

**Critical Digital Literacy Strategies**

**Critical Digital Literacy Strategies For The Promotion of Reading Comprehension in the  
Classrooms.**

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## CONTENT LIST

Abstract .....	3
Submission Requirement .....	5
Problem .....	6
Research question .....	9
General objective .....	9
Specific objective .....	9
Justification .....	10
Concept Framework .....	11
Categories .....	11
Critical digital literacy strategy .....	11
Reading comprehension .....	11
CDL strategies professors use to promote reading comprehension .....	12
Context .....	12
Methodology .....	14
Case Study .....	14
Findings .....	16
Discussions .....	17
Implications and interpretations .....	17
Conclusions and Recommendations .....	18
Appendix .....	20
References .....	22

### **Abstract**

The purpose of this research is to determine which are the critical digital literacy strategies used by teachers of the foreign language program of a private university, to promote critical reading comprehension competence in their students when carrying out and putting into practice different activities that integrate the use of technology, and to determine whether these activities allow students to develop reading comprehension skills through critical digital literacy or not. From there, we aim to recognize if educators are trained to face this new phase of a digitized education, if their critical digital literacy strategies developed in class are effective for the promotion of critical and reflective students, capable of investigating and sharing different opinions when they are exploring digital texts. Through this research it is intended to present others carried out by different academics who have knowledge in the research in question, in order to have theoretical support related to reading comprehension, critical digital literacy and the different strategies used in their promotion. In which we found that professors need to learn more about digital literacy and that they all implement different strategies to improve students' reading comprehension skills.

**Key Words:** *Critical digital literacy, reading comprehension, Strategies to promote CDL, virtual environment.*

## Resumen

El propósito de esta investigación es determinar cuáles son las estrategias de literacidad crítica digital utilizadas por maestros del programa de lengua extranjera de una universidad privada, para promover la competencia de comprensión lectora crítica en sus estudiantes al llevar a cabo y poner en práctica las diferentes actividades que integran el uso de la tecnología y determinar si estas actividades les permiten a los estudiantes desarrollar sus habilidades en comprensión lectora por medio de literacidad crítica digital o no. De ahí, apuntamos a reconocer si los maestros están capacitados para enfrentar esta nueva etapa de la educación digitalizada, si sus estrategias de literacidad crítica digital desarrolladas en clase son efectivas para la promoción de estudiantes críticos y reflexivos, capaz de investigar y compartir diferentes opiniones cuando estén explorando textos digitales. Por medio de esta investigación se pretende presentar otras llevadas a cabo por diferentes académicos quienes tienen conocimiento en la investigación en cuestión, para poder tener soporte relacionado con comprensión lectora, literacidad crítica digital y las diferentes estrategias utilizadas para su promoción.

**Palabras clave:** *Literacidad crítica digital, comprensión de lectura, estrategias para promover CDL, ambientes virtuales.*

### **Submission Requirement**

As students of Licenciatura de Lenguas Extranjeras of Universidad Católica Luis Amigó, we need to fulfill some requirements in order to be able to graduate, besides having to take several determined courses and completing a specific amount of credits, there is a big and important assignment we need to do in order to get our bachelor's degree as English teachers and that is to carry out an investigation.

Every university student at Universidad Luis Amigó has to carry out some type of project as part of their bachelor's program, usually in the last semesters, and we are not the exception. In our program we need to choose the topic of our "Trabajo de Grado" according to the teacher's line of research, we are not given an option, this means that it determines the general topic of the investigation.

Since we took this course with professor Edison Castrillón Ángel, we had to choose something related with Critical Digital Literacy and that is the reason why we chose to research about the critical digital literacy strategies used by professors of the foreign language program of a private university, to promote critical reading comprehension. After finishing the two courses of "trabajo de grado" we have completed one of the most important requisites to get our bachelor's degree.

