher's interview answers, it can be perceived that there is an improvement in the students' reading comprehension ability along with their critical thinking skills.

Based on the hypothesis of this research that was focused on working on reading comprehension by using literary texts with topics of concerns for students (identity) to develop critical thinking skills, it can be affirmed that the different interventions that were applied had a positive impact among students. One of the factors that were essential to achieve the objectives of this research and helped developing the different concepts inside the classroom and students was the selection of literary texts and how they were used during the different classes. The reason why this factor was important and beneficial for the development of this research is that the literary texts were related to the realities of the students based on their age and interests. Since the topic of identity is something important in terms of personal development, the fact that this was explained with different texts and stories inside the classroom caused the students to show interest and were participative.

Keeping in mind the context of the class in which these interventions were applied, it can be stated that the gender of the students affected the type of response they gave based on their opinions. The students in this school were of male gender, thus causing a variation with respect to the possible responses that could be obtained in a mixed school. An example where the gender affected inside the classroom was the **first intervention** where the protagonist of the literary text was a woman. In general, the story was about Esperanza explaining the meaning of her name in Spanish and English, and how she was named after her grandmother. Esperanza explained how she did not want to have the same future as her grandmother who had a terrible life, instead she wanted to change her name to change her future. Although it was a literary text with an important topic (identity) and easy to comprehend, it may not be representative enough considering the context mentioned above (men's school), since the main story showed a girl dealing with situations that a woman would feel more represented. The fact that the class was made up of men did not mean that they did not understand the importance of the theme of the text or that they did not feel empathy for the character, but perhaps they were not able to identify themselves since these were not problems they perceive in their lives.

Although the results of this research were positive, it was not possible to know exactly how much they strengthened and developed their reading comprehension skills. The reason for this was the number of classes that were available to carry out this intervention, since having fewer classes does not allow for an in-depth treatment of the different topics that were taught or their progress regarding reading comprehension skills. Having more classes could have given us enough background information respecting the development of reading comprehension skills and allow a better understanding on the progress of this skill.

According to the data collected and the teachers' opinions, the intervention was beneficial for the students, the teacher, and the researchers, since students had the opportunity to develop reading comprehension and critical thinking skills together, while also learning about contingent issues such as identity in its different forms. For the teacher it was beneficial because he had the opportunity to learn another way of working on critical thinking, associating it to an English skill.

Finally, for the researchers, this intervention was helpful to know what tools may be useful when working on reading comprehension in the future. Therefore, this research and intervention is viable for further research that has more time to be conducted and that can gather in-depth information and accurate results of students' achievement progress.

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APPENDIXES

APPENDIX A: Lesson Plans

FIRST CLASS: Personal Identity

Grade Level or age: 10th Grade (II° Medio)

OA 07: Reaccionar a textos leídos o escuchados por medio de exposiciones o en discusiones y conversaciones grupales en las que: -Hacen conexiones con otras asignaturas, la lengua materna y su cultura, la vida cotidiana, experiencias personales y otras culturas en forma espontánea; por ejemplo: I had read/seen/learned/been; we usually/often? -Evalúan ideas e información; por ejemplo: this is true/correct/false/wrong because? -Expresan sentimientos, interpretaciones o puntos de vista; por ejemplo: I agree/disagree?; I believe that/in?, if I were you?; I'd rather? -Generan preguntas o hipótesis en forma generalmente correcta: What would they...? What if...?

Main Objective: At the end of the lesson, the students will be able to express their opinions in oral and written form about the concept of “identity”.			
Subsidiary objective/aim: Vocabulary (keywords to understand better the reading).			
Cross-cutting objectives (transversal): To show respect and interest to other people and cultures, recognizing their contributions, and valuing the diversity of ways of life.			
Key Activities: Reading / Critical Thinking Questions (Activate/Production Stage)			
Contents			
Skills: - Reading - Speaking - Writing	Lexis: - sadness, muddy, chandelier, inherit, tin, softer. - adventurous, affectionate, agreeable, active, bold, calm, careful, cautious, etc.	Grammar: - Present Simple - Past Simple - Past Perfect - Present Perfect	Function: - Expressing opinions related to the concept of ‘identity.’
Assumptions: Students will not know the meaning of the words: sadness, muddy, chandelier, inherit, tin, softer.			

Stages	Interaction	Materials/Timing	Assessment/Evaluation
Engage/ Warm-up	<p>To start the lesson, students will be presented with the concept of “Identity” and the question “What do you think identity is?”. With that, students that are inside the classroom will be given a paper card where they must write three sentences about themselves as:</p> <p>- My name is..</p> <p>- I am..</p> <p>- I like..</p> <p>Then, according to what the students wrote about them, they will answer the question “What do you think identity is?”. Every answer will be written on a PowerPoint Presentation by the teacher, in order to remember the definition and the concept as well.</p>	<p>10 minutes</p> <p>Computer / Cellphone Google Meet Google Classroom PPT Presentation Paper Card</p>	<p>FORMATIVE EVALUATION. Students can express their ideas related to the concept of ‘identity’.</p>
Study / Presentation	<p>Before reading the chapter, students are going to learn keywords (sadness, muddy, chandelier, inherit, tin, softer) in order to comprehend the content of the story. Then, students will read the chapter “My Name” of the story “The House on Mango Street” by Sandra Cisneros. Previous to this, students will know the context of Sandra Cisneros’ vignette by a brief explanation.</p>	<p>15 minutes</p> <p>Computer / Cellphone Google Meet Google Classroom PPT Presentation Text: “My name” (Sandra Cisneros)</p>	<p>FORMATIVE EVALUATION. Students can comprehensively read and understand general ideas from the story.</p>
Practice/guided practice	<p>Students will answer 6 questions about Esperanza’s story on Kahoot. The questions will be:</p> <ul style="list-style-type: none"> - Esperanza’s name means ... in Spanish. - From whom did Esperanza inherit her name? - Esperanza would like to change her name to... - Who’s Magdalena (or Nenny)? - Who plays Mexican songs on Sunday mornings? - “A wild horse of a woman, so wild she wouldn’t marry” Who is? 	<p>5 minutes</p> <p>Computer / Cellphone Google Meet Google Classroom Kahoot: https://create.kahoot.it/share/kahoot-for-formative-assessment/fce9b469-9f28-4a1c-b196-53ebe7045d0e</p>	<p>FORMATIVE EVALUATION. At least 10 students can answer these closed questions from the story.</p>

Activate/ Production	<p>Students will reunite in groups and answer two questions about the text, using their opinion and point of view. The questions are:</p> <ul style="list-style-type: none"> - Are any parts of your identity represented in the story / by the characters? Are you happy with this representation? (Analysis). - Does the author present identity as something we are in control of or something that is decided for us? Do you think you are in control of your identity? Explain. (Argumentation). <p>Online students will write their answers in the Google Meet chat.</p>	<p>15 minutes</p> <p>Computer / Cellphone Google Meet Google Classroom PPT Presentation</p>	<p>FORMATIVE EVALUATION. Students can express their opinions and experiences by answering critical thinking questions.</p>
Closure/ Wrap-up	<p>At the end of the class, students will describe them by writing 2-3 adjectives on Mentimeter. They will find support by a list of adjectives on the PPT Presentation (e.g., adventurous, affectionate, agreeable, active, bold, calm, careful, cautious, competitive, curious, determined, direct, easygoing, emotional, fair, friendly, generous, independent, imaginative, kind, lazy, nosy, pessimistic, sarcastic, serious, shy, stubborn, patient, peaceful, etc.).</p>	<p>5 minutes</p> <p>Computer / Cellphone Google Meet Google Classroom PPT Presentation</p>	<p>FORMATIVE EVALUATION. Students can describe them by using a list of adjectives.</p>

SECOND CLASS: Social Identity

Grade Level or age: 10th Grade (IIº Medio)

OA 07: Reaccionar a textos leídos o escuchados por medio de exposiciones o en discusiones y conversaciones grupales en las que: -Hacen conexiones con otras asignaturas, la lengua materna y su cultura, la vida cotidiana, experiencias personales y otras culturas en forma espontánea; por ejemplo: I had read/seen/learned/been; we usually/often? -Evalúan ideas e información; por ejemplo: this is true/correct/false/wrong because? -Expresan sentimientos, interpretaciones o puntos de vista; por ejemplo: I agree/disagree?; I believe that/in?, if I were you?; I'd rather? -Generan preguntas o hipótesis en forma generalmente correcta: What would they...? What if...?

Main Objective: At the end of the lesson, the students will be able to express their opinions in oral and written form about the concept of “social identity.”
Subsidiary objective/aim: Vocabulary (keywords to understand better the reading).
Cross-cutting objectives (transversal): To show respect and interest to other people and cultures, recognizing their contributions, and valuing the diversity of ways of life.

