INNOVATIVE READING STRATEGIES TO IMPROVE ACADEMIC WRITING

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ABSTRACT
The work carried out investigated the innovative reading strategies to improve academic writing, in the learning process of students of Basic General Education of the Elías Cedeño Jerves Educational Unit, which brings together the cantons of Sucre and San Vicente, The technique used was the survey, the methodology applied was given from the quantitative and qualitative perspective, the type of research was based on the descriptive process for processing the information, the SPS27 computer program was used, from which the statistical indicator that allows measuring the reliability of the instrument could be extracted, through Cronbach's alpha giving a reliability result in the instrument of 0.87, this value indicates that the instrument was reliable, in addition, the Google forms form was used to reach the participants. One of the most important conclusions was that teachers must be prepared with methodological innovations to respond to the challenges that today's new knowledge society imposes. In addition, educational institutions must develop a plan based on innovative strategies for the continuous training of teachers and thus improve the academic writing of students from a critical reading of the environment.

Keywords: Comprehensive reading. Strategies. Innovation. Techniques.

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INTRODUCTION

Academic writing is a fundamental skill for teachers, as it directly influences their ability to effectively transmit knowledge and promote critical thinking among students. In the context of teachers in district 13D11 of the Sucre-San Vicente canton, the need to improve academic writing skills in students is identified, requiring proper guidance from teachers to enhance the quality of teaching and improve student academic performance. This article focuses on the search for innovative reading strategies as a tool to improve students' academic writing, based on the preparation of professionals who impart knowledge in the researched educational institution.

The primary interest of this research is to improve reading through active strategies so that students can improve their academic writing and become knowledge-bearing agents for society. This research is crucial to solving these problems by seeking alternatives that motivate teachers in the reading process of their students and raise awareness about the potential and competencies needed to acquire new learning. It highlights the importance of improving academic writing, thereby enhancing reading, and requires teachers to look for innovative strategies to achieve the objectives of this research. The central question posed is whether it is possible to propose new innovative reading strategies to improve academic writing. This leads to specific objectives, such as analyzing the historical context of the object of study, investigating the theoretical construct of the variables, diagnosing the reality of the problem, and proposing new strategies to foster academic writing.

In the General Report (PISA, 2018), Ecuador's reading results place it at level 2, corresponding to a minimum competency level where students are capable of locating one or more fragments of information. If the information in the reading is not abundant, students at this level cannot make high-level inferences (p. 77). The next PISA test will take place in 2025, and it is expected that the preparation of students facing this test will improve substantially. Based on the results of the 2017 test, necessary adjustments are being made, considering various topics and utilizing resources that allow students to improve their performance in scenarios with varying levels of difficulty, ranging from simple idea recognition to contrasting opinions and critical thinking (PISA, 2024). Documents have already been developed in 2023 to conduct pilot tests in May and June 2024. It is expected that in 2025, approximately 8,000 students will take this test, and results will be released in 2026.

In light of this, teachers aim to prepare students at different levels to face these challenges, not as a confrontation with a test, but as comprehensive preparation to tackle real-world situations.

To perform a comprehensive reading, a series of skills and abilities need to be solidified, which are acquired when the child experiences multidisciplinary activities through movement, enabling the maturation of mental functions and organizing perceptions, thereby fostering learning. This leads to the following questions: Do you believe that reading strategies are important for developing students' vocabulary? Do reading and writing strategies play a fundamental role in education? Is reading a matter of practice that must be continuously refined?

To strengthen students' abilities as they advance in their studies, a series of innovative strategies for comprehensive reading are proposed to help them understand texts of various types (technical, scientific, sports, social, etc.), which they will access through different information media, both print and audiovisual. A study was conducted with a group of 32 students from different grade levels, from 5th to 7th grade, to justify the use of these comprehensive reading strategies.

In this sense, this document presents a series of strategies that were used and yielded positive results, allowing the students who participated to improve their grades in a written test.

DEVELOPMENT

Comprehensive reading enables the reader to situate themselves temporally and spatially within the context in which the text unfolds (Martínez, B., 2022). It allows for the association of ideas, the sequencing of thoughts, and the formation of definitions based on the content being read. According to the author, this allows the reader to place themselves in the time and space of the context, facilitating the organization of ideas into sequences and the formation of definitions based on the reading. This provides the reader with the ability to argue in a well-founded and coherent manner, basing their viewpoints on a solid understanding of the material.

