

Reading process through didactic sequences based on Isabel Solé's strategies

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Abstract

Aim: To strengthen the reading process through didactic sequences focused on Isabel Solé's strategies in ninth-grade students. **Methodology:** Sociocritical paradigm and qualitative approach framed in action research, developed in four phases: diagnosis, action planning, action execution and reflection. The work unit consisted of 20 students. Data were collected using the observational technique, with observation and field diary as instruments. **Results:** By implementing didactic sequences based on Isabel Solé's strategies, reading comprehension skills were strengthened through formative texts. **Conclusions:** Based on the strategies, the students were able to understand the author's communicative intention, argue, understand the reading, enjoy the content of the text and strengthen their reading comprehension skills, which allowed them to improve their academic performance.

Keywords: reading; didactics; teaching strategies; comprehension; skill



Article result of the research entitled: *Fortalecimiento del proceso lector por medio de secuencias didácticas basadas en las estrategias de Isabel Solé en estudiantes de noveno grado de la Institución Educativa Luis Carlos Galán Sarmiento del municipio de La Jagua de Ibirico*, developed from April 14, 2022 to September 29, 2023, in the department of Cesar, Colombia.

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Proceso lector a través de secuencias didácticas basadas en las estrategias de Isabel Solé

Resumen

Objetivo: fortalecer el proceso lector mediante secuencias didácticas centradas en las estrategias de Isabel Solé en estudiantes de noveno grado. **Metodología:** el estudio se desarrolló desde un paradigma sociocrítico y un enfoque cualitativo, enmarcado en la investigación acción. Se desarrolló en cuatro fases: diagnóstico, planificación de las acciones, ejecución de las acciones y reflexión. La unidad de trabajo estuvo conformada por 20 estudiantes. Para la recolección de datos, se utilizó la técnica de la observación, y como instrumentos, la observación y el diario de campo. **Resultados:** al implementar secuencias didácticas basadas en las estrategias de Isabel Solé, se fortalecieron las habilidades de la comprensión lectora mediante textos formativos. **Conclusiones:** A partir de las estrategias, los estudiantes lograron comprender la intención comunicativa del autor, argumentar, entender la lectura, disfrutar el contenido del texto y fortalecer las habilidades de comprensión lectora, lo cual les permitió mejorar en su rendimiento académico.

Palabras clave: lectura; didáctica; estrategias de enseñanza; comprensión; habilidad

Processo de leitura por meio de sequências didáticas baseadas nas estratégias de Isabel Solé

Resumo

Objetivo: fortalecer o processo de leitura por meio de sequências didáticas focadas nas estratégias de Isabel Solé em alunos do nono ano. **Metodologia:** paradigma sociocrítico e abordagem qualitativa enquadrada na pesquisa-ação, desenvolvida em quatro fases: diagnóstico, planejamento da ação, execução da ação e reflexão. A unidade de trabalho era composta por 20 alunos. Os dados foram coletados por meio da técnica observacional, tendo como instrumentos a observação e o diário de campo. **Resultados:** com a implementação de sequências didáticas baseadas nas estratégias de Isabel Solé, as habilidades de compreensão leitora foram fortalecidas por meio de textos formativos. **Conclusões:** com base nas estratégias, os alunos conseguiram entender a intenção comunicativa do autor, argumentar, compreender a leitura, apreciar o conteúdo do texto e fortalecer suas habilidades de compreensão leitora, o que lhes permitiu melhorar seu desempenho acadêmico.

Palavras-chave: leitura; didática; estratégias de ensino; compreensão; habilidade

Introduction

According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2021), the concepts of global citizenship education and education for sustainable development as components of education are «central to developing in students the skills, attitudes and behaviors that will prepare them to respond to the changing and pressing global challenges facing all countries today» (para. 16). Based on this guideline, the report *What are students expected to learn in Latin America and the Caribbean? Curricular Analysis of the Regional Comparative and Explanatory Study (ERCE, 2019) (UNESCO, 2020)* was produced, an initiative of the Latin American Laboratory for the Evaluation of the Quality of Education (LLECE, UNESCO, 2022).