Key Activities: Reading /Critical Thinking Questions (Activate/Production Stage).			
Contents			
Skills: - Reading - Speaking - Writing	Lexis: - race, ethnicity, socioeconomic class, gender, age, language, religious beliefs, sexual orientation, nationality, abilities, family structure.	Grammar: - Present Simple - Past Simple - Past Perfect - Present Perfect	Function: - Expressing opinions related to the concept of 'social identity'
Assumptions: Students will not know the meaning of some of these words: race, ethnicity, socioeconomic class, gender, age, language, religious beliefs, sexual orientation, nationality, abilities, family structure.			
Stages	Interaction	Materials/Timing	Assessment/Evaluation
Engage/ Warm-up	To start the lesson, students will be presented with the concept of “social identity” and the question “What do you think social identity is?” With that, they will see a PPT slide with the words: race, ethnicity, socioeconomic class, gender, age, language, religious beliefs, sexual orientation, nationality, abilities, and family structure; so they will have to make predictions and share their assumptions about the meaning of these words in oral form.	10 minutes Computer / Cellphone Google Meet Google Classroom PPT Presentation	FORMATIVE EVALUATION. Students can express their ideas and make predictions on the meaning of some concepts.
Study / Presentation	Students will read an excerpt (“Waking up: What are my social identities?") from the text “This Book is Anti-Racist: 20 Lessons on How to Wake up, Take Action, and Do The Work” by Tiffany Jewell. Previous to this, students will know the context and general content of the book by a brief explanation.	15 minutes Computer / Cellphone Google Meet Google Classroom PPT Presentation Text: “Waking up: What are my social identities?” (Tiffany Jewell)	FORMATIVE EVALUATION. Students can comprehensively read and understand general ideas from the story.

Practice/guided practice	After reading the text, students will be asked about a time in which they saw, experienced, or heard a situation of social privilege. Then, they will receive a card in which they have to write inside the identities that they think are part of a 'dominant culture', and on the outside of the box, the social positions that they think are oppressed or marginalized. Once they finish this activity, they will share their opinions.	5 minutes Computer / Cellphone Google Meet Google Classroom PPT Presentation Paper Card	FORMATIVE EVALUATION. At least 10 students can apply what they learned from the text in real-life situations/experiences.
Activate/ Production	Students will reunite in groups and answer two questions about the text, using their opinion and point of view. The questions are: - Which groups form your social identity? Which do you identify the most with? Explain. (Analysis). - When have you benefited from belonging to a certain social group? When has it been a challenge for you? Explain. (Argumentation).	15 minutes Computer / Cellphone Google Meet Google Classroom PPT Presentation	FORMATIVE EVALUATION. Students can express their opinions and experiences by answering critical thinking questions.
Closure/ Wrap-up	At the end of the class, students will propose a certain action to fight against discrimination and social privilege by the statement "What will you do to fight against discrimination and social privilege?." Students will write their commitment on a sticky note that they will post on a notice board. On the other hand, online students will comment their actions in the chat.	5 minutes Computer / Cellphone Google Meet Google Classroom PPT Presentation Notice board Sticky note	FORMATIVE EVALUATION. Students can think critically about actions for improvement for the future.

THIRD CLASS: Gender Identity

Grade Level or age: 10th Grade (II° Medio)

OA 07: Reaccionar a textos leídos o escuchados por medio de exposiciones o en discusiones y conversaciones grupales en las que: -Hacen conexiones con otras asignaturas, la lengua materna y su cultura, la vida cotidiana, experiencias personales y otras culturas en forma espontánea; por ejemplo: I

had read/seen/learned/been; we usually/often? -Evalúan ideas e información; por ejemplo: this is true/correct/false/wrong because? -Expresan sentimientos, interpretaciones o puntos de vista; por ejemplo: I agree/disagree?; I believe that/in?, if I were you?; I'd rather? -Generan preguntas o hipótesis en forma generalmente correcta: What would they...? What if...?

Main Objective: At the end of the lesson, the students will be able to express their opinions in oral and written form about the concept of 'gender identity' in relation to 'gender stereotypes/roles.'			
Subsidiary objective/aim: Vocabulary (keywords to understand better the reading).			
Cross-cutting objectives (transversal): To show respect and interest to other people and cultures, recognizing their contributions, and valuing the diversity of ways of life.			
Key Activities: Reading/Critical Thinking Questions (Activate/Production Stage).			
Contents			
Skills: - Reading - Speaking - Writing	Lexis: - gender identity, gender, sex, stereotype, gender stereotype, gender inequality, gender roles.	Grammar: - Present Simple - Past Simple - Past Perfect - Present Perfect	Function: - Expressing opinions related to the concept of 'gender identity.'
Assumptions: Students will not know a proper definition for the concept of 'gender identity.'			
Stages	Interaction	Materials/Timing	Assessment/Evaluation
Engage/ Warm-up	To start the lesson, students will be presented with the concept of "gender identity" and the question "What do you think gender identity is?" Students will share their opinions, and then they will also answer what they think is the difference between the words "gender" and "sex" With that, they will see a PPT slide with the definition from the World Health Organisation (WHO),	5 minutes Computer / Cellphone Google Meet Google Classroom PPT Presentation	FORMATIVE EVALUATION. Students can express their ideas and make predictions on the meaning of some concepts.

	while reflecting on how these concepts might create differences between men and women.		
Study / Presentation	Students will see some PPT slides defining the concepts “stereotype”, “gender stereotype”, “gender inequality”, and gender roles.”	10 minutes Computer/Cellphone Google Meet Google Classroom PPT Presentation	FORMATIVE EVALUATION. At least 5 students can share ideas about “gender stereotypes/roles.”
Practice/guided practice	Students will read the chapter “Boys & Girls” of the story “The House on Mango Street” by Sandra Cisneros. Once they finish the reading, the class will share ideas to complete a table about traditional gender stereotypes/roles that they have read in “Boys & Girls” or experiences that they have lived, seen or heard.	15 minutes Computer/Cellphone Google Meet Google Classroom PPT Presentation Text: “Boys & Girls” (Sandra Cisneros)	FORMATIVE EVALUATION. Students can comprehensively read and understand general ideas from the story.
Activate/ Production	Students will reunite in groups and answer two questions about the text, using their opinions and point of view. The questions are: - Do gender stereotypes seem to be more offensive, or incorrectly portrayed, to females or males? Both equally? Why? (Analysis). - How do gender stereotypes and gender portrayed in media and daily life translate to an individual’s gender identity or the identification of others? Explain. (Argumentation).	10 minutes Computer/Cellphone Google Meet Google Classroom PPT Presentation	FORMATIVE EVALUATION. Students can express their opinions and experiences by answering critical thinking questions.
Closure/ Wrap-up	At the end of the class, students will propose a certain action to avoid gender stereotypes/roles. Students will write their answer to the question “What will you do to avoid gender stereotypes/roles?” on a sticky note that they will post on a	10 minutes Computer/Cellphone Google Meet Google Classroom	FORMATIVE EVALUATION. Students can think critically about actions for

	notice board. On the other hand, online students will post their actions on the Padlet website.	PPT Presentation Notice board Sticky note Padlet	improvement for the future.
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FOURTH CLASS: Identity

Grade Level or age: 10th Grade (II° Medio)

OA 06: Participar en interacciones y exposiciones, recurriendo a las siguientes estrategias para expresarse con claridez y fluidez: -Antes de hablar: practicar presentación, organizar la información clave en diagramas, hacer conexiones o establecer relaciones. -Al hablar: parafrasear, usar sinónimos y expresiones de uso frecuente (chunks), usar rellenos temporales (por ejemplo: anyway?; of course; right), activar uso de conectores, autocorregirse con ayuda. -Después de hablar: identificar debilidades, establecer metas, registrar errores y corregirlos con ayuda de recursos.

OA 15: Escribir para analizar, expresar opiniones y narrar, usando: -Variedad de palabras, oraciones y estructuras aprendidas y de otros contextos. - Conectores variados. - Correcta ortografía de palabras de uso frecuente en forma consistente. -Puntuación apropiada (comillas).

Main Objective: At the end of the lesson, students will be able to express in oral and written form their opinions about the concepts seen during the intervention (personal/self-identity, social identity, and gender identity).			
Subsidiary objective/aim: Vocabulary (keywords to understand the activities of the class).			
Cross-cutting objectives (transversal): To show respect and interest to other people and cultures, recognizing their contributions, and valuing the diversity of ways of life.			
Key Activities: Critical Thinking Questions (Activate/Production Stage).			
Contents			
Skills: - Speaking - Writing	Lexis: - Personal / Self-identity - Social Identity - Gender Identity	Grammar: - Present Simple - Past Simple - Past Perfect - Present Perfect	Function: - Expressing opinions related to the concepts of the intervention (personal/self-identity,

			social identity, and gender identity).
<p>Assumptions: Students will not remember the meaning of some of the concepts previously seen (e.g., personal/self-identity, social identity, gender identity).</p>			
Stages	Interaction	Materials/Timing	Assessment/Evaluation
Engage/ Warm-up	To start the lesson, students will be asked “What do you remember about identity?” “What were the concepts that we saw?.” With that, students will discuss their answers, and then, students will play with a roulette with true or false statements about personal/self-identity, social identity, and gender identity.	10 minutes Computer / Cellphone Google Meet Google Classroom PPT Presentation Wordwall (roulette)	FORMATIVE EVALUATION. Students can express their ideas related to the concept of personal/self-identity, social identity, and gender identity.
Study / Presentation	Students will see a review of the concepts seen during the intervention. Students will also discuss this review by some questions presented in the PPT Presentation.	10 minutes Computer / Cellphone Google Meet Google Classroom PPT Presentation	FORMATIVE EVALUATION. Students can comprehend and remember concepts studied during the intervention.
Practice/guided practice	Students will complete an identity wheel with different categories (e.g., age, ethnicity, gender, language, religion/spirituality, sexuality/sexual orientation, etc.)	15 minutes Computer / Cellphone Google Meet Google Classroom PPT Presentation Worksheet (Identity Wheel)	FORMATIVE EVALUATION. Students can recognize themselves and identify their characteristics related to the concept of identity.