Comprehensive reading is the foundation of all subjects studied in Ecuador's educational curriculum (Cusco, D., 2020) and other countries, as it allows for inferences based on what is read, the relating of concepts, the making of comparisons, and laying the groundwork for subsequent concepts. As the author points out, comprehensive reading is the cornerstone of all subjects in Ecuador's educational curriculum because it first allows students to deepen their understanding and draw conclusions beyond explicit information. It also facilitates the ability to relate concepts, fostering a more holistic and connected understanding of knowledge.

Several strategies have been implemented in various studies (Fonseca, L. et al., 2018), such as reciprocal teaching, text comprehension, object-oriented reading, comparison of work modes, establishing causal relationships in texts, and content comprehension, among others.

Among these strategies, the study focused on selecting interesting books, conducting short and practical readings, reading on various topics, and adapting reading to the environment in which students are immersed. These strategies are adapted to each of the aforementioned methods, with students focusing on content, objects, reciprocal teaching, and content comprehension.

According to (Carrasco & Villacis, 2023, p. 329), active learning is effective at every educational level because students, along with the teacher's strategies, create learning environments where they actively participate, using their interactive and communicative skills to acquire meaningful learning, i.e., learning that will last a lifetime.

As the authors state, every pedagogical strategy produces meaningful learning outcomes. Therefore, we must continue to strengthen strategies that help students take a proactive role in their holistic education, which will help them respond to the needs of their community.

Consequently, (Olvera & Villacis) active learning is linked to the constructivist model, where the student constructs their learning by discovering knowledge through personal experiences. This type of learning begins with the students and moves at their pace and style, making it an exciting and engaging adventure for both the student and the lesson. (p. 329)

This type of learning is important to enhance because it is a strategy that enables students to build their learning, creating a style where they feel satisfied with what they discover and produce through their efforts, creating awareness of their ability to create and recreate what they read. This is how they develop and create a productive discipline.

From the perspective of (Morales & Villacis), the PEI (Institutional Educational Project) allows for the detection and prioritization of institutional problems, establishing strengths, weaknesses, opportunities, and threats. It clearly outlines the objectives, strategies, and goals to be achieved, as well as designing, executing, monitoring, and evaluating plans and projects to address diversity.

It is important to revisit the content throughout the curriculum to strengthen students' strengths through strategies that help them take ownership of their learning through daily activities across all subjects. This is essential for achieving the goals set in various areas of

knowledge and in a collaborative team approach among teachers, necessitating coordination and evaluation of the curriculum programming.

Today, innovative reading strategies are discussed within teacher training, using platforms to strengthen learning activities. Working in networks is the most appropriate strategy for contributing to social, professional, and spiritual development during times of contingency and natural disasters. Globalization has brought higher demands in a world that is increasingly digitalized and chaotic, requiring functional strategies at the technological level (ICTs) to strengthen economic activities and market positioning. I adhere to Bill Gates' (2000) statement: "If your business is not on the Internet, your business does not exist." University and educational institution administrators, as well as teachers, now have the resources to face online and virtual teaching challenges, evidenced by the use of virtual platforms (Microsoft Teams, Zoom, Google Meet, etc.) as a way to enhance academic activities.

The survey shows that WhatsApp is the medium through which students maintain constant communication with their teachers and peers. This application offers multiple options that can contribute to disseminating educational and learning materials.

According to Rivera (2019), the flipped classroom approach represents active learning, where students engage in activities that require reflection on ideas and how they are using them, differing from the current approach, which doesn't fully utilize the potential of ICTs that students already use extensively in their daily lives (p. 13).

Students must engage in learning through active and innovative strategies that motivate them to read life, and their concerns, and identify with who they are and what they have. As Freire said in one of his books, if education is not liberating, it ceases to be formative. Therefore, we must educate for life through a theoretical context that can later be demonstrated in real-world active learning.

From the perspective of Orosz et al. (2008), "All this is possible because of the many benefits and advantages of instruction based on active learning" (p. 14).

As the author points out, today's learning remains relevant through active strategies that teachers employ to ensure students respond to life-formative education, equipping them with reading techniques that lead to critical, real learning, allowing them to handle information objectively and responsibly. The mechanical copying of information stifles their thinking abilities, which results in null learning.