## **Problem**

Due to the new events of the year 2020, because of the worldwide sanitary emergency, for COVID-19, face to face education was interrupted given that the educational institutions were forced to close their doors. This confronted everyone with an uncertainty never imagined before. As Pedró (2020) mentions:

Currently, the closure affects all institutions without exception. The decision about the temporary closure of HEIs has been urged by the principle of safeguarding public health, in a context in which large accumulations of people generate, due to the nature of the pandemic, serious risks. (pag. 2)

As a result of this, education has become digital because universities and schools in Colombia have tried to find a way to continue with the education process in order not to affect it, since it was being carried out the traditional way. The effects of this digitalization have been complex, “In the entire education sector, the most fundamental impact has yet to be assessed: that of the resulting balance, in terms of quality and equity, after the change in methodologies in the provision of the service to guarantee its continuity,” (Pedró, 2020, págs. 2-3) Now the teachers have the task of looking for different strategies that they can implement for learning in virtual environments; Strategies that promote criticality in your students.

“The world was unprepared for an educational disruption on this scale, in which overnight schools and universities around the world closed their doors, rushing to deploy distance education solutions to ensure pedagogical continuity.” (UNESCO cited in Ordorika, 2020, pag.3) Colombia has not been the exception when it comes to the new teaching modality “this sudden and dramatic change created a chaotic situation not only for these educational institutions, but also for students in all grades starting from KG to university levels” (Al-Madhagy, 2020, pág. 56).

Given the situation previously described, the teachers of the different educational institutions were forced to migrate to a virtual environment and their jobs from a computer. This had to be done without any previous preparation nor with any qualification this change implied in terms of human and technological resources. This change also affected students, but this document is centered on the impact caused on teachers who have made their biggest effort to adapt to their new job and adopt different strategies to convey their teaching objectives to their students through a determined online platform.

There is a new concept to name this new way of teaching. According to Pedró (2020) which is “Coronateaching”, which is nothing other than the expression of teachers' efforts to use the scarce technological resources available to teach their courses, as if they were still in a classroom situation ” (Pag.5) Since online teaching is what had to be done to face the new educational environment every teacher had to make the best of their much or little knowledge of everything the word technology involved. Which meant using an online platform, using technological devices, using online applications and adapting teaching methodologies to this environment.

Most institutions offered their teachers qualifications to learn to use the different tools they needed to guarantee the continuation of their students’ education process. However, this did not guarantee the effectiveness of the new teaching system and was by far an assurance that educators were prepared to become virtual teachers or that they had all the knowledge to be so. Now this new teaching modality becomes a challenge for teachers to learn to use different technological tools, but also to integrate different critical literacy strategies in digital media and through these strategies promote reading comprehension efficiently, developing in students a critical lens at the time of text exploration.

Taking into account the importance of the development of a critical lens in students when they explore digital texts, it is important to emphasize that reading comprehension is an exercise that must start from childhood, and be prior to primary education. The promotion of reading must be practiced during the student's training. Therefore, it is essential to implement reading practice in

classrooms, but even more importantly the appropriate selection of texts, according to the context and age; Texts that lead to criticize, reflect and investigate their content, also that attract the attention of students with the aim of making them interested in carrying out the reading activity autonomously.

“Reading comprehension in the academic training of university students has been considered one of the fundamental pillars for the acquisition of knowledge in their training processes” (Calderón-Ibáñez & Quijano-Peñuela, 2010, pág. 339). Therefore, teachers have the responsibility to seek different strategies to create in the students a special interest in literature as well as coming up with strategies that integrate reading in virtual environments with the aim of responding to the digital era we are going through currently. These strategies must move students to search information on the web, read it consciously, ask themselves questions about it, look deeper into it, internalize it, find other perspectives and opinions about it and be able to give their own points of view.

Miguel de Zubiría in his book on the theory of the six readings refers to how reading is in one of the last places on the list of things that make citizens happy and how talking about reading can seem a contradiction, despite the institutional campaigns to promote reading (Calderón-Ibáñez & Quijano-Peñuela, 2010, pág. 340) Despite the benefits good reading habits has and that it creates reflexive and critical citizens, it is not fundamental in students’ education thus the critical digital literacy so wished for cannot be reached without a previous approach to reading comprehension.

Since we are now in the digital era there is a general assumption that everyone is digitally critical and that they are digitally literate. This means that they know how to move around a virtual environment successfully identifying the different icons, words, and/or elements a person can come across in it. Being critical in digital contexts is being able to distinguish the kind of context you are in and identify if the information you find is what you need or what you are looking for. It also refers to the ability a person has to use the information found in virtual environments, in an appropriate way meaning context and level, when it comes to teachers.