<p>Activate/ Production</p>	<p>Students will work in groups to answer two critical thinking questions about the intervention.</p> <ol style="list-style-type: none"> 1. Do you think your concept of identity has changed with these classes? What did you like the most? What did you like the least? (Analysis). 2. What was the concept that most caught your attention? Think about personal/self-identity, social identity, and gender identity. Explain. (Argumentation). 	<p>10 minutes</p> <p>Computer / Cellphone Google Meet Google Classroom PPT Presentation Worksheet (two critical thinking questions)</p>	<p>FORMATIVE EVALUATION. Students can express their opinions and experiences by answering critical thinking questions.</p>
<p>Closure/ Wrap-up</p>	<p>At the end of the class, students will answer a survey about their impressions and opinions of this intervention.</p>	<p>5 minutes</p> <p>Computer / Cellphone Google Meet Google Classroom PPT Presentation Survey</p>	<p>FORMATIVE EVALUATION. Students can think critically about the experience that they had, and evaluate it.</p>

FIRST CLASS:
Personal Identity

Personal Identity

IIº Medio
Miss Constanza Cea

HELLO!
My name is...

I am _____
I like _____

Question of the day...

What do you think identity is?

"Who a person is, or the qualities of a person or group that make them different from others."
-Identity (definition).

Keywords for reading

Sadness

The feeling of being unhappy, especially because something bad has happened.



Covered or containing mud* (*mud = barro).

Muddy

Chandelier

A decorative light that hangs from the ceiling.



Keywords for reading

Tin

A chemical element that is a silver-coloured metal.



Softer

Not hard or firm.

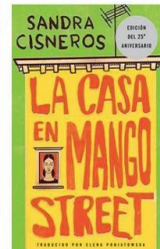
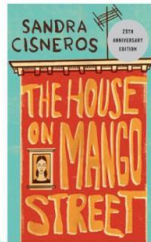


Inherit

To receive something (i.e. money or a house) from someone after they have died.



"The House on Mango Street"



"The house on Mango Street," written by Sandra Cisneros is the story of Esperanza Cordero, a young Latina girl growing up in Chicago, inventing for herself who and what she will become.

"My name"

In English, my name means hope. In Spanish, it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing. It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse—which is supposed to be bad luck if you're born female-but I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong. My great-grandmother, I would've liked to have known her, a wild, horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it. And the story goes she never forgave him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but I don't want to inherit her place by the window. At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver, not quite as thick as sister's name Magdalena—which is uglier than mine. Magdalena who at least -can come home and become Nenny. But I am always Esperanza. would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.

2.2

Let's play!

Go to this link on Kahoot to answer some questions about the text

<https://create.kahoot.it/share/my-name-quiz/fee9b4b9-9f28-4alc-b19b-53e8e7045d0e>

$x^2 + y$

123
 0000
 0000

Questions

1. Are any parts of your identity represented in the story or by the characters? Are you happy with this representation?
2. Does the author present identity as something we are in control of or something that is decided for us? Do you think you are in control of your identity? Explain.

lazy bold patient

kind
 adventurous
 competitive
 emotional
 nosy fair
 calm
 active
 peaceful

Describing ourselves!

Describe yourself by writing 2-3 adjectives.

careful
 sarcastic
 friendly
 affectionate

shy
 direct generous direct easygoing
 independent determined

Great job!
Thanks for your participation :)

HELLO!

My name is...

I am _____

I like _____

“My name”
Sandra Cisneros

In English my name means hope. In Spanish, it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing. It was my great-grandmother's name and now it is mine. She was a horsewoman too, born like me in the Chinese year of the horse--which is supposed to be bad luck if you're born female-but I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong. My great-grandmother. I would've liked to have known her, a wild, horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it. And the story goes she never forgave him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but I don't want to inherit her place by the window. At school, they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish, my name is made out of a softer something, like silver, not quite as thick as sister's name Magdalena--which is uglier than mine. Magdalena who at least--can come home and become Nenny. But I am always Esperanza. would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.

[Excerpted from “The House on Mango Street”]

Questions:

1. Are any parts of your identity represented in the story or by the characters? Are you happy with this representation?
2. Does the author present identity as something we are in control of or something that is decided for us? Do you think you are in control of your identity? Explain.

**SECOND CLASS:
Social Identity**

Social Identity


IIº Medio
Miss Constanza Cea

Question of the day...

What do you think social identity is?

Keywords for reading

Race Socially constructed concept that refers to groups of people who are categorized by physical characteristics (e.g., skin color/complexion, facial features).



Ethnicity Refers to groups of individuals who share characteristics such as ancestry/heritage, country of origin, language, religion, forms of dress, and food.

Keywords for reading

Socioeconomic Class

A social position determined by an individual's education, income, and occupation/occupational prestige.



Individual's sense of self as a male, female, a combination of both, or neither and influences how individuals think and act about themselves.



Gender

Keywords for reading

Sexual Orientation

Inherent or immutable enduring emotional, romantic or sexual attraction to other people.



Nationality

The official right to belong to a particular country.



Keywords for reading

Age

The length of time that a person has lived or a thing has existed.



System of communication used by a particular country or community.

Language

Religious Beliefs

Beliefs, actions and institutions which assume the existence of entities with powers of action.



Keywords for reading

(Dis)Abilities

Physical or mental impairment that limits one or more major life activities.



Family Structure

The combination of relatives that comprise a family.



"This Book is Anti-Racist"



Who are you? What is your identity? What is racism? How do you choose your own path? How do you stand in solidarity? How can you hold yourself accountable? Learn about identities, true histories, and anti-racism work.

*Your many identities are parts of the whole you:
one part alone does not define who you are.*

Some of those parts you create for yourself. Other parts of your identity have been created by society. "SOCIETY" is another way of saying community. These identities have been created, named, framed, and defined by society for a very long time. We call them "SOCIAL IDENTITIES." Your social identity is the you that relates to other people in society (for example, your neighborhood, city, or country). Much of our culture comes from our social identities and the groups we belong to.

CATEGORIES

Our social identities are broken down into groups, or categories, that we get lumped into. This is not always our choice. Others may place you in categories even though you may not identify in the same way. This is a way of trying to figure you and others like you out. It is how our communities and countries have been set up for centuries. While the social identity categories can help us to see and understand ourselves and the people around us, they also determine how others will treat us. It is our job to learn and act.

READING TIME!

"Waking up: What are my social identities?"
Tiffany Jewell

There are many categories within our identities that affect the way we interact with society. You may be familiar with the following:

Race (a group of people defined by the color of their skin, hair, the shape of their features, etc.), **Ethnicity** (relating and sense of belonging to a particular race of people), **Socioeconomic class** (the social standing or class of an individual or group. It is often measured as a combination of money, education, access to resources, etc.), **Gender, Age, Language, Religious Beliefs, Sexual Orientation, Nationality, Abilities, Family Structure.**

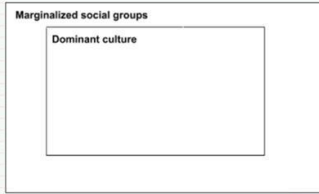
The parts of your identity that you notice and are most aware of on a daily basis may change depending on where you are, who you are with, and the experiences you continue to have in life. The identities you do not think much about, even the ones you barely notice, are always with you.

PRIVILEGE

Some social identities hold power and privilege, others do not. Even within us, there are parts of us that hold some power and other parts that are oppressed. This is why we work to understand our identities within society; we need to always examine our whole selves.

Activity Time!

- Dominant culture (inside the box): identities that society perceive as "superior"
- Marginalized social groups (outside the box): oppressed or marginalized groups



Recognizing our Society

What will you do to fight against discrimination and social privilege?

Questions

1. Which groups form your social identity? Which do you identify the most with? Why?
2. When have you benefited from belonging to a certain social group? When has it been a challenge for you? Explain.

Great job!
Thanks for your participation :)

Marginalized social groups

Dominant culture

“WAKING UP: WHAT ARE MY SOCIAL IDENTITIES?”

Tiffany Jewell

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one part alone does not define who you are.*

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Our social identities are broken down into groups, or categories, that we get lumped into. This is not always our choice. Others may place you in categories even though you may not identify in the same way. This is a way of trying to figure you and others like you out. It is how our communities and countries have been set up for centuries. While the social identity categories can help us to see and understand ourselves and the people around us, they also determine how others will treat us. It is our job to learn and act.

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The parts of your identity that you notice and are most aware of on a daily basis may change depending on where you are, who you are with, and the experiences you continue to have in life. The identities you do not think much about, even the ones you barely notice, are always with you.

PRIVILEGE

Some social identities hold power and privilege, others do not. Even within us, there are parts of us that hold some power and other parts that are oppressed. This is why we work to understand our identities within society; we need to always examine our whole selves.

[Adapted from “This Book is Anti-Racist”]

Questions:

1. Which groups form your social identity? Which do you identify the most with? Why?
2. When have you benefited from belonging to a certain social group? When has it been a challenge for you? Explain.

**THIRD CLASS:
Gender Identity**

Gender Identity

11º Medio
Miss Constanza Cea

Question of the day...

What do you think gender identity is?

"One's innermost concept of self as a male, female, a blend of both or neither -how individuals perceive themselves and what they call themselves."
-Gender Identity (definition)

What is sex?
What is gender?

The World Health Organisation (WHO) defines sex and gender as follows...

SEX

- It refers to the biological characteristics that define humans as female or male.

GENDER

- It refers to the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time.