This research is based on teachers' perceptions of written test results related to comprehensive reading conducted with their students. Perceptions were quantified through a survey using a Likert scale, where respondents selected one of the available options

(Bloom, E., 2024). In the survey conducted with teachers in district 13D11, the responses were based on the following scale: 1. Low; 2. Below basic; 3. High; 4. Very high. Some questions included other options on the scale.

To determine the reliability of the data collection tool, Cronbach's alpha (α) coefficient was used, which ranges from 0 to 1 (values between -1 and 0 may also appear) and indicates the strength of the correlation between the variables being analyzed (Oviedo, H. & Campo-Arias, A., 2005), in this case, the surveyed teachers and the items or questions answered.

Finally, to determine the improvement in student performance based on comprehensive reading strategies, a t-test (also known as Student's t-test) was conducted, comparing the means of two tests: a pre-test and a post-test. The confidence interval for the t-test is 95%.

MATERIALS AND METHODS

The research had a descriptive approach, and the methodology was both quantitative and qualitative. To gather relevant information, a survey technique was used, which was processed by SPS 27, yielding a reliability coefficient of 0.87 for Cronbach's alpha, indicating that the applied instrument was reliable. A sample of 85 teachers from the region was selected. The research was carried out in two parts. In the first part, a survey was administered to 85 teachers from district 13D11. The survey included 6 questions related to teachers' perceptions about students' mastery of comprehensive reading, difficulties encountered in comprehensive reading, pedagogical tools that could improve students' performance, and the relationship between comprehensive reading and student behavior in real-life situations. The survey results were presented in individual tables with the corresponding validation. Additionally, a sample of 32 students from the middle grades was taken, allowing for the analysis of the responses from each group to conclude.

RESULTS

Table 1 - Reliability Statistics

Cronbach's Alpha	Number of Items
0.872	5

Source: Teachers from district 13D11 Sucre-San Vicente. Prepared by: Author.

Upon analyzing Cronbach's Alpha, the result was 0.88, which indicates that the applied instrument was reliable, as shown in the reliability analysis.

Table 2 - How would you rate the level of reading comprehension in your students?

Category		F	%	%V	%A
Valid	LOW	20	23.5	23.5	
	LOW BASIC	32	37.6	37.6	
	HIGH	26	30.6	30.6	
	VERY HIGH	7	8.2	8.2	
Total		85	100.0	100.0	

Source: Teachers from district 13D11 Sucre-San Vicente. Prepared by: Author.

The results showed that 37.6% of respondents indicated that the reading comprehension level is basic, suggesting the need to work on strengthening this skill in students.

Table 3 - For you as a teacher, how useful or important are strategies in reading comprehension in the teaching-learning process?

Category		F	%	%V	%A
Valid	LOW	1	1.2	1.2	
	LOW BASIC	7	8.2	8.2	
	HIGH	28	32.9	32.9	
	VERY HIGH	49	57.6	57.6	
Total		85	100.0	100.0	

Source: Teachers from district 13D11 Sucre-San Vicente. Prepared by: Author.

The results presented in Table 3 show that 32.9% of the respondents consider the importance of applying reading strategies as high, for reading comprehension to become a habit and to help students apply what they've learned in their daily lives.

Table 4 - Do you think it is important to tackle reading problems in learning from the root?

Category		F	%	%V	%A
Valid	NOT RELEVANT	1	1.2	1.2	
	IRRELEVANT	12	14.1	14.1	
	YES	72	84.7	84.7	
Total		85	100.0	100.0	

Source: Teachers from district 13D11 Sucre-San Vicente. Prepared by: Author.

One of the major problems in educational centers is related to the difficulty of learning through reading processes, a problem associated with various factors such as a culture of non-reading, and incorrect strategies used by teachers and students, among others. This result suggests that it is important to apply innovative strategies that help students break down these barriers to achieve comprehensive reading.

Table 5 - Which of these main problems, such as lack of fluency in more complex words, slow and syllabic reading, phonological equivalence errors, or omitting words or parts of words, have you identified in your students, related to reading comprehension?

Category	F	%	%V	%A
Valid	LOW	3	3.5	3.5
	LOW BASIC	17	20.0	20.0
	HIGH	47	55.3	55.3
	VERY HIGH	18	21.2	21.2
Total		85	100.0	100.0	

Source: Teachers from district 13D11 Sucre-San Vicente. Prepared by: Author.

