READING CLUBS AS A STRATEGY FOR THE IMPROVEMENT OF THE READING AND SPEAKING SKILLS IN THE ENGLISH LANGUAGE IN THE FIRST SEMESTER STUDENTS OF THE UNIVERSITY OF CAUCA

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APPROVAL

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The Undersigned Committee of Human and Social Sciences School approves the project developed by Diana Marcela Camayo Muelas, and María Isabel Cosme Fajardo entitled:

Reading clubs as a strategy for the improvement of the reading and speaking

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ABSTRACT

The aim of this quantitative and qualitative research study was to determine the effectiveness of reading clubs on speaking skills in students of the first semester of the modern languages program at a public University. The data collecting base was composed of observations, field diaries, interviews and a pretest to diagnose students 'speaking difficulties. The information showed that students presented fluency, vocabulary, pronunciation and accuracy. As pedagogical intervention, short stories were used to enhance speaking skills. A pretest and a posttest were conducted to measure students' speaking at the end of the research. Results displayed that some of the students improved their speaking skills. It also showed that other students needed to keep working on their oral skills.

Keywords: Speaking skills, reading clubs, Mix method, Pedagogical intervention, Pretest and Posttest.

INTRODUCTION

The purpose of this research is to describe the effectiveness of reading clubs on speaking skills of students of first semester at the University of Cauca, in Santander de Quilichao. After conducting different instruments to gather data, students showed their speaking difficulties when producing output of information. Different local, national and international related studies were quoted to support the development of this study. They were key elements to guide the research and objectives. Theories and concepts were taken into account to support the design of the pedagogical intervention. In addition, a quantitative and qualitative methodology was used to describe the information collected throughout the process. In such a way, the results showed a positive and negative impact of using reading clubs on students' speaking skills.

In a more detailed way regarding the stage of diagnosis, three collection instruments were used: A non-participant observation to obtain more information about the students' English management in a regular class. A pretest to determine the level of the student's oral skills, and interviews with the students to know their reading preferences.

From the data collected, some problems were evident in the students' use of English due to the lack of reading, such as poor vocabulary accompanied by a strong dependence on the L1, fluency, pronunciation, and accuracy. Also, a lack of self-confidence and some apathetic behavior. Therefore, the key question of this research work emerged: What is the effectiveness of the implementation of reading clubs on the improvement of Reading and Speaking skills in first-semester students of the Modern Languages program of the University of Cauca in Santander de Quilichao? In order to prove this point, different class sessions were designed that

included short stories from books as the main tool, which allowed oral activities to be carried out.

The interventions applied were based on reading as a platform towards improving oral skills, emphasizing the difficulties that the students presented. Each intervention was developed with different content but with the same structure, reading time, speaking preparation and production, all in order to guarantee good performance by the students.

Finally, the results obtained could positively determine the effectiveness of the reading club since the majority of the students, who participated significantly improved their oral skills, as well as managed to overcome their self-confidence and put aside their apathetic behavior towards English. However, the implications of applying this strategy must be taken into account, which can be beneficial but also has some difficulties.

PROBLEM STATEMENT

Learning foreign languages comes from human beings' communication, integration, and comprehension. "Foreign language study is all about learning how to truly communicate and connect with others—an incredibly important life skill that can only be cultivated by interacting with people". (Dick 2023). English is one of the most important languages to learn and improve, either out of curiosity or a need that forces people to learn this language. For English learners, it is necessary to implement strategies to increase their knowledge and improve their skills. One of these strategies is reading clubs, a different way to apply reading. A skill that must be used at some point in their personal or professional lives. However, it is usual that students do not like to read because it can be considered boring. At this point, reading clubs can effectively strengthen and motivate the English learning language

After gathering information through different instruments such as speaking rubric, non – participant observation, and interviews, we noticed that students had pronunciation difficulties. To some extent, some students said "Like to learn a lot. I don't enjoy *academia*, acadimia or schools in general and "Sometimes we go out for a walk in the city to *boy*…to buy" Another language difficulty was fluency. one of the students stated" I don't…… have….. any friends, but…. I have one friend the his my best friend…...He's Sebastian…. He's my best friend"

It is important to highlight that students had other oral difficulties such as: vocabulary and accuracy. For the vocabulary item, there were students who even resorted to Spanish because they did not know how to express their ideas in English.

A reading club is a space where students can unwarp themselves with ease and confidence. It is about motivating students to read through books that help them in their learning

process. This specific aspect is very important because sometimes teachers use readings that often cause the student to get bored, put aside the book, or read without any interest, which causes the objective of that reading to be lost.

This approach enhances students' reading abilities but also aids in expanding their vocabulary, as they are required to express their viewpoints publicly in English. Thus, they are also honing their speaking skills, which is vital to acquiring proficiency in the English language and must be practiced continuously to improve it. So, the reading club, a periodical activity by sessions, lets the student use this space to practice. Likewise, it helps them to lose their fear and shyness when they express themselves in English. The reading book club's design had been applied in other contexts giving positive results and proving their effectiveness.

In short, learning this language requires methods and strategies students can adapt to and be the most beneficial for them. One of these strategies is the reading clubs in which students can work to improve their skills, especially reading and speaking. All this is through books that can motivate students to read and subsequently, share their thoughts, opinions, and experiences acquiring knowledge simply and differently. Therefore, it is of great importance to answer the following question: What is the effectiveness of the implementation of reading clubs on the improvement of Reading and Speaking skills in first-semester students of the Modern Languages program of the University of Cauca in Santander de Quilichao

RATIONALE

During personal and professional development, humans require communicating their thoughts, feelings, and positive or negative criticism facing what we know and experience, whether in real or imaginary life. An example of imagination is offered by books, where stories about the characters' lives are narrated and somehow provoke a feeling and a casual identification in the reader. Right there, the metacognitive knowledge causes a series of opinions, points of view, agreements, disagreements, and questions that allow forming a critical, argumentative, and objective reader. But this process becomes more interesting, even when it is not only made in the mother tongue but in a foreign one, mainly English. It can be considered that reading is a skill every human must develop because it comes to the reasoning and construction of other abilities like speaking and reading. For this, the project seeks the reading club's implementation, a space provided for training, interaction, and reflection among proficient readers.

First, it is important to mention that language can be acquired in different ways, and one of them is a reading club. Trabasso and Bouchard (2002) defined reading strategies as "specific, learned procedures that foster active, competent, self-regulated, and intentional reading". For this reason, it should be considered that reading clubs are procedures linked to communicative skills development, knowledge acquisition, and function ability in a given context. In this way, reading takes relevance in the second language learning processes. Not only strengthens metacognitive strategies. ÖZ Huseyin (2005) mentions that "metacognitive knowledge as perceived today influences language learning. A literature review generally reveals that it facilitates recall, the comprehension of written texts, the completion of types of learning tasks, the rate of progress in

learning and quality and speed of learners' cognitive engagement, and thus improves learning outcomes".

Secondly, the direct relationship with the mentioned concepts at the beginning should be highlighted, mainly reading concepts. The development of each of these concepts and skills, not only encourages the habit of reading but also encourages readers to appreciate reading. "The habit of reading constitutes an essential link to achieve this purpose because develops the logical strength to educate oneself during all life, the interest of constantly knowing, the enriching of his intellect, the enlargement of their vocabulary, and the possibility of improving their human relations and their attitude toward life" Dominguez, Rodriguez, Torres, and Ruiz (2015). So, reading is considered a primary tool in obtaining knowledge and cultural training and allows for getting involved in a foreign context.

Thirdly, "Reading is a wonderful tool for language learning. Among its benefits, it favors the expansion of vocabulary, reinforces grammar and spelling, helps to learn the correct pronunciation of sounds, and allows little readers to let their imaginations run wild" Ecoaula (2019). Researching the effectiveness of reading clubs is crucial in understanding students' challenges when expressing themselves in English. Omitting reading can weaken language proficiency and lead to long-term consequences. Therefore, it is essential to improve the acquisition of vocabulary, oral and written expression in a foreign language through reading clubs.

Motivation is one of the principal tools during this process, a necessary method to strengthen reading competence. According to Yubero and Larragaña (as cited in Avendaño, 2017) "Reading motivation is an intentionally educational learning process whose final objective

will be self-dedication to reading which, in turn, will make the subject develop the reading habit and which will have a secondary impact on achieving a permanent activity over time, a position that could be assimilated to the concept of a lifelong learner, which implies an attitude or lifelong learning". This project seeks students to become motivated from the first semester under the influence of reading clubs, spaces that allow interaction with other readers about books in common, but also books of their interest. In this way, when students are in advanced semesters, they will have more ability in reading and their ability to express themselves in English.

Therefore, this research seeks to encourage students to read from elementary books to the most complex in the future. Many benefits will be obtained like vocabulary acquisition and strengthening of linguistic skills, such as speaking and reading in the English language and their mother one. The implementation of reading clubs will also allow the formation of competent readers with comprehension capacity, and good attention rate. They will be able to function in a context that requires critical thinking with objective opinions and specific contributions. This can be achieved, if participants are disciplined and committed, acquiring the reading habit as a source for their success in the language that benefits their personal and professional life. Discipline in reading opens the man's intellectual horizon and makes him a transforming agent of the society where he lives. Peterson, Herberto (2012).

As a result, if these types of investigations are not addressed in time, students will have considerable results in the English learning process later in the highest semesters. Constantly, the program curriculums are centered on grammar, theoretical content, and abrupt communicative skill development which complements the learning process of a language, however, leaves behind other aspects like reading. Possible consequences could be poor performance at school, demotivation to continue in the university career, incompetence even in books of the mother

language, and the inability to read more complex texts. For this reason, if this strategy is not implemented in a set time, in the future students will be forced to read books they do not like, and results will not be as expected.

Finally, the reading club's implementation seeks to form English-efficient readers and capitalize on their skills in their mother language. For this reason, this investigation aims to describe what is observed in a group of students who participate in the implemented clubs. Observation will be an essential piece in this process. From there, communicative skills are expected to flourish and motivate even more the student, for clubs to obtain space work for these clubs in each semester highlighting the importance of keeping them active and possibly incorporating them into the program's curriculum. However, these aspirations are a process that must be carried out under small specific measures and steps that allow successful results in learning English for bilingual students.

OBJECTIVES

GENERAL OBJECTIVE:

To analyze the effectiveness of reading clubs on speaking and reading skills in students in the first semester of the modern languages program at the University of Cauca in Santander de Quilichao.

SPECIFIC OBJECTIVES:

1. Diagnose initial levels of speaking and reading through evaluation activities.

2. To Design and implement a sequence of reading activities to develop during the reading club to reinforce the speaking skill.

3. Analyze data collected after implementation to determine the final results of speaking skill progress in the reading club.

CONCEPTUAL FRAMEWORK

Bilingualism in Colombia:

The University of Cauca offers the community a foreign language program with a varied educational program that allows its students to emphasize two important languages, English and French, and in this way train them for the future, as stated by the Ministry of Education (MinEducation 2005)" Learning a foreign language is of great importance since we live in a globalized society in which citizens must be able to understand and comprehend a language other than their mother language, in this case, English, as it allows them to expand their knowledge, communicate much better, and understand other contexts, which contributes to the enrichment of the country's development." For this reason, Law 115 of 1994 was established, which empowers the Ministry of Education to ensure compliance with teaching English as a foreign language in the classrooms of the different educational centers in the country, from elementary school to higher education.

The importance of English language acquisition today:

The English language is one of the most influential languages at a global level in contemporary times, due to the powerful countries, which have popularized the language in the market. Speakers have chosen to learn the language because it strengthens their personal and professional skills in the labor market, and its teaching is prioritized in primary, secondary, and higher education. Therefore, the acquisition of English language skills is fundamental for the integral development of university students, since this communication tool can facilitate the consultation of current and relevant literature in their area of interest, considering that the

knowledge with the greatest international impact is initially generated in English; furthermore, the ability to communicate in this language can derive in opportunities for academic mobility, participation in scientific communities, better job options and professional development (Chávez-Zambrano, Saltos-Vivas and Saltos-Dueñas, 2017), cited in Calderón and Córdoba.

Speaking and components

To continue enriching the learning strategies of a foreign language and therefore contribute to the Ministry's objectives, this project seeks to focus on teaching English, more specifically on improving reading and speaking skills using short books as a platform.

Speaking skill is defined as "the process of constructing and sharing meanings by using verbal and nonverbal symbols, which is important in language learning and teaching because the learner needs to learn to speak in different communicative circumstances" (Rahimy, R., & Safar pour, S. 2012 in Tambunan 2018). It is important to highlight that speaking contains some components such as vocabulary, that is defined as "all the words that a person knows or uses and it is all the words in a particular language" (Hornby, 2006:1645) in Lestari, 2015. Another component is Pronunciation; it refers "to say the sound right, to use the words to express the appropriate meaning, or to construct their sentence in a way that sounds acceptable" Ur, P. (2009) Uins, MH Banten institutional repository, 2017, p 14. Fluency is also one of the important elements that consists in "the ability to use the language quickly and confidently without too much hesitations or to make natural pauses to cause barriers in communication" (Bailey and Byne, 1986) cited in Pham, 2018. If it mentions fluency, it is necessary to talk about accuracy; which refers to "how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary" The British Council, (2023).