Keywords for reading

Stereotype

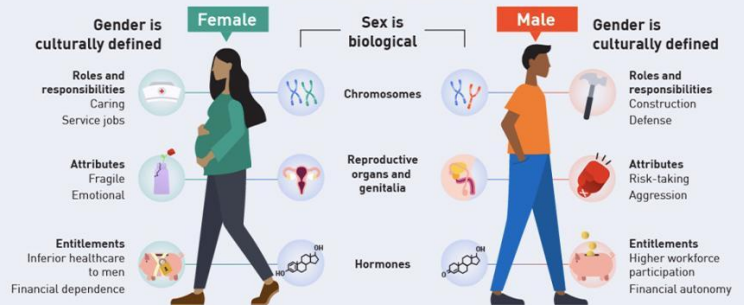
A set idea that people have about what someone or something is like, especially an idea that is wrong.



Gender Stereotype

Preconceived ideas where females and males have assigned roles and characteristics that are determined by society and their gender.

Sex vs Gender



THE LANCET

Source: Lancet Series on Gender Equality, Norms and Health. Paper 1, 2019

Keywords for reading

Gender Inequality

The idea and situation that women and men are not equal because of their gender.

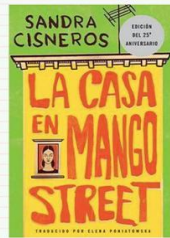
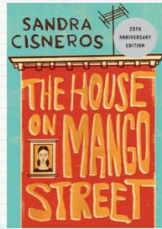


The role a person is expected to perform as a result of being male or female in a particular culture. It is a belief where men and women have different psychological and behavioral traits.

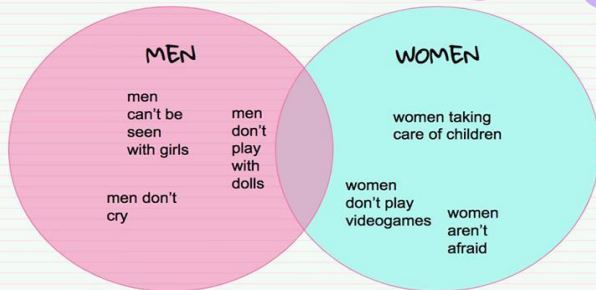
Gender Roles



"The House on Mango Street"



"The house on Mango Street," written by Sandra Cisneros is the story of Esperanza Cordero, a young Latina girl growing up in Chicago, inventing for herself who and what she will become.



Gender Stereotypes / Roles

"Boys & Girls"

The boys and the girls live in separate worlds. The boys in their universe and we in ours. My brothers for example. They've got plenty to say to me and Nenny inside the house. But outside they can't be seen talking to girls. Carlos and Kiki are each other's best friend... not ours.

Nenny is too young to be my friend. She's just my sister and that was not my fault. You don't pick your sisters, you just get them and sometimes they come like Nenny.

She can't play with those Vargas kids or she'll turn out just like them. And since she comes right after me, she is my responsibility.

Someday I will have a best friend all my own. One I can tell my secrets to. One who will understand my jokes without my having to explain them. Until then I am a red balloon, a balloon tied to an anchor.

Questions

1. Do gender stereotypes seem to be more offensive, or incorrectly portrayed, to females or males? Why?

2. How do gender stereotypes and gender portrayed in media and daily life translate to an individual's gender identity or the identification of others? Explain.



“Boys & Girls”
Sandra Cisneros

The boys and the girls live in separate worlds. The boys in their universe and we in ours. My brothers for example. They’ve got plenty to say to me and Nenny inside the house. But outside they can’t be seen talking to girls. Carlos and Kiki are each other’s best friend... not ours.

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[Excerpted from “The House on Mango Street”]

Questions:

1. Do gender stereotypes seem to be more offensive, or incorrectly portrayed, to females or males? Both equally? Why?
2. How do gender stereotypes and gender portrayed in media and daily life translate to an individual’s gender identity or the identification of others? Explain.

**FOURTH CLASS:
Identity**

Identity

IIº Medio
Miss Constanza Cea

What do you remember about identity?
What were the concepts that we saw?

Let's play!


Answer the following true or false statements about identity

<https://wordwall.net/resource/24468/426>


About Identity

Personal Identity	Social Identity	Gender Identity
Who a person or group is, and the qualities that make them different from others.	The social groups to which we belong to.	One's innermost concept of self as a male, female, both, or neither.


Family Structure




Socioeconomic Class




Ethnicity




Religious Beliefs




Gender Inequality




Gender Stereotypes



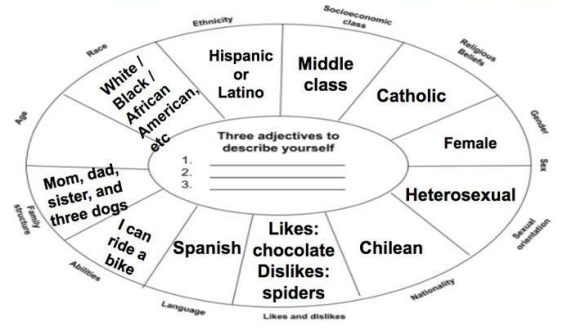
Gender Roles



Gender vs Sex



Identity Wheel: Who am I?



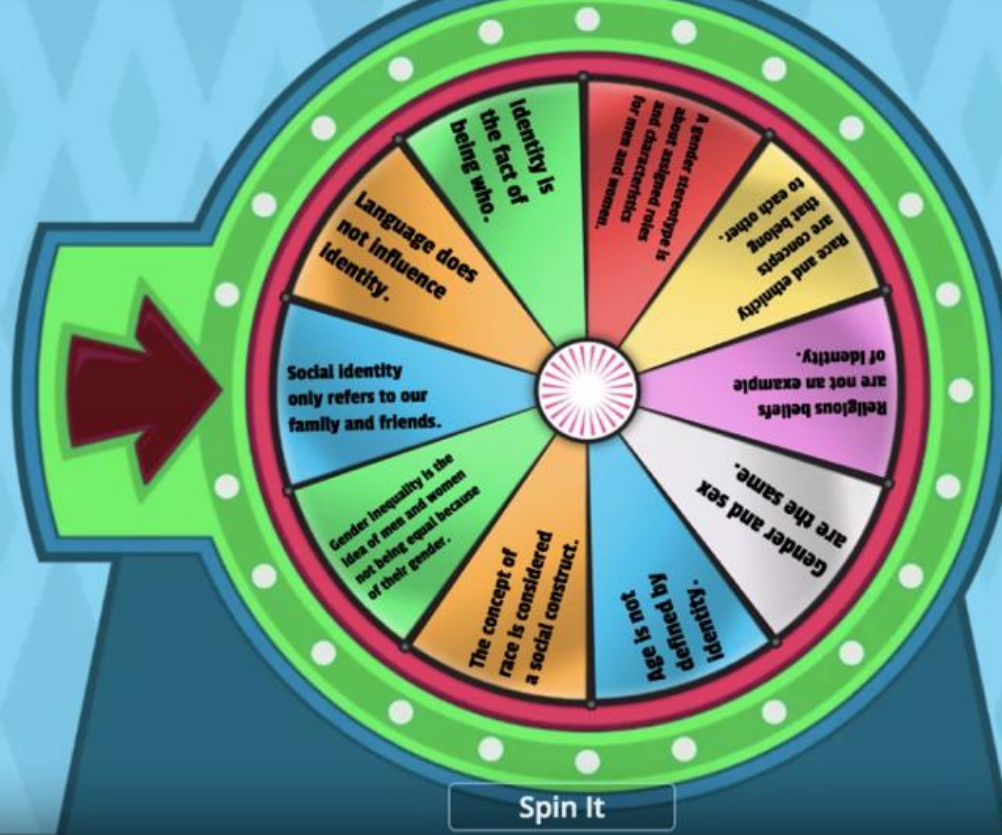
Questions

1. Do you think your concept of identity has changed with these classes? What did you like the most? What did you like the least?
2. What was the concept that most caught your attention? Think about personal/self-identity, social identity, and gender identity. Explain.



0:07

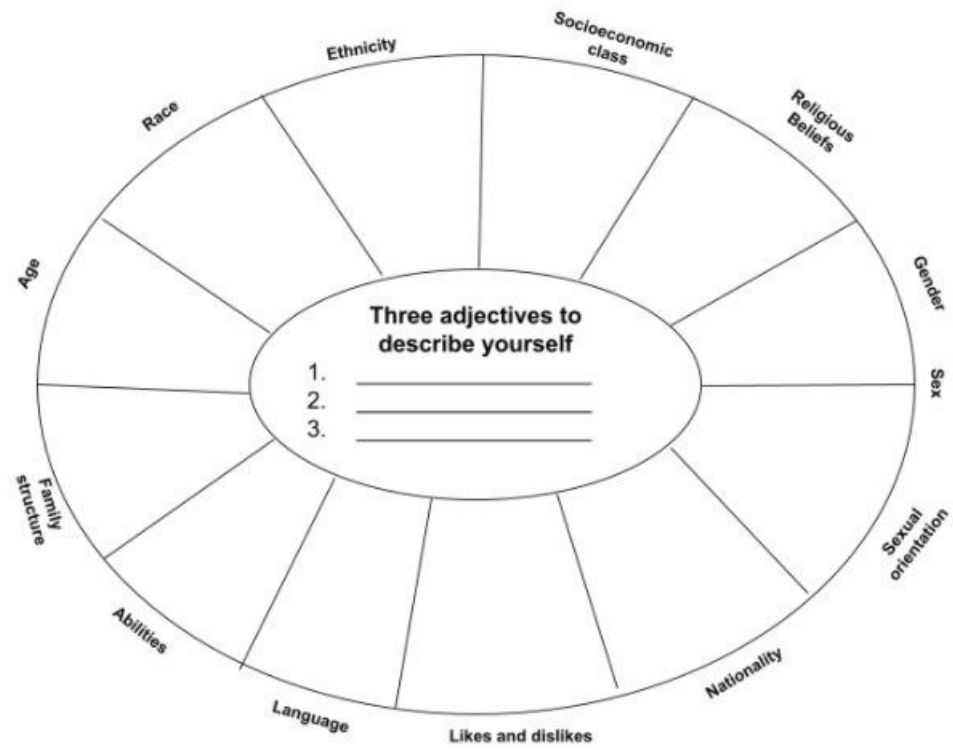
Drag wheel to spin



Spin It



**Identity Wheel:
Who am I?**



APPENDIX C: Pre-Intervention Interview

Constanza Cea:

Buenos días, profesor Areli Andrades, mi nombre es Constanza Cea, y hoy me encuentro aquí para entrevistarle sobre algunas de sus apreciaciones y opiniones previas a mi intervención de tesis. Para esto, ya se le entregó la información correspondiente al proceso, la cual cuenta con su autorización y consentimiento pactado bajo su nombre y firma. Respecto a mi investigación de tesis, esta pretende desarrollar mejoras en la comprensión lectora de los estudiantes mediante el desarrollo del pensamiento crítico (específicamente las habilidades de análisis y argumentación) a través de la implementación de distintas técnicas, actividades y lecturas que contribuyan a este propósito.