Having said that, it could be established that the purpose of this investigation is to determine which are the critical digital literacy strategies used by teachers of the foreign language program, to

promote in their students critical reading comprehension competency in virtual environments. From there, identify if the educators mentioned above are well trained to face this new phase of digitalized education and if their critical digital literacy strategies are effective for the promotion of reading comprehension as a competence to develop in different contexts.

**Research question:** What Critical Digital Literacy strategies do professors of the foreign language bachelor program use to promote reading comprehension?

**General objective:** Determine which critical digital literacy strategies are being used by the teachers of the foreign languages program to promote reading comprehension in their students in the different virtual environments.

**Specific objective:** Find the critical digital literacy strategies used by professors to promote reading comprehension.

### **Justification**

The reasons that lead to investigate which critical digital literacy strategies are used by undergraduate teachers in English to promote reading comprehension is to identify if teachers have knowledge of them and know how to implement them, if they are used in the classroom, if they work and if there is successful reception from the students when they are applied. All these points to be investigated are supported by different authors and research instruments for data collection.

The research on critical digital literacy strategies to promote reading comprehension allowed to determine if the teachers of a private university in the city of Medellin have knowledge of the subject mentioned above, whether they use different strategies within the classroom to promote it or not, and if they are aware if their students potentiate critical digital literacy skills and reading comprehension as a result of practicing these strategies. We also wanted to find out, in case the professors do not promote critical digital literacy, the other kinds of strategies they use to promote reading comprehension.

## Concept Framework

### Categories

#### *Critical digital literacy strategy*

According to (Delgado & Solano (2009) "The teaching strategies are all those aids proposed by the teacher, which are provided to the student to facilitate a deeper processing of the information " (Pag.4) We can define strategies as the tools professors use to carry out their classes and make their students' learning significant. Keeping in mind the new teaching modality through virtual environments is a challenge for professors to integrate strategies that allow students develop a critical view in the exploration of digital texts, as Anaya Díaz and Castrillón Ángel (2017) in their paper, "critical digital literacy is the ability to discern information that is found or disseminated in a digital environment. CDL is to question the truthfulness of the facts that come to us daily from different sources of information." In relation to this, we can conclude that a critical digital literacy strategy is the way we use tangible and intangible tools to take over a process or situation, which lead to knowledge in virtual environments and assume an objective position before these; keeping ideology and acknowledging what you want form them.

#### *Reading comprehension*

Reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the writer is stating (Mckee, 2012, p. 46) on the other hand OECD (2009, cited in Remolina Caviedes, 2013) states that Reading competence consists of understanding, employment, reflection and personal commitment to written texts, in order to achieve one's own goals, develop knowledge and personal potential, and consequently participate in society (p. 227). For these reasons we can deduce that, reading comprehension is the ability to understand and explain information acquired through a text, in a coherent and logic way. It is also to extract the most

relevant information from a text, interiorize, and comprehend it in a way that you can deliver concepts through your own interpretations.

### ***CDL strategies professors use to promote reading comprehension***

The strategies each professor uses to promote reading comprehension are of personal domain, this means they are tied to their academic training besides having an indirect or direct influence by their upbringing practices. All of this within digital contexts such as audiobooks, with the intention of improving vocabulary, grammar and communication effectiveness, making it clear that reading is essential to learn English. In addition, it is necessary for professors to take the time to find appropriate texts for their students according to their age, context and the topics they are working on. They need to choose texts according to their learning process, all of this is according to what we defined before about what CDL strategies are and what Bamberger (1975) states reading is one of the most effective means of systematic development of language and personality. To influence language is to influence man (p. 14); Therefore, promoting reading comprehension in students allows them to reach a high level of critical literacy. This time of pandemic has allowed students to integrate to digital environments in a deeper way which allows them to reach a profound level of critical digital literacy.