It is noted that 55.3% of respondents struggle with reading skills, lacking verbal fluency, making phonological mistakes, and omitting words, which hinder reading comprehension. These persistent difficulties suggest a need for interventions to improve fluid reading.

Table 6 - Do you think reading influences the use of language and the personal and social development of students?

Category	F	%	%V	%A
Valid	HIGH	2	2.4	2.4
	VERY HIGH	83	97.6	97.6
Total		85	100.0	100.0	

Source: Teachers from district 13D11 Sucre-San Vicente. Prepared by: Author.

According to the respondents, 97.6% believe that reading significantly influences language development and social and personal growth, emphasizing the importance of socialization experiences to strengthen knowledge areas in an integrated manner.

Table 7 - Do you think that with these new innovative strategies (project-based learning, cooperative learning, flipped classroom, educational gamification, competency-based learning, virtual and augmented reality, and technology integration), the reading comprehension levels of your students can be improved?

Category	F	%	%V	%A
Valid	LOW	5	5.9	5.9
	LOW BASIC	4	4.7	4.7
	HIGH	5	5.9	5.9
	VERY HIGH	71	83.5	83.5
Total		85	100.0	100.0	

Source: Teachers from district 13D11 Sucre-San Vicente. Prepared by: Author.

The results showed that 83.5% of teachers agree that innovative strategies will be a key point to developing constructivist skills and abilities that would promote positive aptitudes in the process of performing a great capacity for critical reading within meaningful learning.

RESULTS (SECOND PART OF THE RESEARCH)

Socialization is carried out with 32 students from the Elías Cedeño Jerves Fiscal Educational Unit, located in the Canoa parish of the San Vicente canton, on the process to be developed to verify the level of reading comprehension they have at the time of taking the test. The students are told that after the entrance test, some strategies will be applied to improve the results obtained in the first test (entrance test) and later a second test will be carried out with which the improvement of reading comprehension will be verified.

The reading presented to the 32 students is related to a story and its subsequent moral. The story of "The Little Red Hen". Students from Fifth Grade, Sixth Grade, and Seventh Grade were invited to an extra work session, so 10 students from Fifth Grade, 16 students from Sixth Grade and 6 students from Seventh Grade voluntarily attended.

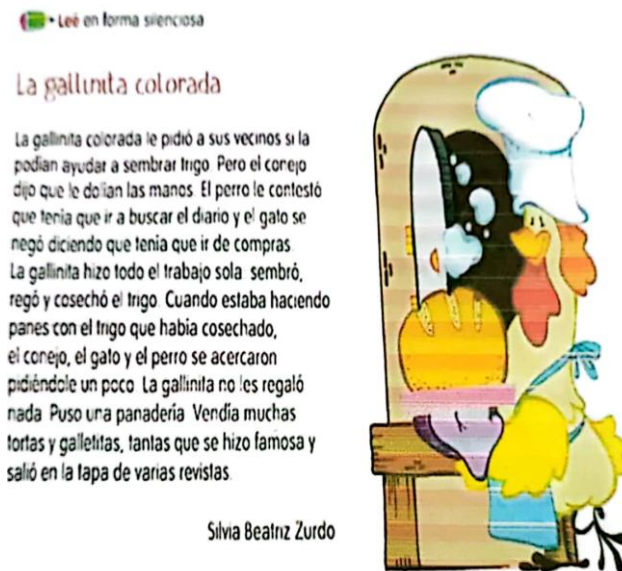Figure 1. Screenshot of the reading done by the students

Figure 2. Sample of one student's marked responses. Entrance test

Figure 3. Sample of one student's marked responses. Exit test.

The following table shows the results obtained in the entrance exam taken by the 32 students. Additionally, the final grade obtained by the students and the average of the total number of students are shown on the right side.