This document states that in the area of language, reading emphasizes the variety of texts that students encounter in their daily lives. It also emphasizes the importance of reading comprehension, which has a high priority in classroom practice because it is a difficulty for students' learning. This significantly affects children in the region; therefore, it is necessary to address the issue of reading processes in research.

As a result of the above ideas, the following question was posed: How can the reading process be strengthened through didactic sequences focused on Isabel Solé's didactic strategies in ninth-grade students? In order to answer this question, the general objective was to strengthen the reading process through didactic sequences focused on Isabel Solé's strategies in ninth-grade students. This objective was consolidated through the following specific objectives:

- To identify the difficulties that ninth-grade students have regarding the reading process.
- To plan didactic sequences through Isabel Solé's strategies to strengthen the reading process in ninth-grade students.

- To implement sequences through Isabel Solé's strategies to strengthen the reading process in ninth-grade students.
- To evaluate the application of didactic sequences through Isabel Solé's strategies to strengthen the reading process in ninth-grade students.

Now, on the problematic about reading comprehension in the reading process, reviews dating from the second decade of this century are observed. For Silva (2018):

The results of international language tests have not shown satisfactory results for Latin American countries. The results of the 2012 Pisa test show that the reading performance of Latin American countries has remained relatively constant in relation to the results obtained in 2009 (it rose from 408 to 413). Forty-six percent of Latin American students would not be prepared to face the current challenges in terms of reading performance. Of the remaining percentage, 31% are at level 2, 17% at level 3, 5% at level 4, and only 1% at levels 5 and 6. The OECD average is 18% below level 2. (p. 49)

Specifically, in Colombia, according to the Economics of Education Laboratory of the Universidad Javeriana (n.d.), in the Program for International Student Assessment (PISA) (2021), the test results presented by students in terms of reading comprehension are not different from the rest of Latin American countries. It pointed out that very few students are able to perform complex reading comprehension activities, such as locating and organizing multiple pieces of information deeply embedded in the text, making reflective analyses or critical evaluations. These findings were echoed by Castellano and Guataquirá (2020), who stated that students in the country generally show «deficiencies in interpreting, identifying main ideas, understanding what they read, relating it to its context, reading fluently, and being able to extract information that is not contained in the text» (p. 111). In addition, they show little motivation to read, and when they do, they fail

to remember what they read; they also show low self-esteem because they believe they are incapable of reading fluently

What these researchers say points to the difficult and complex problem of reading among students. It is also possible that teachers are using strategies that are not very motivating. And, they commented, teachers still manage

Boring readings, routine environments, blackboards full of meaningless information, isolating students from their own interests and ignoring the fact that people learn from their experiences. The teacher must awaken the curiosity of his students, so that each, according to his interests, may enter that magical world of knowledge hidden in books. (p. 14)

Regarding these points, the most important thing is for the teacher to reflect and move forward in the search for solutions to these difficulties. Therefore, it is possible to develop a research based on the contributions that Solé (1992) has made on reading processes; she bets on the application of strategies, since she has a wealth of knowledge on high-level comprehension processes. These strategies must be carefully planned and then evaluated by the teacher.

Solé (1992) outlines a global strategy for the reading process, whose organization is divided into actions that are carried out and applied in three stages: before, during and after reading. The first ones are those that allow for the acquisition of reading objectives and the updating of relevant prior knowledge. The second refers to strategies that allow reading and making appropriate decisions in the face of errors or comprehension failures. The third are strategies that aim at recapitulating and summarizing the content in order to extend the knowledge acquired by the student through reading.

However, in the department of Cesar, the quality of education offered by the schools is still lagging behind, and year after year it suffers a hard blow in the results of the tests given by the national government. In the exams conducted by the Colombian Institute for the Evaluation of Education (ICFES), the department did not

achieve representative positions, ranking 19th out of 33 departments evaluated. For Asdrúbal Rocha Lengua, former secretary of education of Valledupar, according to the ranking published by Milton Ochoa, compared to 2017, it regressed in the overall weighted average, in which the Ministry of Education measures areas such as critical reading, mathematics, natural, social and civic sciences and English (El Pilón, 2018).