### **Context**

Universidad Católica Luis Amigó is a private higher education institution, subject to inspection and surveillance through Law 1740 of 2014 and Law 30 of 1992 of the Ministry of Education of Colombia. Located in the city of Medellín, department of Antioquia, with offices in Apartadó, Bogotá, Cali, Manizales and Montería. The institution is created and directed by the Congregation of Capuchin Tertiary Religious, it has a main headquarters located in Medellín and five regional centers located in the main cities of the country. Seven faculties group the educational proposal in the technical, professional and advanced training fields such as specializations, masters and doctorates.

Its roots go back to 1889, when Luis Amigó y Ferrer founded the Congregation of Capuchin Tertiary Religious in Spain for children in difficulty. In 1928 the Tertiaries arrived in Bogotá and then in Medellín, in 1951, to direct the San José School of Work. In 1956 the Correctional Psychopedagogy courses began, which were approved by the Ministry of National Education. Ten years later the Amigó Psychopedagogical Institute begins activities, which assumes the aforementioned courses.

In 1992, he began specializing in Drug Dependence, the only one in the country. The following year, family development and business administration programs began with an emphasis on solidarity economy. In 1995 the Faculty of Education was created as an academic unit to bring together, curricularly, a group of professions or disciplines related to pedagogical training.

From there came the degrees in Basic Education, with its different emphases and Preschool Education. In that year the specializations began in: family and minors legislation, sociocultural animation and social pedagogy, teaching of Social Sciences and management of curricular processes.

On November 10, 2016, the Ministry of National Education, through resolution 2016, granted the status of "University" to Funlam, which is the maximum classification that the Colombian State has for higher education institutions according to Law 30 of 1992 and was awarded to Luis Amigó for fully accrediting an educational project.<sup>2 3</sup> In addition, on February 3, 2017, the Ministry of National Education granted, for four years, high quality accreditation to the social communication program. This being the fifth program that has high quality accreditation at the University, this accreditation being another achievement for this program

Currently the conditions at the Luis Amigó Catholic University are depending on the orders issued by the secretary of education and different authorities, taking into account the health emergency caused by COVID-19, as is well known by all public education institutions. And the private sector is carrying out the different educational activities through virtuality, it has been a

challenge for everyone, both for teachers and students, since it should be noted that a situation of such magnitude as the one that is being experienced was not foreseen today.

The level of English of the participants in our research is between levels B2 and C2, since those who participate are teachers in degree in English, in fact it is known that there are several graduates with skills in other languages.

## **Methodology**

### **Case Study**

We attempted to arrive at an approximation of what is qualitative research according to some authors brought up to date. According to González (2013), “it addresses the real, as a cultural process, from a subjective perspective, with which it is tried to understand and interpret the multiple meanings of human actions, of the experiences fixed as texts, with the intention of creating ways of being in the world of life (p. 61), and Rueda (2007, cited in Portilla Chaves, Rojas Zapata, & Hernández Arteaga, 2014) defines it as a process in which several visions intervene that aim to divide the phenomena and determine the relationships that exist among its components. From the above it follows that qualitative research is a subjective study carried out on a specific group to respond to a phenomenon taking into account many different views.

Case study is chosen as the methodology because the research aims to know the strategies that English teachers, from a private Catholic university in the city of Medellín, use to promote reading comprehension in their students. Considering that we obtained a complete and qualitative description of the strategies they use. This methodology is considered as a research technique, since its development focuses on the careful study of a phenomenon and not on the statistical analysis of existing data that addresses only a specific topic.

Initially, it starts from the concept of what a methodology is, supported by Gomez (2012) who points out that it can be said that research methodology is the discipline responsible for the critical study of the procedures and means applied by human beings, which allow them to reach and create

knowledge in the field of scientific research (p. 11). Taking this into account, case study is chosen as methodology, according to Stake (1998) case study is the study of the particularity and complexity of a singular case, in order to understand its activity in important circumstances (p. 11). In this research the particularity is in the strategies that we will explore.

The instruments we used are a questionnaire and direct interviews. Each researcher interviews one or two teachers via Google Meet and they will record the meeting. The second instrument is a questionnaire that we carry out using Google Forms. There were two teachers who answered a specific number and type of questions. Each teacher accesses the link of the questionnaire and answers it. The questions included in the form and those asked during the interview focus on the research question and the research objectives. The questions each group of professors are all the same since the objective, as stated above, is to find out the strategies the professors use to promote reading comprehension and it might be more difficult to do so if there are different questions for different groups of teachers.