Reading

Likewise, one should talk about reading which is defined according to (Tarigan 2008:7 in Musfiroh 2016), "reading is a process carried out and used by a reader to acquire the message conveyed by a writer through words that the reader can see and know." At the same time, it is a skill of great importance to achieve success in studies, the more a student reads the more knowledge he manages to obtain. (Musfiroh 2014).

Reading Club:

The current project is aimed at the implementation of an extracurricular space known as a reading club, which the Universidad del Valle defines as "a space where attendees will approach issues related to reading, a place of confluences, of different interests and perspectives, to make public realities that do not remain only in each one of us. It will be an intimate dialogue of the reader with the book, for which an act of concentration will take place that allows learning and acquisition of knowledge; also reading will be a recreational process that can lead to physical and mental relaxation, it is not an obligatory reading, therefore it is more attractive and enriching" (Quintero, Molina and Vega). Therefore, it is essential to direct this research from reading, since it is a valid option for comprehending and acquiring critical knowledge that supports the objectives that students have to achieve as future teachers and bilingual speakers.

REFERENCE FRAMEWORK

Learning foreign languages has gained value over time because the world has become globalized, and communicating among all is necessary, mainly in the labor, personal, and professional fields. Considering this, several projects have been carried out using book clubs to develop speaking and reading skills, mainly in English, which is the focus of this research.

Reading clubs are one of the alternatives that can be implemented when there is a need to improve reading and oral competence since reading is considered the ability not only to understand a text but also to reflect on it based on personal reasoning and one's own experiences OECD/PISA (2006). Book clubs are defined as a reading promotion strategy in which a group of readers meets for a certain period to read and discuss topics of interest that have been previously assigned (Yepes, 2001) (Tovar & Riobueno, 2018). First, there must be an individual encounter with the book, and then the reader shares what was understood from the book with others. As mentioned by OECD (2009), reading competence is the individual ability to understand, use, and analyze written texts to achieve their personal goals, develop their knowledge and potential, and participate fully in society.

On the one hand, this project seeks students to develop speaking skills, "understood as the ability to speak fluently and presuppose not only knowledge of language features but also the ability to process information and language" Harmer (2007). On the other hand, this research involves reading skills. According to Leu and Kinzer (1987), reading skill is developed through an interactive and global process involving learned skills. The Reader engages in an exchange of ideas with an author via the text in an interactive process. The

union of these two skills will allow the acquisition of good fluency in the English language. Which is defined as "A general term for the clear, smooth, and seemingly effortless use of language in writing or speech" (Nordquist 2018). For this reason, we have considered published literature related to using and implementing book clubs to promote the English language. Some of them will be mentioned below.

Research conducted by Alvarez-Alvarez & Vejo-Sáinz, (2018) using a qualitative approach, focused on the design of a case study in a school reading club aimed at fifth and sixth-grade primary education Context. The purpose of this study was to determine in which specific aspects it was possible to develop expressive skills, cognitive and reading comprehension skills, axiological and emotional skills, and attitudes favorable to literature. It was hypothesized that a school reading club can improve participating students' literary competence.

For this, the six meetings held in the first edition of this school reading club were recorded in audio and all interactions between its members were transcribed. This information allowed access to the discussions of the participants and the categorization of it has contributed to assessing its contribution to improving literary competence. The data analysis was carried out following the content analysis guidelines. In conclusion, it was evident that the study confirms the relevance that a school reading club can have in improving literary competence in at least the four areas analyzed: stimulating academic understanding through its dialogue processes, raising emotions, and inciting debate on values, promoting literary judgment and developing the taste for reading in leisure time and the reading habit of the participants. As Ballester and Ibarra (2016) have argued, literary competence is acquired through immersion, interpretation, and enjoyment of the text.

Another research by Jiménez & Soler, (2018.) whose project consisted of the implementation of the methodology of "reading circles" with students of grade 1001 of 15 and 16 years with an intermediate English (B1) Rosario School in Santo Domingo, which adopted collaborative learning as a teaching strategy. This research aimed both to identify the collaborative aspects emerging from the implementation of Reading Circles and to analyze how these aspects could promote collaborative practices in literature. The data collection tools used consisted of field diaries, student class products, questionnaires, and a semi-structured interview with the professor. As a result, it was suggested that didactic aspects of reading circles such as role dynamics and flexibility gave way to forms of collaboration by students who reported their collaborative literate practices.

The most recent is a project carried out by Cermeno (2021), which aims to support and motivate students who do not have a good vision of reading by providing a guidebook about book clubs for second-grade students of kindergarten. Through this, teachers were able to develop a fun learning program. The project considered the needs of students who often have very little motivation for books. The benefits of extracurricular programs and reading clubs were combined to sponsor good learning. For the creation of the guide, the researchers had access to the school's guide and external sources, as well as to information from the website of "The new children's Museum" which had many activities of self-expression, creativity, and personal representation. Important themes that support the individuality and feeling of students through the arts. Reading clubs needed to remain focused on students. Therefore, it was essential to conduct both paper and verbal surveys in which they provided their opinions that would help measure and improve the performance of this experience.

To implement the project, the reading club had to take place after school. The population was second-grade students, parents, and teachers, and its duration was one hour twice a week. As well as the project being carried out in a classroom, some activities had to be further reinforced at home by parents. This project concluded that reading clubs are a very important resource that can help students who have difficulty reading, lack motivation, or are not interested in books, but that motivating activities and books of their interest will encourage them to read.

Another project carried out by Martinez (2018), proposes that the objective of promoting reading is to train competent readers capable of understanding, reflecting, and interacting with English texts. Motivate students to find in reading an instrument of fun and entertainment, among others. Was carried out this project, using the cognitive approach, where the student is the protagonist of his learning (Carroll, 1966). The teacher offered educational situations where students could achieve favorable learning. Then, use a communicative approach due to the communicative power of language. Finally, direct observation and book journal instruments to analyze the constant learning of the students in the same environment.

The project was organized every quarter basis, both to improve reading comprehension and the ability to write small texts in L2. Starting from the 4th of Primary Education courses, the reading topics to develop related to each subject and literary works and poems in the English language. Likewise, teachers have a role to play in this field. Teachers must research the most attractive and effective strategies for teaching and motivating a taste for English reading. The readings according to each subject of the course achieve good

connections. Consequently, the classroom becomes a positive space to learn by reading individually and in groups and sharing activities with other courses.

In conclusion, the author considered that we must work hard to ensure that reading becomes the great door to the world.

To conclude the background research, another work by Tovar and Riobueno (2018), aimed to propose a reading club for their personal and professional training, where the acquisition of taste and interest through the socialization of reading was encouraged. As a method, they used the Feasible Project modality according to the UPEL Manual (2006), which defines it as the elaboration of proposals that allow solutions to problems, which arise within a social group. They did a feasibility field study, a proposal, and finally, a proposal validation. The Instruments for Field Research were the questionnaires administered to the population under study, consisting of 52 closed and open questions necessary for the analysis of the situation in a logical order. The study population consisted of 25 Comprehensive Education students, belonging to the course Introduction to the Study of Language and Reading and Writing for 2011-I. It was divided into two groups according to the personal and family characteristics of the participants. The first group consisted of 15 people between 18 and 25 years of age, and the second group of 10 respondents between 27 and 44 years of age. However, it emerged from the instrument that both groups overlapped in sports activities and had little preference for internet use, reading, and writing.

Their conclusions were the following: despite the reading limitations that students have, the few assessments related to some specific readings, and the indications of lack of recommendations of reading titles for them. It could be said that they are interested and

willing to approach reading with a different attitude and availability to take part in reading training workshops. They need new opportunities to get motivated and discover a world different from the one they know. It means, learning to go beyond simple words written in a line, to discover what the author left behind a message, realizing different literary genres and that students can learn from them for different purposes. finally, by sharing the readings among many people to enrich their meanings.

With the previous references obtained, it can be presumed that the reading clubs contribute well to speaking and reading skills. Teachers should accompany this strategy, as it would be a great support and at the same time would lead students to participate in the criticism of the text, listening to their views and sharing opinions. Another aspect is acquiring verbal ability and self-confidence, as many students avoid speaking in public for fear of being mistaken. Then, this barrier can be eliminated through the club because it is an environment where everyone is learning the same language.

CONTEXT AND PARTICIPANTS

To carry out this project, the chosen population is the first-semester students of modern languages from the University of Cauca. There are around 30 students, from whom we expect to

have high participation of at least 10 students, as participation is completely voluntary. It is possible to add more students if they are interested in achieving a good level in this reading club.

The participants of this project are from Santander, Popayan, and surrounding areas. Normally, most of them live in small towns and villages, where access to information is limited, due to the little connectivity in rural areas. However, we can affirm that most of them have access to a cell phone, so communication with them and between them is possible. Regarding English language ability, they arrive at the university with a basic level of English, and some of them have a good command of the language. The age range of the group can be between 18-25 years. Most of them are students who have just graduated from high school so there may be younger students.

Additionally, the University campus is located in the department of Cauca, in the northern branch, in Santander de Quilichao. This campus has about 1000 students, of which a quarter belong to the Modern Languages program with an emphasis on English and French. This University is public and has a great infrastructure and access to information such as a library, computers, classrooms, TVs, seats in good condition, video beams, and boards. However, the northern campus does not have access to the internet due to external issues. Finally, the University has 12 professors who may teach English, French, or both. Each teacher can have 25 to 30 students in the first semesters, but the amount can vary in the advanced semesters.

The university is located northwest of the town of Santander, an area away from the center of the city and with moderate accessibility. Students generally arrive at this place by motorcycle, bus, or on foot, and professors arrive in their vehicles.

During the development of the program, professors apply dynamic teaching methods that facilitate the understanding of the topics related to English and French. But this may vary as the semester progresses, due to the complexity of topics to review. To conclude, it

It can be deduced that the work conditions are good and for the population, this would be a good chance for them to achieve a good level in their learning skills through an uncommon exercise in language classes.

METHODOLOGY

This research is possible in different methodological aspects. We have chosen to carry it out using the qualitative method with a case study design. This method is based on the collection of language information and interpretation, which aims to understand human behavior and reasons.

For this purpose, instruments such as observation, field diaries, interviews, and non-participant observation are used. It also has a quantitative component, which is made up of graphs and tables for the pre-test and post-test. In other words, the function of the tables was to organize in a more detailed way the areas evaluated, the exact number of participants in the project, their grades and their individual and overall percentages. Likewise, the graphs, whose objective was to reflect the comparison between the notes obtained between group and individual participants. And this component ends with a pie chart, which shows all the information of all the groups in percentages. In short, the quantitative part is necessary in the research due to its feasibility to obtain and compare data from a deeper vision, either of advances or possible setbacks presented by the population to be studied.

From this, the project emphasizes the hypothesis about the effectiveness of a reading club in acquiring a foreign language, in this case, English. The population to study is first-semester modern language students of the Universidad del Cauca in Santander de Quilichao, where it is presumed that implementing a club specifically focused on speaking and reading skills will contribute satisfactorily to the above-mentioned purpose.

From the above, it can be noted that "Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a human social problem. The process of research involves emerging questions and procedures; collecting data in the participant's setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data." Creswell (2012). In this method, we can find several designs including the case study, which will be carried out.

Based on this, different study and evaluation instruments will be considered in the following stages:

Stage one: In this part, a pre-test was applied, which allowed us to evaluate the speaking and reading skills of the students. All this is to know their initial English level before developing the project. The information obtained will be considered to know the evolution of skills in students. The application of this pre-test will be carried out through the first chapter of the reading Charlotte's Web, which consists of a level A1 in English for beginners. Participants will work in groups of a maximum of 4 people and have to answer questions related to the reading. For this, a virtual roulette will be used to randomly select a single participant from each group to answer the selected question. It should be emphasized that this exercise is timed for both the reading and the round of questions.

Stage two: In this second step, interviews were conducted during every second book club session. To know their process during reading club sessions, what they are feeling, what they like during the process, and what fears are facing. For the application of these interviews, a form will be built in the google forms platform with some of the questions mentioned above. Participants are expected to respond in full, as this will facilitate the development of the book club.

Stage 3: Observation is a necessary tool within the case study to analyze important events and attitudes of the students. For this purpose, in each class, an analysis of the behavior of the participants will be made at the time of developing the activities in each session, both individually and as a group. In addition, each observation will be reflected in a field diary format with attachments as evidence of the events that took place.