The Saber Tests in Language evaluate two competencies: textual, which refers to the ability to understand and interpret the meaning and structure of different texts, and discursive, which implies the ability to take a position in relation to reading, using different thinking strategies and producing new meanings. These competencies should be demonstrated in the structure and organization of a text, its meaning and sense, and the contexts and purposes of communication (components of the test), according to the three levels of competence: literal, inferential and critical (Ministerio de Educación Nacional, MEN, 2006, para. 2).

Therefore, it is necessary that students develop these competencies early in the institutions. In the case of the educational institution, as expressed by teachers in the minutes of the different meetings where they expose the problems, they observe in their practice, through various activities, ninth-grade students have difficulties in understanding and interpreting texts, showing little interpretive ability; they also fail to establish relationships between the contents or make inferences and draw conclusions, where very low skills are evidenced.

In this reality, it is possible to appreciate the difficulties in the literal and inferential levels of reading comprehension; therefore, the need to strengthen the reading processes, since the deterioration of the quality of education is latent and worrying, in addition to the deficient integral formation in the different areas of human knowledge as a consequence of the poor mastery of reading. It is necessary to approach this aspect by means of a formal research, as an initiative of improvement that starts from the recognition of the problem to intervene,

based on a theoretical support, considering the interests of the students at the moment of designing and implementing didactic sequences based on Isabel Solé's strategies. In this way, it will contribute to the development of the reading process, thus providing a solution to the problem posed.

From the significant way of perceiving the value of reading, the research *Strengthening the reading process through didactic sequences based on the interactive model of Isabel Solé* becomes more relevant and justified. In addition, it is relevant because it is in line with the National Reading and Writing Plan 'Reading is my story', established by the ministries of Education and Culture in order to integrate reading and writing into the daily lives of girls, boys, adolescents, and young people in particular, since it is «considered of paramount importance that each and every citizen has access to the cultural good that offers par excellence one of the most enriching human experiences: reading» (MEN, 2017, para. 1).

Therefore, it is important to carry out this research project, which is not only academic, but also contributes, through didactic sequences, to the development of the reading process of ninth grade students. This project can be carried out thanks to the existing working relationship of one of the participants with this institution and specific grade, which allows the strengthening of reading skills. This ability is fundamental for the creation of critical thinking and learning in different areas, apart from the previous mechanical learning.

Thus, the emphasis is on the contextual, from the literal to the inferential to the critical and evaluative. Under the premise of establishing intertextual relationships and dialogues between the reader and the author of the text, the aim is to promote judgments and evaluations of reading.

The development of the project in the educational institution constituted a valuable contribution to the academic activity, since it allowed the student to advance and feel a taste and love for reading, from a comprehensive

position, consolidating actions to improve the communicative competence and to undertake paths towards knowledge, besides understanding what was read with a higher degree of reflection against what was presented in class. Thus, this research is aligned with the Saber tests, where students must demonstrate levels of reading comprehension in the communicative competencies, for which the reading processes are determinant.

The importance of this project should be emphasized because the positive results obtained will serve as a basis for the generalized implementation of such didactic sequences in educational institutions, achieving great advances in the cognitive and academic development of students. The relevance of this research project goes beyond the simple expectations that students have regarding reading; it focuses on improving the quality of education, optimizing learning conditions and facilitating access to knowledge.

This project aims to develop in ninth-grade students' skills and abilities related to reading, considering their age, the school system and the environment in which they develop. This will make it possible to create the necessary conditions for sensitizing them to communicative activities, combined with other basic skills such as listening and speaking, which will allow them to act with logical and verbal awareness.

From these perspectives, the research will have an impact on the ninth-grade students as well as on the rest of the students of the entire institution; in addition, it will give validity to the institutional principle of the aforementioned school organization, since it contributes, to a great extent, to the achievement of its vision. Likewise, it is theoretically justified, since the researchers conducted a review of the relevant theories to contribute to knowledge, considering the approaches that serve to validate their assertions, which will be useful to contrast them with the results, as well as to use them in the future as references for other research on the same subject.