Y para esto, hemos preparado un par de preguntas para conocer su opinión y apreciación previa a la investigación.

Pregunta número 1...

¿Desde cuándo enseña inglés en el nivel de segundo medio?

Profesor Areli Andrades:

Desde como el año 2006 o 2005 podría ser, pero no recuerdo exactamente. Son como 15 o 16 años haciendo clases. Y a los de este colegio, los de II° medio, les hago clases desde séptimo.

Constanza Cea:

¿Y cree conocer cuáles son sus fortalezas y debilidades en relación a las habilidades del inglés de sus estudiantes?

Profesor Areli Andrades:

Sí.

Constanza Cea:

¿Y en el caso de este segundo medio?

Profesor Areli Andrades:

Sí, por una cuestión histórica, podemos decir que en el colegio las fortalezas están marcadas en la parte gramatical. Por lo que todo lo que tiene que ver con el desarrollo de sus habilidades comunicativas, quizás están un poco más disminuidas, pero estamos en eso, estamos en proceso.

Constanza Cea:

Y pregunta número dos...

Con el paso del tiempo, ¿sabe cuáles son las técnicas o estrategias de enseñanza que mejor se adaptan a las necesidades e intereses de sus alumnos de segundo medio?

Profesor Areli Andrades:

Mira, desde hace un par de años estoy trabajando en el aprendizaje basado en problemas con los tercero y cuarto medio, pero por pandemia, quizá hubo que hacer algunos ajustes, ya no tanto. En general, ha resultado de muy buena manera y ellos se sienten muy motivados y entusiasmados cuando se trabaja con esta estrategia.

Constanza Cea:

Y pregunta número 3...

Respecto a la habilidad central de mi investigación de tesis, ¿cuál es su técnica para trabajar la habilidad de reading comprehension?

Profesor Areli Andrades:

No sé si técnica le podemos llamar, pero en términos generales, hay que intentar desde que son más chicos a que los niños puedan leer de acuerdo a sus gustos e intereses. Es distinto enfrentar una lectura por obligación a enfrentarla por placer. Y esto implica que el desarrollo de habilidades va a estar mucho más fortalecido cuando ellos ya llevan mucho tiempo leyendo y nosotros podemos evidentemente ayudarlos en lo que corresponde a la forma de leer. Por ejemplo, el cómo enfrentar una lectura, cómo enfrentar la adquisición de la información específica, información general de los personajes. Yo creo que todo ese tipo de información se trabaja con el tiempo ya.

Constanza Cea:

Y respecto a eso, ¿cuáles son sus apreciaciones e incertidumbres al momento de trabajar la habilidad?

Profesor Areli Andrades:

Incertidumbre podríamos llamar el punto en que la comprensión de la lectura o la comprensión lectora está disminuida en el idioma español. Por lo tanto, es un doble esfuerzo cuando estamos tratando de que ellos entiendan cómo funciona en inglés. Por lo que se intenta, por lo menos justo en este minuto es lo que estamos tratando de hacer es que los niños tengan hartas instancias de poder leer diferentes textos

para que de alguna manera tengan un poco más de conocimiento, desarrollo de habilidades y estén más vinculados con la lectura dentro de lo que se puede en su propia debilidad.

Constanza Cea:

Pregunta número cuatro...

¿Es la habilidad de reading algo que acostumbre a trabajar constantemente?

Profesor Areli Andrades:

Sí, por supuesto. Eso se trabaja de forma, quizá no en todas las clases, pero todos los años hay cápsulas y unidades que están fuertemente vinculadas a la lectura

Constanza Cea:

Y de ser así, ¿cómo acostumbra a trabajarla? ¿Cuáles son sus criterios y decisiones pedagógicas al momento de trabajarla?

Profesor Areli Andrades:

Te podría hablar de lo que es correcto y lo que sea. Insisto, con la pandemia, muchos se ha tenido que modificar. Evidentemente que uno quisiera poder tener el tiempo de poder vincularlos a la lectura con actividades de guessing, o con podemos decirlo, eeh, predicting.

Pero de repente, hay que hacer ajustes en el tiempo, hay que guiarlos un poco más de forma específica a la lectura, ayudarlos con vocabulario, ayudarlos con expresiones de alto tráfico, de alto uso y todo ese tipo de ayudas que son más bien dentro de la urgencia de la pandemia. Son ultra necesarias ahora, en términos de que las clases son más cortas, que tenemos menos tiempo que los niños y que es necesario tratar de que avancen con las mejores herramientas posible.

Constanza Cea:

Y ahora, pregunta número 5...

En relación al propósito de mi investigación bajo la habilidad de reading, ¿cuál es su opinión sobre el desarrollo de las habilidades de pensamiento crítico en los estudiantes de enseñanza media?

Profesor Areli Andrades:

Valga la redundancia, ese es un punto crítico porque finalmente no es el conocimiento, sino que es el desarrollo de su pensamiento crítico que lo que nos va a ayudar a resolver situaciones en un futuro tanto

de estudios superiores como laborales. Por lo tanto, es ahí donde hay que apuntar toda la fuerza. De ahí que se esté trabajando con lo que te dije anteriormente, con el aprendizaje basado en problemas que apunta al pensamiento crítico, al desarrollo del pensamiento crítico y otras habilidades de orden superior.

Constanza Cea:

Entonces es algo que acostumbra a hacer con ellos.

Profesor Areli Andrades:

Sí, por supuesto. Sobre todo en enseñanza media. Yo creo que en básica, dentro de lo que se puede y en lo que corresponde a su nivel, a lo que ellos pueden lograr con sus herramientas, con su desarrollo y habilidades. A lo mejor no de una manera tan potente, pero se hace.

Constanza Cea:

Considerando que esta investigación pretende fomentar el desarrollo de las habilidades del pensamiento crítico a través del uso de textos literarios que tienen como temática el concepto de identidad, ¿qué tan relevante cree que es este concepto para el desarrollo de las habilidades del pensamiento crítico?

Profesor Areli Andrades:

También es crucial. Identity, yo creo que es un punto dentro de lo que hoy en día está muy fuerte, muy fuerte en los estudios más avanzados de ahora, en la manera en cómo se genera el aprendizaje. Una segunda lengua contempla justamente a identity como una parte crucial que los chicos no necesariamente tienen muy desarrollado en su clase y desde el punto de vista de los profesores, aquí en Chile por lo menos, tenemos mucho que avanzar. Todavía hay estrategias de teacher centered en muchos colegios y hay que trasladar el protagonismo a los chiquillos, subir los peldaños con respecto a su pensamiento crítico y la identidad. Yo creo que por ahí va donde se vinculan las mayores ganancias en cuanto al aprendizaje hoy día en una segunda lengua.

Constanza Cea:

Entonces, ¿considera que es una temática adecuada para trabajar con estudiantes de este nivel? En este caso, segundo medio.

Profesor Areli Andrades:

O sea, ni siquiera segundo medio. Yo creo que desde chiquititos debería trabajarse. Insisto en el tema pandemia. Los alcances que uno tiene son mucho menores, por lo tanto evidentemente que se espera mucho más, sobre todo desde el punto de vista social respecto a la educación. Pero en este minuto, hay

que generar un paréntesis porque el nivel de avance ha sido menor y se reconoce. Se está tratando de hacer lo mejor posible.

Constanza Cea:

Y ahora, finalmente, ¿cuáles son sus expectativas sobre esta investigación que pretende trabajar la comprensión lectora mediante el desarrollo del pensamiento crítico?

Profesor Areli Andrades:

Es difícil esta pregunta de expectativas cuando recién estoy conociendo las intenciones del estudio. Yo creo que las expectativas deberían plantearseles ustedes. Simplemente me gustaría en términos de lo que a uno le gustaría, sobre todo considerando que uno está entregando el tiempo de la clase y modificando el curriculum del año, es que espero que sí existan avances y posibilidades mínimamente notorias de que se desarrollen estas habilidades.