Stage 4: The last part of this process was applied to a posttest, which made it possible to know the evolution of the skills to be evaluated in the students throughout the process. For this last test, the same reading used in the pre-test (the first chapter of Charlotte's Web) will be applied, since it will allow us to know how the participants have progressed according to the sessions. This test will be individual and each student will have to answer a question related to the reading chosen by themselves. Also, there will be a time limit for the reading and the written and oral answers written and oral answers. The participants' answers will be recorded employing a voice recorder, as this data will be analyzed later.

Finally, the results obtained will be the fundamental aspect of this research, because it allows us to conclude the initial research question we proposed here.

INSTRUMENTS

To collect data, the following instruments will be used:

STAGE 1

        1.   PRE-TEST: based on the extensive reading foundation test that offers a scale to know students' reading level according to their number of book words. To do this, students should read the first chapter of the book Charlotte's Web consisting of 7 pages.

4   *Charlotte's Web*

to the sink and washed his hands and dried them on the roller towel.

Fern came slowly down the stairs. Her eyes were red from crying. As she approached her chair, the carton wobbled, and there was a scratching noise. Fern looked at her father. Then she lifted the lid of the carton. There, inside, looking up at her, was the newborn pig. It was a white one. The morning light shone through its ears, turning them pink.

"He's yours," said Mr. Arable. "Saved from an untimely death. And may the good Lord forgive me for this foolishness."

Fern couldn't take her eyes off the tiny pig. "Oh," she whispered. "Oh, *look* at him! He's absolutely perfect."

She closed the carton carefully. First she kissed her father, then she kissed her mother. Then she opened the lid again, lifted the pig out, and held it against her cheek. At this moment her brother Avery came into the room. Avery was ten. He was heavily armed —an air rifle in one hand, a wooden dagger in the other.

"What's that?" he demanded. "What's Fern got?"

"She's got a guest for breakfast," said Mrs. Arable. "Wash your hands and face, Avery!"

"Let's see it!" said Avery, setting his gun down. "You call that miserable thing a pig? That's a *fine*

specimen of a pig—it's no bigger than a white rat."

"Wash up and eat your breakfast, Avery!" said his mother. "The school bus will be along in half an hour."

"Can I have a pig, too, Pop?" asked Avery.

"No, I only distribute pigs to early risers," said Mr. Arable. "Fern was up at daylight, trying to rid the world of injustice. As a result, she now has a pig. A small one, to be sure, but nevertheless a pig. It just shows what can happen if a person gets out of bed promptly. Let's eat!"

But Fern couldn't eat until her pig had had a drink of milk. Mrs. Arable found a baby's nursing bottle and a rubber nipple. She poured warm milk into the bottle,

fitted the nipple over the top, and handed it to Fern. "Give him his breakfast!" she said.

A minute later, Fern was seated on the floor in the corner of the kitchen with her infant between her

Before Breakfast   7

knees, teaching it to suck from the bottle. The pig, although tiny, had a good appetite and caught on quickly.

The school bus honked from the road.

"Run!" commanded Mrs. Arable, taking the pig from Fern and slipping a doughnut into her hand. Avery grabbed his gun and another doughnut.

The children ran out to the road and climbed into the bus. Fern took no notice of the others in the bus. She just sat and stared out of the window, thinking what a blissful world it was and how lucky she was to have entire charge of a pig. By the time the bus reached school, Fern had named her pet, selecting the most beautiful name she could think of.

"Its name is Wilbur," she whispered to herself.

She was still thinking about the pig when the teacher said: "Fern, what is the capital of Pennsylvania?"

"Wilbur," replied Fern, dreamily. The pupils giggled. Fern blushed.

Once the students have finished the reading, they will answer 5 questions that will be formulated in a multiple answer Google Forms questionnaire (A, B, C, and D) and open answers.

QUESTION TEST

1. What is the main idea of the first chapter?

2. Who are the main characters in the chapter and what is your favorite?

3. On page 3, What do the following sentences refer to: "This is the most terrible case of injustice I ever herald of?"

4. What was Fern thinking when the teacher asked for the capital of Pennsylvania?

5. In the story, the little pig will be killed for being smaller than the others. What is your opinion about animal abuse?

The duration of this part of the pretest is 30 minutes, which will be divided into 20 minutes for reading and 10 for answers. This test evaluates the results through the following scale proposed by the foundation's extensive reading. To be specific, the chapter has 990 words, which means that students should be in the intermediate middle level.

The Extensive Reading Foundation Grading Scale
Escala de Lectura para libros de inglés

N° Palabras	Beginner			Elementary			Intermediate			Upper Intermediate			Advanced			Bridge			Near Native
	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	
1 - 50	51 - 100	101 - 200	201 - 300	301 - 400	401 - 600	601 - 800	801 - 1000	1001 - 1250	1251 - 1500	1501 - 1800	1801 - 2100	2101 - 2400	2401 - 3000	3001 - 3600	3601 - 4500	4501 - 6000	6001 - 8000	8001 - 12000	12001-18000 and above

Taken from: Extensive Reading Foundation

STAGE 2

2. INTERVIEWS: this instrument will be applied at the end of the reading club sessions.

The questions will be the following:

A) How have you felt during this session?

B) What do you think you learned about this session?

C) What did you like most about the book read at the club?

D) What did you learn from this session?

The questions will be the same for each session, lasting 15 minutes.

STAGE 3

3. OBSERVATION: In this instrument, a field journal will be used, where notes will be
taken of what was observed in the discussions in the reading club. Details such as:

A. Student attitude towards reading.

B. Participation.

STAGE 4

4. POST-TEST: This instrument will be the one that measures the evolution of reading and
speaking skills. To begin, the participant must read chapter number one of the book
Charlotte's web. It is expected that the results will be satisfactory and show the evolution
and improvement of the language within the reading club. This test will have the same

design as the pre-test. The duration of this part of the post-test is 30 minutes, which will be divided into 20 minutes for reading and 10 for answers.

Chapter 1

Before Breakfast

WHERE'S Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast. "Out to the hoghouse," replied Mrs. Arable. "Some pigs were born last night."

"I don't see why he needs an ax," continued Fern, who was only eight.

"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."

"Do *away* with it?" shrieked Fern. "You mean *kill* it? Just because it's smaller than the others?"

Mrs. Arable put a pitcher of cream on the table. "Don't yell, Fern!" she said. "Your father is right. The pig would probably die anyway."

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father.

1

"Please don't kill it!" she sobbed. "It's unfair."
Mr. Arable stopped walking.
"Fern," he said gently, "you will have to learn to control yourself."
"Control myself?" yelled Fern. "This is a matter of life and death, and you talk about *controlling* myself."

Before Breakfast   3

Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father's hand.

"Fern," said Mr. Arable, "I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!"

"But it's unfair," cried Fern. "The pig couldn't help being born small, could it? If *I* had been very small at birth, would you have killed *me*?"

Mr. Arable smiled. "Certainly not," he said, looking down at his daughter with love. "But this is different. A little girl is one thing, a little runty pig is another."

"I see no difference," replied Fern, still hanging on to the ax. "This is the most terrible case of injustice I ever heard of."

A queer look came over John Arable's face. He seemed almost ready to cry himself.

"All right," he said. "You go back to the house and I will bring the runt when I come in. I'll let you start it on a bottle, like a baby. Then you'll see what trouble a pig can be."

When Mr. Arable returned to the house half an hour later, he carried a carton under his arm. Fern was upstairs changing her sneakers. The kitchen table was set for breakfast, and the room smelled of coffee, bacon, damp plaster, and wood smoke from the stove.

"Put it on her chair!" said Mrs. Arable. Mr. Arable set the carton down at Fern's place. Then he walked

4   *Charlotte's Web*

to the sink and washed his hands and dried them on the roller towel.

Fern came slowly down the stairs. Her eyes were red from crying. As she approached her chair, the carton wobbled, and there was a scratching noise. Fern looked at her father. Then she lifted the lid of the carton. There, inside, looking up at her, was the newborn pig. It was a white one. The morning light shone through its ears, turning them pink.

"He's yours," said Mr. Arable. "Saved from an untimely death. And may the good Lord forgive me for this foolishness."

Fern couldn't take her eyes off the tiny pig. "Oh," she whispered. "Oh, *look* at him! He's absolutely perfect."

She closed the carton carefully. First she kissed her father, then she kissed her mother. Then she opened the lid again, lifted the pig out, and held it against her cheek. At this moment her brother Avery came into the room. Avery was ten. He was heavily armed —an air rifle in one hand, a wooden dagger in the other.

"What's that?" he demanded. "What's Fern got?"

"She's got a guest for breakfast," said Mrs. Arable. "Wash your hands and face, Avery!"

"Let's see it!" said Avery, setting his gun down. "You call that miserable thing a pig? That's a *fine*

specimen of a pig—it's no bigger than a white rat."

"Wash up and eat your breakfast, Avery!" said his mother. "The school bus will be along in half an hour."

"Can I have a pig, too, Pop?" asked Avery.

"No, I only distribute pigs to early risers," said Mr. Arable. "Fern was up at daylight, trying to rid the world of injustice. As a result, she now has a pig. A small one, to be sure, but nevertheless a pig. It just shows what can happen if a person gets out of bed promptly. Let's eat!"

But Fern couldn't eat until her pig had had a drink of milk. Mrs. Arable found a baby's nursing bottle and a rubber nipple. She poured warm milk into the bottle,

Afterward, the participant needs to answer questions about the story:

1. ¿What is the main idea of the first chapter?

2. What is your favorite character and why?

3. Would you adopt a pet in a special condition? why?

4. In the story, the little pig will be killed for being smaller than the others. What is your opinion about animal abuse?

The second part of this post-test will assess speaking skills through an interview.

1. What do you like about the story?

2. If you had the chance to get a boat, which would you steal and why?

The rubric of speaking skills

Components	1	2	3	4
Pronunciation	Frequent problems with pronunciation and intonation.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Pronunciation is usually clear/accurate with a few problems areas.	Pronunciation and intonation are almost always very clear/ accurate.
Vocabulary	Uses only basic vocabulary and expressions.	Uses limited vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors and word choice.	Uses a variety of vocabulary and expressions.
Fluency	Hesitates too often when speaking, which often interferes with communication.	Speaks with some hesitation which often interferes with communication.	Speaks with some hesitation, but it does not usually interfere with communication.	Speak smoothly, with little hesitation that's not interfere with communication.
Accuracy	Uses basic structures, makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.	Uses a variety of grammar structures, but makes some errors.	Uses a variety of structures with only occasional grammatical errors.

SCHEDULE OF ACTIVITIES

The following table shows the schedule of activities:

Activities	2022				2023											
	8 semester					-	9 semester				-		10 semester			
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Presentation of the idea	■															
Referential framework		■														
Problem statement		■														
Objectives			■													
Methodological aspects			■													
Instruments				■												
Context and participants				■												
Timeline and Budget				■												
Vacations				■	■											
Exposition of anteproject					■											
Vacations						■										
Reading club application							■									
Data Collection							■	■	■	■						
Data Analysis							■			■						
Vacation possibility											■	■				
Project Organization													■	■	■	
Presentation of the Project																■

BUDGET

The following is an estimate of the budget for this project:

Materials	Cost
Photocopies	$ 100.000
Travel allowance	$ 304.000
Feeding	$ 256.000
Total:	$ 660.000

ANALYSIS

This section develops the description and analysis of graphs that were made to collect the data of the instruments applied to the participants during the first and last session of the reading club, such as the pre and post-test. All this to know in depth the strengths and weaknesses in the language of the students of the first semester of modern languages and in this way to apply activities that fit their level of learning, and to know their progress at the end of the reading club activities. This information is further expanded:

Table 1. Pre-test results.

Scores of the pre-test in the 4 assessed items.

PRE-TEST						
Participants	**Pronunciation**	**Vocabulary**	**Accuracy**	**Fluency**	**Mean**	**SD**
Participant 1	3	4	3	3	3,3	0,5
Participant 2	1	1	1	1	1,0	0,0
Participant 3	0	0	2	1	0,8	1,0
Participant 4	2	1	3	1	1,8	1,0
Participant 5	2	1	2	1	1,5	0, 6
Participant 6	2	1	1	1	1,3	0,5
Participant 7	2	0	0	0	0,5	1,0
Participant 8	3	2	3	1	2,3	1,0
Participant 9	4	4	3	4	3,8	0,5
Participant 10	3	3	2	2	2,5	0, 6
Average of each item	2,2	1,7	2,0	1,5	1,9	
				Gral. Mean	**1,9**	
				SD	**1,1**	

Table 1 shows the number of participants for this reading club session on the left side, which were ten (10) participants. Each has a rating from 1 to 4 according to the grade heading chosen. The items evaluated were pronunciation, vocabulary, accuracy, and fluency.