From the methodological point of view, the work was based on the pedagogical action research, because it generated the knowledge for the transformation of the pedagogical practice and the acquisition of the necessary competences of the reading process, mediated by the didactic sequences based on the strategies of Isabel Solé, in order to obtain a more significant learning, using the necessary instruments to comply with the objectives and phases of the research and to account for the effectiveness of the methodological design. In the practical field, the research is justified because it is based on the existence of a real problem: the need to improve the reading processes, which are the basis of reading comprehension and a means of academic and personal improvement of the students.

In order to know the behavior of the categories of the study, a review of previous studies in different areas was carried out. At the international level, the study by Avendaño (2020) stands out, whose objective was to improve reading comprehension levels (literal and inferential), demonstrating the significant importance of Isabel Solé's strategies in the reading processes, before, during and after their application. The results showed difficulties in reading comprehension: at the inferential level, 94.3% of the students were at the "beginning" level and 5.7% were at the "process" level. None of the students showed excellent levels. On the other hand, at the literal level, 25.7% were at the excellent level and 42.9% were at the expected level. It was concluded that Solé's reading comprehension strategies improved the students' reading levels. In this research, as in the present study, reading comprehension was addressed and Isabel Solé's strategies were used as an interactive basis for teaching and learning reading comprehension for solving the problem.

In the Colombian research geography, López and Navarro (2021) developed a research whose objective was to implement a methodological proposal to promote reading and writing comprehension; they used a qualitative methodology, applying the field diary, the semi-structured interview and the evaluation grid as data collection tools. As a result, they point out that in order to improve reading comprehension,

students need to have continuous reading processes, with short and concrete activities through appropriate comprehension techniques, where they can relate texts, discover the importance of reading and motivation to promote a reflection that goes beyond disciplinary knowledge. The contribution of this study lies in the importance of confirming the role of the teacher as a mediator of the students' difficulties in the acquisition of reading and writing skills. To this end, traditional pedagogical practices should be discarded and teaching should be transformed into dynamic processes that follow the demands of the times.

In the regional scenario, the research of Galindo (2019) was found. Methodologically, it was located in the qualitative approach and the method of action research, and used as an instrument, an open interview. The results showed that the two most affected skills in reading are micro-skills and contextualization; however, these weaknesses can be overcome through collaborative activities that provide students with confidence in expressing what they understand when reading a text. The author concludes that teachers should play a fundamental role in this reading process of students, in addition to meeting their academic, personal, psychological, and social needs. This study was similar in terms of difficulties in reading comprehension, whose solution was the implementation of different strategies. It also provided a methodological guide based on action research, which helped the researchers to apply the method to the study.

After completing the research of the previous studies, we proceeded to know the opinion of the experts on the following topics: reading process, didactic sequence, and reading strategies of Isabel Solé. Regarding the reading process, we studied the postulates of Rodríguez et al. (2018), Pérez and Villacob (20-22), Cassany (2006), and Solé (1992), all of whom agreed that the reading process is constructive, cognitive, and interactive, which is why it is necessary to consider the different mental operations performed by the individual. This orientation of the reading process is based on three elements.

Regarding the didactic sequence, Cáceres et al. (2016) and Solano (2018) were studied; they express that the didactic unit is established as an articulated and complete work sequence, in which the objectives and contents, teaching and learning activities, evaluation, material resources, and the organization of space and time must be specified. All these decisions are aimed at offering more adequate attention.

It is important to recognize that a didactic sequence is a guiding learning process with which the routine methodology of school work is projected. This category was used in the development of the proposal, having as an integrating axis of the process, Solé's strategies, which provided consistency and significance to the study.