APPENDIX D: Open Coding (First Teacher's Interview)

Familia de código	Categoría	Subcategoría	Código	Dato
Habilidades del inglés	Fortalezas y debilidades en las habilidades del inglés de los estudiantes de II° Medio	Fortalezas	Trayectoria estudiantil	“Sí, por una cuestión histórica, podemos decir que en el colegio las fortalezas están marcadas en la parte gramatical [...]”
	Fortalezas y debilidades en las habilidades del inglés de los estudiantes de II° Medio	Debilidades	Habilidades comunicativas	“[...] Por lo que todo lo que tiene que ver con el desarrollo de sus habilidades comunicativas, quizás están un poco más disminuidas, pero estamos en eso, estamos en proceso.”
Técnicas y/o estrategias de enseñanza	Técnicas y/o estrategias de enseñanza para trabajar las habilidades del inglés de los estudiantes de II° Medio	Necesidades e intereses de los alumnos	Aprendizaje basado en problemas	“Mira, desde hace un par de años estoy trabajando en el aprendizaje basado en problemas con los tercero y cuarto medio, pero por pandemia, quizá hubo que hacer algunos ajustes, ya no tanto. En general, ha resultado de muy buena manera y ellos se sienten muy motivados y entusiasmados cuando se trabaja con esta estrategia.”
Trabajo de reading comprehension	Técnicas y/o estrategias para trabajar reading comprehension con los estudiantes de II° Medio	Lectura por obligación vs lectura por placer	Gustos e intereses	“No sé si técnica le podemos llamar, pero en términos generales, hay que intentar desde que son más chicos a que los niños puedan leer de acuerdo a sus gustos e intereses. Es distinto enfrentar una lectura por obligación a enfrentarla por placer. Y esto implica que el desarrollo de habilidades va a estar mucho más fortalecido cuando ellos ya llevan mucho tiempo leyendo y nosotros podemos evidentemente ayudarlos en lo que corresponde a la forma de leer. Por ejemplo, el cómo enfrentar una lectura, cómo enfrentar la adquisición de la información específica, información general de los personajes. Yo creo que todo ese tipo de información se trabaja con el tiempo.”

	Técnicas y/o estrategias para trabajar reading comprehension con los estudiantes de II° Medio	Apreciaciones al trabajar reading comprehension	Diferentes textos	“[...] Por lo que se intenta, por lo menos justo en este minuto es lo que estamos tratando de hacer es que los niños tengan hartas instancias de poder leer diferentes textos para que de alguna manera tengan un poco más de conocimiento, desarrollo de habilidades y estén más vinculados con la lectura dentro de lo que se puede en su propia debilidad.”
	Técnicas y/o estrategias para trabajar reading comprehension con los estudiantes de II° Medio	Incertidumbres al trabajar reading comprehension	Doble esfuerzo de comprensión	“Incertidumbre podríamos llamar el punto en que la comprensión de la lectura o la comprensión lectora está disminuida en el idioma español. Por lo tanto, es un doble esfuerzo cuando estamos tratando de que ellos entiendan cómo funciona en inglés.”
	Constancia de trabajo en el desarrollo de reading comprehension de los estudiantes de II° Medio	Constancia de trabajo en el desarrollo de reading comprehension	Cápsulas y unidades de lectura	“Sí, por supuesto. Eso se trabaja de forma, quizá no en todas las clases, pero todos los años hay cápsulas y unidades que están fuertemente vinculadas a la lectura.”
	Forma de trabajar reading comprehension con los estudiantes de II° Medio	Decisiones pedagógicas al trabajar reading comprehension	Lectura con actividades	“Te podría hablar de lo que es correcto y lo que sea. Insisto, con la pandemia, muchos se ha tenido que modificar. Evidentemente que uno quisiera poder tener el tiempo de poder vincularlos a la lectura con actividades de guessing, o con podemos decirlo, eeh, predicting.”
	Forma de trabajar reading comprehension con los estudiantes de II° Medio	Criterios pedagógicos al trabajar reading comprehension	Guía específica en el proceso de lectura	“[...] Pero de repente, hay que hacer ajustes en el tiempo, hay que guiarlos un poco más de forma específica a la lectura, ayudarlos con vocabulario, ayudarlos con expresiones de alto tráfico, de alto uso y todo ese tipo de ayudas que son más bien dentro de la urgencia de la pandemia. Son ultra necesarias ahora, en términos de que las clases son más cortas, que tenemos menos tiempo que los niños y que es necesario tratar de que avancen con las mejores herramientas posible.”
Desarrollo de	Trabajo de	Desarrollo de	Pensamiento	“Valga la redundancia, ese es un punto crítico porque finalmente no es el conocimiento,

habilidades de pensamiento crítico en estudiantes de enseñanza media	pensamiento crítico con estudiantes de II° Medio	pensamiento crítico en el aula para resolver situaciones	crítico como fortaleza	sino que es el desarrollo de su pensamiento crítico que lo que nos va a ayudar a resolver situaciones en un futuro tanto de estudios superiores como laborales. Por lo tanto, es ahí donde hay que apuntar toda la fuerza. De ahí que se esté trabajando con lo que te dije anteriormente, con el aprendizaje basado en problemas que apunta al pensamiento crítico, al desarrollo del pensamiento crítico y otras habilidades de orden superior.”
	Trabajo de pensamiento crítico con estudiantes de II° Medio	Desarrollo de pensamiento crítico en el aula para resolver situaciones	Herramientas y habilidades	“[...] Sí, por supuesto. Sobre todo en enseñanza media. Yo creo que en básica, dentro de lo que se puede y en lo que corresponde a su nivel, a lo que ellos pueden lograr con sus herramientas, con su desarrollo y habilidades. A lo mejor no de una manera tan potente, pero se hace.”
Identidad en el pensamiento crítico y en los textos literarios	Trabajo y desarrollo de la identidad con estudiantes de II° Medio	Identidad en el aprendizaje	Identidad como punto crucial en el aprendizaje de una segunda lengua	“[...] Identity, yo creo que es un punto dentro de lo que hoy en día está muy fuerte, muy fuerte en los estudios más avanzados de ahora, en la manera en cómo se genera el aprendizaje. Una segunda lengua contempla justamente a identity como una parte crucial que los chicos no necesariamente tienen muy desarrollado en su clase y desde el punto de vista de los profesores, aquí en Chile por lo menos, tenemos mucho que avanzar.
	Estrategias para trabajar identidad con estudiantes de II° Medio	Pensamiento crítico e identidad en el aprendizaje	Protagonismo de los estudiantes	“[...] Todavía hay estrategias de teacher centered en muchos colegios y hay que trasladar el protagonismo a los chiquillos, subir los peldaños con respecto a su pensamiento crítico y la identidad. Yo creo que por ahí va donde se vinculan las mayores ganancias en cuanto al aprendizaje hoy día en una segunda lengua.”
	Trabajo y desarrollo de la identidad con estudiantes de II° Medio	Identidad en el aprendizaje	Pandemia y alcances educativos	“[...] O sea, ni siquiera segundo medio. Yo creo que desde chiquititos debería trabajarse. Insisto en el tema pandemia. Los alcances que uno tiene son mucho menores, por lo tanto evidentemente que se espera mucho más, sobre todo desde el punto de vista social respecto a la educación. Pero en este minuto, hay que generar un paréntesis porque el nivel de avance ha sido menor y se reconoce. Se está tratando de hacer lo mejor posible.”
Expectativas sobre la investigación	Expectativas sobre la investigación e intervención de pensamiento crítico a través de la	Planteamiento de expectativas	Avances y posibilidades notorias del desarrollo de las	“Es difícil esta pregunta de expectativas cuando recién estoy conociendo las intenciones del estudio. Yo creo que las expectativas deberían plantearse a ustedes. Simplemente me gustaría en términos de lo que a uno le gustaría, sobre todo considerando que uno está entregando el tiempo de la clase y modificando el curriculum del año, es que espero que sí existan avances y posibilidades mínimamente notorias de que se desarrollen estas

	comprensión lectora con temas relativos a la identidad en estudiantes de II° Medio		habilidades	habilidades.”
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APPENDIX E: Class Rubric

About the teacher

Criteria	YES	NO	NO OBSERVED
The teacher presented an overview of the lesson			
The teacher presented topics in a logical sequence			
The teacher related today's lesson to previous/future lessons			
The teacher summarized the major points of the lesson			
The teacher explained significant/minor points of the lesson with clarity			
The teacher defined unfamiliar terms, concepts, and principles as being understandable for students			
The teacher used good examples to clarify points			
The teacher emphasized essential points			
The teacher provided opportunities to develop passive learning among students			
The teacher actively encouraged student questions and participation			
The teacher asked questions to monitor students' understanding			
The teacher demonstrated respect for diversity and required similar respect in the classroom			
The teacher presented material at an appropriate level for students			
The teacher presented material appropriate to the purpose of the course			

About the students

Criteria	YES	NO	NO OBSERVED
Students paid attention in class			
Students participated actively in class discussions			
Students made predictions and/or shared ideas about the topic of the class			
Students asked questions			
Students worked collaboratively			
Students were capable of relating the class topic with their experiences and prior knowledge			
Students understood class vocabulary by making connections and associations with their experience and prior knowledge			
Students paid attention to the class reading			
Students understood the majority of the reading task			
Students actively shared their opinions and ideas about the reading task			
Students respected diversity and others' opinions and ideas			
Students made effective use of the visual aids to support their knowledge			
Students asked when they did not understand some concepts or principles about the class topic			
Students were capable of thinking in depth about the class topic			
Students were capable of thinking about social actions for improvement for the future			

APPENDIX F: Class Rubric and Observer's Notes

**FIRST CLASS:
PERSONAL IDENTITY**

About the teacher

Criteria	YES	NO	NOT OBSERVED
The teacher presented an overview of the lesson	X		
The teacher presented topics in a logical sequence	X		
The teacher related today's lesson to previous/future lessons	X		
The teacher summarized the major points of the lesson			X
The teacher explained significant/minor points of the lesson with clarity	X		
The teacher defined unfamiliar terms, concepts, and principles as being understandable for students	X		
The teacher used good examples to clarify points			X
The teacher emphasized essential points			X
The teacher provided opportunities to develop passive learning among students	X		
The teacher actively encouraged student questions and participation	X		
The teacher asked questions to monitor students' understanding	X		
The teacher demonstrated respect for diversity and required similar respect in the classroom	X		
The teacher presented material at an appropriate level for students	X		

