

Universidad Pedagógica Nacional

Facultad de Humanidades

Maestría en la Enseñanza de Lenguas Extranjeras

Pedagogía y Didáctica de las Lenguas



**UNIVERSIDAD PEDAGOGICA
NACIONAL**

Educadora de educadores

Master's Thesis

Vocabulary Learning Strategies in Reading Skills for SABER 11

Yamile Rodríguez Cadena

Bogotá, D.C. 2021

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Vocabulary Learning Strategies in Reading Skills for SABER 11

A thesis presented as a requirement to obtain the degree of Magister en Enseñanza de
Lenguas Extranjeras.

Master's Thesis director

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I am completing this excellent stage of learning and personal growth that enriches my career and spirit.

The gratitude is immense, first to God, who allows the facts to happen, to my nuclear family, my husband, my daughter, for their understanding of the time I had taken for this project out of my housewife duties.

However, I never neglected the love and family sense that united us, understanding that this effort would help us grow.

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it possible to develop the research and pedagogical intervention. All of that served as the basis to capture the vocabulary strategies included in this topic project.

With this research work and the text presented, I hope that I have left a valuable tool for students to develop the ability to learn vocabulary, publish it, and apply it in their future tests.

I finish one more stage with the satisfaction of the duty fulfilled.

Thank you.

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Abstract

This Master's thesis in Foreign Language Teaching (English), presents an action research of qualitative type. This study aims to describe the role of the lexical approach in the presentation of standardized tests in the English learning process of the tenth-grade students at a public school in Bogota and to inform the tendencies that tenth graders have, in relation to V.L.S., in an EFL classroom when taking a standardized English test.

When a group of tenth graders of EFL test-taking the reading section of a standardized English test, the students felt frustrated and uninterested when confronted with the reading comprehension texts and exercises of the SABER 11 test in their English component because they did not have the enough vocabulary proficiency, the aim was to make them aware of the Vocabulary Learning Strategies, and, by collecting data through a survey, a semi-structured interview and the teacher's reflective journal, the strategies that they would apply in this type of standardized tests that evaluate communicative competencies (linguistics and pragmatics) were evident.

After the data analysis, the search findings show that the role of the lexical approach has a relationship with the use of three vocabulary learning strategies. Thus, the most relevant vocabulary learning strategies because their relationship with the exam aspects evaluated, as well as those that students would apply in the standardized English test SABER 11, are: use of the L1 for the acquisition of vocabulary in English, the strategy that seeks to analyze the morphology of unknown words to discover their meaning, and the one that consists of the association of unknown words with the context offered by the text they have to read.

Keywords. Lexical approach, vocabulary strategies, standardized tests, SABER 11 test.

Resumen

Esta tesis de maestría en Enseñanza de Lengua Extranjera (Inglés), presenta una investigación de acción de tipo cualitativo. Este estudio tiene como objetivo describir el papel del enfoque léxico en la presentación de pruebas estandarizadas en el proceso de aprendizaje del inglés de los estudiantes de décimo grado en una escuela pública en Bogotá e informar las tendencias que tienen los alumnos de décimo grado, en relación con V.L.S., en un aula de EFL cuando se toma un examen de inglés estandarizado.

Cuando un grupo de estudiantes de décimo grado de EFL realizaba la sección de lectura de un examen de inglés estandarizado, los estudiantes se sentían frustrados y desinteresados al enfrentarse a los textos de comprensión de lectura y a los ejercicios de la prueba SABER 11 en su componente de inglés, porque no tenían el suficiente dominio del vocabulario, el objetivo era darles a conocer las estrategias de aprendizaje de vocabulario y, mediante la recopilación de datos a través de una encuesta, una entrevista semi-estructurada y el diario reflexivo del profesor, las estrategias que aplicarían en este tipo de pruebas estandarizadas que evalúan las competencias comunicativas (lingüística y pragmática) fueron evidentes.

Después del análisis de datos, los resultados de la investigación muestran que el papel del enfoque léxico tiene una relación con el uso de tres estrategias de aprendizaje de vocabulario.

De esta forma, las estrategias de aprendizaje de vocabulario más relevantes por su relación con los aspectos del examen evaluados, así como las que los estudiantes aplicarían en la prueba estandarizada de inglés SABER 11, son: el uso de la L1 para la adquisición de vocabulario en inglés, la estrategia que busca analizar la morfología de palabras

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desconocidas para descubrir su significado, y el que consiste en la asociación de palabras desconocidas con el contexto ofrecido por el texto que tienen que leer.

Palabras clave. Enfoque léxico, estrategias de vocabulario, pruebas estandarizadas, prueba SABER 11.

Introduction

Vocabulary has a crucial role in English as a Foreign Language Teaching (EFL). It is the support for developing language skills such as reading comprehension, listening comprehension, speaking, writing. The teacher also runs aspects like spelling and pronunciation because students will always need to run with lexical units (words) in daily communication. It is the base of the lexical approach to teaching (Vasilievna, 2019).

The teacher-researcher conducted this study with thirteen tenth grade students Instituto Técnico International School; they were teenagers between 15 and 17 who showed difficulties in dealing with reading tasks like those presented in the SABER 11 standardized test. After the diagnosis stage made by the teacher-researcher, students showed problems in dealing with reading assignments like those given in the SABER 11 standardized test; thus, the current 11th- grade test could have unsatisfactory results and affect the entrance to tertiary education.

The teacher-researcher has worked with this group for five years. Through the development of the reading skill activities, this group has found the difficulties they had when they faced up English reading activities or classroom assignments. The students have a low level in their linguistic skills, proved in the poor academic results in the English class and their reading skills evaluations.

Consequently, they have low performance in these standardized English test mocks. It is a problematic aspect if it is considering that to obtain results between 58 and 78 or more, equivalent to levels A2 to B1 (according to the scale of achievement in English for the test

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SABER 11) in the current test is a requirement to allow them to graduate and apply to access tertiary education.

Based on this observed situation, this project is attempting to enhance students' linguistic competence, and thus their overall academic development could improve by applying the different strategies learned in English in other subjects by leveling their educational level.

Chapter 1

Chapter 1 will serve as an introduction to this research project; therefore, it presents its generalities, the justification of the study, the research question, and the statement of the problem with the corresponding aims. The central theme is the lexical approach development to enhance skills to solve standardized English tests, specifically the SABER 11 test.

Contextualization

This study was developed in a school of an official nature, of a mixed character, which serves its students in two shifts (morning and afternoon), at the first cycle or pre-school, essential primary, basic secondary, and comprehensive middle.

The school facilities offer two classrooms, three buildings and offices, and it has a patio and a playground. The teacher-researcher made their pedagogical interventions in specialized classrooms, such as the bilingual classroom with television, internet connection, and eight computers in good condition. The teacher-researcher used those, working in pairs, due to the insufficient number of computers and the need to use suggested web pages for the process. The school has 1,500 students in the morning and 1,500 in the afternoon, and 160 teachers.

The Institutional Educational Project (IEP, in Spanish Proyecto Educativo Institucional PEI) of Colegio Instituto Técnico Internacional IED is named: *Education in Technology and its Influence on the Quality of Life*. This project is based on the Historical Social learning model of Vygotsky applying the Meaningful Learning Approach. This project

aims to train leaders with a productive and innovative mentality to improve their quality of life.

It is essential to clarify that the *SABER 11* test measures the student's skill for understanding the EFL and communicating in this language through the fair use of vocabulary. (Gómez et al., 2018). Students cannot skip the SABER 11 test because, in Colombia, this test is mandatory at the end of the eleven years of Basic Education before accessing Higher Education (technical, technological or professional education).

The tenth graders who were the study participants were eight (8) girls and five (5) boys. They are teenagers between 15 and 17 years old. The entire group was composed of thirty-five students; however, only thirteen (13) of them got their parents' permission to be part of this research project, through a consent form with the parent's signature (See Appendix 7). This population is heterogeneous in socioeconomic conditions as they belong to strata two and three in Bogota. In other words, they form part of the lower and media social class, that is, the social classification in Colombia.

Statement of the Problem

The interest is in researching the role of the lexical approach when test-taking the reading section of a standardized English test for a tenth grade course. This topic is critical in various academic and learning difficulties found in the tenth grade of EFL learners in a public school in Bogotá.

As their English teacher for five years, the teacher-researcher saw the students' academic difficulties when facing English texts. They felt the need to abandon the task arguing not to know enough words to conduct the exercises successfully. They were

frustrated and lost interest when they experiment with this situation. Competent readers have elementary decoding skills, basic for finding letters and characters, and word recognition and understanding sentences; they also have general knowledge of the subject matter covered in the text. Besides, they can connect the ideas in the text, and join the text and its general knowledge, to construct a coherent representation (Brown & Haynes, 1985). According to the above, the shortcomings in recognizing words to understand sentences of the tenth-grade students taking part in this study are weaknesses that this research aimed to target.

In the diagnosis stage, the teacher-researcher assigned to the students a series of activities that have the same aims that the English test SABER 11 pursued, taking these exercises from the textbooks issued by the Ministry of Education, which try to approach the activities in the same way as the SABER 11 English test does.

In this way, the exercises applied in the observation stage have similar characteristics to the ones proposed by the English test SABER 11. The activities offered also have the same structure and are in the booklet, which was exploring for planning the pedagogical intervention.

After the activities described above, the students solved the diagnostic test that appears in the *Know Now*, preparation booklet (or mock) for the SABER 11 test.

This test aims to assess the level of English language competence which the students in the tenth grade of the afternoon shift of the Instituto Técnico Internacional School have, and show their strengths and aspects of improvement.

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This test aims to assess students' English language ability in the tenth grade of the afternoon shift of the Instituto Técnico Internacional School and show their strengths and aspects of improvement.

The image of the fourth part of the test (figure 28) and a sample of the answer sheet of one of the student diagnostic tests are in the annexes section. (See appendix 1 and two).

In these terms, students paid little attention to the grammatical characteristics of words and their form or structure, even showing an absence of association between the context and the word meaning. The use of clues in the sentences or texts to generate definitions for the vocabulary did not help students set up representations for the signification of the words.

Also, the students have difficulties dealing with authentic material. When they deal with the proposed texts in English and they attempt to understand them, they express having felt nervous and manifest lack of enough vocabulary to understand all the information, so most of the time, they decide to abandon the reading task.

The teacher-researcher could see participants felt unconfident when they had to select the correct options in each point, considering that all the items in the test are multiple-choice exercises, which consist of two essential parts: the question and the answer options; multiple-choice questions with the possibility of only one answer, offering different alternatives, but only one choice is correct, and the others are distractors. They presented weaknesses in the word recognition process when they face up the texts in the reading exercises in the English class; they showed insecurity before some passages in a standardized test. The causes of this feelings of the students are explained below. The

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students themselves said the low level of performance they present is because they are at levels A1 and A2 according to the Common European Framework of Reference (CEFR), as shown in the self-assessment grid, focused on reading ability. (See Table 1).

Table 1

Standard Reference Levels: Self-Assessment Grid (Reading)

		A1	A2
U N D E R S T A N D I N G	Reading	I can understand familiar names, words, and straightforward sentences, such as notices and posters in catalogs.	I can read concise, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, and timetables, and I can understand short, simple personal letters.

Font. Gómez et al., (2018, p. 26)

The student's knowledge topics that SABER 11 test assesses are the answers to literal reading questions, the ability to find explicit information in the text, the text author's intention analysis, and other general or specific parts of the text not explicit. They must read texts and choose the correct word or linguistic element (Gómez et al., 2018).

These students considered developing Reading in EFL crucial to learn the primary four communicative language skills. They were motivated to strengthen their English lexicon, achieve their academic requirements, and satisfactory results in the Colombian standardized test support those skills.

In conclusion, the teacher-researcher examined how the preparation of students for the acquisition of vocabulary affects standardized tests taking skills; this research is based on the tenth-grade student's lexical skills through the implementation of the vocabulary,

describing their role, as well as the V.L.S. that the tenth graders prefer to apply in the presentation of standardized tests.

Systematization

Then, the following aims and the research question set up for this project are as follows:

Research Questions:

What is the role of the lexical approach when approaching the reading section of a standardized English test for a group of tenth graders?

What are the tendencies that tenth graders have, in relation to V.L.S., in an EFL classroom when test-taking a standardized English test?

Research Objectives

General Objective

To describe the role of the lexical approach in the presentation of standardized tests.

Specific Objective

To inform the tendencies that tenth graders have, in relation to V.L.S., in an EFL classroom when taking a standardized English test.

Rationale

This research project looked to describe the role of the Lexical Approach in a 10th grade English class at a public school in Bogota. These learners were encouraged to apply the Vocabulary Learning Strategies (V.L.S.) to solve the activities proposed for the pedagogical intervention stage.

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Moreover, this study is fundamental because the tenth-grade students from a public school in Bogotá need to find in their EFL classes the necessary tools to manage the vocabulary presented in simulations of the standardized test SABER 11 in their English reading section.

Because of the students' difficulties with the proposed tasks in the English class, especially those gaps in reading activities, they would have a deficient performance in the standardized SABER 11 English test, which would not allow them to apply for tertiary education. For that reason, the teacher-researcher aimed to contribute to the improvement of their language competence and their future academic growth. The only study related to strategies applied for students to learn vocabulary focused on understanding the proposed texts in this type of test (or in their mocks) and the respective questions in the exam.

In the current study, the teacher-researcher implemented her research project, which aimed to describe the role of the lexical approach in the presentation of standardized tests, all around the resolution of the exercises preparing for the pedagogical intervention with the students. She sees that students have a low motivation for reading, especially when they face questionnaires such as SABER 11. It is common for students to read but not to understand due to a lack of knowledge of certain words (sometimes several words). Therefore, they do not understand the guide text nor the questions. Scholars say they do not even understand the question and their answer options. All this situation makes students anxious and discouraged before this type of exercise.

Consequently, their results in the different simulations applied were not satisfactory, and it was an aspect that caused demotivation. The development of this study was proper since this group of tenth-grade students is preparing, through training tests, to take the

standardized test of English SABER 11. The teacher-researcher opted for this research project because they had difficulties dealing with the lexicon presented in texts and exercises in this type of test, which affected its results and motivation for conducting this activity. For this reason, the students faced up the lexical approach applied in the theory through the V.L.S.

Additionally, considering a series of observations that the teacher-researcher had made of this group of teenagers in the diagnosis stage from August 7th to September 4th, 2019, she noticed that the group's attitude toward the reading skills process was insufficient in the highlighted aspect. Additionally, the students were worried about their difficulties facing the fragments; the punctual element is vocabulary.

In the diagnostic stage, the teacher-researcher used exercises from the textbooks issued by the Ministry of Education to conduct activities with the same aims as the SABER 11 English test.

Chapter 2: Theoretical Framework

This chapter presents the primary theoretical constructs that support this project that also involves an action research part. This research study is composed of three main concepts. First, the V.L.S., applied in the workshops prepared for the pedagogical interventions, pretending that the students knew them, apprehended them and applied them in the proposed exercises. Secondly, the lexical approach implies that teachers should guide English-speaking students to store words and precisely memorize the lexical pieces. So, they can recover them during the use of language in life communicative situations or in academic exercises, where its use is possible. In this way, teachers can use VLS to guide students to learn unfamiliar words, which the lexical approach implies. Furthermore, the

third focal point is reading competence assessed in the SABER 11 English test. The academics developed these constructs since different scholars in each field, supported by worldwide studies, which will be undermentioned.

V.L.S. (Vocabulary Learning Strategies)

Neuman and Dwyer (2009) defined vocabulary as the words human beings must know to communicate effectively. These words allow us to stand for our world's ideas and express our thoughts while grasping the meaning of another individual speech with the learned aid. Besides, Richards, J. C., Richards, J. C., and Renandya, W. A. (2002) said that vocabulary is the principal part of language competence and supplies the basis for learning how well a language learner speaks, listens, reads, and writes. In a certain way, vocabulary is the central resource of everyone's language. Each person can use their vocabulary to understand ideas about the world around them and their daily life.

Pérez and Alvira (2017), tackling vocabulary learning specifically, argued that training students to use vocabulary strategies can help them decide on their use and selected methods to apply. These researchers agreed that vocabulary learning is a vital part of being functional in an EFL context.

Moreover, Folse and Briggs (2004) argued "how frustrating it is when you want to say something, and you're blocked because you don't know the word for a simple noun" (p. 23). So, students will always have to develop their ability to expand their stored level of words. Thus, "vocabulary knowledge plays a key role in learning a second language; it is key to convey ideas in oral or written forms and also to receive information and to transform it into knowledge." (Trujillo, Álvarez, Zamudio & Morales, 2015, p. 248).

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Although the context of the participants of this study is EFL rather than E.S.L. (English as a Second Language), the concept described here is relevant for this project because these students face standardized tests with the reception of information through texts they must read, understand, and complete.

Duque and Cuesta, L. (2017) expressed the importance of this study through the following idea: "vocabulary knowledge in language learning is the main item of multiple studies because it strongly influences a successful language performance (p. 401).

Channarong (2004) describes the V.L.S. as "any set of techniques or learning behaviors, which students reported using to discover the meaning of an unfamiliar word, to retain the knowledge or newly-learned words or to expand their knowledge of English vocabulary" (p. 90).

A vocabulary learning strategy considers any techniques or tools that everybody can use to learn vocabulary quickly, easily, and independently (Kafipour, Yazdi, Soori & Shokrpour, 2011).

For this research, the V.L.S. are the set of tools given by the teacher-researcher in the EFL class, framed in the lexical approach, in order for them to be applied by students when facing the English section of the SABER 11 standardized test, when dealing with unfamiliar vocabulary.

Due to vocabulary importance, teacher-researcher collected different linguistics strategies to prepare students' activities and analyze which of them are helpful when facing the mock of the English part in the SABER 11 test.

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Likewise, by focusing directly on the implementation of V.L.S., the teacher reviewed the contribution of Pérez & Alvira (2017):

There is an imperative need to empower learners with strategies to increase their word knowledge. Training learners can help the students use vocabulary strategies to make decisions about their use and help them become more autonomous by deciding on the process. (p. 104)

Definitively, for the present study, the teacher-researcher considered that V.L.S. is a conjunction of both definitions stated previously.

Likewise, it is essential to set up the relationship between the V.L.S. and how the English reading comprehension exercises in the SABER 11 standardized test are presented, Table 4 Table 4. This research focuses on test-type practices and the preparation of 10th-grade students considered as the focus group.

The scholars Vivian James Cook, an English applied linguist who investigates second language acquisition, especially multicompetence, and Paul Nation, an American-New Zealander, who led a language teaching method as a vocabulary acquisition linguist researcher, proposed this research learning strategy.

Those authors compiled proposals developed years back by other experts on the same topic. Experts as Joan Rubin and Irene Thompson in 1994, Michael J. Lawson and Donald Hogben in 1996, and Norbert Schmitt in 2000; these strategies will be referring to below and explained later in this paper. Cook (2013) classified two significant categories for getting meaning and learned words (p. 58).

Related to getting meaning strategies, she described those:

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- Guessing meaning from situation or context
- Using a dictionary
- Making deductions from the word-form
- Linking lexical items to cognates

Referred to getting word strategies, she talked about repetition, organizing words in the learners' minds, and linking lexical items to existing knowledge.

On the other hand, Nation I. S. (2001) classified V.L.S. into three main categories: planning, deciding where, how, and how often to focus attention on the vocabulary item. Nation (2001) proposed sources that include getting information about the word. This information may consist of all the aspects involved in knowing a word. It can come from the word form itself, from the context, from a reference source such as dictionaries or glossaries, and from analogies and connections with other languages and processes, including establishing word knowledge through noticing retrieving. These are strategies that students have not used before and from which they are more involved in each lesson. Also, they worked in pairs, turning to a collaborative learning experience.

V.L.S. are techniques or tools used to learn vocabularies, that is, to increase the knowledge of words quickly and efficiently, but the students need the training to decide the correct word. This student's decision depends on the activity s/he is facing and the pedagogical intervention.

The students who took part in this study are more familiar with these strategies and decided when solving the English reading part in the test SABER 11 which are the most useful .

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The students who took part in this study are more familiar with these strategies and they decided which were the most useful when solving the English reading part in the test SABER 11.

Davis, 1942; Just & Carpenter, 1987; Whipple, 1925, (as cited in Pearson et al., 2007) considered that there is no doubt that vocabulary ties to comprehension. Also, they recognized that vocabulary knowledge predicts comprehension performance consistently with positive correlations. vocabulary is alive in reading research; specific studies cited below proved that concept.

Keeping in mind the standardized English test SABER 11 presents a strong relationship with the assessment of the communicative competencies, especially reading comprehension skills, authors like Davis, 1942; Just and Carpenter, 1987, & Whipple, 1925 (as cited in Pearson et al.) said vocabulary is close to comprehension. Other authors (Pearson et al, 2007) affirm that vocabulary knowledge predicts the comprehension performance of the language.

Thus, vocabulary knowledge is fundamental for reading comprehension. If the students do not know what most words mean, the readers will not understand the text very well, even if it presents difficulty. The need and strong relationship between vocabulary and comprehension are noticeable; in this way: if students enrich their vocabulary, they will better understand the proposed texts in L2 and even L1. Thereby, instructing in vocabulary, reading comprehension vocabulary will increase consistently.

Lexical approach

Pragmatically all second-language students and their teachers know that learning a second language (L2) involves learning unfamiliar words. The possibilities of keeping added information increase with greater attention to the formal and semantic aspects of terms and the number of partnerships set up with existing knowledge that students can make. (Laufer & Hulstijn, 2001). The V.L.S. became known and worked with the students in the intervention, seeking to relate the vocabulary of the texts presented with their preconceptions and thus consider how words are formed.

Focusing on developing learners' lexical ability, Lewis (1993) introduced his lexical approach as an alternative to grammar-based approaches. Lewis's Lexical Approach for E.L.T. implies that teachers should guide English-speaking students to store words in their memory. They can recover the lexical pieces during the use of language in life communicative situations or in academic exercises, where its use makes students develop lexical competence possible (Lewis, 1993).

In other words, this approach is helpful for students taking part in this study, led by their teacher-researcher, to develop the proposed activities and when facing the English reading part of the SABER 11 test.

The lexical approach finds lexis as the most relevant part of the language. In this approach, language consists of grammaticalized lexis related to *Lexical Morphology* working in the implementation stage. Cole et al. (1997) sustain the theory where a word form decomposes and looks up under a specific, meaningful subpart. The morphological structure implicit in the string of letters composing the word form is using as the basis of access to the lexicon.

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It is important to define here the term lexis. According to Altenberg & Granger (2002), the study of words changed vocabulary names to lexis for current linguistic research. In second language acquisition, although people take it as foreign language acquisition, this approach seems like an alternative to traditional grammar-based teaching methods.

Similarly, the instruction of specific meanings in L2 and the promotion of learned words, in the long term, focus on making students go further by performing meaning-oriented tasks. The students connected the lexical units or lexical phrases to a target word and memorized and used them (Arévalo & Díaz, 2017).