Referring to Isabel Solé's (1992) reading strategies, this author emphasized that they are high-order procedures that involve cognitive and metacognitive aspects in teaching. Teaching reading comprehension strategies implies having clarity and coherence in the content of texts, assuming the reader's previous knowledge, and developing strategies to intensify comprehension and memory of what is read. These strategies proposed by Solé made it possible to teach students to construct an interpretation of the text and to make the reader aware of what he/she understands and does not understand, to proceed to solve the problems he/she encounters.

Methodology

We worked under the sociocritical paradigm since. According to Arnal (as cited in Alvarado and García, 2008), this paradigm promotes social transformations and provides answers to specific problems present within communities, with the participation of their members.

The research was qualitative. According to Barrantes (2018), this type of research attends to reflection and analysis in a comprehensive manner, to observe the actions as objectively as possible, considering the elements that arise in the investigative moments in the daily life of the pedagogical fact. Considering the objectives

and intentionality of the authors, the work was framed in action research (AR), because «it constitutes a way of systematic reflections on practice, to optimize the teaching-learning processes» (Bausela, 2004, p. 1).

For the execution of the action research, three phases were followed: diagnosis, planning, and execution of the plans, and the permanent reflection of those involved in the research, to resize, reorient, or rethink new actions in response to the reflections made (Colmenares, 2012). These phases made it possible to know, analyze, and better understand the reality of the problem, the resources, capacities, potentialities, and limitations, to reflect, plan, and execute actions aimed at improving and significantly transforming the aspects that required changes, favoring awareness, the assumption of concrete and timely actions, empowerment, collective mobilization, and the consequent transforming action.

The sample consisted of 20 students, as the main researcher's responsibility, which facilitated the search for favorable spaces for the application of the planned activities. The technique used was observation, because it pointed out aspects that needed improvement, evaluating the correspondence of the material used with the subject of study and, promoting a dialogue among the participants about the adequacy of the pedagogical mediation developed, checking if the planning was by the academic level of the students. The field diary was the instrument used; according to Martínez (2013), «they are the written records of what was observed to produce quality descriptions» (p. 74). This instrument made it possible to organize, analyze, and interpret the information collected from the beginning of the research phases.

Results

In the first phase of the research, to develop the first objective: to identify the difficulties that ninth-grade students have, it was essential to search for truthful information to know the deficiencies that students have in reading; therefore, a diagnostic observation guide with eight indicators was constructed and applied to the 20 students who made up the work unit.

The results of the diagnostic or first phase indicated the difficulties that ninth-grade students have concerning reading, since they had difficulty identifying text details, extracting meanings, and making semantic relations in the sentences of the text; they also did not demonstrate mastery of skills that would allow them to identify the theme of the text, resolve anaphoric and referential expressions, argue their answers when questioned about a text, and they did not identify the important ideas or the different types of textual structures.

Similarly, difficulty was observed in the reading process, since students were not able to make inferences from the model of the text situation when questions were interspersed throughout the content, whose answers were implicit; neither did they integrate textual information nor did they show prior knowledge of information obtained from various sources. In addition, they failed to re-elaborate content on the same topic and lacked the competencies to understand the author's communicative intention, for example, when directly asking the reader what the author intends to communicate and arguing his or her answer.

As for the second phase, action planning, in particular the didactic sequences using Isabel Solé's strategies for strengthening the reading process in ninth-grade students, a documentary process was used as a basis for selecting the didactic sequences adjusted to the needs and interests of the students. Therefore, in the planning of the didactic sequences, the students' difficulties in the reading process were considered.

In the third phase, execution of the actions and reflection, the didactic sequences were implemented using Isabel Solé's strategies for strengthening the reading process. The researchers informed the students that the work to be done was the result of the weaknesses found. Then, they explained the strategies and how the activities would be developed, following the reading sequences proposed by Solé. They also communicated the mechanism for obtaining informed consent and the participation of their parents, representatives, and guardians. Each of the actions proposed was recorded in the field diary.

Based on the planning, five activities were developed, namely: 1. Reading to the rhythm of songs, with the purpose of awakening curiosity to understand the message of the songs. 2. Reading we learn values, to master the information and content, based on the topics covered in the text. 3. Let our imagination fly, whose objective was to improve verbal fluency employing recreational texts. 4. Reading we know our environment, to promote students' knowledge of the social context in which they live through the reading of regional texts. 5. Strengthening our values, aimed at strengthening reading comprehension skills through the use of formative texts.