## Findings

From our investigation we can conclude that most of the interviewed professors associate the term critical digital literacy with its title, but they do not really know in deep what it refers to. One of them defined it as “the alternative ways to start learning, how to deal with reading through technology, social networks. How we read and how we go beyond the information given in digital contexts. To find the source if the information is reliable. It also has to do with making meaning of images, sounds and there are a lot of issues that are constructed in digital contexts. And students need to understand it.” Teacher University Personal interview. May 4th, 2021. All interviewees agree on what reading comprehension is. They mention how it involves all senses and it is a construction of ideas that go beyond decoding words. The intention of the process depends on the reader, it is personal. Therefore, reading comprehension becomes an individual process. Two of the professors said to use texts according to the level of their students to promote reading comprehension. The others said to use texts focused on students’ interests which lead to class discussions. With students with basic levels of English, the strategies are more conceptual. Whereas with the ones with a higher level of proficiency they are demanded to be more analytical and critical.

When it comes to the strategies they use to promote critical digital literacy in their students, professors seem to differ in their answers. Some of them do not know how to evidence how their students develop this ability. On the other hand, keeping in mind their lack of knowledge of the term critical digital literacy, professors are not aware of the way they get their student to become digitally critical. However, they all agree on needing to be analytical when it comes to finding information in digital contexts and make sure it is reliable. Most of the interviewees said that despite using strategies to promote their students' reading comprehension it is difficult to assure they work. One of the professors said that one class in one semester is not enough to get this done. He said that it should be continuous and all the faculty must be on the same page in order to get students to become critical digital literate. Professors believe that the COVID 19 pandemic has allowed both teachers and students to become more familiar with digital contexts, and this has given them the opportunity to develop critical digital literacy skills to benefit their teaching and learning processes.

## Discussions

### Implications and interpretations

Being critically literate in digital contexts is a must in this time. One, because we are in the digital era and two, because education is now, worldwide, online due to the pandemic. You would think a person can develop certain skills as they are exposed to contexts which can lead them to do so, however this has been contradicted by many pedagogues and different field experts. This research involves a private university of the city of Medellin along with its professors and students in the sense of showing the need of both parties to improve their digital literacy competencies to become more critical. Considering the fact that teachers need to have a higher level of whatever it is they need to teach students, those who need to have a high proficiency level, they need to be highly critical in digital contexts in order to lead their students to become critical in digital contexts. It is the responsibility of the university to make sure it offers its professors the different resources and the means to develop their critical digital literacy skills and that they implement the appropriate strategies to get their students to become more critical in the same environments.

Teachers as well as students face a great challenge regarding critical digital literacy, it is important to highlight that, even though it is favorable for the time the world is facing because of the sanitary crisis due to COVID 19 which has forced people to assume virtually as part of their lives. Education has evolved, per se, which seeks day by day update to be cutting edge. It should be pointed out that virtual education was not one of Colombian strengths, however, according to this investigation along with the contributions made by the participants, it is necessary to become critical digital literate, not only in the education context, but also in everyday life. And why not if this allows people to have the ability to filter and select the information which is really useful, the ability to analyze and verify its source and compare it with other type of information. this allows an appropriate analysis and scaffolding in the learning process in teachers as well as students making their critical dimension broader essentially in readers and the development of their reading comprehension.

## **Conclusions and Recommendations**

From our research we can conclude that not all the university professors we worked with know what the concept Critical Digital Literacy is, they can imagine what it is from its name, but some of them could not define it as it really is. Being critical literate in digital contexts involves more than just knowing how to read and write in them, it is identifying, classifying and understanding the elements a person can come across in virtual environments, be it words, icons, symbols or any kind of image. Also, knowing what to do with the information obtained in those contexts as well as being able to determine if that information is or not reliable and deciding whether it is worth taking it into consideration or not.

All of the professors know what reading comprehension is and they all seem to apply different strategies to promote it, strategies we have read about from different authors. It is important that those strategies do not only aim at promoting reading comprehension, but they also need to be appealing to students, focused on their interests and needs and giving them the possibility to apply them to their real life, otherwise, it will just be class activities and no more.