According to (Richards et al. (2002), there are three approaches on which the lexical approach is based: incidental learning teachers teach directly through the participation of students in activities focused on vocabulary development and likewise, teachers develop planned learning strategies to expand the students' vocabulary bank; thus, it is evaluating as reading or listening activities; and likewise, teachers develop planned learning strategies to expand the students' vocabulary bank. In sum, in this project, the three approaches will be explained as follows:

- Students will learn vocabulary incidentally when they approach the proposed texts in the intervention activities. Thus, they will capture unfamiliar words from the same context.
- The explicit teaching will be present when the teacher shares each of the strategies chosen to develop the exercises proposed in the intervention.
- Considering the third strategy mentioned, this will not be involved in this project because the teacher-researcher did not intend to generate a new V.L.S.

Thus, teachers should consider the proper approach according to the ability level of their apprentices. Another consideration is their specific needs, as in this study, they had to prepare to face a standardized test, which would measure their English language reading skills competencies. However, it is essential to highlight the points made by Hunt and Beglar (2002): "most words in both first and second languages are probably learned incidentally, through extensive reading and listening." (p.256). When students faced up the texts, they understood unfamiliar words because of the context.

The British Council develops the APTIS exam for public school students in agreement with the Secretary of Education in Bogotá. This exam evaluates grammar, vocabulary, and language skills (speaking, writing, reading, and listening). The test begins with broad questions and then goes ahead to more demanding tasks. Each section of the test evaluates English levels from A1 to C. These research participants classified in English level A1 according to the results of the APTIS exam. It is necessary to implement a well-structured vocabulary program that can strike a good balance between explicit teaching and activities that offer opportunities for incidental learning to increase the English-level of students. We will see this topic later when the pedagogical intervention applied in this research project.

To summarize, explicit teaching is an absolute necessity for beginners, as their limits related with the vocabulary would hinder their efforts to read and listen widely.

Coady (1997) calls the above *beginner's paradox* where it becomes necessary for the teacher to resort to explicit instruction for these apprentices, looking for ways to "learn enough words to learn vocabulary through extensive reading when you don't know enough words to read well." (p.225). As a result, it was necessary to present V.L.S. students as tools to add innovative words to their lexicon.

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Coady (1997) also talks about “how useful it could be to translate a second language word (L2) into a first language equivalent (L1)” (p.226). There is no solid pedagogical basis to prohibit the translation of L2 into the classroom. There is a fear that unselective translation from L2 to L1 will hamper the development of L2 lexical competence. Since knowing a word is, as Hunt and Beglar (2002) say, "know more than its translated meaning or its synonyms L2" (p.258), this strategy persuades students to resort to L1, provided that the vocabulary learning in L2 is not based only on translation but also on those other strategies they are learning.

In turn, Hunt and Beglar (2002) propose other explicit pedagogical approaches based on L2, such as providing *opportunities to develop knowledge of words* and providing opportunities to develop fluency with known vocabulary" (p.260). These strategies, especially the last one, worked very well with the students taking part in this study since the fact of focusing on known words also gives confidence to the learner, emphasizing that to recognize the main idea of a text, the students do not need to acknowledge the totality of the vocabulary contained in it.

Communicative Competencies Assessed in the SABER 11 English Test

The SABER 11 standardized test is the national exam in which the ICFES and the Ministry of Education in Colombia evaluate the students' competencies acquired along their academic instruction, from elementary to high school. It aims to assess the competencies they have developed because of the formative school process in Critical Reading, Mathematics, Social Sciences and Citizenship, Natural Sciences, and English. With this test and its results, the Colombian educational system analyzes the situation at the school level.

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The students who graduated from secondary school can access the tertiary education system. The students with the best scores can enter the career and the university they prefer, as long as they have the financial resources because it is common for universities with the best academic averages to be expensive. However, on special occasions, the government supplies scholarships for the best scores of this standardized test.

The specifications of each area are the basis for designing and constructing the SABER 11 exam. These exams decide which competencies are valuating and how. The ICFES (Instituto Colombiano para el Fomento de la Educación- for its name in Spanish) designed these competencies, boarding with teams of experts in each area. They developed specifications following the model based on evidence. According to this model, they were formalizing those specifications. First, they work on the affirmations about the students' skills due to their performance in the test. Then, they describe the evidence that supports each of the affirmations.

The standardized SABER 11 test in the segment centered in the English language assesses the level of the students in the communicative competence of the foreign language and its components. The Ministry of Education has stipulated that 11th graders should reach the B1 level (according to the Common European Framework of Reference) in linguistic competence, sociolinguistic competence, and pragmatic competence (Carvajal, 2019).

According to the Secretary of Education of Bogota and the National Ministry of Education of Colombia, and as described in the brochure Know Now (Gómez et al., 2018), that the same entity is issued to apply to public schools in Bogotá, the SABER 11 test in English reports students' level of achievement in that language following international

standards. The Common European Framework of Reference for Languages (CEFR) specifications are the base for the text.

Through forty-five questions in this test, the ICFES measure student's ability to understand language and communicate through Vocabulary, grammar, reading comprehension, and basic communicative situations.

The SABER 11 English test aims to evaluate the Colombian students of the final grade of the secondary school in the aspects described below:

- Find and understand communicative situations.
- Relate words to communicative contexts.
- Find the use of English in conversations.
- Choose proper structures according to the phrase context.
- Answer literal reading questions.
- Find explicit information in the text.
- Find the author's intention or other general or specific aspects of the text that are not explicit.
- Read texts and choose the correct word or linguistic element. (p.3)

Since September 2007, the M.E.N. (2010) did an adjustment of the national exams SABER 11 to the CEFR. Although, (López et al., 2011) affirm that:

The SABER 11 exam does not have entirely aligned with the CEFR. Both exams only assess students' Reading, vocabulary, and grammar, disregarding listening, speaking, and writing skills. The reading section only approaches some of the reading

comprehension skills from the CEFR, and the vocabulary section emphasizes students' comprehension of words but not their ability to use them in context. (López et al., 2011, p. 78)

These scholars' contribution shows the vocabulary position in the standardized test SABER 11, which is relevant for this study.

Type of Questions for the English Part in the SABER 11 Test

Tables 2, 3, and 4 present specific aspects to students or test-takers to understand the SABER 11 English test structure. Each part of this exam presents a relationship with the communicative competencies, which pretends to evaluate or measure. The different competencies are described from diverse points of view: from the perspective of the Ministry of National Education in its Estándares Básicos en Lenguas Extranjeras, passing through the explicit concepts of the CEFR and finally reviewing the postulates of some academics experts in the field of communication competence. (See Tables 2, 3, and 4).

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Table 2

Analysis of the Type of Questions (PARTS 1 And 3) for the English Part in The SABER 11

GENERAL CHARACTERISTICS OF QUESTIONS	DESCRIPTION	COMPETENCE TO DEVELOP
<p>PART 1:</p> <p><i>Task</i> Find and understand communication situations from advertisements.</p>	<p>Part 1 of the SABER 11 English test measures the student's ability to find the communicative purposes of 5 advertisements and where the student can find them.</p> <p>Students must answer the question about the location of the five (5) graphic signs given. When the student reads each sign, s/he must connect them with the place where the person can find that sign.</p>	<p><u>SOCIOLINGUISTIC COMPETENCE</u></p> <p>It refers to the socio-cultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic part affects all language communication between representatives of diverse cultures, even though participants may often be unaware of its influence. (Ministerio de Educación Nacional, 2006).</p> <p>As noted, since language is a socio-cultural phenomenon concerning socio-cultural competence, the Common European Framework of Reference for Languages (CEFR) refers to what is relevant to sociolinguistic competence, such as the knowledge and skills needed to address the social dimension of language use. The issues dealt with in the MCER are specifically related to language: language markers of social relations; conventions of courtesy; expressions of popular wisdom; differences of record; dialect and accent. (Council of Europe, 2001)</p>
<p>PART 3:</p> <p><i>Task</i> Find the use of English in short conversations.</p>	<p>The questions in part three test demand the student choose the most proper answer to complete the conversation with what one speaker says. Students will find five conversations and choose the best answer to complete the dialogue correctly.</p>	

Font. Own authorship based on research.

Table 3

Analysis of the Type of Questions (PARTS 2, 4, and 7) for the English Part in the SABER 11.

GENERAL CHARACTERISTICS OF QUESTIONS	DESCRIPTION	<u>COMPETENCE TO DEVELOP</u>

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<p>PART 2: <i>Task</i> Establish a relationship between a word with its description.</p>	<p>The questions in Part 2 will answer the test to measure knowledge of everyday vocabulary (as spoken in daily life) and her/his ability to set up relationships to it with the statement that describes the meaning of one of those words. Students should choose the words in the right column that best match the descriptions in the left column. There will always be more response options (7/8) than descriptions (5), so there will always be two options left over.</p>	<p><u>LINGUISTIC COMPETENCE</u></p> <p>The Ministry of National Education (2016), in its “<i>Estándares Básicos en Lenguas Extranjeras</i>” considers the linguistic competence as:</p> <p>This competence involves the theoretical handling of grammatical, orthographic, or semantic concepts and their application in various situations. (For example, make associations to use the vocabulary known in another context or apply the grammatical rules learned to construct new messages). (p.11)</p>
<p>PART 4: <i>Task</i> Choose a word that completes the text correctly according to its form.</p>	<p>The students' questions in Part 4 of the SABER 11 English Test will measure the grammatical rules of the language measuring. In this part of the test, the student will find a (1) text with eight (8) spaces to complete by choosing a word according to their verbal use or time. The text must be coherent and cohesive.</p>	<p>According to the Common European Framework of Reference for languages (CEFR), these competencies include lexical, phonological and syntactic knowledge." "The sub competences the Framework highlights are:</p>
<p>PART 7: <i>Task</i> Choose a word that correctly completes the text according to its form or use.</p>	<p>The questions students will answer in Part 7 of the SABER 11 English Test measure the student's knowledge of grammar and lexical. This part consists of reading a (1) text and completing ten (10) spaces with the proper word—the correct choice selected from four (4) possibilities, considering the grammar categories.</p> <p>The student must recognize the various times and verbal forms. S/He must also consider the use of vocabulary according to the context.</p> <p>The student must recognize the various times and verbal forms. S/He must also consider the use of vocabulary according to the context.</p>	<p>Lexical competence. Grammatical competence. Semantic competence. Phonological competence. Orthographic competence. Orthoepic competence.</p> <p>It is essential to bear in mind that “grammar needs to be in its place while at the same time allowing for rightful claims of lexis, as the actual use of language may be more dependent on stocks of lexical items rather than the analysis of structures.” (Widdowson, 1989, p. 134). Also, Hymes emphasizes that users of the language need to use grammatical phrases properly, according to listeners, places, and times, according to the specific situations they find themselves in. Linguistic competence is considering part of an integral whole where is undoubtedly linguistic and socio-cultural knowledge mixed. (Hymes, 1974)</p>

Font. Own authorship based on research.

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Table 4

Analysis of The Type of Questions (PARTS 5 And 6) for the English Part in The SABER 11.

GENERAL CHARACTERISTICS OF QUESTIONS	DESCRIPTION	<u>COMPETENCE TO DEVELOP</u>
<p>PART 5: <i>Task</i> Identify explicit information in the text.</p>	<p>The questions student will answer in Part 5 of the SABER 11 English Test measure students' ability to understand the Reading. In this part of the test, the student will find one (1) text and seven (7) questions, each with three (3) response options. These questions pretend to evaluate students' understanding of the explicit information in the text. The reader can recognize and recall the ideas directly from the text in literal understanding, as the author expresses. In this way, when finding information such as places, dates, and quantities, the general idea and understand secondary ideas. The following text highlighted valuable information with different lines for categories.</p>	<p><u>PRAGMATIC COMPETENCE</u></p> <p>The Ministry of National Education (2016), in its <i>Estándares Básicos en Lenguas Extranjeras</i>. refers the pragmatic competence as:</p> <p>It relates to the practical use of linguistic resources and includes a discursive competence related to organizing sentences in sequences to produce textual fragments. Secondly, it implies a functional competence to know both the linguistic forms and their functions and how they linked to each other in communicative situations. (p.12)</p>
<p>PART 6: <i>Task</i> Identify the author's intention and aspects that are not explicit in the text.</p>	<p>Part 6 of the Knowing English Test measures the student's ability to understand what Reading means. The student will find a (1) written text that they must read to answer five (5) inferential questions; that is, the author does not express the answers.</p>	<p>It involves the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. (Dobrić, Graf, & Onysko, A.,2016).</p> <p>According to the CEFR, Pragmatic competencies are concerned with the user/learner's knowledge of the principles according to which messages are:</p> <ul style="list-style-type: none"> a) Organized, structured, and arranged <i>discourse competence</i>. b) Used to perform communicative functions <i>functional competence</i>. c) Sequenced according to interactional and transactional schemata <i>design competence</i>. (Council of Europe, 2001).

Note. Activities proposed in the test are reported in Table 4; the students only solved the exercises in parts 4, 5, 6, and 7, both in the diagnostic test and in the final test. This test supports narrative fragments or informal texts with more unfamiliar vocabulary than the rest of the exam. This part of the study also presents the communication skills in which reading comprehension is evaluated. (Appendixes 1 to 5). **Font.** Own authorship based on research.

State of the Art

This section cites four research projects closely related to developing strategies for vocabulary learning within a lexical approach. The relationship of communicative competence with teaching - language learning describes the analysis of the SABER 11 English test components.

Two of these projects are in the Google Scholar search engine, one of them belongs to the Universidad Pedagógica y Tecnológica de Colombia repository, and the other is in the repository of the Universidad de Chile. The pedagogical intervention includes theoretical aspects and bibliography also strategies for the acquisition of vocabulary in EFL.

The information on these research projects is setting out in the table below. (See Table 5).

Table 5

Reviewed Research of the State of the Art

Title	Author	Year	Resource
Learning Strategies and Self-Regulation in vocabulary Acquisition: A Research Project about EFL Learners Study Experience and Achievement.	Araya <i>et ál.</i>	2013	Licenciatura en Lengua y Literatura Inglesas, Universidad de Chile.
vocabulary learning strategy Turkish EFL learners use.	Çelik & Toptaş.	2010	Procedia-Social and Behavioral Sciences, 3, 62-71.
The national standardized "SABER 11" test at a rural school in Cundinamarca. English teachers' beliefs.	Suesca.	2018	Languages Teaching Master Program, Universidad Pedagógica y Tecnológica de Colombia.

the earlier quote, it must be continuous; with the strategies provided, this learning will continue through their preconceptions.

These postulates set up in mind in this research project, when planning activities considering the repetition of the vocabulary when applying and repeating strategies in various activities with the students.

Regarding Çelik and Toptaş (2010), in their survey study project, "vocabulary Learning Strategy use of Turkish EFL Learners," sought to examine the V.L.S. adopted by the Turkish students of the EFL. The study involved ninety-five third-level English foreign language students. After analyzing the data statistically, the results showed that participants' widespread use of vocabulary-learning strategies was inadequate. There was a gap between the use of strategies and the feelings of their usefulness. (Çelik &Toptaş 2010).

The study's contribution to the present research was from the bibliographical point of view; it supplied two references this investigation uses to build a theoretical framework, such as Nation and Schmit; Nation (2001). Those authors proposed a classification in which he considered spellbinding resources for vocabulary and its learning processes; thus, he classified V.L.S. into three general groups: planning, sources and process, and strategies applied the pedagogical intervention this research project. Those three are the ones this research included an intervention to gather data and analyze it to inform about the role of the lexical approach in presenting standardized tests and the implications of vocabulary acquisition preparation.

Besides, Schmitt (2000) quotes the discovery and relates to social determination strategies in this study; this refers to discovery and consolidation strategies students use to

define the meanings of new words when they first encounter them and consolidate meaning when they meet them again. The consolidation strategies, including social, memory, cognitive, and metacognitive strategies, are also considered for this work. (Çelik & Toptaş 2010, p.63). The strategies mentioned before are going to be explained in the lines below, according to Schmitt (1997) and Oxford (1990):

Memory strategies subsume a new learning material into the existing knowledge structure. They "reflect simple principles such as arranging things in order, making associations and reviewing" (Oxford, 1990, p.39).

Cognitive strategies share the standard function of "manipulation of transformation of the target language by the learner" (Schmitt, 1997, p.43). Cognitive strategies manipulate or transform the target language to make the language more easily learnable.

Metacognitive strategies are "actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their learning process" (Schmitt, 1997, p. 136). They include the strategy sets of centering, arranging, planning, and evaluating L2 learning.

Determination strategies. Learners use this category to discover the meaning of unfamiliar words without asking from another person. Consequently, learners try to find out the meaning of an unfamiliar word by using the context, structural knowledge of the language, and reference materials.

On the other hand, the study of the case "English teachers' beliefs about the national standardized "SABER 11" test at a rural school in Cundinamarca" describes the beliefs of six teachers of English, from secondary schools in rural public schools, on the standardized

SABER 11test, in its English part. Through a discussion group and semi-structured interviews with these teachers. The study investigates teachers' beliefs about the national standardized test and developing communicative competence using these tests or integrating them into the English program. It was also interested in reviewing the Common European Framework of Reference (CEFR) adaptation in the English test SABER 11. Secondly, it reviews how the national educational policies aim for students to reach level B1 in the SABER 11test, but this study only evaluates the grammatical aspect of the language according to the CEFR (Suesca, 2018).

The study's contribution to the present research aims to examine how communicative competence is evaluating and the relationship with the postulates of the CEFR in the standardized national test SABER 11.

Definitively, Colombia has taken various steps to raise its English level; for example, the state has been constantly concerned about the fundamental notion of becoming a bilingual country, introducing a set of competition rules based on the CEFR, inserted by the Promotion and Development Sub-Directorate at the Colombian Institute for the Promotion of Education (ICFES). Therefore, it has introduced a set of competition rules based on the CEFR, inserted by the Promotion and Development Sub-Directorate at the Colombian Institute for the Promotion of Education (ICFES). This institution oversees the creation, implementation, and standardized English SABER 11test results. (Suesca, 2018, p.24).

The excerpt presented below considered to analyze the competencies evaluated in the standardized exam, and it concluded that the only evaluated ability was reading. However, the government claims that students finish high school with a B1 level in all language skills: writing, listening, speaking, and reading. Then, Suesca (2018) states:

Linguistic competence includes grammatical competence and textual coherence.

According to Canale 1983 (as cited in Manjarrés, N. B. 2005), grammatical competence implies mastering the linguistic code, semantic and morphosyntactic aspects. Textual competence implies finding cohesive elements and the rhetorical organization of a text. Textual competence implies finding cohesive elements and the rhetorical organization of a text, and. textual coherence is the ability to structure discourse, logical sequences of ideas, and construct meaning from a text and makes part of the textual competence which, for this research, is translated into the pragmatic competence. In the same way, the teacher-researcher dealt with new lexicon learning. It is the textual competence part and reflected in mock exercises. The teacher-researcher found another research that addresses topics related to this study: "Efficient reading in standardized tests for EFL learners: a case study of reading strategies used by Chinese English major students in TEM-4" (Xia, 2011).

So, this study investigates the reading strategies used by Chinese English students in the reading part of the standardized national TEM-4 tests for reading efficiency. The valuable aspects of this project relate to reading processing strategies in a standardized test context and the relationship between strategy use and test performance. The participating population was 25 English students assessed for their indicated reading efficiency according to their performance in the test, a reading strategy checklist, and a questionnaire on students' reading strategy and obstacles to its efficient Reading. This study was mixed research: qualitative and quantitative.

The following excerpts present correct statements for the current investigation because having a wide range of vocabulary contributes to a better understanding of the proposed

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texts faster, perfecting completion time for tests of this type. "In a reading test where time is strictly constrained, the students are sure to meet with comprehension difficulties." (Xia, 2011, p. 34). This situation precisely faced the participants of this study when they presented the mock of the standardized test SABER 11.

Another critical concept to bear in mind was: "Background knowledge is always used either to help understand the text or to make an educated guess. The reading tasks in the test force them to look for main ideas while reading and overlook unimportant details to save time." (Xia, 2011, p. 34). This idea is considering in this project since the vocabulary strategies taught to students invite to rescue their preconceptions at the time of Reading; by giving priority to the known words that appear in a text, save time when performing a reading comprehension, an aspect that is relevant when facing a standardized test.

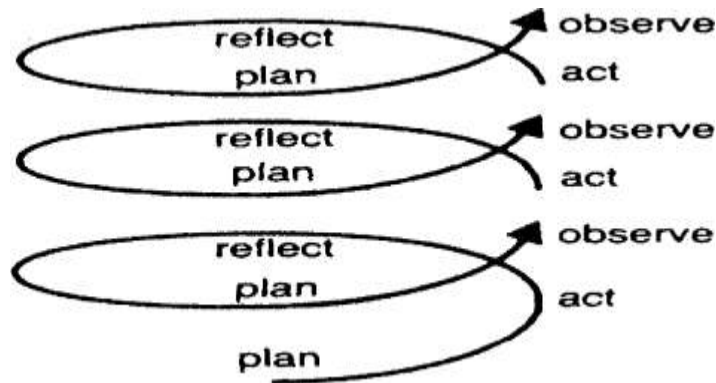
When looking at the strategies presented in the study at issue, Xia (2011) described the following metacognitive strategies: read the first questions and read the passages directed at finding answers to the questions by process of elimination. Cognitive strategies such as underline when reading to remember the text, focusing on valuable information, and creating the structure for visual input are also specified here (Oxford, 1990). Here, it is essential to clarify that, according to Goldman and Rakestraw (2000), cognitive strategies refer to the methods to help students develop well-structured mental images about the content they are learning and how they are learning. Anderson (2002) expressed that metacognition consists of understanding how learners learn.

Chapter 3: Research Design

The generalities of the research design, show and justify from the theoretical convenience and point to the teacher-researcher to the formulation of the problem. It also details the participants, the instruments and procedures for collecting data, and the mechanisms for analyzing data. See Figure 2.

Figure 2.

Jean McNiff's Model of Action Research (2013)



Font. McNiff (2013, p. 57).

Type of study

The approach for this study was action research, following Merriam and Tisdell (2015). They say that action research looks to engage participants at a specific level in the study process to solve a practical problem. In this case, the students' difficulties when they faced up texts in English to make reading comprehension activities. Students do not know most of their vocabulary; they lost interest when they experimented with this situation.

The present study and the search of a solution to an academic problem in an EFL classroom, just mentioned before, guide it towards a process of action research pretending, according to (Lingard, Albert & Levinson, 2008) make a process in which researchers and practitioners act together in the context of the identified problem to cause a change within a mutually acceptable ethical framework. In this case, this means that the teacher-researcher contributed her experience in teaching EFL and presented students with a methodological proposal based on the problem's solution.