The results of this implementation were systematized in the triangulation shown in Table 1, which was based on the observations recorded in the field diary:

Table 1*Triangulation of the results of the implementation of didactic sequences*

Action-achievements	Theoretical	Reflections of the researchers
<p>First, the reading strategies proposed by Solé were explained, which consist of keeping in mind the three times: before, during, and after reading. To this end, the questions that would be asked at each of the times were explained, so that they could understand the process and, in this way, apply it to the selected readings.</p> <p>With the application of the reading times proposed by Solé, questions were assigned to analyze the text. Once the analysis process was concluded, the students socialized their productions.</p>	<p>These results responded to Solé (1992), who states that these are high-order procedures involving the cognitive and the metacognitive. In teaching, they cannot be treated as precise techniques, infallible recipes, or specific skills, since the essential characteristic of strategic thinking is an ability to represent and analyze problems and the flexibility to find solutions.</p>	<p>How is the reading process strengthened using didactic sequences based on Isabel Solé's strategies in ninth-grade students?</p> <p>This question led the researchers to a process of reflection in the search for effective actions to transform the reality found; therefore, didactic sequences were chosen to strengthen the reading process.</p>

In the third phase, execution of the actions and reflection, it became evident that, by implementing didactic sequences, the students progressively overcame the deficiencies presented in the reading. Table 1 shows the achievements attained, as evidenced by the evaluation of the achievements of the didactic sequence.

Table 2*Evaluation of the achievements of the didactic sequence*

Didactic sequences	
Objectives	Achievements
Awaken curiosity to understand the message in the songs	The students extracted meanings and made semantic relations in the sentences expressed in the text; that is, they advanced in the argumentation about what they read, aroused their curiosity to understand the message in the songs, and participated actively.
Master the information and content, based on the topics covered in a text	Strengthened argumentation in literary production, as well as values; identified the theme expressed in the text, resolved anaphoric and referential expressions, and fluently expressed their arguments when answering the questions formulated.

Improve verbal fluency through recreational texts	Students identified with the topic and pointed out the important ideas of the text, as well as the different types of textual structures; they made progress in arguing about the text and, therefore, improved verbal fluency.
Promote students' knowledge of the social context in which they live, through the reading of regional texts	Their main achievement was to have complied responsibly and assertively with the activity; also, to follow the instructions; in addition, the motivation and pleasure they felt led them to ask questions about the topic to clarify doubts. On the other hand, they showed interest in learning about the social context in which they live. With the reading of regional texts, they made inferences based on the model of the situation of the text.
Strengthen reading comprehension skills through the use of formative texts.	They integrated textual information and previous knowledge from information obtained from various sources; they re-elaborated content from what they read; they demonstrated understanding of the author's communicative intention; they argued fluently about the content of the text; they demonstrated reading comprehension; they enjoyed the act of reading; they learned the times before, during, and after reading as a route marked by Solé to improve the reading process. With the use of formative texts, students strengthened their reading comprehension skills.

Discussion

Hernández et al. (2014) refer that the diagnostic phase allows the researcher to recognize the strengths and weaknesses, contributions and limitations regarding the solution proposed to improve the reality found. The discussion of results shows the positions and theories that agree and are in opposition to the findings; it also allows the conclusions and pertinent recommendations on the findings to be made.

Based on these points, with an eye on the systematized results and to answer the research question: How is the reading process strengthened through didactic sequences based on Isabel Solé's strategies in students? an observation was made of the 20 subjects of the aforementioned grade.

In the diagnostic phase, the difficulties of ninth-grade students concerning reading were identified; an observation guide was applied, which showed that they present deficiencies in understanding meanings, relating sentences semantically, identifying the central theme of the text, resolving anaphoric and referential

expressions, arguing their answers, identifying important ideas and the different types of textual structures, making inferences from the model of the text situation, integrating textual information and previous knowledge, re-elaborating contents on the same topic and, understanding the author's communicative intention.