It can also be said that reading comprehension is a process which involves the reader in a way that goes beyond words in a text. As readers develop their comprehension competence they get involved in different mental processes which takes them to become more critical and analytical when reading different texts.

From what is previously said you can conclude that it is necessary to train students and teachers in reference to critical digital literacy. From the application of the instruments used to carry out this research we can conclude that the professors have an idea of what the term is, but not how to apply it. This way it is important for them to implement strategies that allow students the appropriate improvement of critical thinking and, why not, intend to get them to be critical digital literacy.

Right now, new digital technologies are part of human life, in the workplace, academic and personal contexts, technological devices have made some tasks easier for us, if not all, since laptops

and desktops, cell phones and tablets are part of our daily life. In addition to this, education has been changing its way, since virtually has come to stay, although it was because of a pandemic, teaching and learning processes are now linked to technology and it was strictly necessary to be immersed in it.

Since we are in the first grades of school, they are teaching us to read, but from what age do they teach us to do critical reading? It is important that teachers carry out a thoughtful exercise for the integration of critical reading within the content they teach, as well as participate in the process of developing reading skills in their students with respect to verifying the sources of what that they read on the internet. "Reading has been, is and will continue to be one of the main instruments, if not the main one, of access to knowledge, and it does nothing before this situation is going to change with digital information and communication technologies." (Coll, 2005, p. 5).

To conclude, society needs critical and thoughtful citizens; therefore, we need trained teachers and students who are able to analyze digital texts, doubt the information, and consult other perspectives. Different factors hinder the development of CDL practice; The goal for teachers is to achieve effective development of CDL skills and create citizens to transform the world.

## Appendix

- Google form with the number of replies and the names of the teachers.

The screenshot shows a Google Forms interface with the title 'CDL strategies - Formularios de'. The URL is 'docs.google.com/forms/d/1ckDFRm9QOGVwqFjwPxMk8Xey\_8i8\_VkYoXd-5A1K4Uc/edit#responses'. The form is titled 'CDL strategies' and has two tabs: 'Preguntas' and 'Respuestas' (with a '2' next to it). The 'Respuestas' tab is active, showing a list of responses for three questions.

**Usuarios que han respondido**

Enviar por correo  
 julius.plazamo@amigo.edu.co  
 hugo.mesaor@amigo.edu.co

Nombre completo:  
 2 respuestas  
 Julius Plaza Mondejar  
 Hugo Fernando Mesa Ortiz

As a teacher, have you heard of the term critical digital literacy?  
 2 respuestas

The Windows taskbar at the bottom shows the search bar with 'Escribe aquí para buscar' and the system tray with the date '18/05/2021' and time '2:15 p.m.'.

- A sample of the teachers' answers.

The screenshot shows the same Google Forms interface as above, but with detailed text responses for two questions.

To you, what is reading comprehension?  
 2 respuestas

Reading comprehension goes beyond the literal understanding of the text; it is a journey of the reader entering into the world of the author using the human senses, so to comprehend what the author is saying and communicating through the text.

It refers to the process inferring and constructing ideas, intentions and overall meaning out of portrayals of written language, following the logic and proposal of the writer. It goes beyond decoding words towards making sense of the words in the context in which they are presented.

What strategies do you use to promote reading comprehension with the students you teach?  
 2 respuestas

-Assign reading texts or materials according to their level of comprehension.  
 -To enhance comprehension it is advisable to choose texts that are to the interest of students.  
 -A very important component in reading comprehension is empathy. Motivating students to concentrate on the reading using the human senses will surely lead them to comprehension.