As a result, an overall average of 1.9 and a standard deviation (SD) of 1.1 were obtained. The graph shows the discontinuity of the data obtained from each participant. For example, participants number 7 and number 3 have an average of 0.5 and 0.8, and their standard deviation is 1.0. Different cases of participants 1 and 9 have an average of 3.3 and 3.8, and their standard deviation is 0.5. That is, the lower the deviation, it will mean that the results of all items are closer to the average. Whereas, if the standard deviation score is higher, it means that the results are too dispersed from the overall average.

By analyzing this in detail, the data indicates that the first participants performed poorly. This could be defined as a lack of self-confidence to express and demonstrate speaking and reading skills. During this test, some refused to speak because they feared being wrong. Few participants risked performing the exercise even though they knew they would not do it perfectly. The most important thing is to highlight their participation and motivation during the activities.

An online questionnaire was made to know the opinions and suggestions of the participants. This form had questions like: "How did you feel during the session? which should be improved for the next session? What do you think you learned from this session?" among others. Responses were received in which most expressed that shorter readings should be used

and with simpler vocabulary because it is difficult for them to understand the reading and the time given to them to do it.

Despite having received these suggestions, it should be made clear that the reading that took place for this session - "Charlotte's Web"-is an A1 reading for beginners with simple vocabulary. In addition, time was given aside from that already established at the request of the participants to finish the reading, not to mention that it was not too long reading as it consisted only of the first chapter containing 7 pages. It would therefore be difficult to find a simpler way to implement the suggestions of the participants.

It should be mentioned that during the observations, the students did not make an effort to improve their level of English, despite being at an educational level that requires a basic knowledge of the language. Therefore, participants are recommended to develop reading activities independently to strengthen their knowledge since what was applied was specifically for their educational level.

Table 2. Post-test results.

Scores of the post-test in the 4 assessed items

POST-TEST						
Participants	Pronunciation	Vocabulary	Accuracy	Fluency	Mean	SD
Participant 1	4	4	4	4	4,0	0,0
Participant 2	3	4	3	4	3,5	0,6
Participant 3	3	4	3	4	3,5	0,6
Participant 4	3	3	2	3	2,8	0,5
Participant 5	3	3	3	3	3,0	0,0
Participant 6	2	3	2	2	2,3	0,5
Participant 7	2	1	3	2	2,0	0,8
Participant 8	3	2	3	1	2,3	1,0
Participant 9	4	4	4	4	4,0	0,0
Participant 10	4	3	3	4	3,5	0,6
Average of each item	2,2	1,7	2,0	1,5	3,1	

		Gral. Mean	3,1	
		SD	0,7	

Table 2 shows the participants on the left side, who were a total of ten (10) people. Each has a rating from 1 to 4 according to the grade heading chosen. The items evaluated were pronunciation, vocabulary, accuracy, and fluency. To arrive at this data, the same pre-test was applied to the students who were divided into two, first a reading and then an oral evaluation about reading.

As a result, an overall average of 3.1 and an overall standard deviation of 0.7 were obtained. The results show that the individual data of each participant is less dispersed compared to the average than the pre-test results. As a result, an overall average of 3.1 and an overall standard deviation of 0.7 were obtained. These results show that the individual data of each participant is less dispersed compared to the average than the pre-test results. As a sample of this, participants 4 and 6 have an average of 2.8 and 2.3 and a standard deviation of 0.5. Although the results are not so scattered and are low, they are above the pre-test average.
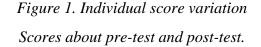
On the other hand, participants 1 and 9 with an average of 4.0 and a standard deviation of 0.0 are shown as examples. This indicates that they are good results compared to the previous ones and are above the average that the post-test suggests.
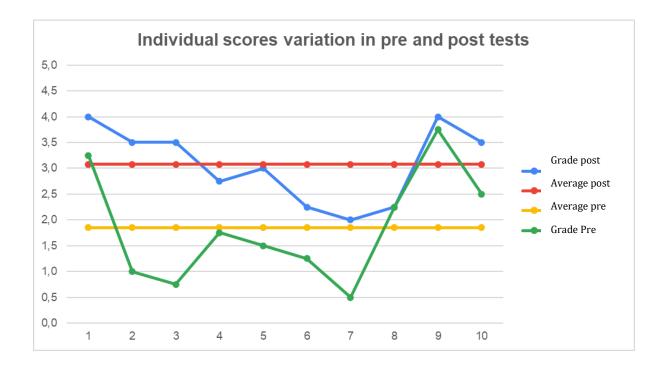
Based on the observations, it is assumed that the participants were more motivated and therefore their performance improved. It was evident that participants showed greater participation when changing the dynamics of the reading club and implementing, in addition to

readings, interaction activities such as theater and dialogues. In addition, the readings were accompanied by audiovisual texts for a greater understanding, strengthening the club.

Although good results were obtained above the average of the post-test, some participants did not advance, remaining below the average of the post-test. This could be the result of the work that was done, because most of the activities were group activities, so some of the best results are those that led the group, who usually performed better in the language. It is considered that this could affect in a certain way those who did not perform well because they hid in the one who knew and did not risk performing the exercise. Therefore, it can be noted that more individual activities had to be carried out to strengthen all skills and not just some.

Likewise, it should be emphasized that for the post-test, the same reading was applied to the pre-test, Charlotte's Web, which had previously received criticism from participants because they considered it "long" and "unknown vocabulary". However, it could be observed that this time was not a problem for them because they read it in the established time and later in the oral part could give reason in their answers of what they had read minutes before.

In this first graph, the results of the pre and post-test are shown and a comparison is made between the averages of some participants as well as those who stood out and those who could not achieve. We have said this in detail.

Figure 1. Individual score variation

Scores about pre-test and post-test.

Individual scores variation in pre and post tests

The above graph shows the individual comparison between the average and the notes of the pre-test and post-test. On the left side, the notes from 0.0 to 5.0 are shown as the maximum note. The bottom of the table shows the number of each participant from 1 to 10. The average suggested for the pre-test is 1.9 indicated in yellow and its corresponding green notes. The average post-test is 3.1 indicated in red color and its notes are indicated in blue.

On the one hand, participants 2, 3, 4, 5, 6, and 7 are below the average of the pretest, resulting in low performance in the items evaluated. For example, participant 2 produced

unintelligible phrases due to pronunciation failures such as: *"My favorite (then an unintelligible phrase) is the computers... other Seri... series".* It means, the participant did not vocalize and therefore the phrase he wanted to express was not entirely concrete and the idea ended up being lost. In the Vocabulary item, it was observed that the participant took a long time to respond because he had to think to look for the right words. In the next item, Accuracy, the participant failed to communicate clearly what he wanted to express, as he had very basic mistakes that made him lose his idea from the beginning, *"Other movie is the there is white..."* Being *"the and there"* two seemingly similar words and the misuse of *"other"* in the sentence. Finally, in the Fluency item, the participant made too many breaks to communicate his idea and excessive use of phrases, later ending up speaking in Spanish. *"My favorite movie is…Relax and series is the Blackverse……(ay no sé)..........".*

Participant 3 also had low results due to his inability to express his speaking ability in English. For example, in the pronunciation item, the student was able to formulate and pronounce simple sentences. However, when delving into the idea, he did it in Spanish, justifying that he could not do it in English because he did not know how to pronounce or say it. Similarly, it happened for the vocabulary item, the participant thought for a moment and expressed the idea in English but at the same time with errors of Accuracy. For example, *"I have one friend the his my best friend"* and for the Fluency item, the participant used too many phrases, so the essence of what he wanted to express was lost, *"I don't…… have….. any friends, but…. I have one friend the his my best friend….He's Sebastian…..He's my best friend".* Unlike participants 1, 8, 9, and 10 who are above the pre-test average. Analyzing the data obtained more closely and according to the established items, have to: Participant 1 in Pronunciation had only a small error in pronouncing the word "Academy", however, he managed to realize it in

time and corrected it. In the Vocabulary item, the student has a good word register to express her ideas without complications. In the Accuracy item, the participant failed to connect some ideas, allowing it to deviate from the main idea. Still, he failed to communicate what he meant, "*There are many topics that we are lacking of so my like I said…*". For the Fluency item, the participant had little use of phrases, as she has good language skills for a first-semester student,

"I think that at least here in Colombia, there are still a lot of things that need to be improved… in the educational system….I think that I'm going to".

In addition, there is the case of participant number 8, who during the pre-test obtained in the first item a good pronunciation however, does not vocalize and does not clearly understand the idea that wants to express, He is also affected by his lack of confidence and begins to lose each time he feels he is not being understood. He has a basic record for expressing short sentences in the Vocabulary item. In the item of accuracy, the participant takes his time to respond and uses phrases when he does not find how to connect ideas, equally affecting their fluidity, because nerves easily affect it. This particular case contains results that will be analyzed later compared to those obtained in the post-test.

On the other hand, the post-test result has a significantly improved outlook, as the results of participants 1,2,3,9 and 10 are above the suggested average. Although students 4, 5, 6 and 7 are below the post-test average, an improvement is seen concerning the pre-test results, which shows to some extent that there was progress.

To make a more detailed analysis, we have that participant number 1 improved significantly at the time of evaluating it. In the pronunciation item, the participant corrected his mistakes in the first test. It was only found that he had a minimal error in pronouncing a word,

this was the word "obtained" in which he pronounced the ending "ed" as written. The vocabulary item remained as in the first test, as it uses complex grammatical structures. On the accuracy item, he improved one point by correctly answering the question and giving extra information without deviating from the topic. In the fluency item, he showed superiority in respecting the first test, because this time he saw with much more confidence in his response, and thanks to this he could express his idea without pauses. It can be deduced that their progress is due to their high participation in all activities since the participant always led the work teams that were formed and enjoyed showing and learning to manage their oral skills. He also tried to help his classmates and encouraged them to participate.

Likewise, it was observed that participants 2 and 3 of the pretest who were below the average suggested, raised their score significantly since they are now above the average in the post-test. For example, student number 3 improved on pronunciation and vocabulary items. In pronunciation, the participant had no significant errors. In vocabulary, it could be seen that it has a good linguistic repertoire sufficient for a reading level A1 because it uses simple and compound grammatical structures. In the accuracy item, the participant only had a small error when he said *"because some them..."* in which it can be seen that it makes a grammatical error by omitting the preposition "of". Still, the participant gave a very concrete answer.
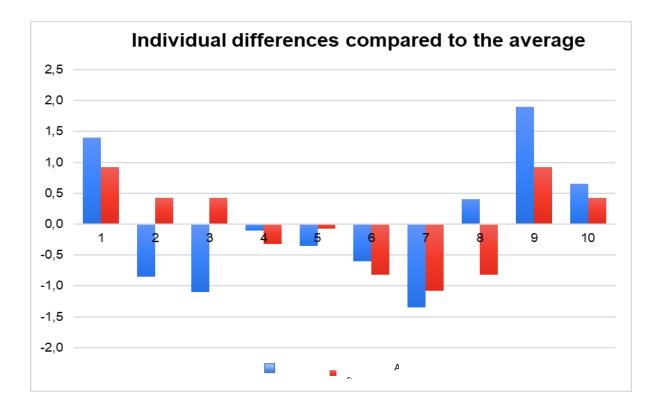
For the fluency item, the improvement is noticeable as it went from not speaking English and relying on Spanish to giving long answers and with confidence in his speaking ability. So, the participant showed greater participation during the development of the club. This student can be defined as apathetic because he showed no interest in the proposed activities. However, implementing teamwork helped him be more motivated to participate, even leading his team.

A particular case was also found in Participant 8, as it has an average of 2.3 in both tests, which means that although it maintains its grade, and is at the same point, it did not improve concerning the pretest. In the pronunciation item, the participant pronounced some basic words well but it was not enough. In the vocabulary and accuracy item he did not have a wide range of words, he thought a lot and could not connect ideas, so his message was lost. For the fluency item, the participant used excess phrases, which repressed his confidence and ability to develop speaking.

It should be considered that the participant was always apathetic to the process, and as much as the dynamics of the classes were changing, he still did not dare to participate. When he did it was at the request of the same group members. However, he did not contribute significantly like the others. This was because she had difficulty in managing English, but also did nothing to improve, which denotes a lack of confidence and autonomy to improve himself. Another point to consider is that too much group work was done in which some participants were hiding behind their group's leaders to not have to participate. In such a way it affected their performance during the different sessions because more activities had to be applied individually that would allow and encourage them to develop their communication skills in English.

Then, we have participants 1, 9 and 10, who remained above the averages of both pretest and post-test. These results show that half of the population participated actively in each session's activities and thus obtained a considerable score at the end. To improve the pronunciation part was to make readings together with the students, in which feedback was given when making mistakes. To improve vocabulary, icebreaker activities were carried out to expand their linguistic repertoire; such as two truths, a lie, chain of words, where students had to memorize what the previous student had mentioned. The idea was to make no mistakes,

memorize the words, and form new ones. For the fluency item, theatrical activities and dialogues were applied where students formed speeches and expressed them to the public, always clear and understandable. For the accuracy item, we implemented open-ended question activities related to the readings that were performed during the class. These questions were critical, implicit, and explicit. In the implementation of each of these activities, it was possible to see the motivation of the participants and the passion with which they carried them out. So much so that at times it was necessary to draw the attention of the participants pointing out that the time of the activity was limited and had to move forward with others.