Jean McNiff suggested a model (for the first time in 1988) (McNiff, 2013) showing the development process as an expanding spiral. The spiral of reflection of the action unfolds and retreats into itself. They try to communicate the idea of a reality that involves all its former manifestations but constantly unfolds into new versions of itself, constantly in a state of equilibrium within the imbalance. (McNiff, 2013). (See the graphic in Figure 5).

Similarly, Johnson and Christensen (2004) show that action research worries about advancing knowledge and solving problems teachers confront in their workplaces, their immediate realities, and all these bases on undertaking planned actions. Also, Herr and Anderson (2015; as cited in Merriam and Tisdell) point out that “action research oriented toward specific action or cycle of actions of community members, and it addresses a problematic situation” (p.4). The aforementioned authors agree that action research points to the solution of different difficulties or problems presented in a classroom or a community.

Recapping the definitions given by the authors mentioned above and the purpose of this project, the research is action research. First, it developed in a social context, a public school where participants were active in the project implementation. Additional, the design

and implementation of the study were based on a problematic situation teacher-researcher found through observation and field notes.

The investigation belongs to the qualitative research type. Denzin and Lincoln (2013) define qualitative research as "a situated activity that locates the observer in the world, it consists of a set of interpretative, material practices that make the world visible" (p.6).

The teacher-researcher takes part in the setting and context, knowing the participants' needs, difficulties, learning characteristics, the setting, and context, obtained through field notes and observations. The difficulties students experiment with when facing reading comprehension exercises were that the vocabulary was not familiar to them, and it was complicated to underline the main ideas and the complete content of the text.

The reader can find some distinctive features related to this research setting. School context characteristics (location and surroundings information), such as population socioeconomic strata, the students' features, and the participants' features, are described next.

Setting

The present research took place at Colegio Instituto Técnico Internacional I.E.D., found in Fontibón in Bogotá, near the airport and commercial area. It is a public school that offers education from Pre-school to 11th grade and aids two diverse groups of students: 1.500 in the morning and 1.500 in the afternoon; this school has a staff of eighty teachers. The model that worked in the institution is Meaningful Learning.

Families belonging to this educational community are characterized by elevated levels of unemployment and sometimes low levels of education. Attendants or parents who are

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factory workers or construction workers, domestic servants, employees of companies, or are engaged in the family business and informal businesses provided most of the student's basic needs, housing, food, education, and health care. They earn between two and three minimum wages, and they belong to the socioeconomic level of strata 2 and 3.

There is illiteracy, overcrowding, family disintegration, lack of affection, physical and psychological abuse, sexual abuse, drug use, youth gangs, and other problems in various of these homes.

These characteristics have directly influenced young people's environment, affecting their academic performance and limited contact with other cultures in the globalized world.

The mission of the school is to meet the needs of education, pre-school, the Basic Primary, and the Secondary Education, a comprehensive average of our student population in a joint work of the educational community. Based on the pedagogical model, socially critical meaningful learning develops diverse skills that make the learners' leaders productive and innovative.

Part of the vision of this school focuses its attention on the standardized test SABER 11 year by year because the expectation is to obtain better results, improving the position of the institution in the locality and in Bogota. In line with this aim proposed by the school, this project could improve results based on the V.L.S. applied to reading competence.

Considering that the participants in this study are in 10th grade, it is relevant to present that the English subject objectives in the Instituto Técnico Internacional School, specifically for the two final grades of the secondary education here in Colombia (10th and 11th) are:

To understand the overall meaning of oral and written texts given in different communication situations.

To read, understand and extract information in several types of texts.

Use foreign language information and structures and produce simple texts on basic and interesting information in English.

These aims are in concordance with the proposal developed in this research project.

Participants and Sampling

The participants of this research study **were** thirteen (13) students of tenth grade: they were eight (8) girls and five (5) boys. They are teenagers between 15 and 17 years old.

These students characterized by a high sense of belonging to the institution, prove a good education in values and a high degree of respect for their teachers, and are also highly interested in their learning. The teacher-researcher could hold this feeling because they have been her students since they were in sixth grade.

The convenience sample for this study, taking into account Cohen et al. (2007), consists of choosing the nearest individuals or those who happen to be available and accessible at the time of the study; these students belong to a group of thirty-five (35) students; however, only thirteen (13) of them got their parents' permission to be part of this research project, through a consent form with the parent's signature (See Appendix 7). Teacher-researcher developed the pedagogical intervention in regular English class sessions with the whole group, but the analyzed data sampled only thirteen (13) people included in this study.

Before starting the diagnosis stage that took place from May 1st to September 1st, 2019, the teacher-researcher obtained the corresponding consent from the participants' parents because they were underage (see Appendix 9) and, equally, she received approval from the school principal to apply the study (see Appendix 10).

Teacher-researchers Role

“Teachers should be personally involved in changing student's behavior in the classroom.” (Hodgkinson, 1957, p. 139). According to this author, the teacher developed a teacher-researcher role in this action research.

Hodgkinson (1957) also argues:

One of the most promising features of action research is that working together to solve problems seems to work well in low socioeconomic areas, both in the schoolroom and in the community, to motivate people to improve their living conditions (p.141).

The aforementioned statement is demonstrated in this study because the teacher and the students who belonged to the focus group were both participants: first, the researcher was an observer but, in her role as an action researcher, she planned the activities, applied them in several sessions, and described step by step their development and so, through reflection, made the necessary adjustments in order to continue with the following sessions of the pedagogical intervention, as shown in the teacher-researchers reflective journal entries (Figures 5, 16 and 24).

Data Collection: Instruments and Procedures

The present study was framed under the qualitative research method as it was defined before.

“The qualitative data were collected in spoken or written language rather than numerical form. This information is usually converted into written text for analytical use, collected through a series of procedures simultaneously, where each data group led to others.” (Polkinghorne, 2005, p.137).

Furthermore, to seek answers to research questions from a study requires a proper plan; in this way, the design, piloting, and implementation of the instruments belong to the data collection phase of a research study.” (Seliger & Shohamy, 2013, p.153).

Another essential phase in a research study is triangulation; Sagor (2000) states that "triangulation involves the use of multiple independent sources of data to establish the truth and accuracy of a claim” (p. 113).

This study used three data collection instruments: a teacher's reflective journal, a semi-structured interview, and a survey.

This study has as a novelty the use of a teacher-researchers reflective journal that is an instrument designed by the teacher-researcher and that is the union of the following collection techniques: the observation, the taking of field notes in a template taken from the web page *www.class-templates.com*, and the elaboration of a journal or diary.

This study applied a semi-structured and a recorded interview, which was transcribed transcript posteriorly. Also, the teacher analyzed the students' survey answers. It was necessary to pilot all those research instruments before the application, applying the same instruments aforementioned, to another group of students, different to the group of the participants.

The teacher-researcher chose those three instruments to supply different visions of the problem posed that allow data triangulation and ensure the retrieval and confirmation of the information collected (Seliger & Shohamy, 2008, p.154).

Seliger and Shohamy (2008) argue that a solid and proper plan requires seeking answers to research questions in a study. Sagor (2000) states that triangulation “involves the use of multiple independent sources of data to establish the truth and accuracy of a claim” (p. 113). For this reason, the data collection phase was based on the design, experimentation, and implementation of three instruments to collect data in this study: a semi-structured interview, field notes, and a survey.

Consequently, the teacher-researcher selected three instruments to provide different visions of the problem posed that allowed the triangulation of data and ensured the retrieval and confirmation of the information collected (Seliger & Shohamy, 2008): a semi-structured interview with a focus group, a survey, and a teacher’s reflective journal.

Semi-Structured Interviews

The teacher-researcher conducted data collection through a semi-structured interview, was based on open questions on the subject under investigation through a focus group, which is defining below:

A focus group is a research technique that allows the researcher to gather in a place and for a certain period, people who are part of a research target audience, with the aim of collecting data through the dialogue and discussion with and among participants, as well as information on a specific topic. Currently, the focal group technique is often used in social sciences and health. (Silva et al., 2013, p.398).

In this study, participants in the focus group interview gathered because they have specific characteristics related to the study.

Currently, the focal group technique is often used in social sciences and health. (Silva et al., 2013, p.398).

In this study, participants in the focus group interview brought together because they have specific characteristics related to the study.

The teacher-researcher chose an oral interview because it could lead subjects to share their answers, undermining the fundamental purpose of using that instrument.

Seliger and Shohamy (2013) argued that:

An interview may resemble a conversation rather than an interrogation. Not to make the subjects conscious that they are taking part in a research study, they may not always be aware that any information obtained from them asks them to respond to specific questions (p. 161).

The purpose of the interview is to obtain information by talking to the subject. The interviewer asks questions, and the subject responds in a face-to-face situation. For this study, the teacher conducted the interview in a comfortable and natural environment where students were asked about the latest class sessions, in Spanish, intending to know if they would apply the strategies already worked in the standardized tests; this instrument was applied in the Spanish language, because the participants have English levels between A1 and A2 (as it was aforementioned), and the questions and expressions in the interview demanded a higher level of language, in order to get accurate and truthful information. In

this way, we could also decide whether the work with these strategies was relevant to them to any extent.

Therefore, interviews are personalized and allow a level of in-depth information-gathering, free response, and flexibility that other procedures cannot obtain.

In second language acquisition research, interviews collect data on hidden variables such as attitudes (toward the target language) and motivation for learning the second language.

They have also recently used information about language learners' strategies to produce and get language in various contexts. In these types of studies, “the language learner must report verbally on the cognitive strategies and processes used to produce different language features.” (Seliger & Shohamy, 2013, p. 166).

Kvale and Brinkmann (2009) state that “the qualitative research interview attempts to understand the world from the subjects’ points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations” (p. 1).

According to theory, the teacher-researcher conducted the data collection for this study through a semi-structured interview, through open questions on the topic under investigation. The teacher-researcher chose the oral interview because a written interview could lead subjects to share their answers, undermining the instrument's fundamental aim.

In the interview prepared, the participants answered, in Spanish, four questions about whether they consider these lessons / or strategies (in the course) would be helpful in their test SABER 11. Questions asked to the participants in the mentioned semi-structured interview are found in the appendixes (See appendixes 11 and 12).

Surveys

According to Schumacher and McMillan (2005), the researcher selects a sample of subjects to collect the data through questionnaires in applying this instrument. “Surveys are using in educational research to describe attitudes, beliefs, opinions, and other types of information.” (p.43).

Therefore, the teacher conducted a survey to assess seven participants' thoughts, opinions, and feelings. It was applied to gather information on distinct aspects of the lessons worked and know if students assimilated these presented strategies to use them when facing a standardized test.

Journals or Diaries

The teacher-researcher saw and took field notes of each session in a teacher's reflective journal during the pedagogical intervention, precisely as Sheble and Wildemuth (2009) cited in their title *Research diaries* stated.

The teacher-researcher attempted to register the participants' attitudes to the activities planned to work with vocabulary through reading exercises.

According to Clayton and Thorne (2000), “journals (or diaries) and logs are data collection techniques that annotated chronological records of all the events, which can provide vital information to analyze through pedagogical intervention.” (p. 15). Also, Seliger and Shohamy (2013) argued about the same topic:

Diary studies typically focus either on unfolding dynamic phenomena or on specific events, as this study requires it. The teacher-researcher usually sees specific behaviors

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simultaneously, often without deciding the aspects that will grasp. The observation is performed either by a participant-observer, who becomes an integral part of the observed situation as one of the subjects without the other participants being aware. (p. 161)

As a consequence, the teacher-researcher's diary presented a data collection instrument named: "Teacher-Researcher's Reflective Journal" as a result of the observation and taking of field notes of more than twelve hours of class; in this diary, she describes the interactions and attitudes of the students in front of the workshops proposed, where there were exercises and strategies based on the practice of vocabulary that she expects students to apply on the actual SABER 11 test. in the SABER 11 test.

It had accounts of events related to the "research context written as descriptively and objectively as possible." (Burns, 2003 p. 85); to write this reflective journal. The collected data registered characteristics from the context and specific facts in the research setting.

"The diary may include information concerning time, class, attendance, direct quotations, and activities." (Wallace, 2006 p. 54). This critical information is in the teachers' reflective journal format implemented, to take notes of every face-to-face session during the development of the EFL class, in the form of field notes with general data of the setting and participants' attitudes in each session and facing each proposed exercise.

Finally, it is essential to recognize that "diaries used in second language acquisition studies (Bailey 1983, p.60), primarily collect data on subjects' experiences as students or as teachers of a second language." (Schumann, and Schumann, 1977, p.241).

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Sutton and Austin (2015) said that data collection would involve the generation of copious amounts of them. They also mentioned that the most critical aspect in collecting qualitative data is that the essence of what participants express is keeping interpreting and transparently informed, so that others can read them.

In the present study, the teacher used data collection instruments throughout the research, although the teacher-researchers specifically generated the journal in the pedagogical intervention. The information provided by them is in Chapter 4 below.

Chapter 4: Pedagogical Intervention and Implementation

The pedagogical intervention designed in the frame of this action research is describing as follows:

Pedagogical Design Procedure

This chapter will address the pedagogical intervention proposed, being mindful that the primary goal of the present research is to analyze the influence of the implementation of different strategies to enhance the lexical skill in reading in the English learning process of the students of the tenth grade of a public school in Bogota, in the results of a mock for the standardized English exam SABER 11. Besides, this chapter applies the theory presented in the theoretical framework.

Also, to answer the research questions of this study, which are “What is the role of the lexical approach when approaching the reading section of a standardized English test for a group of tenth graders?”, and a secondary one: “What are the tendencies of V.L.S. students of tenth grade in an EFL classroom when test-taking a standardized English test?”, first of all, the teacher-researcher applied the diagnosis test (stage 1: Reflecting and observing, following the model of action research described in the chapter before by McNiff (2013) (see figure 3). This initial test was provided by the booklet proposed by the Secretaría de Educación de Bogotá for the preparation to the SABER 11 English test *Know Now*, and the results obtained by the students guided the steps to follow in the pedagogical intervention.

In this diagnosis test, only one (1) student of the total group of participants obtained fifteen (15) correct answers, becoming the highest score; on the contrary, the lowest score recorded by four (4) students, with eight (8) correct answers from a total of thirty exercises

solved. These meager results gave rise to planning the pedagogical intervention discussed below.

Then, in stage 2 of this action research (planning), the three workshops were designed with texts taken from the mentioned booklet but applying each of the V.L.S presented in the theoretical framework proposed by different scholars. The exercises were piloted, because first, they were solved with a focus group, testing their effectiveness, and they were modified if necessary before being solved by the participants. According to Yin (2011, p. 37), the pilots aim to “help test and refine one or more aspects of a final study - for example, its design, fieldwork procedures, data collection instruments or analysis plans.” (p. 37); thus, qualitative researchers highlight the importance of piloting specific aspects of research design as part of the research training process.

In stage 3 (acting), before students completed the same first diagnostic test as a final or exit test to compare the results, the teacher-researcher implemented the pedagogical intervention.

It was included the example that shows such arrangement, which was the last step in the pedagogical design procedure. (See Table 6).

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Table 6

Pedagogical Procedure Organization Table

Cycle	Session	Teaching objectives	Learning outcome	Topic	Methodology procedure
MAKING THE DIAGNOSTIC TEST FEEDBACK Time: 55 minutes Cycle: *See and reflect. *Plan	September 18 th (55 minutes)	* To present the correct answers to the diagnostic test to the students, they solved the last sessions.	The students will recognize each part of the test and analyze their correct answers and mistakes.	Diagnosis test feedback and recognizing of the SABER 11 English test. Parts	1. After the students solved the mock, the teacher presented each answer's feedback, emphasizing each part inf the test.
	DISCOVERING VOCABULARY FROM THE CONTEXT, AFFIXES AND ROOTS, AND GRAMMAR CATEGORIES Time: 4 hours and 58 minutes Cycle: *Act *Observe and reflect	* Lesson No. 1 - September 25 th (55 minutes) * Lesson No. 1 - October 1 st (1 hour and 50 minutes) * Lesson No. 1 -	* To introduce the web page Wordsift© to practice vocabulary. * To check if the students take advantage of the known words in a text to understand its main idea. * To present the "morphological	The students will discover vocabulary based on the given text's context, affixes, roots, and grammar categories.	Vocabulary learning strategies: *Guessing meaning from context. * Making deductions from the word-form: Analyze affixes and roots. * Analyze parts of speech.

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Instrument:	October	analysis" to the			morphological analysis.
* Teacher's reflective journal	15 th (1 hour and 50 minutes)	students as a valuable tool to learn new vocabulary and recognize the grammar categories of the words.			
RE-KNOWING VOCABULARY: USING COGNATES, COMPOSING SENTENCES, DISCOVERING MEANINGS	* Lesson No. 2 - October 22 nd (1 hour and 50 minutes)	* To explore the students' abilities before understanding a text before finding the vocabulary.	The students will recognize		1. Pre-reading activity where students answered questions related to the text's title.
Time: 4 hours and 58 minutes	October 30 th (1 hour and 50 minutes)	* Lesson No. 2 - Wordsift© and platform used to recognize if the students know the meaning of the longest words in the text.	vocabulary: using cognates and discovering meanings in the text, and composing sentences using given words.	Vocabulary learning strategies: * Check for L1 cognate * Compose sentences with the words they are studying.	2. The students answered the comprehension question after reading.
Cycle: *Act *Observe and reflect		* To persuade the students, Wordsift© and platform used to recognize if the students know the meaning of the longest words in the text.	vocabulary: using cognates and discovering meanings in the text, and composing sentences using given words.	Vocabulary learning strategies: * Check for L1 cognate * Compose sentences with the words they are studying.	3. The students used the online platform "Wordsift©" to discover clue words and make sentences in a different context than Reading.
Instrument: * Teacher's reflective journal		* To analyze the quantity of words students know in the text and help	sentences using given words.	* Study and practice meaning in a group. * Using	4. The students clarified the meaning, writing, and pronunciation of the words chosen by the "Wordsift©" platform.
					5. The students implemented the use of

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		<p>them discover their meaning, giving them definitions and examples with easy vocabulary.</p> <p>* To motivate the students to use the unknown words in sentences with a different context to the text.</p>	<p>dictionaries to learn the language</p>	<p>online dictionaries like Word Reference.</p>
<p>NEW WORDS FROM SYNONYMS AND CONTEXT</p> <p>Time: 2 hours and 20 minutes</p> <p>Cycle: *Act</p> <p>*Observe and reflect</p> <p>Instrument: * Teacher's reflective journal</p>	<p>* Lesson No. 3 - November 5th (1 hour and 50 minutes)</p> <p>* Lesson No. 3 - November 12th (1 hour and 50 minutes)</p>	<p>* To explore the students' abilities before understanding a text to find the vocabulary.</p> <p>* To recognize the knowledge students have about the pronunciation and syllables discrimination of the text's vocabulary.</p> <p>* To find if</p>	<p>V.L.S:</p> <p>* Connect the word in its synonyms and antonyms, guessing meaning from context.</p> <p>The</p>	<p>1. The students checked the pre-reading: questions for understanding, related to the title of the Reading, "E-garbage."</p> <p>2. The students worked in pairs and read aloud.</p> <p>3. a. The students underlined the KNOWN words.</p> <p>b. They highlighted the UNKNOWN words in yellow.</p> <p>4. Wordplay:</p> <p>a. The teacher pronounced ten words taken from the</p>

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	<p>students can recognize the meaning of clue words or expressions through synonyms.</p> <p>* To motivate the students to use the monolingual dictionary to clarify meaning or writing and spelling.</p> <p>* To check the way students write and spell sentences based on the main ideas of the worked text.</p>	<p>students will learn unfamiliar words, finding synonyms in the text and based on the context of the Reading.</p>	<p>text.</p> <p>b. After listening to the words, the students found how various syllables they have, and the students tried to write them correctly.</p> <p>5. The students wrote in front of the COLUMN A, the word or expression in the exercise</p> <p>5.b. The students answered: Which fixes better in the text?</p> <p>6. They checked if they understand all the words. The teacher suggested they looked for their meaning in a suggested monolingual online dictionary (Word reference); finally, they should have written the UNKNOWN words, copied and pasted the meaning.</p> <p>a. The students took the dictation the teacher made, using the available vocabulary.</p> <p>b. They shared the spelling</p>
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					of their sentences with another group and with the teacher. c. They made the corresponding correction (if necessary), using the letters in RED color.
APPLYING A SEMI-STRUCTURED INTERVIEW AND A SURVEY Time: 1: 50 Cycle: *Observe and reflect Instrument: *Semi-structured interview	*November 13 th (1 hour and 50 minutes)	*To ask about their opinion about the activities and procedure followed in the just-finished pedagogical intervention.	N/A	The V.L.S and the pedagogical intervention opinions	The teacher-researcher started an informal conversation with a focus group of the participants and recorded it to collect their answers. Also, the teacher-researcher applied the survey to the entire group of participants.

Font. Own authorship based on research.

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Along with this intervention, the teacher-researcher applied the three data collection instruments mentioned in the chapter before (semi-structured interview, survey, and teacher-researchers journal) to conduct the triangulation process, also explained in chapter three. In the teacher-researcher's reflective journal (see figures 16, 17 and 24), students interaction with the activities proposed in the workshops became clear. The teacher-researcher also recorded their belief before each strategy since each activity involved putting them into practice.

Giving way to the semi-structured interview, this was done through a focus group chosen from among the participants, recorded in audio, transcribed, and finally analyzing their responses.

The questions asked were intended to investigate how the participants in this study had worked the V.L.S. in the proposed exercises. The study also asked participants to mention what kind of exercises were conducted in the pedagogical intervention sessions to know which of these had been the most meaningful.

The study also inquired to participants, if they would apply any of the strategies that worked during the pedagogical intervention sessions when facing the real Saber 11 test, they might take their final secondary grade. The last and fourth question was about acquiring new vocabulary throughout the intervention workshops.

After applying this interview, the data collected helped the teacher-researcher answer the research question about the trends students show concerning the V.L.S. they usedl when taking a standardized English test.

Finally, the fourth question asked about getting new vocabulary throughout the intervention workshops.

The teacher applied a survey to all participants; specific statements related to V.L.S. put into practice in the workshops propose that students expressed the goals achieved when performing the activities and the importance they believed these exercises had in vocabulary learning. This survey also intended to confirm the answers given by the focus group members in the semi-structured interview on which strategies they would apply in the real SABER 11 test to correctly solve the reading comprehension exercises.