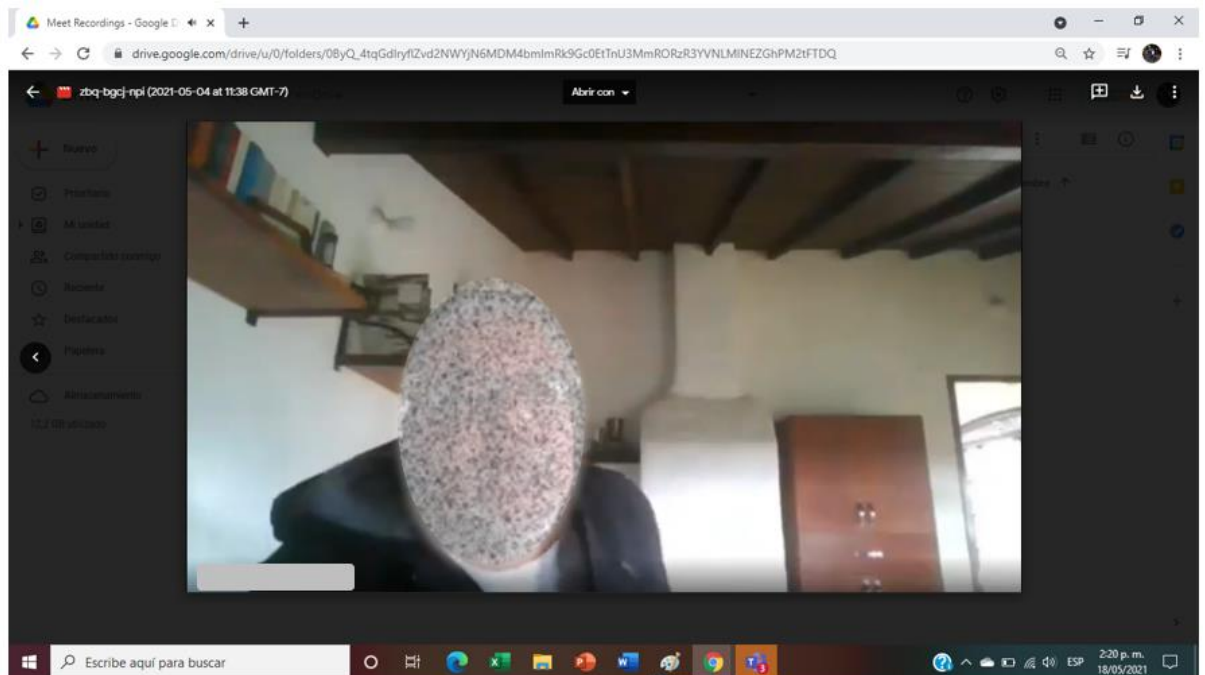
As part of presenting the texts to approach, I invite to discussions and dialogues based on the papers. We

The Windows taskbar at the bottom shows the search bar with 'Escribe aquí para buscar' and the system tray with the date '18/05/2021' and time '2:15 p.m.'.

- Recollection of all the answers we got, from the Google form and the interviews. We used the exact words the professors gave us.

QUESTIONS	JULIUS PLAZA	HUGO MESA ORTÍZ	Cesar Arias	MARLÓN VANE
As a teacher, have you heard of the term critical digital literacy?	NO	Yes, I have heard of the term from some colleagues and course mates during my postgrad studies.	The term CDL as they present it until now I relate it to connectivism which is a theory	Yes, it has to do with the ways to start learning, h with reading through tect social networks. How we how we go beyond the ir given in digital contexts. the source if the informat We don't read through o
To you, what is reading comprehension?	Reading comprehension goes beyond the literal understanding of the text; it is a journey of the reader entering into the world of the author using the human senses, so to comprehend what the author is saying and communicating through the text.	It refers to the process inferring and constructing ideas, intentions and overall meaning out of portrayals of written language, following the logic and proposal of the writer. It goes beyond decoding words towards making sense of the words in the context in which they are presented.	It is the use of different reading strategies	
What strategies do you use to promote reading comprehension with the students you teach?	- Assign reading texts or materials according to their level of comprehension. To enhance comprehension it is advisable to choose texts that are to the interest of students. -A very important component in reading comprehension is empathy. Motivating students to concentrate on the reading using the human senses will surely lead them to comprehension.	As part of presenting the texts to approach, I invite to discussions and dialogues based on the papers. We engage into presenting insights and personal connections to the group in order to expand and modify our perceptions and comprehension as necessary.	Depending on the population with which o	I try to promote critical st

- Interview to teachers which was done using Google Meet since it was not possible to make in person interviews.



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