The teacher presented material appropriate to the purpose of the course	X		
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About the students

Criteria	YES	NO	NOT OBSERVED
Students paid attention in class	X		
Students participated actively in class discussions	X		
Students made predictions and/or shared ideas about the topic of the class	X		
Students asked questions	X		
Students worked collaboratively	X		
Students were capable of relating the class topic with their experiences and prior knowledge	X		
Students understood class vocabulary by making connections and associations with their experience and prior knowledge	X		
Students paid attention to the class reading	X		
Students understood the majority of the reading task	X		
Students actively shared their opinions and ideas about the reading task	X		
Students respected diversity and others' opinions and ideas	X		
Students made effective use of the visual aids to support their knowledge	X		
Students asked when they did not understand some concepts or principles about the class topic	X		
Students were capable of thinking in depth about the class topic	X		

Students were capable of thinking about social actions for improvement for the future	X		
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Class Comments:

Fecha: 14/10 ; Curso: 2ºB ; Número de estudiantes: 20

- Curso participativo.
- Asocian el pensamiento crítico a la opinión y a criticar.
- Consultan sus dudas.
- 3 estudiantes leen su tarjeta de “Who am I?” voluntariamente).
- Guardan silencio mientras la profesora lee las instrucciones.
- Comprenden vocabulario, creando relación entre la similitud de la palabra en español como en inglés.*A veces asocian mal las palabras por esto mismo “chandelier” = “chalias”.
- Comprenden vocabulario asociándolo a memes.
- Celebran en conjunto al asociar palabras correctamente.
- Durante la lectura del texto, preguntan las palabras que no conocen del vocabulario.
- Los estudiantes describen el texto como “easy”, “bacán”, y “buena”.
- Durante la lectura en voz alta por parte de la profesora, los estudiantes asocian el vocabulario a las cosas que ya conocen.
- Reaccionan a la lectura: Se ríen del zodiaco chino, reaccionan tristemente a la idea de que no se gustan las mujeres fuertes, se ríen de cómo suena el nombre “Zeze the X”
- Después de la lectura de la profesora dicen que logran entender mejor el texto.
- Durante el tiempo para responder las preguntas, debaten entre ellos sus respuestas, dando sus experiencias con respecto a las preguntas.
- Definen identidad como “quienes somos”. “Las características de uno” y “las características”
- Responden correctamente a las *keywords*, algunos responden antes de mostrarles la imagen.
- Captan la idea del texto
- Responden verbalmente a los adjetivos que los identifican.

**SECOND CLASS:
SOCIAL IDENTITY**

About the teacher

Criteria	YES	NO	NOT OBSERVED
The teacher presented an overview of the lesson	X		
The teacher presented topics in a logical sequence	X		
The teacher related today's lesson to previous/future lessons	X		
The teacher summarized the major points of the lesson	X		
The teacher explained significant/minor points of the lesson with clarity	X		
The teacher defined unfamiliar terms, concepts, and principles as being understandable for students	X		
The teacher used good examples to clarify points	X		
The teacher emphasized essential points	X		
The teacher provided opportunities to develop passive learning among students	X		
The teacher actively encouraged student questions and participation	X		
The teacher asked questions to monitor students' understanding	X		
The teacher demonstrated respect for diversity and required similar respect in the classroom	X		
The teacher presented material at an appropriate level for students	X		
The teacher presented material appropriate to the purpose of the course	X		

About the students

Criteria	YES	NO	NO OBSERVED
Students paid attention in class	X		
Students participated actively in class discussions	X		
Students made predictions and/or shared ideas about the topic of the class	X		
Students asked questions	X		
Students worked collaboratively	X		
Students were capable of relating the class topic with their experiences and prior knowledge	X		
Students understood class vocabulary by making connections and associations with their experience and prior knowledge	X		
Students paid attention to the class reading	X		
Students understood the majority of the reading task	X		
Students actively shared their opinions and ideas about the reading task	X		
Students respected diversity and others' opinions and ideas	X		
Students made effective use of the visual aids to support their knowledge	X		
Students asked when they did not understand some concepts or principles about the class topic	X		
Students were capable of thinking in depth about the class topic	X		
Students were capable of thinking about social actions for improvement for the future	X		

Class Comments:*Fecha: 21/10 ; Curso: 2°B ; Número de estudiantes: 17.*

- Participan en la clase.
- Definen social identity como “como te identificas a ti mismo”, “como te ven”, “clase social”, “hombre, mujer, no binario”
- Los estudiantes entienden las keywords y las relacionan correctamente.
- El profesor dice que no existe la persona que no es ningún género, los estudiantes responden que esas personas son las no binarias”
- Escuchan atentos a la lectura.
- Participan y resuelven dudas relacionadas al texto.

**THIRD CLASS:
GENDER IDENTITY****About the teacher**

Criteria	YES	NO	NO OBSERVED
The teacher presented an overview of the lesson	X		
The teacher presented topics in a logical sequence	X		
The teacher related today’s lesson to previous/future lessons	X		
The teacher summarized the major points of the lesson	X		
The teacher explained significant/minor points of the lesson with clarity	X		
The teacher defined unfamiliar terms, concepts, and principles as being understandable for students	X		
The teacher used good examples to clarify points	X		
The teacher emphasized essential points	X		

The teacher provided opportunities to develop passive learning among students	X		
The teacher actively encouraged student questions and participation	X		
The teacher asked questions to monitor students' understanding	X		
The teacher demonstrated respect for diversity and required similar respect in the classroom	X		
The teacher presented material at an appropriate level for students	X		
The teacher presented material appropriate to the purpose of the course	X		

About the students

Criteria	YES	NO	NO OBSERVED
Students paid attention in class	X		
Students participated actively in class discussions	X		
Students made predictions and/or shared ideas about the topic of the class	X		
Students asked questions	X		
Students worked collaboratively	X		
Students were capable of relating the class topic with their experiences and prior knowledge	X		
Students understood class vocabulary by making connections and associations with their experience and prior knowledge	X		
Students paid attention to the class reading	X		
Students understood the majority of the reading task	X		

Students actively shared their opinions and ideas about the reading task	X		
Students respected diversity and others' opinions and ideas	X		
Students made effective use of the visual aids to support their knowledge	X		
Students asked when they did not understand some concepts or principles about the class topic	X		
Students were capable of thinking in depth about the class topic	X		
Students were capable of thinking about social actions for improvement for the future	X		

Class Comments:

Fecha: 28/10 ; Curso: 2°B ; Número de estudiantes: 25

- Definen a gender identity como “hombre/mujer”, “etnia, cultura, edad”
- Definen a sexo como “biológico”, “nace”
- Definen al género como “social/sentirse”, “social”
- Reconocen e identifican las diferencias entre géneros: Hombre “Trabaja”, “ropa fea”, “no detallista”. Mujer “Comida”, “Caderas”, “periodo”, “ropa bonita”, “detallista”.
- Los estudiantes responden si estas diferencias presentes son buenas o no: “a veces”, “Cada quien”, “según la característica”
- Definen a estereotipo como “algo creado por la sociedad”, “hombre usando rosa es de gay”, “lo que la sociedad cree que está bien”
- Definen e identifican a los estereotipos de género como “rosado mujer”, “juguetes”, “mujeres manejan mal”, A=mujer y O=hombre”
- Definen e identifican a la desigualdad de género como “fuerza”, “trabajo”, “diferencia salarial”, “jubilación”, divorcio y repartición de hijos”
- Definen e identifican a los roles de género como “mujeres dueña de casa”
- Los estudiantes entienden el texto.
- Preguntan las dudas de vocabulario.

**FOURTH CLASS:
IDENTITY**

About the teacher

Criteria	YES	NO	NO OBSERVED
The teacher presented an overview of the lesson	X		
The teacher presented topics in a logical sequence	X		
The teacher related today's lesson to previous/future lessons	X		
The teacher summarized the major points of the lesson	X		
The teacher explained significant/minor points of the lesson with clarity	X		
The teacher defined unfamiliar terms, concepts, and principles as being understandable for students	X		
The teacher used good examples to clarify points	X		
The teacher emphasized essential points	X		
The teacher provided opportunities to develop passive learning among students	X		
The teacher actively encouraged student questions and participation	X		
The teacher asked questions to monitor students' understanding	X		
The teacher demonstrated respect for diversity and required similar respect in the classroom	X		
The teacher presented material at an appropriate level for students	X		
The teacher presented material appropriate to the purpose of the course	X		

About the students

Criteria	YES	NO	NO OBSERVED
Students paid attention in class	X		
Students participated actively in class discussions	X		
Students made predictions and/or shared ideas about the topic of the class	X		
Students asked questions	X		
Students worked collaboratively	X		
Students were capable of relating the class topic with their experiences and prior knowledge	X		
Students understood class vocabulary by making connections and associations with their experience and prior knowledge	X		
Students paid attention to the class reading	X		
Students understood the majority of the reading task	X		
Students actively shared their opinions and ideas about the reading task	X		
Students respected diversity and others' opinions and ideas	X		
Students made effective use of the visual aids to support their knowledge	X		
Students asked when they did not understand some concepts or principles about the class topic	X		
Students were capable of thinking in depth about the class topic	X		
Students were capable of thinking about social actions for improvement for the future	X		

APPENDIX G: Students' Survey

**Class Survey
(II° Medio B)**

Full Name: _____ Date: _____

First of all, thanks for your hard work during these classes. I really appreciate it!
Please let me know your opinion about this intervention. It will help me
to improve and to know how to work better next time.