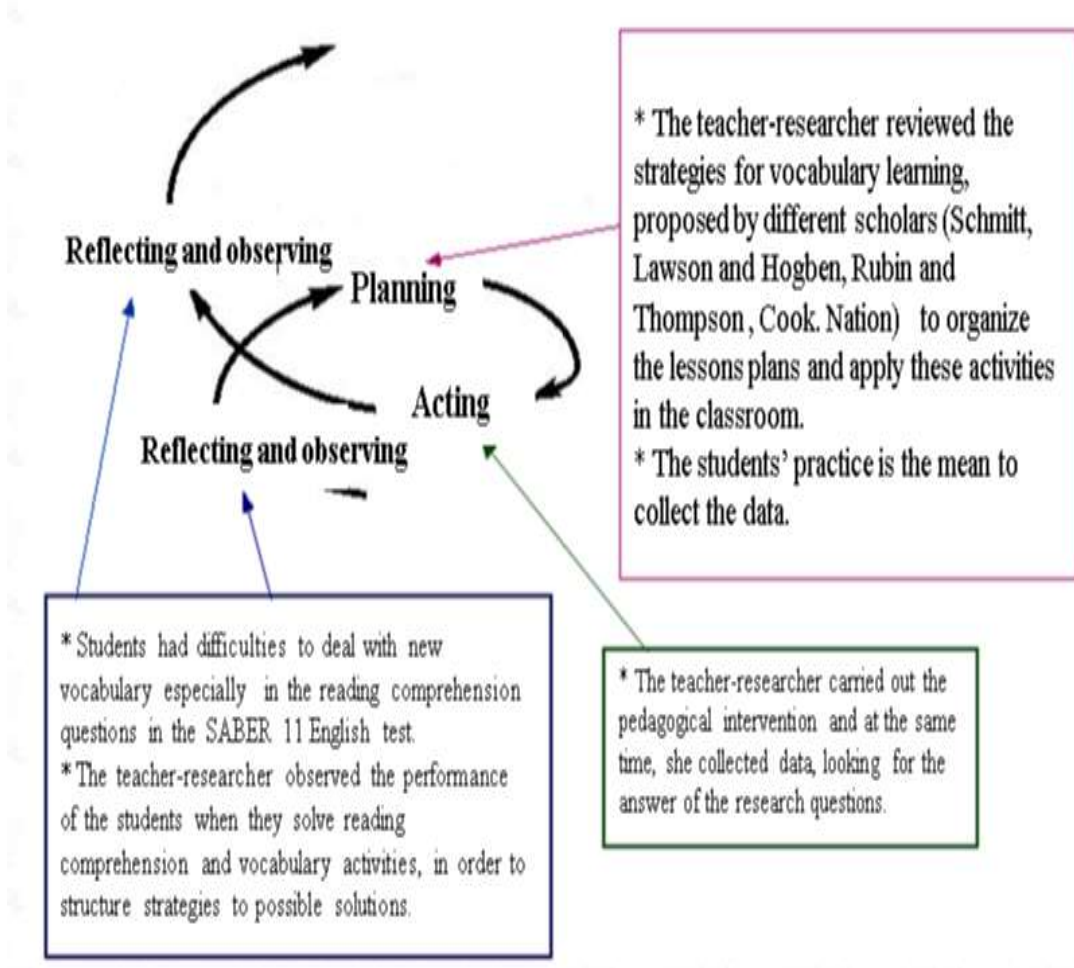
Furthermore, the last question asked which of the V.L.S they found the most relevant when reading in English and working with unfamiliar vocabulary. This survey also investigated whether the students developed the tools that the lexical approach proposes, and that the teacher-researcher shared with the students to apply the V.L.S by exposure to proposed texts in the reading section of the English part of the SABER 11 standardized test. It is essential to highlight the relationship of the data obtained with this survey and the research questions.

Once again and as the last cycle of the action research appeared, the “reflecting and observing stage” refers to analyzing the data given by the collection instruments, which will be explicit in the next chapter of this document.

The way teacher-researcher in this study developed the cycles of the action research is presented in Figure 3:

Figure 3

Action Research Support in the Present Study.



Font. An adaptation of Jean McNiff's model of action research (2013).

The chart above describes each stage of this action research process and which actions took place in; reflect and see, act, and planning phases. In the reflecting and seeing phase, the teacher found the problem. In the planning stage, the teacher-researcher conducted an overhauling of the V.L.S and the organization of the pedagogical intervention conducted in the acting phase. Also, the data was collected.

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In the observing and reflecting stage, the teacher-researcher saw the difficulties of the students when dealing with new vocabulary, especially in the reading comprehension questions in the SABER 11 English test. Also, the teacher-researcher saw the performance of the student's when they solve reading comprehension and vocabulary activities to structure strategies to workable solutions.

They overhaul the V.L.S and the pedagogical intervention organization to conduct the acting phase in the planning stage. Also, the data was collected. In this stage, the teacher-researcher reviewed the strategies for vocabulary learning described in the theoretical framework chapter (Cook, 2013; Lawson & Hogben, 1996; Nation,1994; Rubin & Thompson, 1994; Schmitt,1997) lesson plans applied for activities in the classroom. Therefore, the students' practice was the means to collect this research project's data.

In the acting stage, the teacher-researcher conducted the pedagogical intervention, and at the same time, she collected data, looking for the answer to the research questions.

The teacher-researcher respected the goals established for the level (10th grade) and the objectives students were expected to achieve; the pedagogical intervention prepared for this study did not make any type of modification to favor the current research.

Chapter 5: Data Analysis and Findings

This chapter aims to describe the data collected throughout this study and analyze it. The categories that appeared during the process produced the findings of this research.

The approach of this study to data analysis is the Grounded Theory Approach, conceived by Barney Glaser and Anselm Strauss in the 1960s; the main proposals of the approach are explained below.

For Glaser and Strauss (1967), it is an analytic approach and a general method of comparative analysis.

Likewise, Grounded Theory is inductive because it looks to set up or generate theories from observed data. The data analysis started from the research questions recalled below.

This approach was in line with this research because, according to Glaser and Strauss (1967), collecting techniques, such as interview, observation, and record notes (these last two resulted in the teacher's reflective journal, explained in chapter 4), are the start of a research, such as a research question. In addition to those mentioned. The Grounded Theory approach process is explicated in the following section of this paper.

Procedures for Data Analysis

The teacher-researcher collected the data, classified it by categories, and established relationships between the information of the study finding meaningful commonalities. After that, the teacher-researcher reviewed each of the data collection instruments and journal notes, looking for commonalities in the answers provided by students in the semi-structured interview to reach the categories presented below in the survey. According to the review

done to the workshops, these commonalities related to the V.L.S. presented to the students were evident, which they considered the best and most used throughout the pedagogical intervention. they considered which were the best strategies at the moment to learn new vocabulary and most used throughout the pedagogical intervention.

Subsequently, to create the categories and subcategories of this study, the authors suggest following these coding steps: open-source, axial, and selection. According to Grounded Theory procedures, the authors used open coding: the teacher read the data various times to create tentative labels for pieces of data that summarized what she observed, resulting in the first emerging categories which led to the next stage of analysis. Second, axial coding consisted of showing the relationships between the generated open codes. This procedure allowed the teacher-researcher to reduce the commonalities data presented as categories. Then, selective coding reveals the central data variables that explained and justified their nature, creating solid categories of the topic studied.

This type of analysis allowed the teacher-researcher to recognize essential aspects to answer the two questions posed for this study; the following chart shows the instruments implemented in this study to collect data with the type of data obtained according to Sagor (2000). (See Table 7).

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Table 7

Plan for Triangulation.

RESEARCH QUESTIONS	DATA SOURCE No.1	DATA SOURCE No.2	DATA SOURCE No.2
	<i>SURVEY</i>	<i>SEMI-STRUCTURED INTERVIEW</i>	<i>TEACHER'S REFLECTIVE JOURNAL</i>
<p>What is the role of the lexical approach when approaching the reading section of a standardized English test for a group of tenth graders?</p> <p>What are the tendencies that tenth graders have, in relation to V.L.S., in an EFL classroom when test-taking a standardized English test?</p>	<p>Find out the function of the lexical approach according to the students-participants and investigate the adequate vocabulary strategies for them.</p>	<p>Inquire the students' opinions and feelings about the work conducted with the workshops in the pedagogical intervention.</p>	<p>Interaction between the students (participants) while they faced the activities in the workshops in the pedagogical intervention.</p>

Font. Based on Sagor (2005)

These aspects were seen after analysis of the data collected. This exercise allowed the teacher-researcher to build the categories and subcategories presented in this chapter and develop the findings of this research. See Table 8, the research questions, objectives, categories, and subcategories.

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Table 8

Categories of Analysis.

RESEARCH OBJECTIVES	RESEARCH QUESTIONS	EMERGENT CATEGORIES	EMERGENT SUB-CATEGORIES
General objective To describe the role of the lexical approach in the presentation of standardized tests.	What is the role of the lexical approach when approaching the reading section of a standardized English test for a group of tenth graders?	Use of the L1 for the acquisition of vocabulary in English.	Teachers are inviting to know the L1, taking advantage of cognates, paraphrasing, and translation.
General objective To describe the role of the lexical approach in the presentation of standardized tests. Specific objective To inform the tendencies that tenth graders have, in relation to V.L.S., in an EFL classroom when taking a standardized English test.	What is the role of the lexical approach when approaching the reading section of a standardized English test for a group of tenth graders? What are the tendencies of V.L.S. students of tenth grade in an EFL classroom when test-taking a standardized English test?	To infer the meaning of an unknown word in the context of Reading.	To learn new vocabulary as the reading as a meaning.
Specific objective To inform the tendencies that tenth graders have, in relation to V.L.S., in an EFL classroom when taking a standardized English test.	What are the tendencies of V.L.S. students of tenth grade in an EFL classroom when test-taking a standardized English test?	To infer the meaning of an unknown word in the context of Reading.	Teachers are inviting to know the L1, taking advantage of cognates, paraphrasing, and translation.
		To infer meanings using Morphology.	Making deductions from the word form to complete given texts.

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Note. The categories presented in the table before are the basis of the analysis for this research. These categories and subcategories show their correspondence with the research questions proposed for this study; this analysis aims to find the proper answer to each question. To perform the open coding, mark the data on all instruments. *Font.* Own authorship based on research.

Subsequently, the teacher discriminated the categories and their respective emerging subcategories in the next stage. Together with the respective matching analysis in each data collection instrument, supplied answers to the research questions posed for this study, presented in the Chapter 5 (Findings).

The use of colors is a practical technique for conducting axial coding, grouping units with each other (Strauss, 1987). The first category encodes pop-up units related to the L1 use to get vocabulary in English, and the second category does the same for the deduction of the meaning of an unknown word in the context of reading. These two categories intend to answer the first research question posed. Still, the grey category also pretends to answer the second research question of this study, bearing in mind that these two aspects point to explicit theoretical framework analysis. (See Table 9).

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Table 9

Analysis of the Categories

RESEARCH QUESTIONS	EMERGENT CATEGORIES	EMERGENT SUB-CATEGORIES	CATEGORIES IN THE DATA COLLECTION INSTRUMENTS		
			<i>SURVEY</i>	<i>SEMI-STRUCTURED INTERVIEW</i>	<i>TEACHER RESEARCHER'S REFLECTIVE JOURNAL</i>
<p>1. What is the role of the lexical approach when test-taking standardized English tests?</p> <p>2. What are the tendencies that tenth graders have, in relation to V.L.S., in an EFL classroom when test-taking a standardized English test?</p>	<p>Use of the L1 for the acquisition of vocabulary in English.</p>	<p>I am inviting you to know the L2, taking advantage of cognates, paraphrasing, and translation.</p>	<p>The students are identifying familiar words and Spanish-like words too.</p>	<p>Description: Lesson 2 - Exercise 1: A pre-reading oral activity where students answer questions related to the text's title. They translate the exact meaning of the title of the proposed text (in Spanish); students argue that the L1 (Spanish) is sometimes useful when the words in English are similar in their form to the words presented in English in the text.</p>	
		<p>To infer the meaning of an unknown word in the context of Reading.</p>	<p>Reading means learn new vocabulary.</p>	<p>Question 1: The exercises worked in the last class sessions, related to vocabulary, have been helpful for:</p>	<p>Description: Lesson 3 – Exercise 1: It is exciting to put the text topic in context because various students discuss electronic recycling devices.</p>

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		<p>worked in the last class sessions: They allow us to infer the meaning of an unknown word in the context of Reading. They invite to make connections between words with the Spanish language. Question 2. One of the most crucial classroom activities for students is:</p> <p>a. Figure out the meaning of a word according to context. Question 3.</p>	<p>b. Expand knowledge of the vocabulary of the English language. Question 2. The students found that in the exercises worked on in the last class sessions:</p> <p>✓ It asked what the text was about and the reading's meaning and topic. Another perspective is to give to events that have happened based on texts</p>	<p>It is interesting to put the text topic in context because specific students talk about their experiences with recycling electronic devices. The students use the strategy of guessing the meaning of unfamiliar words from the textual context because they associate unknown words in the text with words and expressions they understand. This guide was answering by all the students especially exercises 1 and 4, related to this category. Lesson 3: Exercise 4 - Wordplay:</p> <p>a. The teacher pronounces ten words taken from the text.</p> <p>b. After listening to the words, find how many syllables they have, and the students try to write them correctly.</p> <p>The suggested exercise. The students must use the</p>
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VOCABULARY LEARNING STRATEGIES IN READING SKILLS FOR SABER 11

		<p>One of the strategies that students would apply in the SABER 11 test to solve the reading comprehension exercises is: figure out the meaning of a word according to context.</p>		<p>suggested synonyms of the words that appear in the worked text where beneficial and significant for the students to discover new words in the story. They express that this activity helps them learn unknown words reading in English.</p> <p>Lesson 2 – General description: The teacher asks the students about the opinions and feelings the text title suggests to them. They translate the exact meaning (in Spanish), and they argue that there are words like the Spanish language, and it is so easy to discover their meaning.</p>
<p>2. What are the tendencies that tenth graders have, in relation to V.L.S., in an EFL classroom when test-taking a standardized English test?</p>	<p>To infer meanings using Morphology</p> <p>Making deductions from the word form to complete given texts.</p>	<p>Question 2.</p> <p>One of the most crucial classroom activities for students is:</p> <p>c. Make deductions from the form</p>	<p>Question 4.</p> <p>Students discovered unfamiliar words in the last class sessions:</p> <p>For example, to look for text words' function to find the verbs</p>	<p>Description: <u>Lesson 1</u>:</p> <p>The students check the scheme, which explained a morphological analysis of words. Most of them wait for the teacher's explanation, and others try to understand themselves. However, the teacher and the students who</p>

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	<p>of words (suffixes, prefixes).</p> <p>Question 3.</p> <p>One of the strategies that students would apply in the SABER 11 test to solve the reading comprehension exercises is:</p> <p>b. Make deductions from the form of words (suffixes, prefixes).</p>	<p>in present, past, or future.</p> <p>understood, together, introduce Morphology in front of the whole class. The students express doubts and answer questions the teacher asks to verify if the topic is precise.</p> <p>Various students do not watch the video; they prefer listening to the teacher's explanation.</p> <p>After clarifying the doubts, the students analyze the Morphology of specific verbs from the text, as in the given examples, obtaining satisfactory results.</p> <p>Seven students from the total of the participants (13) solved this exercise altogether.</p>
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Font. Own authorship based on research.

Category 1: Use of the L1 to Get vocabulary in English.

Subcategory: Inviting to know the L2, taking advantage of cognates, paraphrasing, and translation.

These category and subcategory have their foundation in the determination strategies. Schmitt (2000) stated that learners use this category to discover the meaning of new words without asking from another person. Consequently, learners try to find out the meaning of an unfamiliar word by using the context, structural knowledge of the language, and reference materials.

Besides, it is essential to highlight the points made by Hunt and Beglar (2002), which presented a relationship with the findings for this category: "most words in both first and second languages are probably learned incidentally, through extensive reading and listening." (p.256)

This study has a focus on the findings for this category and subcategory. The participants decided that the exercises that worked in the last class sessions have allowed them to infer the meaning of an unknown word in the reading context. These strategies invited students to connect words with the Spanish language, using words that resemble Spanish to train reading English texts.

Also, students expressed they took advantage of words they already knew, as reflected in the exercises they solved in lesson Two. (See Figures 4, 5, 6, and 7).

Figure 4

WordSift.org Image Generated from The Text.

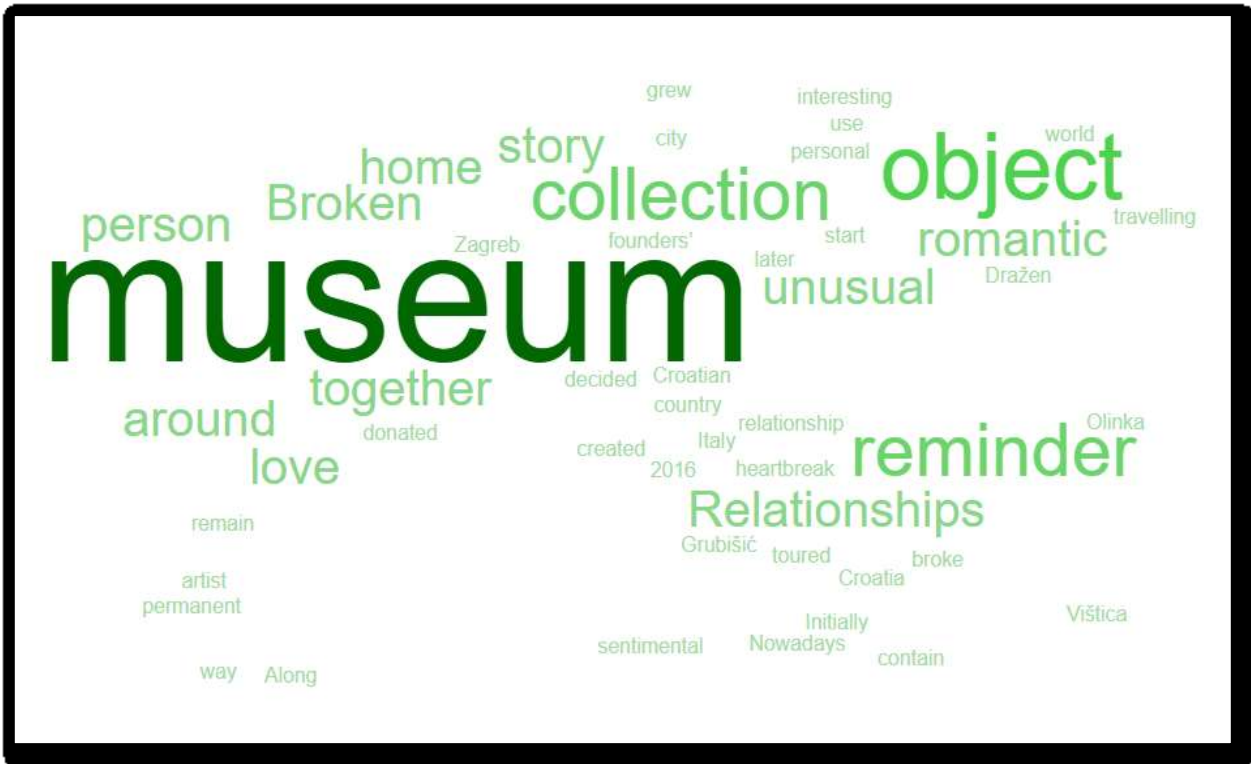


Figure 5

Teacher-Researcher's Reflective Journal Excerpt. Lesson Two.

TEACHER'S REFLECTIVE JOURNAL		CLASS: English class – 10 th	
Days: October 22 nd , October 30 th	Time: 3 hours	Grade: 1003	Teacher: YAMILE RODRIGUEZ CADENA
Lesson No. 2	Date: October 22 nd (2 hours)	Lesson No. 2	Date: October 30 th (1 hour)
<p>Exercise 1:</p> <p>The teacher asks to the students about the opinions and feelings the title of the text suggests to them. They translate the exact meaning (in Spanish). Another question formulated is about what they think about to visit or to create a museum like that in Colombia. They opinions are divided. This activity is a good "ice-breaker".</p> <p>Other questions asked are:</p> <p>What is the objective of a museum? Why a person will create a museum of broken love relationships?</p> <p>Most of the students demonstrate interest answering these questions.</p> <p>Exercise 2 (a-d):</p> <p>The students read the text aloud and by turns; they feel more confident with this activity, before to work with the exercises based on the vocabulary skill.</p> <p>The activity of using the larger words highlighted in the word cloud to create sentences in a different context than reading, is a good one because they use the vocabulary they know and establish relationships with the text they have to study. Although, some of them write sentences with the same sense of the proposed text.</p> <p>The practice of the pronunciation of the unknown words, is not so relevant for the students but they prefer to listen the definition of the unknown words the teacher gives.</p>		<p>Exercise 3 (a-d):</p> <p>When the teacher writes on the board the medium sized words and some unknown from the app Wordsift, and after, she stresses some of their letters and pronounce them, it is a challenge for the students to pass to complete them, in order to memorize the words and their meaning; they use the dictionary but some of them seems unconfident to use the monolingual one and use the bilingual dictionary. They really prefer to write on the guide the words that are similar to Spanish and some of them they already knew; they understand their meaning and they do not need to use the dictionary.</p>	

Font. Students' work in web WordSift.org

Font. Own authorship based on research.

Figure 6

Lesson Two. Exercise 2. b. Student 6.

- a. Copy the text in the Wordsift app.
- b. Use the larger words highlighted in the word cloud to create sentences in a different context than reading.
 - The **museum** usually opens at 9:00 a.m and closes before dark.
 - Sometimes they believe that **objects** have a meaningful meaning.
 - A **reminder** sometimes remind us of what happened at times in the past time.
 - I had a small **collection** of my favorite character.
 - My last encounter with my boyfriend was **romantic**
 - In school I was put to make a **story** of a museum

Font. Teacher and students' authorship based on research.

Figure 7

Lesson Two. Exercise 3. d. Students' pair 5

- d. Write the incomplete words on the board and after the teacher pronounce them, without looking, complete them in your workshop.
 - use
 - artist
 - person
 - museum
 - Italy
 - world
 - country

Font. Teacher and students' authorship based on research.

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The finding is evident in a Pre-reading oral activity (in Lesson *Two*) where students answered specific questions related to the title of the text; they translated the exact meaning of the title of the proposed text (in Spanish). Students argued that the L1 (Spanish) is sometimes useful when the words in English are similar in their form to the terms presented in English in the text.

After the students finished the workshops in the pedagogical intervention, the semi-structured interview commentaries and the answers given by the participants in the survey, supported the role of L1 in the vocabulary learning process, as it can be seen in the following excerpts. (See Figures: 8, 9, 10, 11, and 12).

Figure 8

Semi-Structured Interview Excerpt.

pequeña entrevista con relación al trabajo que hemos desarrollado con las guías de vocabulario, la idea es indagar su opinión o como se sienten frente a este trabajo, recuerden que el que quiera responder levanta la mano y espera para ser grabado, la primera pregunta es, ¿Qué opinión tienen de los ejercicios trabajados últimamente en clase?

Estudiante 1: ¿Para todos?

Opino, opino que los ejercicios son más didácticos, opino que los ejercicios han sido más didácticos, ósea son más fáciles de entender y a la hora de realizarlos ya que trabajamos con los computadores, es más rápido, es más cómodo en ese salón y es chévere.