Table 8. Entry test results

	NAME	1	2	3	4	5		Note					
1	LEONEL MACIAS	A	B	D	C	A		0	0	0	1	0	1
2	ANDRES ZAMBRANO	B	A	D	D	C		1	1	0	0	0	2
3	JORGE MENDOZA	C	B	A	A	D		0	0	1	0	1	2
4	JULIO ANGULO	B	B	A	C	A		1	0	1	1	0	3
5	FELIPE MARTINEZ	D	A	B	D	D		0	1	0	0	1	2
6	FIDEL PEREZ	A	C	C	A	A		0	0	0	0	0	0
7	JOSE MOREIRA	C	D	A	A	D		0	0	1	0	1	2
8	PEDRO CARRASCO	B	A	B	B	B		1	1	0	0	0	2
9	JORGE ANDRADE	A	A	C	C	C		0	1	0	1	0	2
10	RENE ZAMBRANO	B	A	A	C	D		1	1	1	1	1	5
11	LUIS TORRES	B	A	A	C	D		1	1	1	1	1	5
12	TAYLOR FERNANDEZ	B	A	A	C	C		1	1	1	1	0	4
13	OLIVER ZAMORA	B	C	A	C	C		1	0	1	1	0	3
14	JOSHUE ESMERALDA	A	A	A	C	C		0	1	1	1	0	3
15	CARLOS TRIVIÑO	B	A	A	C	D		1	1	1	1	1	5
16	DAVID CEVALLOS	B	A	A	D	D		1	1	1	0	1	4
17	ALBERTO LARA	D	A	A	C	D		0	1	1	1	1	4
18	MARIA ZAMBRANO	B	A	A	C	D		1	1	1	1	1	5
19	ANA MOREIRA	B	A	A	C	C		1	1	1	1	0	4
20	MONICA SOLIZ	B	A	A	C	D		1	1	1	1	1	5
21	DAYANA CASTRO	B	A	A	C	D		1	1	1	1	1	5
22	JULIANA CASANOVA	B	A	A	C	D		1	1	1	1	1	5
23	FERNANDA AYONG	B	A	A	C	D		1	1	1	1	1	5
24	LISBETH RODRIGEZ	B	A	A	C	D		1	1	1	1	1	5
25	PAOLA TORRES	D	A	A	B	D		0	1	1	0	1	3
26	GISSELA RAMOS	B	A	A	B	D		1	1	1	0	1	4
27	DANIELA LOPEZ	B	A	A	C	D		1	1	1	1	1	5
28	ROMINA VITERI	B	A	A	C	D		1	1	1	1	1	5
29	LUCIANA MOSQUERA	B	A	A	C	D		1	1	1	1	1	5

	NAME	1	2	3	4	5							NOTE
30	STEFANIA CEDEÑO	B	A	A	C	D		1	1	1	1	1	5
31	KARLA SOLEDISPA	B	A	A	C	D		1	1	1	1	1	5
32	XIOMARA MERA	B	A	A	C	D		1	1	1	1	1	5
							Promedio						3,75

The following table shows the results obtained by the students in the exit test, in which an improvement in the grades of each of the students can be observed.

Table 9. Exit test results

	NAME	1	2	3	4	5		NOTE					
1	LEONEL MACIAS	B	A	A	C	A		1	1	1	1	0	4
2	ANDRES ZAMBRANO	B	A	A	C	C		1	1	1	1	0	4
3	JORGE MENDOZA	B	A	A	C	D		1	1	1	1	1	5
4	JULIO ANGULO	B	A	A	C	D		1	1	1	1	1	5
5	FELIPE MARTINEZ	D	A	A	D	D		0	1	1	0	1	3
6	FIDEL PEREZ	A	A	A	C	D		0	1	1	1	1	4
7	JOSE MOREIRA	B	A	A	C	D		1	1	1	1	1	5
8	PEDRO CARRASCO	B	A	A	C	D		1	1	1	1	1	5
9	JORGE ANDRADE	B	A	A	C	D		1	1	1	1	1	5
10	RENE ZAMBRANO	B	A	A	C	D		1	1	1	1	1	5
11	LUIS TORRES	B	A	A	C	D		1	1	1	1	1	5
12	TAYLOR FERNANDEZ	B	A	A	C	D		1	1	1	1	1	5
13	OLIVER ZAMORA	B	A	A	C	D		1	1	1	1	1	5
14	JOSHUE ESMERALDA	B	A	A	C	D		1	1	1	1	1	5
15	CARLOS TRIVIÑO	B	A	A	C	D		1	1	1	1	1	5
16	DAVID CEVALLOS	B	A	A	C	D		1	1	1	1	1	5
17	ALBERTO LARA	B	A	A	C	D		1	1	1	1	1	5
18	MARIA ZAMBRANO	B	A	A	C	D		1	1	1	1	1	5
19	ANA MOREIRA	B	A	A	C	D		1	1	1	1	1	5
20	MONICA SOLIZ	B	A	A	C	D		1	1	1	1	1	5
21	DAYANA CASTRO	B	A	A	C	D		1	1	1	1	1	5
22	JULIANA CASANOVA	B	A	A	C	D		1	1	1	1	1	5
23	FERNANDA AYONG	B	A	A	C	D		1	1	1	1	1	5
24	LISBETH RODRIGEZ	B	A	A	C	D		1	1	1	1	1	5
25	PAOLA TORRES	B	A	A	C	D		1	1	1	1	1	5
26	GISSELA RAMOS	B	A	A	C	D		1	1	1	1	1	5
27	DANIELA LOPEZ	B	A	A	C	D		1	1	1	1	1	5
28	ROMINA VITERI	B	A	A	C	D		1	1	1	1	1	5
29	LUCIANA MOSQUERA	B	A	A	C	D		1	1	1	1	1	5
30	STEFANIA CEDEÑO	B	A	A	C	D		1	1	1	1	1	5
31	KARLA SOLEDISPA	B	A	A	C	D		1	1	1	1	1	5
32	XIOMARA MERA	B	A	A	C	D		1	1	1	1	1	5
							Promedio						4,84