Below are the graphs containing the ratings and average results data of each of the participants of this project. This section provides detailed comparisons and analyses of participants' performance.

Figure 2. Individual average
Comparison of individual average pre and post-test.

The above bar graph shows the individual differences compared to the average. The line drawn in point 0.0 is the average for both pre-test and post-test. Upward bars are those that are above average and downward bars are those that are below average. The blue bars correspond to the pre-test (before) and the red bars correspond to the post-test (after).

To make a more complete analysis, you can start with participant number 1, who has a grade above the pre-test average and keeps his grade above in the post-test. In other words, the student improved considerably, even though he already had good results before the post-test application. This participant from the beginning showed a high degree of participation in each activity. Even, he was always part of the first group that opened the development of activities. Each class was more motivated to participate and do the required activity better. He encouraged the other members of his group to get ahead and demonstrate their skills, both for plays and for creating dialogues and formulating responses. This participant had a great ability to handle

English and answered any questions that were asked, even if it was simple, the participant always tried to argue better. In such a way, his average improved continuously, because he practiced the skills whenever they were required.

Participant number 2 is rated below average in the pre-test. However, there is an improvement in the case of the post-test because the bar is up. This means that the participant improved significantly. At the time of meeting the participant for the first time was virtual, so this person was the second to participate voluntarily. It is recognized that it had some errors in each of the items, and this is due to its low rating. Even so, the participant always remained motivated at every reading club session. The performance was better when the theatrical sessions were implemented because it was possible to see that he liked acting and making the activities a space of fun and humor. It is considered that the implementation of these activities positively influenced their performance and subsequently the final results.

In the case of Participant 3, the pretest results place it well below the average, but the panorama changes in the post-test as the bar is above the average, indicating that he had a great improvement. In the first interaction, the student was a little isolated from the regular English class and the project. During the first virtual activities, he did not participate as expected from a first-semester student, because every time questions were asked, this participant did not agree to participate, making their evaluation difficult. However, as the graph shows, this changed once it was switched to face-to-face mode and group work was implemented, since many of the participants showed a shy attitude to work individually. Here, the student began to improve his average, participating more often in scheduled activities. Time and again, he refused to collaborate with it, because it seemed to give more importance to other kinds of events. Despite his attitude, the student managed to improve thanks to oral activities. Therefore, it can be

inferred that the application of group activities, in this case, had a great effect, because the participant managed to adapt better to the activities when he had the company and support of his team.

For participants 4 and 5, the graph places them below the average in both the pre-test and the post-test, only with a slight improvement in the post-test concerning the graph above. Although graph number 2 shows that these participants are below the total average, both students improved on the evaluated items in the post-test average. It can be said that at the beginning participant number 4 had many difficulties to express during the activities. That is, he showed a lot of insecurity when speaking, as he always needed someone else's opinion or direction to tell him if what he was doing was right or wrong. The same happened with participant number 5, who did not show a good result at the beginning for fear of being wrong. So, as these two participants form a team and begin to participate, they always read in a dialogue, make a mistake in an expression, or mispronounce some words. They were punctual in their responses, did not give much information, or did some brief dialogues, but always participated. In short, it can be said that although they tried hard it was not enough to achieve good results.

This may be because both had almost the same level, so from the beginning, they had to be included in other groups where they acquired more ability to express themselves and improve. Likewise, they should have special accompaniment where they were given more feedback and thus correct errors.

Participants 6 and 7 are at an even lower point in both pre-test and post-test. These participants did not manage to rise from the average, as there was no high participation or collaboration from them. Most of the time, they were dealing with other matters and did not pay sufficient attention to what was being done. The few activities where they showed participation

were in some questions about reading "The Legend of the white snake", because each group had to answer a question and these participants were not excluded. So, they answered the question but not at the time it was asked, but later when they wanted to. In theatrical activities, they did not show much effort to do well. They went out to read on their cell phones, made jokes, and laughed without any reason, which caused a continuous disorder and little attention to their activities and others. It can be inferred that speaking should have been practiced with each group, something more personalized, where participants will tell the reason for their behavior and how to improve their concentration. In addition, it should be emphasized that there was little time available to achieve better results.

 Then we have participant number 8, which is a particular case because it remained the same average in both the pre-test and post-test without showing improvement. The participant always had shortcomings during the process but never showed commitment to improve them. She even received help from Participant Number 1, who always tried to include her and encourage her to participate in the activities.

For example, in the reading activity "The Legend of the white snake", participant number 1 volunteered to make her presentation of the group dialogue related to the reading. In this group, participant 8 partook, who helped himself with the translator on his cell phone, with inconsistent sentences, in addition to the lack of seriousness to share with others, because it seemed a joke what was developing during the process. Therefore, it is important to stress that this was an autonomous job, where you had to have a will to want to improve your communication skills, will did not show. However, to obtain good results, it had to implement a more personalized space with the student, which included advice and questions about his lack of motivation that affected him and that he did not like. All this is to clarify their situation and raise awareness

about their learning process because it will continue to rise in level as it advances to the next semesters.

Finally, participants 9 and 10 were well above average in both tests. Showing results above expectations. Since the process began, the participants have already formed a working group. These students were always willing to participate, even though they felt a little sorry to do so. They had a very positive attitude toward everything, they were interested in improving their performance.
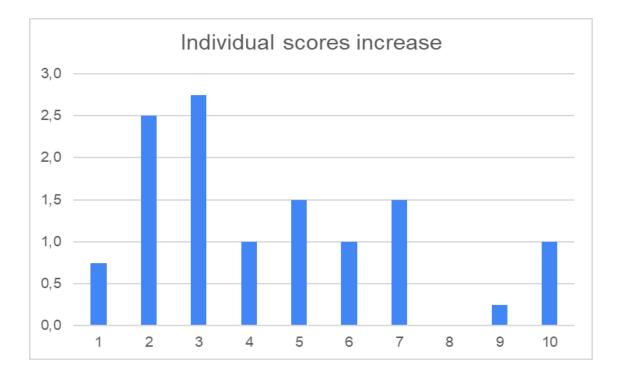
In addition, as can be seen in the pre-test, participant 9, obtained good grades in the items, only in Accuracy, lacked more vocalization, and was punctual when responding. It is necessary to emphasize that in each class she showed a good disposition for the work, she was another leader of her working group, where she showed a commitment and commitment to do the activities in the best way. For example, in reading the story of "The Three Brothers", she was the first to encourage her group to participate in the dialogue, because nobody else wanted to do it. Their presentations were long and accurate to what was suggested. Likewise, she had good English and avoided reading in the presentations, which motivated her partner, participant number 10.

Following the analysis, participant 10 is shy, with some difficulty speaking or expressing her opinions. This participant expressed feeling very nervous when performing the activities where she should interact, but always tried to improve, because she received the support of her partner, and put effort, enough to raise their results in the final test. In each activity, she and her team made interventions to show their work, almost always first, showing more understanding of what was asked of them. It should be mentioned that this participant was not at the level of her

partner, but she had the basics, which allowed her to defend herself and move forward during the process.

It could be inferred that the activities raised during the reading club greatly supported the students' educational process. They improved their results in accuracy and fluency, as activities were aimed at strengthening these skills in club participants. This participant could be recommended to continue working autonomously to continue improving her speaking and reading skills, as they are essential skills that will be used more often in the following semesters.

It is important to know the individual results of each of the participants of this project, for this purpose, a description and analysis are made taking participant by participant. All this information is reflected in Figure 3 and is further elaborated below.

Figure 3. Individual scores
Increase in individual results.

Individual scores increase

At the bottom of the graph is the number of participants, which is ten (10), and on the left side is the noted increase in participants. An analysis of the results will be presented below.

First, is participant number 1, who increased his score between the pre-test and post-test 0.8, since on the pre-test he obtained a score of 3.3 and in the post-test 4.0. This participant was one of the most outstanding for his results. In each activity, the student was proactive and performed the activities according to what was requested at the set time, even before time. When the activities had to do with answers about some readings, he was always right and very coherent, which always added points to his process. This allowed his score to increase in the last test. In the same way, student number 2, increased his score markedly to 2.5, because on the pre-test he obtained a score of 1.0 and on the post-test rose to 3.5. At first, the participant was reluctant to participate in club activities. It should be noted that the first meeting was online so he was one of the participants who expressed shyness and so did not speak. The situation

changed when the sessions began to be conducted in person, as classes became more dynamic, in addition to the application of group work, so the students began to include more. For example, in the reading "The Story of the Three Brothers", the participant was interested, because this is part of the saga of Harry Potter, one of his favorite sagas. In the activity, he performed very well in reading, proving to have a very good understanding and pronunciation. In the following classes, he continued to participate actively and execute quickly what was suggested, so that his performance was outstanding at the end of the project.

The number 3 participant was the one who obtained a considerable grade increase between the pre-test and post-test, since he first obtained 0.8 and then rose to 3.5. This result shows the successful hard work and the high participation of the students in the proposed activities, therefore, there is a change that deserves to be highlighted. This was a great result, as it managed to improve individually significantly. It should be emphasized that this student initially relied on Spanish too often, which made it difficult to evaluate it positively. However, this changed at the end of the process because although he was sometimes reluctant to participate when he did it, he delivered the best of himself. It can be said that many times in speaking activities he was the only one in his team who was encouraged to speak because he felt the pressure of others to be the face of the group, this was what led him to improve so much and obtain good results individually.

Although pre-test and post-test scores vary in students 4 and 6, both show an increase of 1.0 in the application of both tests. It should be mentioned that the scores obtained are low but above the average required for each test, indicating that there is improvement but not enough. On the one hand, for example, participant 4 used technological tools such as a cell phone to translate

and then read and was also given to ask all the time about the vocabulary, because he did not know much English. In the dialogue activities, the dialogues he presented were very poor in content. Some had only 4 sentences at most. However, this changed as the sessions passed, because in the activities proposed, readings were made together with them, which contributed satisfactorily to their process since feedback was given while reading if necessary. In this way, the participants reduced their vocabulary gaps and therefore improved the formulation of their dialogues, this time with greater coherence, imagination, and depth.

On the other hand, there is participant number 6, who during many activities was dispersed of what was being proposed. Rarely, she showed interest in participating. However, it could be deduced that the student did know, only that she did not have sufficient motivation. To do this, a suggestion was received from the participant, in which he proposed shorter readings and more dynamic activities, so it was decided to give the club a theatrical approach. In this way, it was evident how the participant took advantage of the different activities to practice their skills. These changes seem to have contributed to the improvement of their performance, which is shown in the graph. In this way, it was evident how the participant took advantage of the different activities to practice their skills. These changes seem to have contributed to the improvement of their performance, which is shown in the graph.

In the case of participants 5 and 7, there was an increase of 1.5 between the presentation of the pre-test and post-test. But this time, student 5 who scored less on the pre-test, doubled his amount getting 3.0 in his post-test grade. That is, his attitude towards each activity was acceptable. He showed a regular performance since he was a person who did not handle the English language very well, in addition, he sometimes seemed to be nervous. He preferred activities where he had no representation of his work, but rather to answer questionnaires and

short questions that did not require depth. It should be mentioned that this participant made excessive use of technological tools such as the cell phone to rely on the translator, read and write from there what he wanted to express, in both dialogues and theatre as open questions. Although the dynamics of the activities were changed, for greater participation and acceptance, this participant did not improve as expected within the club.
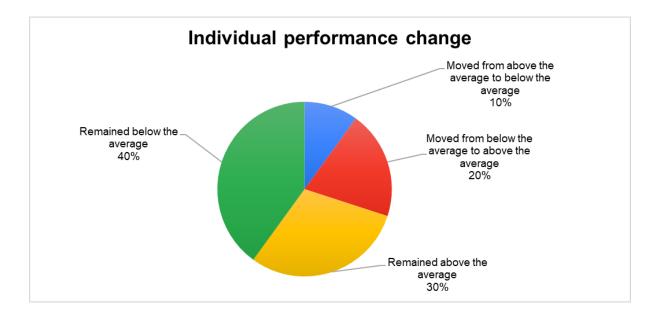
Student 7 case differed, since from 0.5 he went to 2.0, which means to say although he went up in grade, he did not reach an acceptable grade. As best progress of its performance, is in the item accuracy, where it was the only acceptable note of 3.0. This participant showed timidity, to the point that he was apathetic. Always doing activities outside the process diverted his attention and commitment to himself. When dialogues were to be presented, the participant did not do so unless he had no choice. In addition, there were open questions about some readings, in which he had to participate, as it was imperative to improve his skills in the process. Thus, it did not improve and thus obtain an acceptable average.