TEACHER-RESEARCHER: ¿Alguna otra persona quiere expresar su opinión?

Estudiante 2: Yo opino que los trabajos que hemos elaborado los últimos días han servido no sólo para ejercer un nuevo tipo de conocimiento, sino también, ósea y aparte para expandir nuestro conocimiento, para, ejercitarse en la lectura de textos en inglés utilizando también las palabras que se parecen en español y, como lo digo...

Font. Teacher and students' authorship based on research.

Figure 9

Survey's Excerpt (Question 1 – First Category).

1. Consideras que los ejercicios trabajados en las últimas sesiones de clase:

- Permiten saber dónde y cómo debe enfocarse la atención en una palabra o simplemente saltarla y continuar con la lectura del texto dado.
- Permiten deducir el significado de una palabra desconocida en el contexto de la lectura.
- Potencializan el uso de diccionarios.
- Invitan a hacer conexiones entre palabras con el idioma español.
- Ninguna de las anteriores.

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- Potencializan el uso de diccionarios.
- Invitan a hacer conexiones entre palabras con el idioma español.
- Ninguna de las anteriores.

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Figure 1

Survey's Excerpt (Question 2 - First Category).

2. Organiza de 1 a 8 las siguientes actividades realizadas en clase, de acuerdo con la importancia que han tenido, siendo 1 la más importante y 8 la menos relevante para ti:

- a. Descifrar el significado de una palabra según el contexto. 4
- b. El uso de diccionarios. 8
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos). 5
- d. Hacer conexiones entre palabras con el idioma español. 2
- e. Repetición. 7
- f. Memorización de palabras. 6
- g. Organizar palabras formando nuevas oraciones. 3
- h. Relacionar palabras con conocimientos ya adquiridos. 1

2. Organiza de 1 a 8 las siguientes actividades realizadas en clase, de acuerdo con la importancia que han tenido, siendo 1 la más importante y 8 la menos relevante para ti:

- a. Descifrar el significado de una palabra según el contexto. 4
- b. El uso de diccionarios. 8
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos). 5
- d. Hacer conexiones entre palabras con el idioma español. 2
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- a. Descifrar el significado de una palabra según el contexto. 1
- b. El uso de diccionarios. 7
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos). 7
- d. Hacer conexiones entre palabras con el idioma español. 5
- e. Repetición. 8
- f. Memorización de palabras. 4
- g. Organizar palabras formando nuevas oraciones. 6
- h. Relacionar palabras con conocimientos ya adquiridos. 6

Font. Teacher and students' authorship based on research.

Figure 11

Survey's Excerpt (Question 3 - First Category).

3. De las siguientes estrategias, ¿cuáles aplicarías en la prueba Saber 11, para resolver acertadamente los ejercicios de comprensión lectora?

- a. Descifrar el significado de una palabra según el contexto.
- b. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- c. Hacer conexiones entre palabras con el idioma español.
- d. Organizar palabras formando nuevas oraciones.
- e. Relacionar palabras con conocimientos ya adquiridos.

3. De las siguientes estrategias, ¿cuáles aplicarías en la prueba Saber 11, para resolver acertadamente los ejercicios de comprensión lectora?

- Descifrar el significado de una palabra según el contexto.
- Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- Hacer conexiones entre palabras con el idioma español.
- Organizar palabras formando nuevas oraciones.
- Relacionar palabras con conocimientos ya adquiridos.

Font. Teacher and students' authorship based on research.

Figure 2

Survey's excerpt (Question 4 - First Category).

The image shows a survey question with two identical sets of options. Each set asks the respondent to choose the strategy they identify most with when reading in English and working with unknown vocabulary. The options are: a. Descifrar el significado de una palabra según el contexto, b. El uso de diccionarios, c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos), d. Hacer conexiones entre palabras con el idioma español, e. Repetición, f. Memorización de palabras, g. Organizar palabras formando nuevas oraciones, h. Relacionar palabras con conocimientos ya adquiridos. In the top-left instance, option 'd' is selected. In the top-right instance, option 'd' is also selected. In the bottom-left instance, option 'd' is selected.

4. De las siguientes estrategias escoge con la que más te identificas al momento de leer en inglés y trabajar con vocabulario desconocido:

- a. Descifrar el significado de una palabra según el contexto.
- b. El uso de diccionarios.
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- d. Hacer conexiones entre palabras con el idioma español.
- e. Repetición.
- f. Memorización de palabras.
- g. Organizar palabras formando nuevas oraciones.
- h. Relacionar palabras con conocimientos ya adquiridos.

4. De las siguientes estrategias escoge con la que más te identificas al momento de leer en inglés y trabajar con vocabulario desconocido:

- a. Descifrar el significado de una palabra según el contexto.
- b. El uso de diccionarios.
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- d. Hacer conexiones entre palabras con el idioma español.
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4. De las siguientes estrategias escoge con la que más te identificas al momento de leer en inglés y trabajar con vocabulario desconocido:

- a. Descifrar el significado de una palabra según el contexto.
- b. El uso de diccionarios.
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- d. Hacer conexiones entre palabras con el idioma español.
- e. Repetición.
- f. Memorización de palabras.
- g. Organizar palabras formando nuevas oraciones.
- h. Relacionar palabras con conocimientos ya adquiridos.

Font. Teacher and students' authorship based on research.

Category 2: Deduction of the Meaning of an Unknown Word in the Context of Reading

Subcategory 2: Reading as a Means to Learn New vocabulary.

Saragi, Nation, and Meister (1978) referred to the individualization of vocabulary taught indirectly in the classroom through extensive reading.

These scholars said that under certain conditions, students could learn words from context. They found that the minimum number of repetitions in a text for words to learn by a reader is ten. Therefore, they defend both the indirect learning of vocabulary through extensive reading and the direct method of vocabulary exercises.

1. Context: The extent to which context helps lexical guessing.
2. Word guess ability: The extent to which some words (or word categories) are more easily guessing in context than others by readers.
3. Student level: The extent to which more proficient students use context more effectively in guessing unknown words than less experienced students.

Guessing the meaning of unfamiliar words from the context is known as "guessing strategy" and is part of the V.L.S. According to Nation and Coady (1988), this strategy implies that learners can interpret the text surrounding the unknown words, predict and test predictions while reading; the above improves reading skills. Besides, Hatch and Brown (1995) have defended guessing instead of using the dictionary because using a dictionary while reading interrupts the reading flow.

The aspects related to the findings of this study, dealing with the second category and subcategory, analyzing the data produced by the three instruments, determined the aspects below:

- It is relevant to say that the data in the survey is the same described when the teacher-researcher analyzed the first category. Still, it is now focusing on the context to learn vocabulary, as corresponds to the theory set out above. (See figures 13, 14, and 15).
- The teacher-researcher focused attention on the semi-structured interview and asked the participants' opinions about the exercises they have been working on in the sessions of the pedagogical intervention. The most common student answer was that the exercises worked in the last class sessions related to vocabulary helped them expand knowledge of the English language vocabulary; it means participants had felt this kind of activity let them learn new L2 words. (See figures 13, 14, and 15).

Figure 3

Survey's Excerpt (Second Category).

1. Consideras que los ejercicios trabajados en las últimas sesiones de clase:

- a. Permiten saber dónde y cómo debe enfocarse la atención en una palabra o simplemente saltarla y continuar con la lectura del texto dado.
- b. Permiten deducir el significado de una palabra desconocida en el contexto de la lectura.
- c. Poteencializan el uso de diccionarios.
- d. Invitan a hacer conexiones entre palabras con el idioma español.
- e. Ninguna de las anteriores.

2. Organiza de 1 a 8 las siguientes actividades realizadas en clase, de acuerdo con la importancia que han tenido, siendo 1 la más importante y 8 la menos relevante para ti:

- a. Descifrar el significado de una palabra según el contexto. 4
- b. El uso de diccionarios. 8
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos). 5
- d. Hacer conexiones entre palabras con el idioma español. 2
- e. Repetición. 7
- f. Memorización de palabras. 6
- g. Organizar palabras formando nuevas oraciones. 3
- h. Relacionar palabras con conocimientos ya adquiridos. 1

3. De las siguientes estrategias, ¿cuáles aplicarías en la prueba Saber 11, para resolver acertadamente los ejercicios de comprensión lectora?

- a. Descifrar el significado de una palabra según el contexto.
- b. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- c. Hacer conexiones entre palabras con el idioma español.
- d. Organizar palabras formando nuevas oraciones.
- e. Relacionar palabras con conocimientos ya adquiridos.

4. De las siguientes estrategias escoge con la que más te identificas al momento de leer en inglés y trabajar con vocabulario desconocido:

- a. Descifrar el significado de una palabra según el contexto.
- b. El uso de diccionarios.
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- d. Hacer conexiones entre palabras con el idioma español.
- e. Repetición.
- f. Memorización de palabras.
- g. Organizar palabras formando nuevas oraciones.
- h. Relacionar palabras con conocimientos ya adquiridos.

Font. Teacher and students' authorship based on research.

Figure 4

Survey's Excerpt (Second Category)

1. Consideras que los ejercicios trabajados en las últimas sesiones de clase:

- Permiten saber dónde y cómo debe enfocarse la atención en una palabra o simplemente saltarla y continuar con la lectura del texto dado.
- Permiten deducir el significado de una palabra desconocida en el contexto de la lectura.
- Potencializan el uso de diccionarios.
- Invitan a hacer conexiones entre palabras con el idioma español.
- e. Ninguna de las anteriores.

2. Organiza de 1 a 8 las siguientes actividades realizadas en clase, de acuerdo con la importancia que han tenido, siendo 1 la más importante y 8 la menos relevante para ti:

- a. Descifrar el significado de una palabra según el contexto. 1
- b. El uso de diccionarios. 7
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos). 2
- d. Hacer conexiones entre palabras con el idioma español. 3
- e. Repetición. 8
- f. Memorización de palabras. 4
- g. Organizar palabras formando nuevas oraciones. 5
- h. Relacionar palabras con conocimientos ya adquiridos. 6

3. De las siguientes estrategias, ¿cuáles aplicarías en la prueba Saber 11, para resolver acertadamente los ejercicios de comprensión lectora?

- Descifrar el significado de una palabra según el contexto.
- Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- Hacer conexiones entre palabras con el idioma español.
- Organizar palabras formando nuevas oraciones.
- Relacionar palabras con conocimientos ya adquiridos.

Font. Teacher and students' authorship based on research.

Figure 5

Survey's Excerpt (Second Category).

1. Consideras que los ejercicios trabajados en las últimas sesiones de clase:

- a. Permiten saber dónde y cómo debe enfocarse la atención en una palabra o simplemente saltarla y continuar con la lectura del texto dado.
- b. Permiten deducir el significado de una palabra desconocida en el contexto de la lectura.
- c. Potencializan el uso de diccionarios.
- d. Invitan a hacer conexiones entre palabras con el idioma español.
- e. Ninguna de las anteriores.

2. Organiza de 1 a 8 las siguientes actividades realizadas en clase, de acuerdo con la importancia que han tenido, siendo 1 la más importante y 8 la menos relevante para ti:

- a. Descifrar el significado de una palabra según el contexto. 1
- b. El uso de diccionarios. 6
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos). 7
- d. Hacer conexiones entre palabras con el idioma español. 5
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- f. Memorización de palabras. 2
- g. Organizar palabras formando nuevas oraciones. 4
- h. Relacionar palabras con conocimientos ya adquiridos. 3

3. De las siguientes estrategias, ¿cuáles aplicarías en la prueba Saber 11, para resolver acertadamente los ejercicios de comprensión lectora?

- a. Descifrar el significado de una palabra según el contexto.
- b. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- c. Hacer conexiones entre palabras con el idioma español.
- d. Organizar palabras formando nuevas oraciones.
- e. Relacionar palabras con conocimientos ya adquiridos.

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Therefore, in the teacher-researcher's reflective journal for lessons 2 and 3, some notes show that the students felt comfortable and confident with this exercise because it is common for them to conduct this kind of task. The students found the meaning of many words in the text by context. The following excerpt is aware of the exercises. Students' solution was to apply the *guessing strategy* and deducing specific unknown words from reading.

In addition, in the teacher-researchers reflective journal corresponding to Lesson Three, it found it interesting to put the text topic in context because some students discussed their experiences recycling electronic devices. The students use the strategy of guessing the meaning of unfamiliar words from the textual context as they associate unknown words in the text with words and expressions they understand.

The proposed exercise where the students had to use the suggested synonyms of the words in the worked text was beneficial and significant for the students to discover unfamiliar words in the story. Students expressed that this activity helps them learn the unknown words they read in English. This activity is part of the guessing meaning strategy mentioned before. (See Figures 16, 17, 18, 19, 20, and 21).

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Figure 6

Teacher-Researcher's Reflective Journal Excerpt. Lesson Two.

TEACHER'S DIARY		CLASS: English class – 10 th	
Days: October 22 nd , October 30 th	Time: 3 hours	Grade: 1003	Teacher: YAMILE RODRIGUEZ CADENA
Lesson <u>No. 2</u>	Date: October 22 nd (1 hour and 50 minutes)	Lesson <u>No. 2</u>	Date: October 30 th (55 minutes)
<p>Exercise 1:</p> <p>The teacher asks to the students about the opinions and feelings the title of the text suggests to them. They translate the exact meaning of the title of the proposed text (in Spanish); students argue that the mother language -Spanish- is sometimes useful when the words in English are similar in their form to the words presented in English in the text. Another question formulated is about what they think about to visit or to create a museum like that in Colombia. They opinions are divided. This activity is a good "ice-breaker".</p> <p>Other questions asked are:</p> <p>What is the objective of a museum? Why a person will create a museum of broken love relationships?</p> <p>Students demonstrate interest answering these questions.</p> <p>Exercise 2 (a-d):</p> <p>The students read the text aloud and by turns; they feel more confident with this activity, before to work with the exercises based on the vocabulary skill.</p> <p>The activity of using the larger words highlighted in the word cloud to create sentences in a different context than reading, is a good one because they use the vocabulary they know and establish relationships with the text they have to study. They express they are comfortable with the exercise.</p>		<p>Exercise 3 (a-f):</p> <p>When the teacher writes on the board the medium sized words and some unknown from the app « Wordsift©», and after, she erases some of their letters and pronounce them, it is a challenge for the students to pass to complete them, in order to memorize the words and their meaning; they use the dictionary but some of them seems unconfident to use the monolingual one.</p>	

Font. Teacher and students' authorship based on research.

VOCABULARY LEARNING STRATEGIES IN READING SKILLS FOR SABER 11

Figure 7

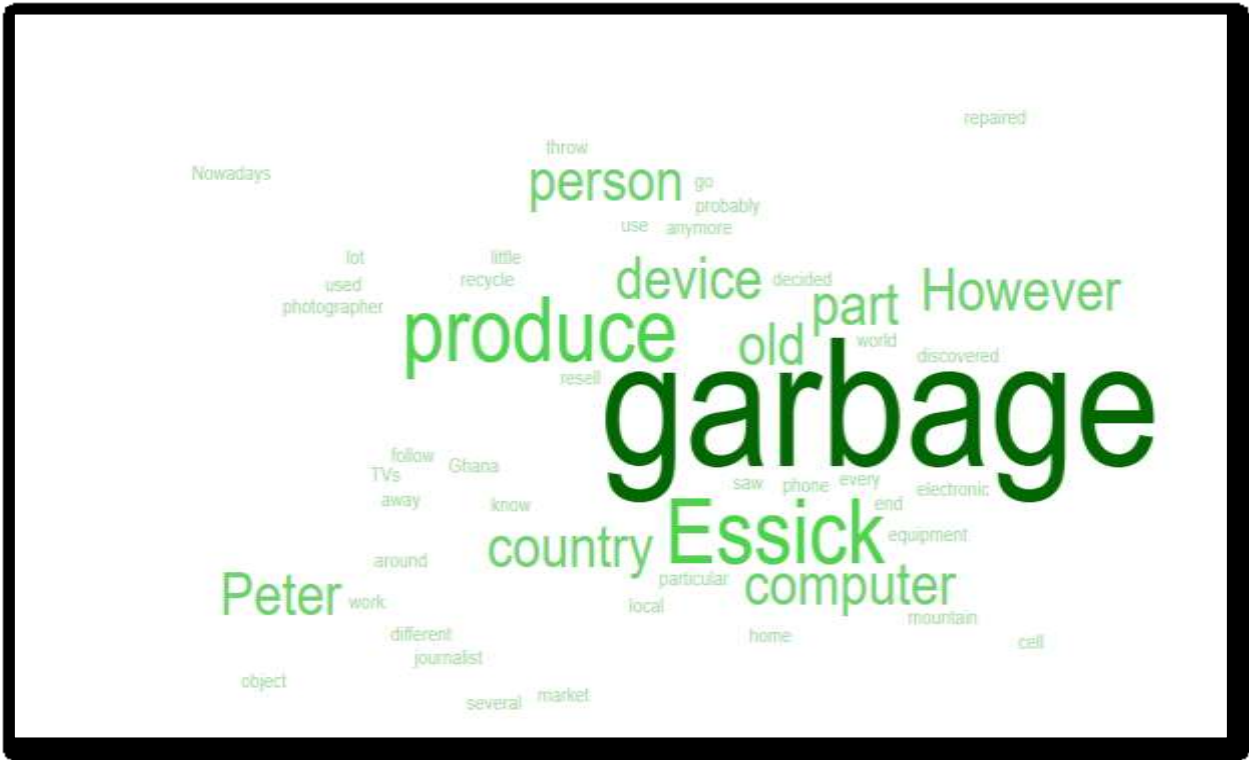
Teacher-Researcher's Reflective Journal Excerpt. Lesson Three.

TEACHER'S DIARY		CLASS: English class – 10 th	
Days: November 5 th , November 12 th	Time: 4 hours	Grade: 1003	Teacher: YAMILE RODRÍGUEZ CADENA
Lesson No. 3	Date: November 5 th (1 hour and 50 minutes)	Lesson No. 3	Date: November 12 th (1 hour and 50 minutes)
<p>Exercise 1 (a-c):</p> <p>The students answer with clue words and synonyms when we talk about the title. Much of them make an immediate relationship between “E-“and electronic because they remembered the expression e-mail.</p> <p>It is interesting put the topic of the text in the context because some of the students talk about their experiences recycling electronic devices. The students use the strategy of guessing the meaning of unfamiliar words from the textual context because they associate unknown words in the text with words and expressions they understand. They answer in Spanish most of the time.</p> <p>Exercises 2 and 3 (a-b):</p> <p>After we read aloud, the students feel so comfortable identifying the known words.</p>		<p>Exercise 4 (a-b):</p> <p>This exercise has presented some difficulties when the students listen to and try to write in the correct way the unknown words. Some of them talk between them that this exercise probably is not relevant for the objective related to the vocabulary.</p> <p>Exercise 4 (c-d)</p> <p>The proposal exercise where the students have to use the suggested synonyms of the words that appears in the worked text, where very useful and significant for the students discover new words in the story. They express this activity helps them to learn the unknown words reading in English.</p>	

Font. Teacher and students' authorship based on research.

Figure 18

Lesson Three. WordSift.org Image Generated from the Text.



Font. Students' work in web WordSift.org

Figure 19

Lesson One. Exercises 1 and 2. Students 'Pair One.

1. Pre-reading: questions for understanding. The teacher asks some questions related to the title of the reading "E-garbage".
 - a. What is the meaning of "E-" in the title of the text?
 - b. What does "E-garbage" mean for you?
 - c. Do you know what is the correct way to recycle the devices?

E-garbage



Nowadays, every home produces electronic garbage (or e-garbage) – old TVs, computers, or cell phones we don't use anymore. However, when we throw these objects away, we probably don't know where they end up. The US journalist and photographer, Peter Essick, decided to follow e-garbage to several different countries around the world. In particular, Essick discovered that a lot of e-garbage goes to Ghana. There, he saw mountains of old computers and other devices in the local markets. People resell some of them, but very little equipment works or can be repaired.

Some e-garbage is used to recycle the parts inside. These parts contain small amounts of metals such as copper or sometimes even gold. However, the process of recycling is very dangerous for the workers because it produces many toxic chemicals. As a result of his travels to investigate what happens to e-garbage, Peter Essick thinks that developed countries should stop exporting their e-garbage because it is not good for the environment and bad for people's health. He believes manufacturers need to produce more eco-friendly devices in the future.

Font. Teacher and students' authorship based on research.

Figure 20

Lesson Three. Exercise 4. Students' Pair 4.

4. Check if you understand all the words. If you need, look for their meaning in a suggested monolingual online dictionary (Wordreference); write the UNKNOWN words, copy and paste the meaning.
 - a. Take the dictation the teacher makes using the vocabulary worked.
 - b. Share the spelling of your sentences with another group and with the teacher.
 - c. Make the corresponding correction (if it is necessary) using the letters in RED color.

DICTATION

1. A lot of e-garbage goes to Ghana.
2. People resell some of the devices.
3. The parts contain metals such as copper or gold.
4. The process of recycling is very dangerous. It produces many toxic chemicals.
5. Manufacturers need to produce more eco-friendly devices in the future.

Font. Teacher and students' authorship based on research.

Figure 21

Lesson Two. Exercise 1. Students' Pair 3.

Work by pairs, following the indications, using the computer and the WordSift.org and Wordreference dictionary webpages.

1. Pre-reading: questions for understanding. The teacher asks some questions related to the title of the reading "The Museum of Broken Relationships".

The Museum of Broken Relationships

Croatian artists Olinka Vištica and Dražen Grubišić, who were once in a romantic relationship, created this unusual and interesting museum. After they broke up, they decided to use sentimental reminders of their love to start the Museum of Broken Relationships, so that the objects could remain together. Initially, the museum was a travelling collection that toured cities around the founders' home country, and later around the world. Along the way, the collection grew as people donated personal objects as their own reminders of heartbreak. Nowadays, the museum has a permanent home in Zagreb, Croatia, and it contains an incredible collection of contributors' past romantic objects: everything from teddy bears to a small bottle filled with a woman's tears! The museum's concept of using collective creativity to recover from the grief of lost love has proved very appealing: over a thousand people visit the museum every week. The museum has become so successful that a second Museum of Broken Relationships opened in Los Angeles in 2016. If you are brokenhearted and left with reminders of your lover that you find too hard to throw away but too painful to keep, you can donate them to the museum together with a brief story about the objects. In the museum, the objects are put on display with nothing more than the stories provided by the anonymous donors. So, what would you contribute to this unusual museum?

- a. What is the objective of a museum?

The objective of a museum is collecting the remainders of any important event for the spectators

- b. Why a person will create a museum of broken love relationships?

Because the founder want, the spectators see that forever the love relationships left a beautiful story.

Font. Teacher and students' authorship based on research.

Category 3: To Infer Meanings Using Morphology

Subcategory 3: Making deductions from the word form to complete given texts.

The third and the fourth categories attempt to answer the second question.