Indicate your level of agreement or disagreement by writing an (x) in the following statements:

STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I enjoyed the classes.					
2. I liked the readings.					
3. I felt comfortable when I had to express my opinion.					
4. I felt comfortable making mistakes in class.					
5. I felt safe during these classes.					
6. I am able to explain what I learned during the intervention.					

Questions:

- What did I learn?
- Do I know how to deal better with identity issues? How can do it?
- Do I feel that my reading that my reading skills improved during these classes?
- Do you want to say anything to your teacher? (this is optional).

APPENDIX H: Post-Intervention Interview

Constanza Cea:

Buenas tardes profesor Areli Andrades, habiendo terminado la intervención de la investigación de seminario en IIº Medio B, queremos conocer su opinión y apreciación sobre los siguientes temas a través de un par de preguntas.

Constanza Cea:

Recordar que esta investigación de tesis pretende analizar si existen mejoras en la comprensión lectora mediante el trabajo y desarrollo del pensamiento crítico (específicamente las habilidades de análisis y argumentación) a través de la implementación de distintas técnicas, actividades y lecturas que contribuyan a este propósito.

Por lo tanto...

Constanza Cea:

Pregunta número 1...

Respecto al trabajo de las últimas cuatro clases, ¿podría decir cuáles fueron las fortalezas y debilidades de los estudiantes respecto al trabajo que se realizó?

Profesor Areli Andrades:

Sí, primero, como fortaleza, la disposición. Encuentro que ellos estuvieron muy abiertos y con buena disposición a participar en clases. También siento que se involucraron más porque tenían interés por este tema.

Constanza Cea:

Y como debilidad, ¿alguna idea?

Profesor Areli Andrades:

Yo creo que evidentemente por la cantidad de niños en la sala genera que cuando uno trabaja critical thinking, eh... uno no puede conseguir la profundidad que uno quisiera porque tienes que estar pendiente de muchos niños y ellos en esa edad, se distraen mucho. Entonces, es difícil mantener la clase al 100 con tantos niños.

Constanza Cea:

Pregunta número 2...

¿Cree que las técnicas o estrategias que se aplicaron en IIº Medio para trabajar clase a clase fueron llamativas o entretenidas para los estudiantes?

Profesor Areli Andrades:

Sí, definitivamente. Cuando por ejemplo se usaron aplicaciones en que ellos tenían que participar con el celular o que habían tecnologías que se usaban proyectándolas en la pizarra, eeh... evidentemente que eso genera que la clase sea más llamativa y que ellos estén más pendientes.

Constanza Cea:

¿Cree que estas fueron adaptadas a sus necesidades e intereses?

Profesor Areli Andrades:

Sí, creo que sí.

Constanza Cea:

Pregunta número 3...

¿Cree que el trabajo de reading comprehension fue eficiente al momento de trabajarse?

Profesor Areli Andrades:

Creo que sí, que sí fue eficiente. Aunque también creo que podría haberse logrado un mejor resultado, quizás con un poquito más de actividades diferentes. Pero creo que en lo que respecta a reading, es como difícil poder obtener resultados importantes si es que no hay una rutina constante en el tiempo.

Constanza Cea:

¿Cómo percibió a sus estudiantes en relación a las lecturas y actividades pre y post lectura?

Profesor Areli Andrades:

Claro, como lo dije antes, yo creo que ellos estuvieron abiertos a lo que se tenía que hacer en la clase. A poder leer, participar, interesarse. De hecho, las lecturas tenían mucho que ver con lo que les pasa ahora... a esta edad, con sus intereses. Así que sí, estuvo bien.

Constanza Cea:

Pregunta número 4...

¿Cree que el tema identidad fue adecuado para trabajar con los estudiantes de II° Medio? ¿Cómo percibió sus reacciones frente a trabajar un tema tan crucial para el desarrollo?

Profesor Areli Andrades:

A ver, creo que ehh... en el colegio, de repente con el día a día y con todo lo que hay que hacer, uno no le da mucho tiempo al punto de la identidad. Y a mí me parece que es importante, sobre todo para poder plantearse desde ahí a la edificación de su aprendizaje. Pero que ellos hayan tenido esta oportunidad, eh... de poder enfrentar estos temas, que no son algo típico, sobre todo en un colegio como este, me parece algo super importante. Y significativo para ellos.

Constanza Cea:

Pregunta número 5...

¿Qué rescata de las intervenciones que puede ser utilizado en sus futuras clases en relación a pensamiento crítico y comprensión de lectura? ¿Aprendió algo en estas clases?

Profesor Areli Andrades:

Sí, siempre se aprende. Siempre se aprende. Yo creo que ehh... siempre las dinámicas que están involucrando todo lo que tiene que ver con lo que piensa el niño, con cómo hacer que él exprese sus ideas frente a otro compañero, que entre ellos también se estén fortaleciendo con lo mismo que están conversando, ehh... me parece super importante y un punto a destacar.

Constanza Cea:

Finalmente, pregunta número 6...

¿Cree que después de esta intervención los estudiantes serán más conscientes de estos temas y del pensamiento crítico en el día a día?

Profesor Areli Andrades:

O sea, por lo menos ya tienen la chispita que inicia, ¿cierto?. Es como el piloto del calefont, por lo menos ya tienen esa llamita encendida. Ahora lo que falta es seguir trabajando en eso y que sigan manteniendo instancias y oportunidades para tratar temas como este.

Constanza Cea:

Ya, muchas gracias por su apoyo y participación.

APPENDIX I: Open Coding (Second Teacher's Interview)

Familia de código	Categoría	Subcategoría	Código	Dato
Desarrollo de la intervención en relación a pensamiento crítico y reading comprehension	Fortalezas y debilidades en las habilidades del inglés de los estudiantes de II° Medio	Fortalezas	Disposición e interés	“Sí, primero, como fortaleza, la disposición. Encuentro que ellos estuvieron muy abiertos y con buena disposición a participar en clases. También siento que se involucraron más porque tenían interés por este tema.”
	Fortalezas y debilidades en las habilidades del inglés de los estudiantes de II° Medio	Debilidades	Cantidad de alumnos	“Yo creo que evidentemente por la cantidad de niños en la sala genera que cuando uno trabaja critical thinking, eh... uno no puede conseguir la profundidad que uno quisiera porque tienes que estar pendiente de muchos niños y ellos en esa edad, se distraen mucho. Entonces, es difícil mantener la clase al 100 con tantos niños.”
Técnicas y/o estrategias de enseñanza	Técnicas y/o estrategias de enseñanza para trabajar las habilidades del inglés de los estudiantes de II° Medio	Necesidades e intereses de los alumnos	Tecnologías	“[...] Cuando por ejemplo se usaron aplicaciones en que ellos tenían que participar con el celular o que habían tecnologías que se usaban proyectándolas en la pizarra, eeh... evidentemente que eso genera que la clase sea más llamativa y que ellos estén más pendientes.”
Trabajo de reading comprehension	Técnicas y/o estrategias para trabajar reading comprehension con los estudiantes de II° Medio	Eficiencia del trabajo de reading comprehension	Actividades	“Creo que sí, que sí fue eficiente. Aunque también creo que podría haberse logrado un mejor resultado, quizás con un poquito más de actividades diferentes. Pero creo que en lo que respecta a reading, es como difícil poder obtener resultados importantes si es que no hay una rutina constante en el tiempo.”

	Técnicas y/o estrategias para trabajar reading comprehension con los estudiantes de II° Medio	Elección de lecturas	Intrerés en las lecturas	“Claro, como lo dije antes, yo creo que ellos estuvieron abiertos a lo que se tenía que hacer en la clase. A poder leer, participar, interesarse. De hecho, las lecturas tenían mucho que ver con lo que les pasa ahora... a esta edad, con sus intereses. Así que sí, estuvo bien.”
Identidad en el pensamiento crítico y en los textos literarios	Trabajo y desarrollo de la identidad con estudiantes de II° Medio	Identidad en el aprendizaje	Identidad como punto crucial en el aprendizaje de una segunda lengua	“A ver, creo que ehh.. en el colegio, de repente con el día a día y con todo lo que hay que hacer, uno no le da mucho tiempo al punto de la identidad. Y a mí me parece que es importante, sobre todo para poder plantearse desde ahí a la edificación de su aprendizaje. Pero que ellos hayan tenido esta oportunidad, eh... de poder enfrentar estos temas, que no son algo típico, sobre todo en un colegio como este, me parece algo super importante. Y significativo para ellos.”
Sobre los resultados de la investigación	Aprendizaje para futuras clases en relación a pensamiento crítico y reading comprehension	Aprendizaje en la intervención	Dinámicas de clase	“[...] Yo creo que ehh... siempre las dinámicas que están involucrando todo lo que tiene que ver con lo que piensa el niño, con cómo hacer que él exprese sus ideas frente a otro compañero, que entre ellos también se estén fortaleciendo con lo mismo que están conversando, ehh... me parece super importante y un punto a destacar.”
	Aprendizaje para futuras clases en relación a pensamiento crítico y reading comprehension	Aprendizaje en la intervención	Oportunidades	“O sea, por lo menos ya tienen la chispita que inicia, ¿cierto?. Es como el piloto del calefont, por lo menos ya tienen esa llamita encendida. Ahora lo que falta es seguir trabajando en eso y que sigan manteniendo instancias y oportunidades para tratar temas como este.”