Regarding participant number 8, there was no increase in grade between both tests, as it remained in the same place, it did not improve or decrease, therefore its variation is 0.0. This case reflects the lack of participation and work on the part of the student, since it was observed that each session was not very participatory or was always focused on things very apart from the class, therefore its result was not altered and was not good. During some activities, the participant seemed to feel obliged by his working group to develop some activity. He always seemed to be in a good mood, but precisely because of class participation, he lost that good mood. Despite all the modifications, icebreakers, and playful activities, the student did not improve as expected.

Participant number 9 increased the score between the pre-test and post-test of 1.0, since it went from having a note of 2.5 to 3.5 in the post-test, reflecting good results. This participant was always active and very motivated to participate in each activity. He almost always presented his work earlier than expected. He was attentive to every recommendation or instruction the investigators gave so that their mistakes were minimal. He was one of the participants who needed silence to concentrate and helped his colleagues do so.

Finally, there is participant number 10, who increased his score between both tests by 1.2. Because in the pre-test he obtained a score of 1.9, he raised it to 3.1 in the post-test, thus obtaining an acceptable result within the book club. This participant improved markedly despite his shyness and low voice. It was more accessible for him to work with trusted peers than with other students. Likewise, he was always attentive to every recommendation given. In addition, the support of another participant was key to this participant performing better in the activities. Therefore, obtaining the score increases. It is worth mentioning that trust and group work often helps to minimize the lack of confidence and timidity in a participant who finds it difficult to cope.

After having deepened the analysis of previous graphs, a simpler one is presented whose information is in percentages to better understand the performance of the participants of this project.

Figure 4. Individual performance changes

Individual performance percentage

Individual performance change

Moved from above the average to below the average
10%

Remained below the average
40%

Moved from below the average to above the average
20%

Remained above the average
30%

The above graph shows the individual performance of the participants. This evidence shows that 10% (1 participant) of participants went from being above average to below average, 20% (2 participants) went from below average to above average, 30% (3 participants) remained above average, and 40% (4 participants) remained below average.

Analyzing these data in detail, it can be said that half of the participants achieved good performance during the reading club process, while the other half of the participants did not reach the expected objectives. It is believed that this happened due to some activities that were not successful. For example, excessive group work affected the individual performance of the participants. Even so, there is evidence that at least good work was achieved with the rest of the participants, which was one of the main objectives of this research.

DISCUSSION

Speaking and reading skills are necessary for the correct learning of a language. For some, it becomes more difficult to consolidate and improve these two skills due to the little practice, which is linked to the student's motivation to learn for himself. Similarly, some students need to go further, to understand and learn a language. For example, those who study autonomously, take private classes and make use of extracurricular spaces offered by the educational center to take advantage of all the resources that exist to strengthen the language.

After implementing 8 sessions with a population of 10 participants, results were obtained showing that a large part of them were above the average at the time of taking part in the book club. These results were evaluated taking into account 4 items, which were; Vocabulary, Pronunciation, Accuracy, and Fluency, which by applying a pre-test was made known how each student was before putting this research into operation. During each session, we practiced short readings with level A1 that were necessary to work with the first-semester population. We also developed activities related to the comprehension of these readings and motivational exercises like icebreakers. These activities helped stimulate cognitive abilities such as memorization and familiarization with the class. To conclude this extracurricular space, a post-test was applied, from which most participants obtained satisfactory results. It should be mentioned that as for the

remaining part of the population, some remained at the starting point, and the others did not exceed the desired results, remaining below the average suggested.

The chosen population had a characteristic apathy for learning English, which could be seen during the implementation of this project. For example, the lack of participation and interest

shown by some to both the project and the regular classes they received did not make it possible to obtain all the expected results during the research. Greater participation was expected from the learners in the project to increase their interest. A methodology in line with their level was implemented to support their language learning.

Non-academic programs like the reading club and other motivational activities that could help improve language acquisition are not included in the language teaching curriculum. This could be considered a flaw in the language education system. Prior to beginning the project, it was recommended that these issues be addressed. Before starting the project, it was recommended that activities be done and that basic readings be used since the students were beginners who did not have a good level and therefore would not know how to formulate phrases in English or read texts. However, it was decided to ignore those recommendations and to apply readings at their level. Participants demonstrated proficiency in English, including dialogue formulation, reading, and writing. This shows that if this barrier is not crossed, the participant will probably agree to learn only to a limited extent. This shows that learning must be deepened without underestimating their abilities

Reading clubs are important spaces that encourage academic excellence in English language learning. It is important to recognize that there are no spaces to generate a more direct contact with the language in regular classes, so skills such as speaking and reading take a back seat, and other specific skills or topics are focused, especially grammar. It should be noted that

this usually happens due to the lack of time to develop these spaces because there are already predetermined schedules in which other classes are part of the training offered by the program. Likewise, it is necessary to create a space where students feel interested, allowing them to leave their comfort zone and change the traditional education with which they have been acquiring a language.

Another factor to consider is how teachers minimize students' abilities. They think that since students are barely at the initial stage of their learning, they do not have the necessary skills to develop and respond to a greater requirement than what should be applied. Therefore, they remain only at a basic level, where no higher performance is required, because it is believed that they will not be able to achieve good results. This is how they only emphasize grammar learning, and leave aside reading, as this is a learning tool that gives students greater vocabulary acquisition, and sentence structuring in rapid reading, among other advantages. However, this type of education strengthens only a part of the skills and leaves the other half affecting the students and their academic performance in the next stages of their learning.

In this case, when carrying out the research, it was found that the students in the regular English classes were dedicated to filling out questionnaires, completing words in a text, and formulating basic sentences without any need, among other activities that did not require much effort. This leads in a certain way to students getting bored, as they do not leave a closed space

with grammatical topics. Consequently, there is an aversion to learning a foreign language, a case that could be observed in the behavior of students who were more interested in other types of activities that had nothing to do with classes.

Students were encouraged to participate at the time of project implementation because it was a different activity from the class. However, there was a change in their attitude when they saw that they were required to read texts at the level of their learning and that required greater mental effort, both to understand a text and to express their ideas or opinions about the texts they had read.

Thus, it can be inferred that this behavior is due to the above because not being familiar with a higher level of demand can generate in some way a negative impact on the willingness of students to learn a language. It should be noted that in general, students always expect some reward for the time spent in these spaces, or else there will be no provision for learning, they settle for what they receive in an ordinary class and close themselves to the possibility of exploiting their communicative abilities.

This happened during the implementation of this project; in some of the classes carried out it was necessary to give a reward to the students in their grades so that they were encouraged to participate actively in the project. It was seen that this contributed positively to the dynamics of the sessions, but it is still a concern that students should be given something in return to participate in a learning alternative that will benefit them during and after their academic life. It is necessary to start teaching them the importance of being selflessly involved in projects that will be for their benefit and improve their skills.

It should be clarified that what is intended is not to detract from the value of the usual teaching provided by the university program, but to complement it because what is needed is a balance between the acquisition of grammar and writing, as well as enhancing speaking and

reading. All four skills need to be trained equally, as they are all very important. This is commonly not fully achieved in regular classes. So, it is proposed that it is achieved through alternative spaces such as reading clubs, in which the student's opinion is taken into account. It is important to emphasize that reading clubs usually take place through the imposition of books on participants, therefore, the readings must be to the liking of the participant, since in many cases they are not of interest and end up making space a place of obligation or boredom generating difficulties to the correct performance of the student. This was a factor that this project wanted to avoid. In this case, the opinion of the participants was always taken into account, who pointed out their favorite books and stories, to later try to fully meet their requirements and create a different and more dynamic learning space.

The implementation of this project is convenient because the student begins to be interested in healthy habits such as reading and writing, allowing his mind to expand to new knowledge. Likewise, teachers also benefit from this implementation, because it will serve as a tool for student performance, and to make their work as educators more efficient. In the regular classes, they will be able to perform more advanced activities and not be limited to a certain level, which can motivate students to participate more actively, and therefore improve the educational environment in the classroom. This was a very important aspect that even the classroom teacher mentioned because she noticed that the students had many shortcomings in speaking and reading and it was more complex to perform certain activities with them. Some

were very slow in delivering their work because they had difficulty understanding the language and were therefore not performing satisfactorily.

Therefore, if students present some problem or difficulty at the time of putting their skills into practice within the regular classes, in the reading clubs an emphasis would be placed on strengthening those communicative capacities. In other words, the student will practice and improve their skills while reading a story or organizing activities that allow the exploitation of their skills. In this project, activities such as theater, dramatization, dialogues, and questions with open answers were developed, and the participants put into practice reading comprehension in a fun and less concrete way. This allows them to better prepare themselves for the ordinary classes covered by the program and obtain good results.

Another aspect to keep in mind is that the above activities are beneficial for their memory. In a real context, students will be able to remember how to use structures, and vocabulary, among others, and be able to put them into practice when required, as some people tend to learn and remember more easily when dealing with dynamic activities.

The implementation of these reading spaces brings implications seen as advantages and disadvantages, which will be discussed below. On the one hand, when considering adding the idea of this project to the university program, it could bring as a consequence a complete change in the schedules established by the university. This book club requires time, a very important factor that is very limited in college schedules. In addition to a different environment than a classroom, these types of activities require different spaces, mostly open that allow reading a moment of relaxation, concentration, and therefore learning. Due to a lack of space, the

university may not be able to provide all the necessary facilities. On the other hand, it also has economic implications, since reading clubs require permanent accompaniment by the teachers in

charge of the subject. This requires more effort, dedication, and time on the part of the teacher, which translates into a greater economic requirement to remunerate this extracurricular space. In the same way, it should be taken into account that material is needed to carry out this space, materials such as books, copies, and dictionaries, among other requirements that may arise from the activities to be carried out.

A possible consequence of the implementation of this club is the indiscipline that students can show. That is, if it is not organized responsibly, it can become a worthless space where students can use it only to escape the responsibility of regular classes. Another possible consequence may be that students focus on learning only one language, in this case English, and leave aside the French language, which is also included in the academic program. Since more emphasis will be placed on one language if this club is implemented, creating another space like this would be advisable to practice French more thoroughly. However, it should be noted that since the French language is a little more unknown to most students, it would not be possible to create this space with books but rather with short fragments of books and thus facilitate understanding of the language. Another alternative would be to start the club in a later semester in which students have greater knowledge. As it is known that students of the language program, have more contact with English from school or other scenarios, which allows a reading club to be implemented from the first semester.

It should be taken into account that, if this project becomes institutional, it is necessary to design a curriculum specifically for this space. The teacher in charge must be clear on how he

will direct each session. All this so that all the topics to be taught are well organized and prepared in advance. In addition, alternatives should be considered to allow the class to be held in the event of any external inconvenience that affects the session in any way.

Moreover, there are the following advantages when implementing this book club, Firstly, students will improve speaking and reading skills as they will have a more enriching space and will have a fresh dynamic that will emphasize these two skills. In this way, the club grants students many benefits, because often, within the classroom there is not enough space or time to study these two skills in addition to the others (listening and writing).

Another advantage is that students will begin to be more critical and argue more enrichingly because reading is a very effective method that allows them to develop a broad vision of the world and the environment around them. It should also be noted that everything is in phases, where you must first start with short readings to the longest and most complex readings. In this way the student will gradually improve his skills and knowledge.

In addition to this, the strengthening of teachers' communication skills would be much better, in such a way that will allow them to perform a good job in the classroom, both in terms of experience and the quality of their knowledge. This is how knowledge is extended to the student population, allowing significant progress in regular classes and, if possible, surpassing the level usually expected.

Another advantage to highlight is the opportunity that students will have when sharing in these spaces with other people because they can open their horizons to new cultures and people. This space would allow each member to share thoughts, opinions, and ideas with other people,

especially native speakers, who even if they are not part of the club, can be included and give members more confidence in the language and their participation. This would lead to that once they are not part of the book club, they will be able to have contact with native people, which in some way, will encourage them to continue improving their skills.

In the same way, this space encourages teamwork. In the case of this project, most of the activities were carried out in a group, showing that the club becomes more dynamic in this way because the activities are done faster and the participants are more active. In addition, there is the possibility that students with a better language level can help their partners who do not have the same skills. Likewise, it is important to emphasize this space's positive influence on shy people because it helps them lose the fear of confronting the public. A very important aspect, as the career involves constant interaction with other people, it is necessary to work early on to put aside any fear of expressing oneself in public.

During the development of this book club, 4 items were evaluated, such as vocabulary, an essential element that allows a pleasant interaction between two people on different topics to be discussed. In the reading club, the student is expected to obtain a good linguistic repertoire, which is given from short readings to more extensive ones, so that they can express themselves in different ways without fear of feeling limited. Another item considered was Pronunciation; whereas readings are made, students should follow them in an order where everyone actively participates, so that it can be recognized as a practice and at the same time make feedback if necessary. It should be noted that it must always be corrected respectfully and very empathetically because everyone makes mistakes when they are learning, but that is what it is, analyze, reflect, and improve.