The third category and its subcategory are closely related to the morphology or division of words into components; so the analysis of affixes and roots and the image of the form of the word appear (Schmitt, 2000); also the strategy of dividing the word into components (Rubin & Thompson, 1994), the analysis of the characteristics of words (Lawson and Hogben, 1996), making deductions of the word-form (Cook, 2013) and the learning of the parts of the word (Nation, 1994) allow us to analyze the image of the word form (Schmitt, 2000).

Nation (1994) discusses the 1984 study of Nagy and Anderson, who set up relationships between words, considering the similarity of their current meanings to clarify the linguistic basis. According to their function, the categories they analyze are slogans, word families, affixes, nouns, and words. These scholars suggest describing the words in the category and looking at justifications and difficulties involved in distinguishing such words. They also look for the language students use to analyze the number of articles (unknown words) and the frequency of category articles in the text.

Likewise, Lawson and Hogben (1996) determined a few steps that the student should follow in this V.L.S. when they find an unknown word: First, they review the spelling of the word, spelling it out. Then, the student makes a word classification, commenting on some patterns seen in the word, or observing grammar, such as within what grammatical

VOCABULARY LEARNING STRATEGIES IN READING SKILLS FOR SABER 11

category it is (if it is a noun, an adjective, etcetera). Students then use the knowledge of the affixes in the word (suffixes or prefixes) as fit.

For this study, these V.L.S were practiced in the pedagogical intervention activities, as shown in the following excerpt. (See figure 22).

Figure 8

Exercises 2.j. and 2.k. in lesson 1 of the Pedagogical Intervention, Related to Morphology Trees Analysis.

j. Look at the scheme.

<p style="text-align: center;">1 2 3</p> <p style="text-align: center;">Re privat(e) ise</p> <p style="text-align: center;">Break word down into morphemes</p>	<p style="text-align: center;"> </p> <p style="text-align: center;">Private (Root)</p> <p style="text-align: center;">Identify the root and label it</p>
<p style="text-align: center;">V</p> <pre style="text-align: center;"> / \ / \ Privat(e) ise Root s </pre> <p style="text-align: center;">Join the suffix to the root to form the base</p>	<p style="text-align: center;">V</p> <pre style="text-align: center;"> / \ / \ Re V / \ / \ Privat(e) isc Root s p p </pre> <p style="text-align: center;">Join the prefix to the base</p>


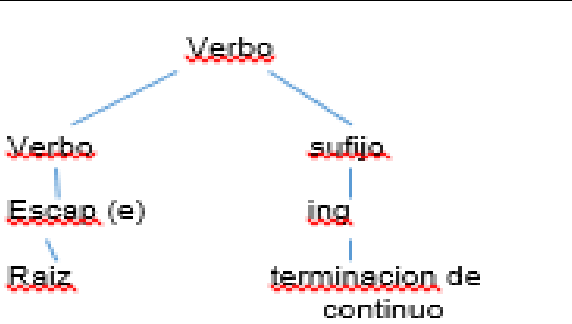
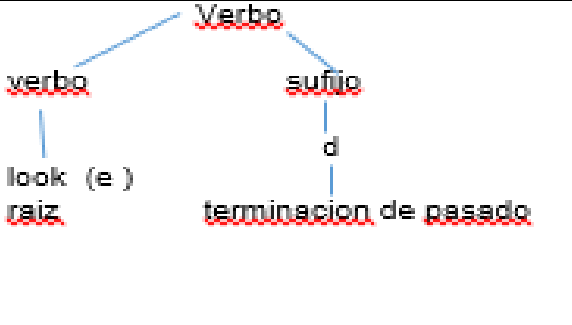
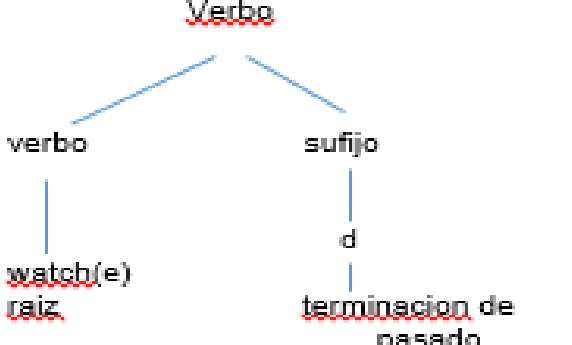
k. Watch the video in the link <https://www.youtube.com/watch?v=7BxF5u-xSL8> and draw the morphology tree for the words below.

Font. Teacher and students' authorship based on research.

First, a scheme and a video related to the topic *Drawing a Morphology Tree* was presented to the students, this kind of strategy was considered useful to learn unfamiliar words from this branch of Linguistics, which studies the formation of words, called Morphology. (Aronoff and Fudeman, 2011). After that, students practiced this theory in a simple proposed exercise as seen in the figure above (Figure 24). Then, the students solved the task, consisting of drawing simple Morphology trees for the most repetitive verbs in the proposed text lesson 1 of the pedagogical intervention about Anne Frank, as shown in the excerpt below. (See Figure 23).

Figure 9

Lesson One. Exercise 2.k. Students' Pair 2.

<p>1. escaped (verb)</p>	 <pre> graph TD A[Verbo] --> B[Verbo] A --> C[sufijo] B --> D["Escap(e) -raiz-"] C --> E["d -terminación de pasado-"] </pre>
<p>2. escaping (verb)</p>	 <pre> graph TD A[Verbo] --> B[Verbo] A --> C[sufijo] B --> D["Escap (e) Raiz"] C --> E["ing terminacion de continuo"] </pre>
<p>3. looked (verb)</p>	 <pre> graph TD A[Verbo] --> B[verbo] A --> C[sufijo] B --> D["look (e) raiz"] C --> E["d terminacion de pasado"] </pre>
<p>4. watched (verb)</p>	 <pre> graph TD A[Verbo] --> B[verbo] A --> C[sufijo] B --> D["watch(e) raiz"] C --> E["d terminacion de pasado"] </pre>

Font. Teacher and students' authorship based on research.

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The data in the teacher-researcher's reflective journal proved that, after clarifying the doubts, a group of students analyzed the Morphology of some verbs taken from the text, as in the given examples, obtaining satisfactory results, although only seven students from the total of the participants (thirteen) solved this exercise altogether, because the others expend so much time to solve it in the session, and they cannot complete the activity in any moment because this was the last part of the school year. (See Figure 24).

Figure 10

Teacher-researcher's Reflective Journal – Lesson 1: Exercises 2.1, and 2.k.

TEACHER'S REFLECTIVE JOURNAL			CLASS: English class – 10 th
Days: September 25 th (1 hour), October 1 st (2 hours), October 15 th (2 hours)	Time: 5 hours	Grade: 1003	Teacher: YAMILE RODRÍGUEZ CADENA
Lesson No. 1	Date: September 25 th (1 hour)	Lesson No. 1	Date: October 1 st (2 hours)
<p>Exercise 1: The students feel comfortable and confident with this exercise because it is known and common for them. There are not questions related with it. The students identify the meaning of many words in the text.</p> <p>Exercise 2 (a-h): The students understand quickly the objective and how to use the «Wordsift» page. d. What is the meaning of the biggest words in the “word cloud”? DO NOT USE DICTIONARY OR TRANSLATOR. The students write the meaning of the biggest words in the “word cloud”. This is the first time they do this exercise; for this reason, much of them use the translator. I remember the advice of DO NOT USE DICTIONARY OR TRANSLATOR, because I would want they identify the words they already know because they can put into practice the strategy proposed by Cook (2001): Linking lexical items to cognates. e. The students, using the words in the list before, describe the most important idea of the text (in Spanish). It is a good exercise because they guess the meaning of the words or expressions from the context of the reading (Cook, 2001); it is another vocabulary learning strategy. And the pupils accomplished the objective although they did it in Spanish. Almost all the students identify the verbs in this short list of words. The students lead with the «Wordsift» page and, therefore, they carry out satisfactorily the proposal activities without so much teacher's instruction. f. Then, the students extract the verbs (actions) from the smallest words in the “word cloud” and write their meaning in Spanish, without using any dictionary or translator.</p>		<p>According to Nation (2001), learners can include information about all the aspects involved in knowing a word, in this case they identify the actions as clue words and they could understand the main idea of the text; it is a vocabulary learning strategy. h. When the students make a list of the other words they found in the “word cloud” and they write in front of these the meaning of those they know, they link lexical items to the existing knowledge they have. This is a strategy of Cook (2001). It has a big importance for reinforcing vocabulary and make connections with the words they already know.</p> <p>Exercise 2 (j-k): The students check the scheme which explained the process of a morphological analysis of words. Most of them wait for the teacher's explanation and others make the attempt to understand for themselves. However, the teacher and the students who understood, together, introduce the topic about Morphology in front of the whole class. Pupils participate, express doubts and answer questions teacher asks to verify if the topic is clear. Most of the students don't watch the video; they prefer listen the teacher's explanation. After clarify the doubts, the students analyze some verbs taking from the text, as in the given examples, obtaining satisfactory results. j. So, the students make deductions from the word-form, as for a morphological analysis where they can identify the root, affixes and grammar categories of words. (Cook, 2001)</p>	

Font. Teacher and students' authorship based on research.

VOCABULARY LEARNING STRATEGIES IN READING SKILLS FOR SABER 11

This data mentioned before is consistent with the answers found in the survey.

Students asserted that one of the crucial classroom activities they worked in the pedagogical intervention consisted in making deductions from the form of words (suffixes, prefixes). At the same time, they chose to make deductions from the form of words (suffixes, prefixes) as one of the strategies they would apply in the SABER 11 test to solve the reading comprehension exercises correctly. (See Figures 25 and 26).

Figure 11

Survey's Excerpt (Third Category).

2. Organiza de 1 a 8 las siguientes actividades realizadas en clase, de acuerdo con la importancia que han tenido, siendo 1 la más importante y 8 la menos relevante para ti:
- a. Descifrar el significado de una palabra según el contexto. 1
 - b. El uso de diccionarios. 7
 - c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos). 2
 - d. Hacer conexiones entre palabras con el idioma español. 3
 - e. Repetición. 6
 - f. Memorización de palabras. 4
 - g. Organizar palabras formando nuevas oraciones. 5
 - h. Relacionar palabras con conocimientos ya adquiridos. 6
3. De las siguientes estrategias, ¿cuáles aplicarías en la prueba Saber 11, para resolver acertadamente los ejercicios de comprensión lectora?
- Descifrar el significado de una palabra según el contexto.
 - Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
 - Hacer conexiones entre palabras con el idioma español.
 - Organizar palabras formando nuevas oraciones.
 - Relacionar palabras con conocimientos ya adquiridos.

Font. Teacher and students' authorship based on research.

Figure 12

Survey's Excerpt (Third Category).

2. Organiza de 1 a 8 las siguientes actividades realizadas en clase, de acuerdo con la importancia que han tenido, siendo 1 la más importante y 8 la menos relevante para ti:
- a. Descifrar el significado de una palabra según el contexto. 2
 - b. El uso de diccionarios. 5
 - c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos). 4
 - d. Hacer conexiones entre palabras con el idioma español. 7
 - e. Repetición. 3
 - f. Memorización de palabras. 1
 - g. Organizar palabras formando nuevas oraciones. 6
 - h. Relacionar palabras con conocimientos ya adquiridos. 8
3. De las siguientes estrategias, ¿cuáles aplicarías en la prueba Saber 11, para resolver acertadamente los ejercicios de comprensión lectora?

- a. Descifrar el significado de una palabra según el contexto.
- b. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- c. Hacer conexiones entre palabras con el idioma español.
- d. Organizar palabras formando nuevas oraciones.
- e. Relacionar palabras con conocimientos ya adquiridos.

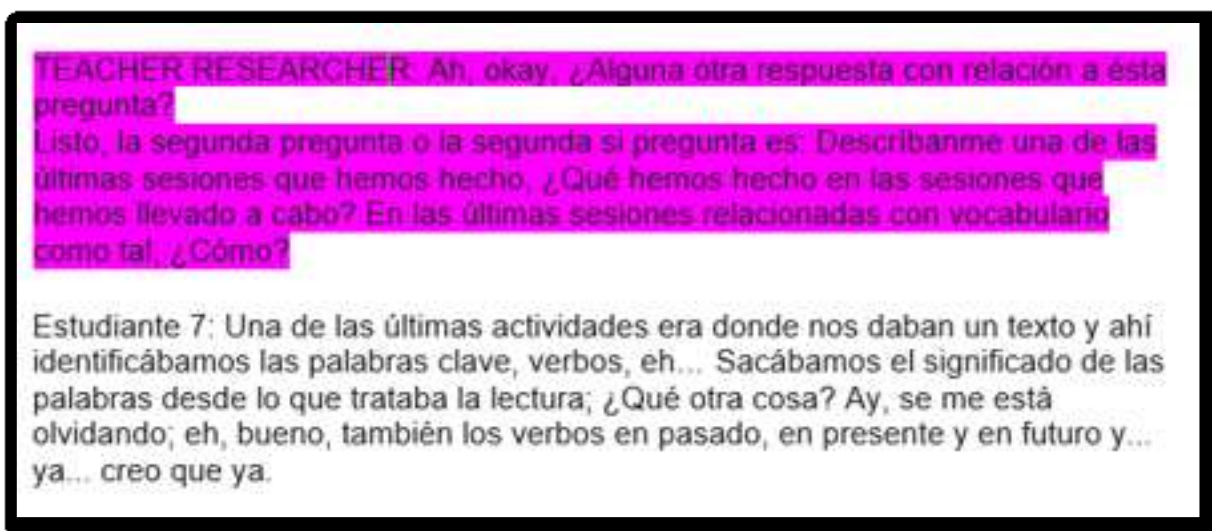
Font. Teacher and students' authorship based on research.

SURVEY

The semi-structured interview also supports the information shown before because students argued they discovered unfamiliar words in the pedagogical intervention sessions, looking for the function of the words in the text: for example, to find the verbs in present, past, or future; as it showed in the proposed exercises, they made simple Morphological trees, and they analyzed verbs specifically. (See Figure 27).

Figure 13

Semi-Structured Interview Excerpt.



Font. Teacher and students' authorship based on research.

When the teacher analyses the findings of this category and sub-category, it is possible to say that they have a strong connection with the V.L.S. developed in the standardized exam SABER 11as in parts four and seven of the exam (see Table 3), the test evaluates the Lexical and Grammatical knowledge. The specific task test takers must carry out in these

sections of the English part test is choosing a word that completes the text correctly according to its form or use. For doing this mission, the Morphological analysis is proper to distinguish the grammatical categories of words: here, to define if the words are verbs, adjectives, nouns, among others. It is helpful to find the words in the correct position in a text. Below, numerous examples of the exercises of the test SABER 11 and its parts four and seven are presented here. (See Figures 28, 29, and 30).

Figure 28

Part 4 Of the Mock of the Test SABER 11 (Taken from the Know Now Booklet)

Know Now - Learning Skills, Preparing for UG

PARTE 4

RESPONDA LAS PREGUNTAS 16 - 23 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el siguiente texto y seleccione la palabra correcta para cada espacio.
En las preguntas 16 - 23, marque A, B o C en su hoja de respuestas.

Anne Frank



Anne Frank was born into a Jewish family in Frankfurt, Germany (16) _____ June 12, 1929. After Adolf Hitler took power in 1933, Anne's parents decided to (17) _____ Nazi persecution of Jews by moving to the Netherlands. (18) _____ Anne's father started a business in Amsterdam. After Germany occupied the Netherlands in 1940, the family were again (19) _____ danger and in 1942 they (20) _____ into hiding in a secret annex of a warehouse owned by Anne's father. Anne (21) _____ a diary throughout her time in hiding, until the family was discovered and (22) _____ to concentration camps in 1944. Only Anne's father, Otto, survived and he decided to publish her diary (23) _____ the war was over. Anne's diary is now famous (24) _____ the world.

Ejemplo

16. A. on B. in C. under
Response: A B C

16. A. escaped B. escaping C. escape
17. A. which B. what C. where
18. A. of B. in C. on
19. A. went B. is going C. gone
20. A. looked B. kept C. watched
21. A. send B. sent C. depart
22. A. after B. while C. during
23. A. under B. around C. through

Font. Gómez et al. (2018, p. 8)

Figure 29

Part 7.1 Of the Mock of the Test SABER 11(Taken from the Know Now Booklet)

Know Now - Astronomy facts, preparing for life

34. It is inferred from the text that e-garbage

- A. only goes to Africa.
- B. is a potential cause of cancer.
- C. is particularly useful in developed countries.
- D. is sent to different parts of the world.

35. The text implies that recycling electronic parts

- A. is a harmful practice.
- B. should be done carefully.
- C. creates copper and gold.
- D. is the responsibility of developed countries.

PARTE 7

RESPONDA LAS PREGUNTAS 36 - 45 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y seleccione la palabra adecuada para cada espacio.
En las preguntas 36 - 45, marque A, B, C o D en su hoja de respuestas.

The Space Race

In 1957, the Soviet Union (36) _____ Sputnik 1 into space and thus also (36) _____ the race between the Soviet Union and the United States to be the (37) _____ power in space exploration. The Soviets (38) _____ to be winning the race to begin with; they launched more satellites (39) _____ the late 1950s and in 1961 put the first man into space, Yuri Gagarin. In response, the United States increased (40) _____ funding for space exploration and in 1969 (41) _____ landed the US spaceship Apollo 11 on the moon, with astronaut Neil Armstrong (42) _____ the first man to walk on the moon. By the 1970s, the United States unquestionably (43) _____ the space race, but the costs of funding space travel were so huge that the United States and the Soviet Union realised there would be advantages to collaborating. As a result, in 1975 astronauts from both countries traveled into space together. (44) _____, one astronaut said that the mission showed that the Soviet Union and the United States could work successfully together.

In 2009, a Russian space chief announced that Russia was planning a nuclear spaceship to be sent to Mars. In 2010, US president Barack Obama told an audience that by the mid-2030s the United States would send humans to Mars. The race for Mars has (45) _____ begun!



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Figure 14

Part 7.2 of the Mock of the Test SABER 11(Taken from the Know Now Booklet)

Prueba diagnóstica Inicial Saber 11

Ejemplo

0. A. traveled B. sent C. moved D. flew

Respuesta: **0** **A** **B** **C** **D**

36. A. begin B. originated C. started D. ran

37. A. leading B. frustrating C. knowing D. losing

38. A. appeared B. looked C. disappeared D. seemed

39. A. on B. by C. around D. in

40. A. his B. its C. your D. yours

41. A. constantly B. actually C. normally D. successfully

42. A. transforming B. carrying C. becoming D. turning

43. A. earned B. got C. tried D. won

44. A. Before B. instead C. Afterwards D. So

45. A. just B. still C. yet D. even

¡Pare, revise, corrija y sigal

Acaba de terminar su prueba diagnóstica Inicial. Revise sus respuestas con su docente, cuente el número de preguntas que respondió de manera acertada e identifique su nivel de acuerdo a la siguiente tabla:

Puntos totales	Nivel
0 - 5	A.1.1 Principiante 1
6 - 10	A.1.2 Principiante 2
11 - 24	A.2.1 Básico 1
25 - 36	A.2.2 Básico 2
37 - 40	B.1.1 Pre-Intermedio 1
41 - 45	B.1.2 Pre-Intermedio 2

Tomado de <http://granadacolombiaprenda.edu.co/usuarios/usuariospublic/Anexo%201%20Orientaciones%20y%20principios%20pedagogicos.pdf>

¿En qué nivel quedó? Encérrelo en un círculo e identifique las partes de la prueba que más se le dificultaron. En esta cartilla encontrará actividades y estrategias que junto con un plan de trabajo le permitirán mejorar su desempeño en la prueba. Recuerde que el objetivo es alcanzar el nivel pre-intermedio 2.

Ahora vaya a la página 60 y registre los resultados obtenidos en las actividades del diagnóstico inicial.

13

Font. Gómez et al. (2018, p. 13)

Chapter 6: Conclusions and Implications

This research aimed to describe the role of the lexical approach in the test taking of standardized tests and the implications of preparing for vocabulary acquisition to find the V.L.S. that tenth graders in an EFL classroom at a public school in Bogota apply when facing a standardized English test. Moreover, why they chose the specifically mentioned strategies.

After implementing the lessons where students discover the V.L.S. through reading exercises based on the English standardized test SABER 11 and analyzing the results of the collected data, it revealed the following findings:

After data analysis from various sources and within a certain period, we can conclude that the role of the lexical approach in standardized test-taking is related to the knowledge of the L1, taking advantage of cognates, paraphrasing, and translation. Students could infer the meaning of an unknown word by reading context and inviting them to connect with words in the Spanish language. In this way, they use words that resemble Spanish to train in reading English texts.

Trends for tenth-graders regarding V.L.S. in an EFL classroom when taking a standardized English test focus on:

They analyzed the morphology of unknown words to discover their meaning, which allowed students to make deductions from the form of words to complete given texts. The participants applied this strategy in the simulation, they had to choose a word that, according to its form, complete the text correctly.

VOCABULARY LEARNING STRATEGIES IN READING SKILLS FOR SABER 11

To associate unfamiliar words with the context offered by the text, the students should read. The simple use of context allows students to guess the meaning of words and expressions of situations already lived by them or of the context that the text itself gives. It is an inferential process that students should do, and it is an aspect that standardized tests assess.

An implication of preparing for the vocabulary acquisition is that the students expand their knowledge of the English language; definitely, the kind of activities teachers proposed to the students to let them know the V.L.S. allowed them to learn unfamiliar words in the L2.

It is certain that in the reading context, one can infer the meaning of an unknown word. The participants associated obscure words in the text with words and expressions they understood; they used the strategy of guessing the meaning of unfamiliar words from the textual context.

It is relevant to remind the academic people who talked about the central constructs in this study to support the findings as mentioned earlier.

Schmitt (1997) presented the determination strategies for the discovery of the meaning of a new word below, and students applied the most in the activities of the pedagogical implementation:

- To check for an L1 cognate, they guessed the meaning from textual context, analyzed parts of speech, and analyzed affixes and roots.

The data in the study of Çelik and Toptaş (2010) demonstrated that the social strategies showed that the low-level learners preferred to use the social strategies more than the other level.

It is essential to state that for Schmitt (1997), to paraphrase, or L1 translation of a new word is part of the social strategies, which belong to the V.L.S. that the participants in the present investigation chose.

Besides, into the memory strategies, many scholars proposed the morphology study of words to appropriate new vocabulary, which has a relationship with the results of the data analysis, like this:

- a. Image word form (Schmitt, 2000. p. 117).
- b. Indirect Approach: Break up the word into components (Rubin and Thompson, 1994. p. 79-82).
- c. Word Feature Analysis: Suffix (Lawson and Hogben, 1996. p. 118-119).
- d. Getting meaning strategies: Making deductions from the word-form (Cook, V., 2013. p.57-65).
- e. Direct approach: Learning word parts (Nation, 2013. p. 263-296).