Comparing the results shown in Table 8 and Table 9, it can be seen that the written test scores improved substantially, such that the average score of the 32 students went from 3.75 to 4.84, which corresponds to an increase of 29.1% in performance. Figure 4 shows the comparison of the results.

Figure 4. Comparison of input and output test results
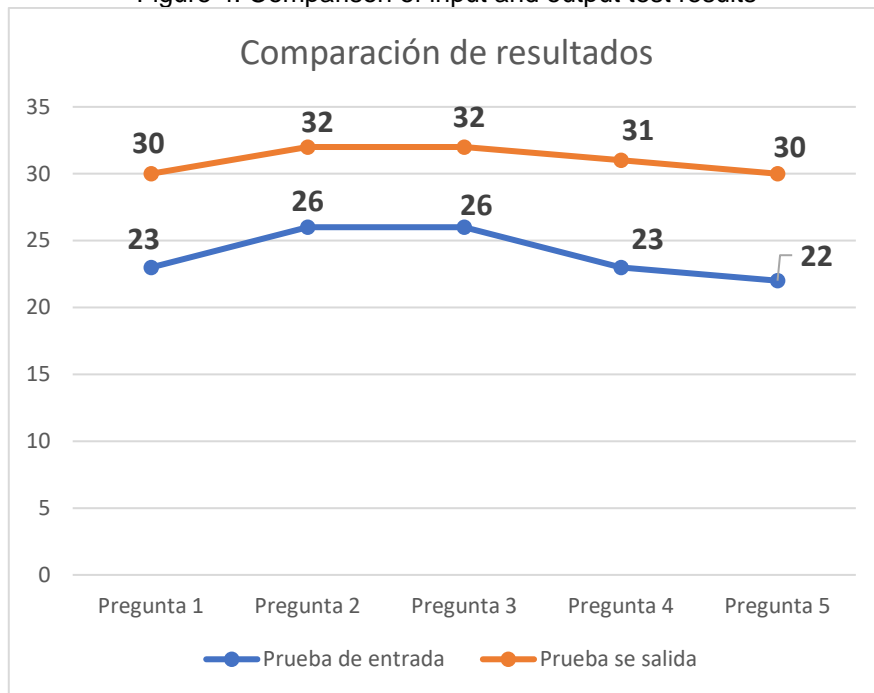
In carrying out this study, the hypothesis is raised that the average of the exit test scores will be higher than the average of the entrance test scores, after using the reading comprehension strategies. The t-test will be used to statistically verify the above. This test is used when you want to check the variation of the arithmetic means of two samples. Next, the null hypothesis, H_0, is presented, but not before indicating that we will call the exit test average μ_0, while the entrance test average μ_0os.

$$H_0: \mu > \mu_0$$

From the previous one, it is clear that the alternative hypothesis, H_1 would be established as

$$H_1: \mu \leq \mu_0$$

To be able to carry out the verification, we will use the technological resource that allows the calculation to be carried out with the following considerations:

- The statistical test to be carried out is a glue
- The significance level is 5%. You can also decide that the confidence level is 5%

Figure 5. Test two glue simples
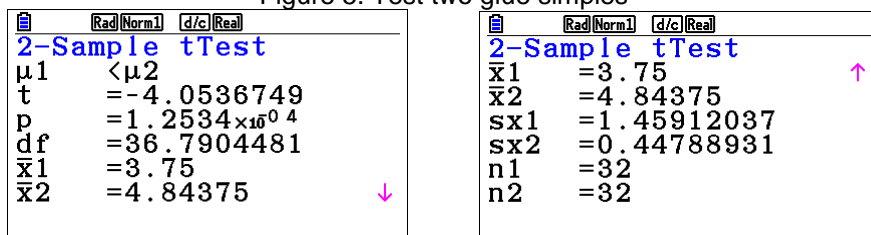
It is observed that the p indicator has a value of p=0.00012534 value which is smaller than the 5% and corresponds to 0.05, and if this value is smaller, the null hypothesis that indicates that the average (the average) of the input test was greater than the average of the output test, $\mu > \mu\_0$.

DISCUSSION

The implementation of innovative reading strategies among teachers of district 13D11 Sucre-san Vicente raises several important questions for educational research and pedagogical practice. The importance of a participatory and collaborative approach in teacher training stands out, as well as the need to adapt reading strategies to the specific characteristics and contexts of institutions and their teachers. Furthermore, it highlights the importance of continuing to investigate and develop innovative approaches to improve written competence and the quality of teaching in diverse educational environments.

These investigations support the relevance and effectiveness of innovative reading strategies in improving academic writing among teachers in the 13D11 district of Sucre-San Vicente. It is important to be clear that this problem must be addressed with new reading strategies to counter the problem.

In the work (Moreno.2018) he socializes the problem investigated regarding the design of a didactic strategy to promote the development of investigative skills, which demonstrates that the applications of strategies develop investigative skills to raise the quality of students through strategies that allow them to direct students to a higher level comprehensive, providing positive attitudes in comprehensive reading.

In the investigative work of (Ventosilla et al. (2021), entitled Inverted Class as a Tool for Achieving Autonomous Learning in University Students, they indicate that the end of the learning process is that the student achieves skills, but above all it develops autonomous learning and to achieve this is important the use of active methodologies such as the flipped classroom. It is important to resume these techniques in the first years of education so that they facilitate them at higher levels and the teacher level of students because they also involve failures that are difficult to counteract at higher levels.

In the work of Lemoine et al. (2023.), known as inclusive literacy in Ecuador, is a strategy based on the effects of COVID-19. It concludes by proposing to work on strategies that enable us to reach where the most needs are met in rural and urban areas from the social, economic, and value context, working together with governments to strengthen inclusive education. (p.2). This makes it possible to apply reading strategies in any area of knowledge and in an interdisciplinary way according to social, economic, and cultural contexts.

In the work of Chong and Marcillo (2020), referring to Tendencias investigativas sobre la innovación educativa en México, they state that "The educational trend proposes to «innovate» the skills, environments, resources, and techniques that tend to motivate students and optimize the quality of education" (p. 59). innovative strategies that make it possible to obtain resources to promote reading efficiently and effectively in all educational contexts

CONCLUSIONS

From the results, it is evident that the integration of innovative reading strategies has a significant impact on the improvement of academic writing among teachers in the 13D11 district of the canton of Sucre-San Vicente. These on-the-ground strategies will strengthen writing skills. However, it also promotes greater reflection regarding teaching practice and the role of reading in the teaching-learning process. However, the importance of continuing to provide support and resources to maintain and strengthen these skills in the learning process is recognized.

Teachers must receive continuous and comprehensive training concerning the use of new pedagogical innovations within the curricular preparation of contents to be dosed at each level of education, the same things that are reflected in the practice of each educator.

The investigation allowed us to become aware of the need to undertake using innovative strategies, to recreate comprehensive reading, and to learn a new way of learning from practice, in this way improving active learning by promoting participatory collaborative teaching by forming critical awareness among students.

Another significant element was to verify that the strategies are indispensable in the academic training of teachers, the same ones that helped them to be in a continuous critical, analytical, and reflective training to respond to the challenges that today present the proactive students of the new society of knowledge, so only they will be new professionals who will give answers operating in their surrounding reality.

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