Accuracy was another important item within the reading club, as it allows students to be very concise and consistent when giving an answer derived from questions that have to do with reading itself. In order to become fluent in a language, three things should be considered by students. Firstly, they should focus on improving their vocabulary and grammar. Secondly, they should be able to express their opinions without hesitation. Lastly, they must be able to speak confidently and with the right attitude. By developing these skills, students will be able to speak fluently and deliberately.

In the reading club, emphasis is placed on acquiring a language not only for professional and work reasons but also for giving oneself the opportunity as a member of an inclusive society. Where easy and proper communication with others is allowed, you can introduce yourself to a community and not feel limited to some new and interesting cultural patterns.

In summary, the introduction of a reading club offers more benefits than drawbacks. Considering the needs of language learners, a reading club can provide significant support for their academic, personal, and professional growth. Thus, any disadvantages can be addressed and resolved. While establishing and developing such a club may take some time, it is feasible within a university that prioritizes offering quality education.

FUTURE RESEARCH

Research projects are important because they contribute positively to an understanding of an area in a deeper and more transversal way since it takes characteristics of different areas of knowledge to strengthen one in itself. Taking this into account, this research project has been carried out which in turn contains some other lines of research that can be carried out, which will be explained below.

First, a line of research where the "book club" project could be oriented toward young high school graduates. That is, the proposed methodology, can be applied both to young people in college and in the first semester of a university, in such a way as to obtain a contrast between both to demonstrate what is the progress in the English language since high school, to show the quality of education in this matter that they receive from school.

Second, future research to which the project can be directed is toward developing written skills in the English language. This means that at the precise moment when students need to do a written production, they can develop and strengthen their skills and have appropriate fluency when writing and following the line of a text. This could be based on their own experiences and those observed during the implementation of the project, where it was evident that students had difficulty writing a text and coherently developing their ideas. The production of texts is a very important skill because it is often used in the learning of a second language.

This project involves reading as one of the skills to be strengthened so it could be directed towards application in primary school children. This could be done by creating a pedagogical and didactic booklet that includes each of the texts used during this project or that

uses new texts but contains what is necessary to encourage children to read. It is widely known that in Colombia, the reading culture is not well ingrained. Therefore, it is important to promote this habit during childhood, as it can benefit mental development and, in this case, for learning English.

Third, this reading club can be oriented towards a conversation club, emphasizing oral ability. That is, where not exactly books are used to interact but other types of topics are used to generate a conversation between participants. These topics can be based on our everyday context, general culture stories, and lived experiences, among others that allow to generate critical thinking in students, in such a way as to encourage them to improve their speaking skills.

Another research opportunity to which the project can be directed would be the creation of visual material, in which vocabulary is taught through books. Here the item to develop is the acquisition of vocabulary, and books are an inexhaustible source of vocabulary with complex structures, which will allow students to expand their linguistic repertoire. It is beneficial to steer the project along this path because many students are left without developing other language skills due to a lack of vocabulary.

The inclusion of a line involving a psychological study is also possible. From the design of this project, a component can be involved in which students are trained to overcome their fears. Such as stage fright, shyness, and doubt. During the implementation of this project, it was very common to witness participants refrain from expressing their ideas because they were afraid of making mistakes or were afraid to speak in public. A very common situation arises when you learn something new, in this case, a language like English, which requires a degree of experience and language management in any of the skills. Therefore, these factors must be considered as

they can affect the student negatively in their working life and mental health. This is why a project that succeeds in carrying out this idea can greatly help foreign language students.

Training students with the help of native English speakers is considered a great contribution to their training but the question arises is whether it is effective. That is why another research project could be developed in which through the format of a reading club a comparison is made between an English teacher whose mother tongue is not this language and a native teacher. All to discover myths and realities on this subject from an informative and scientific point of view.

Another aspect to investigate would be socialization with people of different cultures, where each member uses the language differently. It is worth mentioning that everyone learns and transmits knowledge in different ways. It is suggested that being bilingual may enhance one's ability to learn a third language, specifically English. This insight could help individuals from diverse cultural backgrounds understand the process of acquiring knowledge compared to other cultures.

It is worth noting that students tend to learn more quickly when they are active. Therefore, it could be beneficial to introduce an investigative approach that incorporates both reading and theater into a book club. This suggestion is based on the observations of similar approaches in the past. This is also based on the experiences observed during the application of the reading club, where greater motivation was achieved in the reading of texts when stage performances were made. This activity allowed students to change shyness and stage panic for fun and motivation. Therefore, this research would focus on recreational activities, making the theater an effective tool for motivating students to read in English.

Leadership is a crucial aspect in the development of language students as they will be required to lead their own classrooms and teach others in the future. Thus, it is essential to conduct research and establish a training program that focuses on acquiring and honing leadership skills in students, enabling them to effectively lead and guide others. In the case of this book club, it was evident that some students acquired knowledge faster than others, but at the same time allowed those students to encourage others to improve their performance. That is why research should focus on developing leadership skills through the reading club, where they are taught how to be a leader but also a good listener and mediator.

In another instance, it is important to include in some way the students who do not yet know how to read or write, in this case, the first and second-grade children are referred to. To do this, this reading club could be adapted by including books under images only, where the child is stimulated through consistent graphic representations that form a story without words, and at the same time start to motivate them and take an interest in books. It is essential to know that children have more ease of learning through the use of images because these recreate a representation of some act where words are superfluous and take the student to an imaginary world, which allows them to navigate in their mind and use at the same time, the interpretation of what each image wants to demonstrate.

An example of this theory is what could be observed during the application of this project, where participants showed more interest when using images to accompany or illustrate what they were reading, in such a way as to facilitate their understanding and their interest in continuing to participate in the book club. In this way, this project would aim to form people with vision and critical thinking, which will be helpful when facing real contexts in their daily environment.

Considering all the above, it can be deduced that the project has many branches to be routed because it is a space that facilitates the learning of a language from many angles and allows to see the positive and negative aspects of foreign language students, strengthening communication skills and abilities, which are necessary for the correct learning of a language.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research problem, the results and the analyses carried out led to the following conclusions:

First, the application of a reading club as an extracurricular class serves to support and strengthen speaking and listening skills in English language learning. According to the results obtained, most of the students showed progress in their skills performance. It means that this space not only takes students away from a regular classroom, but provides a freer space for learning through different forms such as games, audiovisual and physical readings, theater, and dialogues.

Second, it is concluded that the motivation component is very important in this project, as it is linked with the activities based on the students' preferences. Thanks to this, dynamism is generated in this space, and consequently, voluntary participation, where students are benefited in their learning.

Third, according to the results obtained, it can be observed that there is a percentage of students who did not manage to successfully achieve the goals. One explanation for this may be the lack of time available both for them as students and for the reading club. In each session, only one hour of work was done, making it difficult to stimulate the participants' skills and carry out quality activities. In addition, it should be taken into account that everyone learns in a different way and at a different speed, which makes it difficult for them to learn in the same way.

Next, it is possible to affirm that the negative attitude of some of the students contributed to the low performance of some of them. This was due to their little familiarity with reading and

orality at that time. Therefore, it is important to use different activities that generate interest in the student and allow them to become involved in club activities and change their perspective on space. For this, there must always be good communication with the students within the club, as this will allow to know how they feel in this process and what they like and don't like, to improve and provide attention to their needs. In this way, they will feel that they are in a more assertive and democratic space.

Similarly, rules and regulations should be established to facilitate a good working environment within the reading club. These should be stated at the beginning of the process with the students, since disagreements may occur in the classroom, both on the part of the teacher and on the part of the students. These disagreements can lead to indiscipline, lack of respect, and poor fellowship. Therefore, a good dialogue, listening and agreement on regulations can prevent these cases from happening and work in harmony.

As for the skills evaluated, this project was able to confirm that in the end the students do not have a significant preference for reading, nor for orality as it was initially proposed. There is an aversion to these two skills because of the little training students are given in them. It is necessary to work deeply on them in regular classes and reinforce the reading club knowledge.

Therefore, the above statements lead to the following recommendation to be taken into account when implementing a book club, since it becomes a challenge for teachers to carry out this strategy if good measures are not implemented, in which there is a good teacher-student interaction. Therefore, the use of movement activities, group activities, and those supported by virtual tools, interactive games, among others, are recommended.

In conclusion, implementing a reading club as an extracurricular activity can effectively improve language speaking and reading skills. However, it is necessary to continuously work on it and ideally, implement it with each semester's population. The results are significant when it is started in the first semester, allowing for a focus on deepening knowledge and critical thinking in the following semesters. This will help students feel more confident with the language. In addition, it should be taken into account that a reading club is a team work where the opinions and views of the participants are important and must be taken into account for the effectiveness and strengthening of the same space.

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ANNEXES

FIELD JOURNAL No 0: Observation		
Date: 23 de May 2023	**Starting hour:** 4:00 pm	**Closing hour:** 5:00 pm

School: Universidad del Cauca	**Topic:** Non-participant observation
Teacher in training:	Diana Marcela Camayo y María Isabel Cosme
Subject:	Bachelor in modern English-French languages.
No. Students or participants:	28 students
Type of practice developed in the course:	**X** Observation —- Immersion —-Investigation
Activity, process or class:	English I

Purpose of activity, process or class:

This observation is made to analyze the competencies and skills of the population with which we are going to work on this project and based on that to be able to carry out the activities of the following sessions.

IMPLEMENTATION PROCESS

This class was carried out online through the Meet tool, making use of online educational pages.

DESCRIPTION:

Initial moment:	The teacher led an activity where speaking skills should be put into practice. The aim was for students to talk for 2 minutes about a random subject that

	appeared on the screen in the form of digital flashcards. The activity was initially voluntary but given the refusal of the students, the teacher decided to call by name the person who should carry out the activity.
Develop:	During the development of the class, some students could not complete the two (2) minutes because they had problems with vocabulary, therefore, they resorted to Spanish. A few were able to complete the activity time, however, they made many mistakes. In this activity, there was no feedback, but the teacher resorted to words of motivation towards the students, but the teacher resorted to plans of motivation, such as "Very well", "Do not worry" Try to make short sentences", among others.
Didactic strategies:	Online games page in English. Digital flashcards and timer. The teacher used this strategy to force students to use the language more while learning to concretize and express ideas quickly.
INTERPRETATION	
Identification of qualities, skills, attitudes, competencies, paradigms, mental models, judgments, emotions, and beliefs that occur in the session.	The students had shortcomings in their speaking skills. Little participation in the activities that the teacher performed. It seemed they were afraid to make mistakes and lacked self-confidence.
EVIDENCES	https://drive.google.com/drive/folders/1j-5rsiK44zE40UgIXqF0X_Lgsx4aHtO8?usp=share_link

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JOURNAL FIELD No 1	
Date: 30 Mayo 2023	**Starting hour:** 4:00pm	**Closing hour:** 5:00pm

School: Universidad del Cauca	**Topic:** Pre-test
Teacher in formation:	Diana Marcela Camayo and María Isabel Cosme
Subject:	Bachelor in modern English-French languages.
No. students/ participant:	28 students
Type of practice developed in the course	__ Observation —- Immersion **X** Investigation
Activity, process or class:	English I

Purpose of activity, process or class:

Evaluate students' English language skills more specifically speaking and reading.

IMPLEMENTATION CONTEXT

This class was made online through the meet tool, making use of online educational pages such as Kahoot, google docs and canvas.

DESCRIPTION:	
Initial moment:	In the first part of this session, we decided to make an icebreaker as a questionnaire to approach students through the Kahoot platform related to books and authors. The activity took 10 minutes.
develop:	After the icebreaker, we delivered to the students chapter 1 of the book charlotte's web, a reading of basic level A1. The reading took 30 minutes. After that, we moved on to the next part of the test, the questions. For this exercise, we wanted to ask if there were volunteers, as there were none, we decided to use an online roulette with the names of each of the boys to choose them randomly. At the beginning of the exercise some of the chosen students said they had not read the reading, others said they did not have internet service, also, they expressed not knowing English and some chose to speak in Spanish. Finally, only 4 of the total students participated in the exercise.