In addition, it is vital to highlight the points made by Hunt and Beglar (2002): “most words in both first and second languages are probably learned incidentally, through extensive reading and listening.” (p.256) -

To conclude, it is clear that "the students can choose most of the well-recognized reading strategies, yet a limited vocabulary and slow decoding processes in the lower-level

comprehension negatively affect the successful use of those strategies, especially that of metacognitive category" (Xia, Y., 2011, p. 39-40).

- Additionally, to the second related question, the data collected proved that the participants in this study chose to make deductions from the word-form to complete given texts, as the most relevant V.L.S. that they used when they took a standardized English test. It has a strong relationship with parts four and seven of the SABER 11 test, which we worked on in the diagnosis and the final mock.
- It was also observed that some of the strategies learned in the English class described in this study might be replicated by students in other academic subjects, which would allow them to have a better overall academic performance.
- If this study applied in a context with a higher hourly intensity of preparation for the standardized English SABER 11 test, the group will have the opportunity of developing more exercises for each of the V.L.S. This will allow us to profoundly reflect and review how each strategy works by implementing those in each of the parts proposed in that test or event.

In this way, we will decide which strategies are the most appropriate for each exercise to arrive better prepared in this regard.

Pedagogical Implications

One of the aims of research in Pedagogy; is to encourage the teacher-researcher to learn new experiences and apply different knowledge when teaching.

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This study has brought teacher-researcher knowledge into V.L.S. field teaching and learning. It was helpful to note that strategies are related to developing the lexical approach in EFL classrooms.

Also, this is the only study related to strategies applied for students to learn vocabulary focused on understanding the proposed texts in this type of test (or in their mocks) and the respective questions in the exam.

It is worth noting, students already applied strategies in the regular reading classes before being participants in this research; definitely, they often used the L1 (cognates and translation in some cases) to deal with texts in L2.

They also considered another powerful tool to take advantage of known words and their context to understand the main idea. It becomes an excellent element to know more about their L1 and contact the reading in Spanish, too. Certainly, those are strategies in the students' learning routine, and they were reinforcing and framed into the theory with this study.

On the other hand, this research demonstrated that it is imperative to teach the V.L.S. framed in the lexical approach to EFL students. These help them develop critical reading. When they understand more ideas they read (not only the main idea), they can discuss and give opinions about a topic in the texts. Also, applying this kind of activity regularly lets the students being in touch with reading, which is a fundamental skill; facing up texts about different topics in both L1 and L2, in all the fields of knowledge and not only applied in the standardized tests.

Additionally, the research supports its contributions to the field of the teaching and learning of the V.L.S. and the reasons are undermentioned:

This study examined the need that a group of students of high school have, referring to their vocabulary proficiency difficulties when they face up a standardized English test. The research studies which exist in this field, centered their attention in undergraduate university students or in adults who are taking English language courses, but neither of them focused its attention in a group of students with the similar characteristics that the present research have.

Although the research studies consulted as a part of the bibliography of the present one, have relationship with the V.L.S. and vocabulary proficiency in English, none of them took as a reference the standardized exam SABER 11, specifically, in its English component; it validates that the investigation around these strategies and the application that the EFL students do of them, is a contribution to the field of EFL teaching, and even seeking to get participants to adopt the principles of the lexical approach so that they can apply them in the other components of the SABER 11 test.

Limitations of the Study and Recommendations

First, I expected to work with the forty students belonging to the course selected to develop the process. Still, with great surprise, only thirteen families accepted their children's participation in the project. This situation happened because some students or parents forgot to sign the consent form or the written permission format, which was needed for the students to participate in the study; besides, some students decided not to participate, arguing a lack of interest in the project.

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While everyone in the classroom worked together in the class sessions, the results would have yielded more enriching results if all the students' data had been available for research.

Although the group of participants and the teacher-researcher had enough class time to develop a more extensive pedagogical intervention, students took longer than expected to complete specific exercises because of their work-study pace. Due to the regular closing of the school's academic year, we conduct only three out of the four workshops planned for the intervention. When performing this type of project, the work-study pace of the selected group is a crucial aspect to bear in mind.

During the first planning, I expected to address various kinds of texts and apply the same strategies worked on various of them and not just one or two, to reach more specific conclusions on the V.L.S. related trends that tenth graders have in an EFL classroom, especially when taking a standardized English test.

Finally, I would like to supply recommendations for the implementation of the strategies presented in this study framed in the standardized English tests:

With more time devoted to it, the study would be more significant. As mentioned earlier, time will allow the development of exercises related to each part of the standardized exam in the intervention workshops. This perspective will enable us to analyze how students use V.L.S. and the lexical approach to solve these tests, and not just focus on the diagnostic test for itself. An output with these characteristics would be more efficient.

It is essential to persuade as various students as possible to take part in the work. EFL teachers should motivate students to obtain satisfactory results in the type of tests addressed

in the research; and, more than that, teachers should encourage students to improve their reading comprehension skills which are relevant not only in foreign language study.

Further Research

Considering that in this case, time was a limitation, it would be advisable to conduct long-term research to apply all the V.L.S. that academics suggested and were the subject of study in this research. This further research should focus not only on the test takers of a standardized English test but also on the different reading comprehension activities in the complete curriculum of a grade. In this way, the results would be much more visible and would surely bring more tools to the students.

It would be interesting to adapt a teaching model which provides students in each class with many words and expressions organized by categories, and at the same time teach the V.L.S. applied in reading comprehension. In the same way, I supplied those activities regularly carried on in the classroom. It will be possible to evaluate the impact on students' results in applied standardized English tests.

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Appendixes

Appendix 1: Diagnosis Test Part 4. Know Now Booklet.

Know Now - Achieving Skills, Preparing for Life

PARTE 4

RESPONDA LAS PREGUNTAS 16 - 23 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el siguiente texto y seleccione la palabra correcta para cada espacio.
En las preguntas 16 - 23, marque A, B o C en su hoja de respuestas.

Anne Frank



Anne Frank was born into a Jewish family in Frankfurt, Germany (16) _____ June 12, 1929. After Adolf Hitler took power in 1933, Anne's parents decided to (17) _____ Nazi persecution of Jews by moving to the Netherlands. (18) _____, Anne's father started a business in Amsterdam. After Germany occupied the Netherlands in 1940, the family were again (19) _____ danger and in 1942 they (20) _____ into hiding in a secret annex of a warehouse owned by Anne's father. Anne (21) _____ a diary throughout her time in hiding, until the family was discovered and (22) _____ to concentration camps in 1944. Only Anne's father, Otto, survived and he decided to publish her diary (23) _____ the war was over. Anne's diary is now famous (24) _____ the world.

Ejemplo

0. A. on B. in C. under

Respuesta: A B C

16. A. escaped	B. escaping	C. escape
17. A. which	B. what	C. where
18. A. of	B. in	C. on
19. A. went	B. is going	C. gone
20. A. looked	B. kept	C. watched
21. A. send	B. sent	C. deport
22. A. after	B. while	C. during
23. A. under	B. around	C. through

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Font. Gómez et al., (2018, p. 8)

Appendix 2: Diagnosis Test. A student's Answers Sheet – Parts 4, 5, 6, 7

Plano de respuestas prueba diagnóstica inicial

HOJA DE RESPUESTAS PRUEBA DIAGNÓSTICA INICIAL

Nombre: _____ Curso: _____

Cómo marcar las respuestas

<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	MARKED AS
<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	NO MARKED AS
<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	NO MARKED AS
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	NO MARKED AS

- ✓ Rellene completamente el círculo que corresponda a su escogencia
- ✓ No haga señales ni marcas adicionales en la hoja de respuestas
- ✓ No marque más de una respuesta por pregunta porque le será anulado
- ✓ Verifique que el número de la respuesta coincida con el número de la pregunta
- ✓ En esta hoja de respuestas encontrará preguntas de selección múltiple con única respuesta

10/10

PARTE 1	PARTE 4	PARTE 5
X 1. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 16. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 31. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 2. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓ 17. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 32. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 3. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 18. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 33. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 4. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓ 19. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 34. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 5. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓ 20. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 35. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 6. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 21. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	PARTE 7
X 7. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 22. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 36. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 8. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	PARTE 8	✓ 37. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 9. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 23. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 38. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 10. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 24. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓ 39. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 11. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 25. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓ 40. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 12. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 26. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓ 41. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 13. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓ 27. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 42. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 14. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 28. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓ 43. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X 15. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 29. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X 44. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	X 30. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓ 45. A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

Font. Gómez et al., (2018, p. 64)

Appendix 3: Diagnostic test – Know Now Booklet - Part 1 and Part 2

PRUEBA DIAGNÓSTICA INICIAL SABER 11

Este libro contiene una prueba diagnóstica para conocer el nivel de comprensión lectora de los estudiantes de grado once. El objetivo de esta prueba es identificar sus fortalezas y aspectos de mejora. De acuerdo con su resultado podrá acceder a un plan de mejoramiento en los áreas que le resulten.

Para tomar la prueba diagnóstica tenga en cuenta las siguientes instrucciones:

- Lea cuidadosamente cada una de las instrucciones en la parte de la prueba.
- Tenga en cuenta que debe utilizar solamente una herramienta específica.
- Marque solamente una respuesta para cada pregunta.
- Responda todas las preguntas (incluyendo que son 40).
- Ante el uso de dispositivos electrónicos durante la prueba, será le faltó permito conectados y puede cancelar su evaluación.
- Después de terminar este diagnóstico siga las instrucciones que le dé su docente.
- La hoja de respuestas para el prueba diagnóstico está la encuentra en la página 62.


PARTE 1

RESPONDA LAS PREGUNTAS 1 - 3 DE ACUERDO CON EL EJEMPLO

¿Cómo puede ser este aviso?


En las preguntas 1 - 3, marque A, B o C en su hoja de respuestas.

Ejemplo:


1.  **Return Books Here**

A. It is a clothes shop. B. It is a library. C. It is a hospital.

Respuesta: **B**

2.  **Great discounts**

A. It is a department store. B. It is a bank. C. It is a stadium.

3.  **FIRE EXTINGUISHER**

A. It is a mall. B. It is a bank. C. It is a school.

PARTE 2

RESPONDA LAS PREGUNTAS 4 - 10 DE ACUERDO CON EL EJEMPLO

Lee las descripciones de la columna de la izquierda (I - III) y la palabra de la columna de la derecha (A - H).

¿Cuál palabra (A-H) coincide con la descripción de cada frase de la izquierda (I - III)?

En las preguntas 4 - 10, marque A, B o C en su hoja de respuestas.

Ejemplo:

Technology

I. People make phone calls with this.

Respuesta: **D**

A. You have to make an ID. T. You never the corner with this. K. It is an electronic message. S. It is a secret word. T.G. You can save information in it.	A. password B. mobile mail C. email D. mobile phone E. text drive F. MP3 player G. games H. mouse
--	--

Appendix 4: Diagnostic test – Know Now Booklet - Part 3 and Part 4

PARTE 3

RESPONDA LAS PREGUNTAS 11 - 15 DE ACUERDO CON EL EJEMPLO

Completa las oraciones con las palabras.

En las preguntas 11 - 15, marque A, B o C en su hoja de respuestas.


Ejemplo:

4. Speaker 1: I couldn't get my driving license. It's very frustrating!

Speaker 2: _____

A. Don't let it get to you. B. Congratulations! C. Try not to fail.

Respuesta: **B**



Complete the conversations.

11. Speaker 1: How was the match?

Speaker 2: _____

A. Amazing. B. Very interesting. C. So boring.

12. Speaker 1: I laughed at Joe when she was crying. How did she feel?

Speaker 2: _____

A. Well he got. B. It's never too late to apologize. C. That's a good idea!

13. Speaker 1: I have taken my dog to the vet.

Speaker 2: _____

A. That's OK. B. That sounds great. C. I don't agree.

14. Speaker 1: This is a delicious dish. Every time I see food I eat it! How did you like it?

Speaker 2: _____

A. The water was too hot! B. It's really tough. C. I am not in a diet.

15. Speaker 1: I got into trouble because I couldn't stop laughing.

Speaker 2: _____

A. What was it funny? B. What did you get? C. Why did you fail?

PARTE 4

RESPONDA LAS PREGUNTAS 16 - 22 DE ACUERDO CON EL EJEMPLO TEXTO

Lee el siguiente texto y selecciona 5 palabras correctas para cada espacio.

En las preguntas 16 - 22, marque A, B o C en su hoja de respuestas.

Annie Frenkel

Annie Frenkel was born into a Jewish family in Frankfurt, Germany on _____ June 11, 1915. After Adolf Hitler took power in 1933, Annie's parents decided to flee. _____ had permission of Jews to travel to the Netherlands, CTB. _____ Annie's father started a business in Amsterdam. After Germany occupied the Netherlands in 1940, the family was again in _____ danger and so they fled to _____ and hiding in a secret place of a farmhouse (owned by Annie's father, Anna Zink). _____ a diary throughout her time of hiding, until the family was discovered and sent _____ to concentration camps in 1944. Only Annie's father, Otto, survived and he decided to publish his diary (2011) _____ the war was over. Annie's diary is now famous (2011) _____ the world.

Ejemplo:

4. A. on B. in C. under

Respuesta: **B**

16. A. accept	B. accept	C. except
17. A. when	B. what	C. where
18. A. at	B. in	C. on
19. A. were	B. is going	C. gone
20. A. stayed	B. kept	C. worked
21. A. same	B. last	C. depart
22. A. after	B. when	C. during
23. A. when	B. about	C. through

Appendix 5: Diagnostic test – Know Now Booklet - Part 5 and Part 6.1

PARTE 5

RESPONDA LAS PREGUNTAS 24 - 30 DE ACUERDO CON EL SIGUIENTE TEXTO

Lee el siguiente texto y responde las preguntas.

En las preguntas 24 - 30, marca A, B, C o D en tu hoja de respuestas.

The Museum of Broken Relationships

Croatian artist Olja Jelic and Croatian architect, created this unusual and interesting museum. After their break up, they decided to use sentimental mementos of their past to start the Museum of Broken Relationships, so that the objects could remain together. Unlike the museum was a moving collection that found their way around the world. Along the way, the collection grew as people donated personal objects that were reminders of heartbreak.

At present, the museum has a permanent home in Zagreb, Croatia, and it contains an impressive collection of sentimental and romantic objects everything from wedding rings to a pair of high heels with a wedding date. The museum's concept of using collective memory to measure the fragility of love was first proved when appearing in a thousand people and the museum very well. The museum has become so successful that a second Museum of Broken Relationships opened in Los Angeles in 2016. It was an interesting project with thousands of love items that you find but had to those who did not want to let go, and can donate them to the museum together with a brief note about the object. In the Museum, the objects are put on display with nothing more than the names provided by the anonymous donors. So what would you contribute to this unusual museum?

Ejemplo

24. The Museum of Broken Relationships was set up because of

A. an artist's failure.
B. a successful relationship.
C. a relationship that ended.

Respuesta: **C**

24. Olja Jelic and Dražen Grčić

A. laid the plans for their broken relationship.
B. are co-founders of the museum.
C. used other people's objects to start the collection.



25. At the start, the museum found

A. little support from visitors.
B. little in Europe.
C. little in Croatia.

26. The objects displayed in the museum

A. have been given by anonymous contributors.
B. all used to belong to Olja and Dražen.
C. were all obtained in Croatia.

27. The concept of the museum

A. was to encourage people to measure their feelings.
B. is against throwing mementos.
C. has not been popular.

28. Currently, the museum

A. has a second branch in the United States.
B. continues to tour in Croatia.
C. has its main location in Los Angeles.

29. The last donated objects to the museum have

A. not been donated.
B. been painted in memory of a broken relationship.
C. now have many personal objects in their home.

30. Objects donated to the museum are

A. displayed with no information about them.
B. displayed with the donor's description of the object.
C. displayed with the donor's name and description.

PARTE 6

RESPONDA LAS PREGUNTAS 31 - 35 DE ACUERDO CON EL SIGUIENTE TEXTO

Lee el texto y responde las preguntas de la siguiente parte.

En las preguntas 31 - 35, marca A, B, C o D en tu hoja de respuestas.

E-garbage



Nowadays, every home produces electronic garbage or e-garbage - old TVs, computers, or cell phones we don't use anymore. However, when we throw these objects away, we probably don't know where they end up. The US journalist and photographer Peter J. Lewis, decided to travel in garbage to answer different questions around the world. In particular, Lewis discovered that a lot of e-garbage goes to China. There, he saw thousands of old computers and other devices in the waste markets. People reuse parts of them, but very little equipment works or can be repaired. Some e-garbage is used to make the parts made. These

Appendix 6: Diagnostic test – Know Now Booklet - Part 6.2 and Part 7.1

PARTE 6.2

RESPONDA LAS PREGUNTAS 36 - 40 DE ACUERDO CON EL SIGUIENTE TEXTO

Lee el texto y responde las preguntas de la siguiente parte.

En las preguntas 36 - 40, marca A, B, C o D en tu hoja de respuestas.

The Space Race

IN 1957, the Soviet Union (SU) _____ Sputnik 1 into space and that also (SU) _____ the race between the Soviet Union and the United States to be the (SU) _____ in space exploration. The United States _____ to be winning the race to begin with, when launched their satellite (SU) _____ the satellite (SU) and in 1961 put the first man into space, Yuri Gagarin. In response, the United States introduced (SU) _____ funding for space exploration and in 1968 (SU) _____ landed the US space ship Apollo 11 on the moon, with astronaut Neil Armstrong (SU) _____ the first man to walk on the moon. By the 1970s, the United States (SU) _____ the space race, but the costs of funding space travel were so high that the United States and the Soviet Union agreed there would be advantages in cooperating. As a result, in 1975, astronauts from both countries (SU) _____ into space together. (SU) _____ the agreement came that the Russian showed that the Soviet Union and the United States could work successfully together.

In 2015, a Russian space chief announced that Russia was planning a nuclear space probe to be sent to Mars. In 2016, US president Barack Obama told an audience that by the end of 2020, the United States would send humans to Mars. The race for Mars has (SU) _____ begun.

Ejemplo

36. The author suggests that people ignore

A. where e-garbage comes from.
B. how to avoid producing e-garbage.
C. what to do with old electronic devices.
D. where e-garbage goes after being thrown away.

Respuesta: **C**

37. According to the text, people in China

A. repair most of their e-garbage and sell it in markets.
B. produce a lot of e-garbage.
C. recycle some of the parts in e-garbage to other metals.
D. make a lot of money out of e-garbage.

38. It can be inferred from the text that Lewis

A. was traveling around the world following e-garbage.
B. thinks people in developed countries should stop using electronic devices.
C. believes e-garbage is useful to people in developing countries.
D. thinks manufacturers should develop electronic devices that are not damaging to health and the environment.

39. The author suggests that people reuse some

A. garbage that is broken.
B. electronic devices that might still work.
C. fragments of recyclable electronics.
D. equipment that cannot be repaired.

34. It is inferred from the text that e-garbage

A. does good to Africa.
B. is a potential cause of cancer.
C. is particularly useful to developed countries.
D. is sent to different parts of the world.

35. The text implies that recycling electronic parts

A. is a normal practice.
B. should be done carefully.
C. creates copper and gold.
D. is the responsibility of developed countries.

PARTE 7

RESPONDA LAS PREGUNTAS 36 - 40 DE ACUERDO CON EL SIGUIENTE TEXTO

Lee el texto y responde las preguntas de la siguiente parte.

En las preguntas 36 - 40, marca A, B, C o D en tu hoja de respuestas.

The Space Race

IN 1957, the Soviet Union (SU) _____ Sputnik 1 into space and that also (SU) _____ the race between the Soviet Union and the United States to be the (SU) _____ in space exploration. The United States _____ to be winning the race to begin with, when launched their satellite (SU) _____ the satellite (SU) and in 1961 put the first man into space, Yuri Gagarin. In response, the United States introduced (SU) _____ funding for space exploration and in 1968 (SU) _____ landed the US space ship Apollo 11 on the moon, with astronaut Neil Armstrong (SU) _____ the first man to walk on the moon. By the 1970s, the United States (SU) _____ the space race, but the costs of funding space travel were so high that the United States and the Soviet Union agreed there would be advantages in cooperating. As a result, in 1975, astronauts from both countries (SU) _____ into space together. (SU) _____ the agreement came that the Russian showed that the Soviet Union and the United States could work successfully together.

In 2015, a Russian space chief announced that Russia was planning a nuclear space probe to be sent to Mars. In 2016, US president Barack Obama told an audience that by the end of 2020, the United States would send humans to Mars. The race for Mars has (SU) _____ begun.



VOCABULARY LEARNING STRATEGIES IN READING SKILLS FOR SABER 11

Prueba diagnóstica Inicial Saber 11

Ejemplo.....

0. A. traveled B. sent C. moved D. flew

Respuesta: **0**

36. A. begin B. originated C. started D. ran

37. A. leading B. frustrating C. knowing D. losing

38. A. appeared B. looked C. disappeared D. seemed

39. A. on B. by C. around D. in

40. A. his B. its C. your D. yours

41. A. constantly B. actually C. normally D. successfully

42. A. transforming B. carrying C. becoming D. turning

43. A. esmed B. got C. tried D. won

44. A. before B. instead C. Afterwards D. So

45. A. Just B. still C. yet D. even

¡Pare, revise, corrija y sigal!

Acaba de terminar su prueba diagnóstica inicial. Revise sus respuestas con su docente, cuente el número de preguntas que respondió de manera acertada e identifique su nivel de acuerdo a la siguiente tabla:

Puntos totales	Nivel
0 - 5	A.1.1 Principiante 1
6 - 10	A.1.2 Principiante 2
11 - 24	A.2.1 Básico 1
25 - 26	A.2.2 Básico 2
27 - 40	B.1.1 Pre-intermedio 1
41 - 45	B.1.2 Pre-intermedio 2

Tomado de: http://aprendo.colombiaaprende.edu.co/html/afuera/true/falsepublic/ANEXO20140300/entidad/instruccion/19621212/principales_2014_2015.pdf

¿En qué nivel quedó? Enciérralo en un círculo e identifique las partes de la prueba que más se le dificultaron. En esta cartilla encontrará actividades y estrategias que junto con un plan de trabajo le permitirán mejorar su desempeño en la prueba. Recuerde que el objetivo es alcanzar el nivel pre-intermedio 2.

Ahora vaya a la página 90 y registre los resultados
obtenidos en las actividades del diagnóstico inicial.

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Appendix 7: Diagnostic test – Know Now Booklet - Part 7.2

Appendix 8: Samples of the diagnostic test, solving by the students.