As these results caused great concern to the researchers, they planned didactic sequences based on Isabel Solé's strategies to strengthen the reading process in students. Subsequently, they continued with the review of previous studies and theories related to the topic, to have a theoretical foundation and build such sequences. In this regard, the importance of developing reading skills is pointed out, as expressed by Remolina (2013), who considers that reading must be assumed as a whole that involves the human being as an important agent, but, in turn, all representation created by signs, graphs, schemes, signs, among others, which requires a process to generate meaning.

In this order, it is worth mentioning Solé (1992), who conceptualizes the process of reading as the interaction between the reader and the text,

Conclusions

Regarding the first objective, the results were based on diagnostic observation and recorded in a guide. After analyzing the data, it was found that the subjects had deficiencies in extracting meanings, making semantic relations, accurately identifying the topic of the text, resolving anaphoric and referential expressions, arguing their answers, identifying main ideas and types of textual structures, making inferences, integrating textual information and previous knowledge, reworking contents on the same topic, and understanding the author's communicative intention.

For the second objective, the results showed that the planning was adapted to the students' needs and interests. Regarding the third objective, the results indicated that, in the development of Solé's strategies, students were able to relate their prior knowledge to the reading, make inferences, review and check comprehension while reading and, also, make appropriate decisions until they were able to understand the author's ideas.

About the fourth objective, the didactic sequences were satisfactory, since the students were able to integrate textual information and previous knowledge, re-elaborated content from what they read, understood the author's communicative intention, argued, understood the reading, enjoyed the content of the text, and strengthened reading comprehension skills. Therefore, it can be affirmed that the objective related to strengthening the reading process through didactic sequences was fully achieved. This action allows recommending to teachers and future researchers, the implementation of innovative, attractive, or reconstructed strategies to achieve better academic success in the population that will be the future of the country.

through which the former tries to satisfy the objectives that guide his/her reading, as well as the author's position. Indeed, reading is one of those situations that establish relationships between the text, the explicit and implicit information in it, and the reader's knowledge. In this sense, reading is a psycholinguistic guessing game in which thought and language are in permanent action so that the reader constructs the meanings of what he/she reads (Goodman, 1990, as cited in Millán, 2010).

For Baquero (2018), every academic process should be focused on improving educational practice, which should arise from constant reflection. Moreover, this should not only remain in theory but should transcend in teachers and the institution; therefore, it is necessary to link in the classroom, didactic strategies according to the needs of students, their context, and their learning pace, leaving aside the linear practices that exclude them from their learning process.

Given these approaches, Tobar and Álvarez (2018) think that, in a didactic and creative way, students can propose new forms of reading comprehension. Similarly, Solano (2018) showed that, with the implementation of didactic sequences, students had the opportunity to improve their reading and comprehension process at the following levels: literal, inferential, and critical-intertextual; at the same time, he evidenced that the strategy awakened interest in their learning, leaving aside the fear of making mistakes.

Despite all the achievements proposed, the implementation of Solé's strategies faced certain limitations, especially at the beginning of the proposal, because a high degree of apathy in the execution of the activities was observed in the students, which caused them tiredness and fatigue. However, this action was overcome with the motivation to face the challenges of learning. Another limitation was the students' difficulty in understanding the texts, due to their poor reading comprehension, which improved as the implementation of the strategies progressed.

Conflict of interest

The authors declare that they have no conflict of interest in the work presented.

Ethical Responsibilities

For the development of the research, informed consent was obtained from the rector's office of the institution, obtaining approval for the application of the instruments and the strategy. Likewise, parental authorization was requested for the use of the students' photographs.

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Contribution

Ena Luz Carrillo Difilippo: researcher. Statistical processing of data, writing of materials and methods, and obtaining results.

Martha Eufemia Navarro: analysis and interpretation of results, writing the introduction, methods, discussion, and conclusions.

Bibiana Lorena Molina Morón: revision of the abstract, introduction, methodology, results, discussion, conclusions, and references.

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