Didactic strategies	Online didactic tools, such as Kahoot in which you can play and at the same time learn. Through this tool, students could acquire new knowledge about books, and remember their favorite books and authors.
INTERPRETATION	
Identification of qualities, skills, attitudes, competencies, paradigms, mental models, judgments, emotions, and beliefs that occur in the session.	The level of English in the group is very basic for most students. Likewise, they showed very little interest in learning or improving in the language because they always had an excuse not to carry out the activities proposed in the class or simply resorted to Spanish.
EVIDENCES	https://www.canva.com/design/DAFkZ6hxClM/p9W1v1M9EjolirOyvKsifQ/edit https://create.kahoot.it/share/about-books/813ec74f-aaae-446a-9565-a59e5f83c907

JOURNAL FIELD No 2		
Date: 06 Junio 2023	**Starting hour:** 4:00pm	**Closing hour:** 5:00pm
School: Universidad del Cauca	**Topic:** Reading: The tales of death, Guy de Maupassant	

Teacher in formation:	Diana Marcela Camayo and María Isabel Cosme
Subject:	Bachelor in modern English-French languages.
No. Students/ Participants:	28 students
Type of practice developed in the course:	__ Observation —- Immersion **X** Investigation
Activity, process or class:	English I

Purpose of the activity, process or class: Practice listening and reading through the audiobook THE TALES OF DEATH by the author Guy de Maupassant.	
IMPLEMENTATION CONTEXT	
This class was conducted online through the Meet tool, making use of online educational pages such as YouTube.	
DESCRIPTION:	
Initial moment:	We started the class by providing the audio-book link. For this activity we gave a time of 20 minutes.

develop:	At the end of the time given at the beginning, we organized the students in groups of 4 people and had as an activity to organize a mini summary of what they had understood of the story. Of the total students only 4 groups performed the activity, this time they did it correctly and formulated their summaries in the English language.
Didactic strategies:	This reading was implemented as an audio-book to make the exercise faster for the students as they took a long time reading by themselves.
INTERPRETATION	
Identification of qualities, skills, attitudes, competencies, paradigms, mental models, judgments, emotions, and beliefs that occur in the session.	During this session, we could see that the students still with the audio book were slow to complete the reading. Also, lack of motivation and participation remained constant.
EVIDENCES	https://youtu.be/lDFPF5Byt80?si=UPyf1qmuMThZ3dZn https://drive.google.com/drive/folders/1aJ36bubYnwXVQO6YOkjV5Z6kEJdQoO3B

JOURNAL FIELD No 3

Date: 20 Junio 2023	**Starting hour:** 3:00pm	**Closing hour:** 4:00pm
School: Universidad del Cauca	**Topic:** The tale of three brothers/dialogues	
Teacher in formation:	Diana Marcela Camayo and María Isabel Cosme	
Subject:	Bachelor in modern English-French languages.	
No. Students / Participants:	28 students	
Type of practice developed in the course:	—- Observation —- Immersion **X** Investigation	
Activity, process or class:	English I	

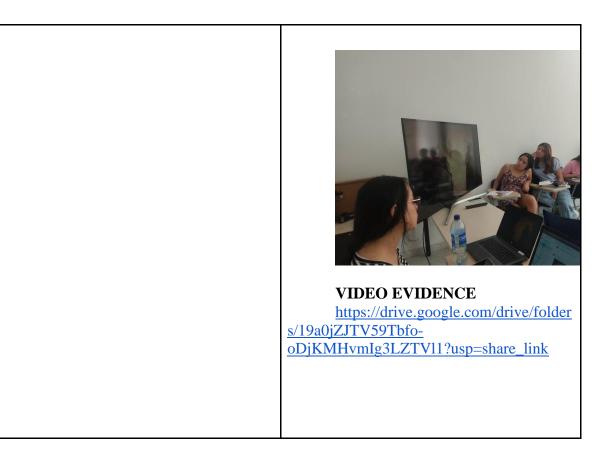| **Purpose of the activity, process or class:**

The purpose of this activity was to facilitate reading comprehension of short books that they had already read in their mother tongue. |
|---|
| **IMPLEMENTATION CONTEXT** |
| This session was conducted in person. Tic tools such as video beams and computers were used. Also, other tools such as sheets of paper. |
| **DESCRIPTION** |

Initial moment:	The session began with an icebreaker aimed at training students'

	vocabulary. They should make a circle and then start saying random words forming a string with their peers.
Develop:	After the icebreaker activity, we proceeded to read the story "The Tale of the Three Brothers" of the last book of the harry potter saga this time collectively, that is, each student had to read a part of the story, and while they were reading, we were giving them pronunciation feedback. After the reading, we present a video with the story narration and their respective subtitles. After this, we assign them the activity of conducting a small dialogue in groups of three about a death-related event and presenting it to the class. The exercise was carried out with 4 groups.
Didactic strategies:	We use the strategy of collective reading to keep everyone in tune and concentrate on reading. In addition, bringing them the story as an animated video helped them better understand the story.
INTERPRETATION	
Identification of qualities, skills, attitudes, competencies, paradigms, mental models, judgments, emotions, and beliefs that occur in the session.	We could see that they do know how to articulate prayers and dialogues in English. So, we saw the spirit of participation.
EVIDENCES	**THE TALE OF THE THREE BROTHERS** https://youtu.be/SMhJLsBbq54?si=JCF_QYiSZn4g--kip

VIDEO EVIDENCE
https://drive.google.com/drive/folders/19a0jZJTV59Tbfo-oDjKMHvmIg3LZTVl1?usp=share_link

JOURNAL FIELD No 4		
Date: 25 August 2023	**Starting time: 11:00 am**	**Closing time: 12:00 pm**
School: Universidad del Cauca	**Topic:** Obra de Teatro	
Teacher in formation	Diana Marcela Camayo and María Isabel Cosme	
Subject:	Bachelor in modern English-French languages.	

Number of students	25 participants
Type of practice developed in the course:	__ Observation —- Immersion **X** Research
Activity, process or class	English I

Purpose of the activity, process or class:

    The purpose of the proposed activities was to identify a book that has marked the lives of the students and make a small dramatization about it. Then make a mini summary, telling what the book is about.

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IMPLEMENTATION CONTEXT

</div>

    The class was held in the classroom for 1 hour. Professor Maritza was present during almost every session.

<div align="center">

DESCRIPTION:

</div>

Initial moment:	To start, an icebreaker was developed, which consisted of creating a story for each student. Each student began their story with a phrase and then the sheet had to be rotated so that the others could complement it and give meaning to the story. The time was 40 seconds for each student to contribute their idea to the story. A total duration of 5 minutes for the activity.

Develop:	In the body of the session, the activity to be developed was the creation of a play, whose objective was to dramatize a key part of a book that they had read and that the other students tried guess what work was exactly. Then in his words tell a mini summary of the work as such. Students were able to do so using basic English.
Didactic strategies:	These activities were carried out through the appropriation of discourse and art, where students practiced speaking and at the same time sought to give meaning to the presentation in a fun way. This to some extent favors their ability to express what they have read in an L2.
INTERPRETATION	
Identification of qualities, skills, attitudes, competencies, paradigms, mental models, judgments, emotions, and beliefs that occur in the session.	The students worked in groups. The harmony in their work was satisfactory, as they managed to tune in and transmit emotions to the public, that is to say, the study companions.
EVIDENCE	https://photos.app.goo.gl/dRna4QHkvvvyJ5yg6

FIELD JOURNAL No 5		
Date: 8 September 2023	**Starting time: 11:00am**	**Closing time: 12:00pm**
School: Universidad del Cauca		**Topic:** Reading: Legend of the white snake

Teacher in formation:	Diana Marcela Camayo and María Isabel Cosme
Subject:	Bachelor in modern English-French languages.
Number of students:	25 participants
Type of practice developed in the course:	__ Observation —- Immersion **X** Investigation
Activity, process or class:	English I

Purpose of the activity, process or class:

The purpose of the class is to promote reading and understanding. In such a way, students are able to recognize the beginning, knot and outcome of the story, as well as characteristics of the story.

IMPLEMENTATION CONTEXT

The class was held in the classroom for 1 hour. Professor Maritza was present for most of the session.

DESCRIPTION:

Initial moment:	For this session it was necessary the omission of the icebreaker, due to the lack of time to develop the reading and demonstrative activity.

Develop:	The reading took 20 minutes. Despite the simple vocabulary, some students required more time. To advance the students who were finishing, randomly chose a question about the reading comprehension of " Legend of the white snake". They had 1 minute to assemble the answer and share it. All students were correct in questions that were implicit in the text, while others gave their point of view, extra information and relationship with their own social context. Then, a short theatrical performance was made where the students organized themselves into groups and made dialogues related to scenes they remembered from the reading.
Didactic strategies:	Copies containing the text "Legend of the white snake" were given to each group of students. Similarly, the questions were on a piece of paper inside a bag and they had to choose an answer. The staging was also a great tool for students to demonstrate their reading and practice their speaking.
INTERPRETATION	
Identification of qualities, skills, attitudes, competencies, paradigms, mental models, judgments, emotions, and beliefs that occur in the session.	In this session, there is high motivation from the students. One perceives confidence in their abilities as readers of short texts and their ability to give opinions and the relationship of some aspects with their daily context.
EVIDENCES	https://photos.app.goo.gl/1rTTBA5X JWudfNQ89

FIELD JOURNAL No 6

Date: 15 September 2023	**Starting time:** 11:00 am	**Closing time:** 12:00 pm

School: Universidad del Cauca	**Topic:** The myth of Prometheus
Teachers in formation:	Diana Marcela Camayo and María Isabel Cosme
Subject:	Bachelor in modern English-French languages.
Number of participants	25 students
Type of practice developed in the course	__ Observation —- Immersion **X** Investigation
Activity, process or class	English I

Purpose of activity, process or class:
This class aimed to know the reading and writing skills of students, taking into account their imagination for written production, as well as the proper way to organize a text. (beginning, developing and ending).

IMPLEMENTATION CONTEXT

The class was held in the classroom for 1 hour. Professor Maritza was present for most of the session.

DESCRIPTION:

Initial moment:	The class began with central activity, as they were a reading that needed availability of time to read and to complete some parts.
Develop:	The activity was carried out in groups of at least 3 participants, due to the large population of the classroom. The activity was to fill in the missing part of the story. Groups should read everything and based on the above, fill in, using imagination and/or creativity the part that corresponded. Students needed about 30 minutes to read a page containing the story of the "myth of Prometheus". Despite the basic vocabulary, we were available to solve some translations they needed. Most of the groups ended in the expected time. Then each group shared the reading and how it was written. Coherence and logic and the connection of ideas were important to make sense of the entire text.
Didactic strategies	The strategies to develop this activity were the teamwork of a few members and the use of imagination.
INTERPRETATION	
Identification of qualities, skills, attitudes, competences, paradigms, mental models, judgments, emotions and beliefs that occur in the session.	During the class the students were focused as the class required. There was disposition, although sometimes they were thoughtful and indecisive about the wording.

EVIDENCES	https://photos.app.goo.gl/irsQmkfn3bCwxdedA

FIELD JOURNAL No 7		
Date: 22 September 2023	**Starting time:** 11:00am	**Closing time:** 12:00pm
School: Universidad del Cauca		**Topic:** Posttest: "Chapter 1 of Charlotte's web"
Teachers in formation:		Diana Marcela Camayo and María Isabel Cosme
Subject:		Bachelor in modern English-French languages.
Number of students:		25 students
Type of practice developed in the course		**X Observation** —- Immersion __ Investigation
Activity, process or class		English I

Purpose of the activity, process or class

This activity is the last, whose objective is to evaluate the end of the process of the students who participated in the reading club. Through this post-test, speaking and reading skills were evaluated with the reading applied in the pretest.

IMPLEMENTATION CONTEXT

This activity took place inside the classroom, in the presence of Professor Maritza. It was implemented through photocopies with graphic representations for greater understanding. In addition, the use of voice recorder and stopwatch for speaking evaluation.

DESCRIPTION:	
Initial moment:	For this occasion, an individual evaluation was established, both for the multiple selection questionnaire and for the oral evaluation. This last activity began with the reading of the first chapter of the book "Charlotte's web", reading level A1 basic that was applied in the pretest to know the beginning and now to know the progress of students in the reading club, emphasizing speaking and reading skills.
Develop:	The students had 15 minutes to read the 2-page chapter, and 5 minutes to answer the 5 questions asked, some of multiple selection and others of open answers to know their reading comprehension. Most ended early, which marked something positive for us as evaluators. Each student who completed the questionnaire presented themselves for the speaking evaluation with a random reading question. While they answered the question, with their permission the recording of the answer was made. Many answered the question punctually, another person chose to give more details and one or two people did not know how to answer exactly. At the end, a detail was delivered, as a token of appreciation for your participation and dedication with our degree project.

Didactic strategies	The reading was by photocopies with images for a better interpretation of the text.
INTERPRETATION	
Identification of qualities, skills, attitudes, competences, paradigms, mental models, judgments, emotions and beliefs that occur in the session.	During the last session, the students were attentive to the proposed work, as it was the final activity of our practice. It should be noted that there was interest and commitment to the evaluation as the progress was significant and enriching for both parties.
EVIDENCES	https://drive.google.com/drive/folders/122Lk9UgSgzRy5mCUZD_OWvNMzX05Ty2i