Hoja de respuestas prueba diagnóstica inicial

HOJA DE RESPUESTAS PRUEBA DIAGNÓSTICA INICIAL

Nombre: _____ Curso: _____

Cómo marcar las respuestas

1 A B C D ¡MARQUE ASÍ!

2 A B C D NO MARQUE ASÍ

3 A B C D NO MARQUE ASÍ

4 A B C D BORRE COMPLETAMENTE

5 A B C D NO MARQUE ASÍ

- ✓ Rellene completamente el círculo que corresponda a su escogencia
- ✓ No haga señales ni marcas adicionales en la hoja de respuestas
- ✓ No marque más de una respuesta por pregunta porque le será anulada
- ✓ Verifique que el número de la respuesta coincida con el número de la pregunta
- ✓ En esta hoja de respuestas encontrará preguntas de selección múltiple con única respuesta.

PARTE 1

1	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	✓
2	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X
3	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓
4	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓
5	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓

PARTE 2

6	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	✓
7	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	X
8	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	✓
9	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	✓
10	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	✓

PARTE 3

11	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X
12	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	✓
13	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	X
14	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X
15	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X

PARTE 4

16	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X
17	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	✓
18	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	X
19	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X
20	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	X
21	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X
22	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	✓
23	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	✓

PARTE 5

24	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	✓
25	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	✓
26	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	✓
27	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X
28	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X
29	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	✓
30	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	✓

PARTE 6

31	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	✓
32	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X
33	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X
34	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	✓
35	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	X

PARTE 7

36	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓
37	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓
38	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X
39	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X
40	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓
41	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	✓
42	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X
43	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	X
44	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	X
45	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	✓

15 / 30

24

45

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HOJA DE RESPUESTAS PRUEBA DIAGNÓSTICA INICIAL

Nombre: _____

Curso: _____

Cómo marcar las respuestas	
1	(A) (B) (C) (D) ¡MARQUE ASÍ!
2	(X) (B) (C) (D) NO MARQUE ASÍ
3	(A) (B) (C) (D) NO MARQUE ASÍ
4	(A) (B) (C) (D) BORRE COMPLETAMENTE
5	(A) (B) (C) (D) NO MARQUE ASÍ

19
45

- ✓ Rellene completamente el círculo que corresponda a su escogencia
- ✓ No haga señales ni marcas adicionales en la hoja de respuestas
- ✓ No marque más de una respuesta por pregunta porque le será anulada
- ✓ Verifique que el número de la respuesta coincida con el número de la pregunta
- ✓ En esta hoja de respuestas encontrará preguntas de selección múltiple con única respuesta.

12
30

PARTE 1	
1	(A) (B) (C) ✓
2	(A) (B) (C) ?
3	(A) (B) (C) ✓
4	(A) (B) (C) ✓
5	(A) (B) (C) ✓
PARTE 2	
6	(A) (B) (C) (D) (E) (F) (G) (H) ✓
7	(A) (B) (C) (D) (E) (F) (G) (H) ✗
8	(A) (B) (C) (D) (E) (F) (G) (H) ✓
9	(A) (B) (C) (D) (E) (F) (G) (H) ✓
10	(A) (B) (C) (D) (E) (F) (G) (H) ✗
PARTE 3	
11	(A) (B) (C) ✗
12	(A) (B) (C) ✗
13	(A) (B) (C) ✗
14	(A) (B) (C) ✗
15	(A) (B) (C) ✗

PARTE 4	
16	(A) (B) (C) ✗
17	(A) (B) (C) ✓
18	(A) (B) (C) ✗
19	(A) (B) (C) ✗
20	(A) (B) (C) ✗
21	(A) (B) (C) ✓
22	(A) (B) (C) ✓
23	(A) (B) (C) ✓
PARTE 5	
24	(A) (B) (C) ✗
25	(A) (B) (C) ✗
26	(A) (B) (C) ✗
27	(A) (B) (C) ✓
28	(A) (B) (C) ✗
29	(A) (B) (C) ✗
30	(A) (B) (C) ✓

PARTE 6	
31	(A) (B) (C) (D) ✓
32	(A) (B) (C) (D) ✗
33	(A) (B) (C) (D) ✗
34	(A) (B) (C) (D) ✗
35	(A) (B) (C) (D) ✗
PARTE 7	
36	(A) (B) (C) (D) ✓
37	(A) (B) (C) (D) ✗
38	(A) (B) (C) (D) ✓
39	(A) (B) (C) (D) ✓
40	(A) (B) (C) (D) ✓
41	(A) (B) (C) (D) ✗
42	(A) (B) (C) (D) ✗
43	(A) (B) (C) (D) ✗
44	(A) (B) (C) (D) ✗
45	(A) (B) (C) (D) ✓

Appendix 9: Consent form to students who took part in the study.

Appendix 10: Consent from the school principal to apply the study.

Appendix 11: Semi-structured interview

Entrevista Semi-estructurada

1. ¿Qué opinión tienen de los ejercicios trabajados últimamente en clase?
2. Describan una de las últimas sesiones que hemos hecho.
3. De lo trabajado en clase, durante las últimas sesiones, ¿aplicarían algo en la prueba SABER 11?, ¿por qué?
4. ¿Han descubierto nuevas palabras en las últimas sesiones de clase?, ¿cómo?

Appendix 10: Semi-structured interview's transcription

Entrevista Semiestructurada

DOCENTE-INVESTIGADORA: Bueno muchachos estamos acá para hacer una pequeña entrevista con relación al trabajo que hemos desarrollado con las guías de vocabulario, la idea es indagar su opinión o cómo se sienten frente a este trabajo, recuerden que el que quiera responder levanta la mano y espera para ser grabado, la primera pregunta es, ¿qué opinión tienen de los ejercicios trabajados últimamente en clase?

Estudiante 1: ¿Para todos?

Opino, opino que los ejercicios son más didácticos, opino que los ejercicios han sido más didácticos, ósea son más fáciles de entender y a la hora de realizarlos ya que trabajamos con los computadores, es más rápido, es más cómodo en ese salón y es chévere.

DOCENTE-INVESTIGADORA: ¿Alguna otra persona quiere expresar su opinión?

Estudiante 2: Yo opino que los trabajos que hemos elaborado los últimos días han servido no sólo para ejercer un nuevo tipo de conocimiento, sino también, ósea y aparte para expandir nuestro conocimiento, para, ejercitarse en la lectura de textos en inglés utilizando también las palabras que se parecen en español y, como lo digo...

DOCENTE-INVESTIGADORA: ¿Qué quieres decir?

Estudiante 3: Para... (risas) como para compartir más, por así decirlo.

DOCENTE-INVESTIGADORA: con los compañeros o...

Estudiante 3: Con los compañeros y con la DOCENTE.

DOCENTE-INVESTIGADORA: Ah, okay, ¿Alguna otra respuesta con relación a esta pregunta?

Listo, la segunda pregunta o la segunda si pregunta es: Describanme una de las últimas sesiones que hemos hecho, ¿qué hemos hecho en las sesiones que hemos llevado a cabo? En las últimas sesiones relacionadas con vocabulario como tal, ¿cómo?

Estudiante 4: ¿El libro de las profesiones?

DOCENTE-INVESTIGADORA: Recuerda que estamos hablando puntualmente de los ejercicios de vocabulario.

Estudiante 5: Leer el texto de Ana Franklin, que hablaba sobre su vida y de lo que le había ocurrido (risas) no, no. Y... e identificar las palabras conocidas y parecidas al español, de qué trataba y así, de esto y ya.

DOCENTE-INVESTIGADORA: ¿Quién iba hablar por acá?

Acuérdate la pregunta: describan las últimas sesiones que hemos hecho. ¿Qué hemos hecho en estas sesiones en donde hemos trabajado vocabulario?

Estudiante 6: Nos basamos en historias, ¿no? Se basan en sucesos que han pasado, pero entonces le damos otra perspectiva.

DOCENTE-INVESTIGADORA: Ok. ¿Algo más?

Estudiante 7: Una de las últimas actividades era donde nos daban un texto y ahí identificábamos las palabras clave, verbos, eh... Sacábamos el significado de las palabras desde lo que trataba la lectura; ¿Qué otra cosa? Ay, se me está olvidando; eh, bueno, también los verbos en pasado, en presente y en futuro y.... ya... creo que ya.

DOCENTE-INVESTIGADORA: ¿Alguna otra cosa que alguien quiera agregar?

Estudiante 8: eh... trabajamos lo de las relaciones, lo del museo de las relaciones rotas y de ahí sacamos para terminar el trabajo...

DOCENTE-INVESTIGADORA: de... ¿cuál?

Estudiante 8: de lección 2. ¿Sí? Si (risas)

DOCENTE-INVESTIGADORA: Ok. ¿No más? Bien. Tercera pregunta:

De lo trabajado en clase durante las últimas sesiones, ¿aplicarían algo en la prueba saber 11, en la real?

Digamos: imagínense que ya el próximo año o ya están próximos a.. a... a presentar la prueba SABER 11 ¿sí?, y ya les pasaron su cuadernillo de inglés. La idea es ¿aplicarían alguno de... alguna de las técnicas o ejercicios o estrategias que hemos trabajado, ese día del examen y cuáles aplicarían y por qué?

Estudiante 9: si, aplicaría la de... primero identificar las palabras que conozco, pues las que tengo idea ya que es una herramienta que nos ayuda mucho y podemos identificarlo mejor.

DOCENTE-INVESTIGADORA: Ok. ¿Quién más quiere participar?, ¿aplicarían algo o no de lo que hemos trabajado en clase con relación al vocabulario?

(La estudiante 8 pide repetición) Estudiante 8: ¿Qué?

DOCENTE-INVESTIGADORA: Repetí la pregunta: ¿Aplicarían algo de lo que hemos trabajado, aparte de lo que Juliana (estudiante 9) indicó, en la prueba SABER 11 real?

¿No?

Bien. Y última...

¿Han descubierto nuevas palabras en las últimas sesiones de clase y cómo... qué... cómo han hecho para descubrir las nuevas palabras?

Estudiante 10: Utilizamos la estrategia que nombró la compañera Juliana, identificamos las palabras que ya nos sabemos, las palabras restantes las consultamos o averiguamos con la DOCENTE para ver qué... para ver qué significado tiene esa palabra, y pues las que... la mayoría nos las memorizamos para la próxima, y la próxima ocasión que vuelva a aparecer la palabra, ya sabemos cuál palabra es o la relacionamos; también sirve relacionar.

DOCENTE-INVESTIGADORA: Gracias. ¿Alguien más quiere agregar algo a esta pregunta? ¿Han descubierto nuevas palabras en las últimas sesiones de clase?, ¿cómo?

Estudiante 11: Si. Identificando y relacionando con el resto de las palabras en las oraciones y ya. Gracias profe.

DOCENTE-INVESTIGADORA: Muchas gracias.

Estudiante 12: Organizando el tema relacionado con el texto, ahí mirando las palabras conocidas y buscándole su función en el texto.

Estudiante 13: O preguntándole a la DOCENTE cuál sería lo más adecuado a la palabra.

YAMILE: ¿Listo? ¿Alguien más? Bueno, muchas gracias por su...

Appendix 12: Survey

ENCUESTA:

Lee con atención el enunciado o pregunta y elige la opción u opciones con la(s) que estes de acuerdo:

1. Consideras que los ejercicios trabajados en las últimas sesiones de clase:
 - a. Permiten saber dónde y como debe enfocarse la atención en una palabra o simplemente saltarla y continuar con la lectura del texto dado.
 - b. Permiten deducir el significado de una palabra desconocida en el contexto de la lectura.
 - c. Potencializan el uso de diccionarios.
 - d. Invitan a hacer conexiones entre palabras con el idioma español.
 - e. Ninguna de las anteriores.

2. Organiza de 1 a 8 las siguientes actividades realizadas en clase, de acuerdo con la importancia que han tenido, siendo 1 la más importante y 8 la menos relevante para ti:
 - a. Descifrar el significado de una palabra según el contexto. _____
 - b. El uso de diccionarios. _____
 - c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos). _____
 - d. Hacer conexiones entre palabras con el idioma español. _____
 - e. Repetición. _____
 - f. Memorización de palabras. _____
 - g. Organizar palabras formando nuevas oraciones. _____
 - h. Relacionar palabras con conocimientos ya adquiridos. _____

3. De las siguientes estrategias, ¿cuáles aplicarías en la prueba Saber 11, para resolver acertadamente los ejercicios de comprensión lectora?
 - a. Descifrar el significado de una palabra según el contexto.
 - b. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
 - c. Hacer conexiones entre palabras con el idioma español.
 - d. Organizar palabras formando nuevas oraciones.
 - e. Relacionar palabras con conocimientos ya adquiridos.

4. De las siguientes estrategias escoge con la que más te identificas al momento de leer en inglés y trabajar con vocabulario desconocido:
 - a. Descifrar el significado de una palabra según el contexto.
 - b. El uso de diccionarios.
 - c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
 - d. Hacer conexiones entre palabras con el idioma español.
 - e. Repetición.
 - f. Memorización de palabras.
 - g. Organizar palabras formando nuevas oraciones.
 - h. Relacionar palabras con conocimientos ya adquiridos.

Appendix 13: Samples of surveys answered by the participants.

ENCUESTA:
Lee con atención el enunciado o pregunta y elige la opción u opciones con la(s) que estés de acuerdo:

1. Consideras que los ejercicios trabajados en las últimas sesiones de clase:

- a. Permiten saber dónde y cómo debe enfocarse la atención en una palabra o simplemente saltaría y continuar con la lectura del texto dado.
- b. Permiten deducir el significado de una palabra desconocida en el contexto de la lectura.
- c. Potencializan el uso de diccionarios.
- d. Invitan a hacer conexiones entre palabras con el idioma español.
- e. Ninguna de las anteriores.

2. Organiza de 1 a 8 las siguientes actividades realizadas en clase, de acuerdo con la importancia que han tenido, siendo 1 la más importante y 8 la menos relevante para ti:

- a. Descubrir el significado de una palabra según el contexto. 6
- b. El uso de diccionarios. 7
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos). 4
- d. Hacer conexiones entre palabras con el idioma español. 5
- e. Repetición. 8
- f. Memorización de palabras. 2
- g. Organizar palabras formando nuevas oraciones. 3
- h. Relacionar palabras con conocimientos ya adquiridos. 1

3. De las siguientes estrategias, ¿cuáles aplicarías en la prueba Saber 11, para resolver acertadamente los ejercicios de comprensión lectora?

- a. Descubrir el significado de una palabra según el contexto.
- b. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- c. Hacer conexiones entre palabras con el idioma español.
- d. Organizar palabras formando nuevas oraciones.
- e. Relacionar palabras con conocimientos ya adquiridos.

4. De las siguientes estrategias escoge con la que más te identificas al momento de leer en inglés y trabajar con vocabulario desconocido:

- a. Descubrir el significado de una palabra según el contexto.
- b. El uso de diccionarios.
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- d. Hacer conexiones entre palabras con el idioma español.
- e. Repetición.
- f. Memorización de palabras.
- g. Organizar palabras formando nuevas oraciones.
- h. Relacionar palabras con conocimientos ya adquiridos.

ENCUESTA:
Lee con atención el enunciado o pregunta y elige la opción u opciones con la(s) que estés de acuerdo:

1. Consideras que los ejercicios trabajados en las últimas sesiones de clase:

- a. Permiten saber dónde y cómo debe enfocarse la atención en una palabra o simplemente saltaría y continuar con la lectura del texto dado.
- b. Permiten deducir el significado de una palabra desconocida en el contexto de la lectura.
- c. Potencializan el uso de diccionarios.
- d. Invitan a hacer conexiones entre palabras con el idioma español.
- e. Ninguna de las anteriores.

2. Organiza de 1 a 8 las siguientes actividades realizadas en clase, de acuerdo con la importancia que han tenido, siendo 1 la más importante y 8 la menos relevante para ti:

- a. Descubrir el significado de una palabra según el contexto. 4
- b. El uso de diccionarios. 8
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos). 3
- d. Hacer conexiones entre palabras con el idioma español. 5
- e. Repetición. 7
- f. Memorización de palabras. 6
- g. Organizar palabras formando nuevas oraciones. 2
- h. Relacionar palabras con conocimientos ya adquiridos. 1

3. De las siguientes estrategias, ¿cuáles aplicarías en la prueba Saber 11, para resolver acertadamente los ejercicios de comprensión lectora?

- a. Descubrir el significado de una palabra según el contexto.
- b. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- c. Hacer conexiones entre palabras con el idioma español.
- d. Organizar palabras formando nuevas oraciones.
- e. Relacionar palabras con conocimientos ya adquiridos.

4. De las siguientes estrategias escoge con la que más te identificas al momento de leer en inglés y trabajar con vocabulario desconocido:

- a. Descubrir el significado de una palabra según el contexto.
- b. El uso de diccionarios.
- c. Hacer deducciones desde la forma de las palabras (sufijos, prefijos).
- d. Hacer conexiones entre palabras con el idioma español.
- e. Repetición.
- f. Memorización de palabras.
- g. Organizar palabras formando nuevas oraciones.
- h. Relacionar palabras con conocimientos ya adquiridos.

Appendix 14: Samples of diagnostic tests solved by the participants.

Hoja de respuestas prueba diagnóstica inicial

HOJA DE RESPUESTAS PRUEBA DIAGNÓSTICA INICIAL

Nombre: _____ Curso: _____

Cómo marcar las respuestas

1	A B C D	MARQUE ASÍ
2	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	NO MARQUE ASÍ
3	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	NO MARQUE ASÍ
4	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	BORRE COMPLETAMENTE
5	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	NO MARQUE ASÍ

- ✓ Rellene completamente el círculo que corresponda a su escogencia
- ✓ No haga señales ni marcas adicionales en la hoja de respuestas
- ✓ No marque más de una respuesta por pregunta porque le será anulada
- ✓ Verifique que el número de la respuesta coincida con el número de la pregunta
- ✓ En esta hoja de respuestas encontrará preguntas de selección múltiple con única respuesta.

PARTE 1

1	A B C	✓
2	A B C	X
3	A B C	✓
4	A B C	✓
5	A B C	✓

PARTE 2

6	A B C D E F G H	✓
7	A B C D E F G H	X
8	A B C D E F G H	✓
9	A B C D E F G H	✓
10	A B C D E F G H	✓

PARTE 3

11	A B C	X
12	A B C	✓
13	A B C	X
14	A B C	X
15	A B C	X

PARTE 4

16	A B C	X
17	A B C	✓
18	A B C	X
19	A B C	X
20	A B C	X
21	A B C	X
22	A B C	✓
23	A B C	✓

PARTE 5

24	A B C	✓
25	A B C	✓
26	A B C	✓
27	A B C	X
28	A B C	X
29	A B C	✓
30	A B C	✓

PARTE 6

31	A B C D	✓
32	A B C D	X
33	A B C D	X
34	A B C D	✓
35	A B C D	X

PARTE 7

36	A B C D	✓
37	A B C D	✓
38	A B C D	X
39	A B C D	X
40	A B C D	✓
41	A B C D	✓
42	A B C D	X
43	A B C D	X
44	A B C D	X
45	A B C D	✓

15
30

24
45

63

HOJA DE RESPUESTAS PRUEBA DIAGNÓSTICA INICIAL

Nombre: _____

Curso: _____

Cómo marcar las respuestas

1	(A)(B)(C)(D)	¡MARQUE ASÍ!
2	(X)(B)(C)(D)	NO MARQUE ASÍ
3	(A)(B)(C)(D)	NO MARQUE ASÍ
4	(A)(B)(C)(D)	BORRE COMPLETAMENTE
5	(A)(B)(C)(D)	NO MARQUE ASÍ

19
45

- ✓ Rellene completamente el círculo que corresponda a su escogencia
- ✓ No haga señales ni marcas adicionales en la hoja de respuestas
- ✓ No marque más de una respuesta por pregunta porque le será anulada
- ✓ Verifique que el número de la respuesta coincida con el número de la pregunta
- ✓ En esta hoja de respuestas encontrará preguntas de selección múltiple con única respuesta.

12
30

PARTE 1		
1	(A)(B)(C)	✓
2	(A)(B)(C)	?
3	(A)(B)(C)	✓
4	(A)(B)(C)	✓
5	(A)(B)(C)	✓
PARTE 2		
6	(A)(B)(C)(D)(E)(F)(G)(H)	✓
7	(A)(B)(C)(D)(E)(F)(G)(H)	X
8	(A)(B)(C)(D)(E)(F)(G)(H)	✓
9	(A)(B)(C)(D)(E)(F)(G)(H)	✓
10	(A)(B)(C)(D)(E)(F)(G)(H)	X
PARTE 3		
11	(A)(B)(C)	X
12	(A)(B)(C)	X
13	(A)(B)(C)	X
14	(A)(B)(C)	X
15	(A)(B)(C)	X

PARTE 4		
16	(A)(B)(C)	X
17	(A)(B)(C)	✓
18	(A)(B)(C)	X
19	(A)(B)(C)	X
20	(A)(B)(C)	X
21	(A)(B)(C)	✓
22	(A)(B)(C)	✓
23	(A)(B)(C)	✓
PARTE 5		
24	(A)(B)(C)	X
25	(A)(B)(C)	X
26	(A)(B)(C)	X
27	(A)(B)(C)	✓
28	(A)(B)(C)	X
29	(A)(B)(C)	X
30	(A)(B)(C)	✓

PARTE 6		
31	(A)(B)(C)(D)	✓
32	(A)(B)(C)(D)	X
33	(A)(B)(C)(D)	X
34	(A)(B)(C)(D)	X
35	(A)(B)(C)(D)	X
PARTE 7		
36	(A)(B)(C)(D)	✓
37	(A)(B)(C)(D)	X
38	(A)(B)(C)(D)	✓
39	(A)(B)(C)(D)	✓
40	(A)(B)(C)(D)	✓
41	(A)(B)(C)(D)	X
42	(A)(B)(C)(D)	X
43	(A)(B)(C)(D)	X
44	(A)(B)(C)(D)	X
45	(A)(B)(C)(D)	✓

HOJA DE RESPUESTAS PRUEBA DIAGNÓSTICA INICIAL

Nombre: _____

Curso: _____

Como marcar las respuestas

1 A B C D ¡MARQUE ASI

2 A B C D NO MARQUE ASI

3 A B C D NO MARQUE ASI

4 A B C D BORRE COMPLETAMENTE

5 A B C D NO MARQUE ASI

13/45

9/30

0/30

- ✓ Rellene completamente el círculo que corresponda a su escogencia
- ✓ No haga señales ni marcas adicionales en la hoja de respuestas
- ✓ No marque más de una respuesta por pregunta porque le será anulada
- ✓ Verifique que el número de la respuesta coincida con el número de la pregunta
- ✓ En esta hoja de respuestas encontrará preguntas de selección múltiple con única respuesta.

PARTE 1		PARTE 4		PARTE 6	
X	1 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	X	16 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X	31 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X	2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	✓	17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	X	32 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
✓	3 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X	18 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	X	33 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
✓	4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	✓	19 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	X	34 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
✓	5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	✓	20 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X	35 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input checked="" type="radio"/> D
PARTE 2		X	21 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	PARTE 7	
✓	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	X	22 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X	36 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	X	23 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	✓	37 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
X	8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	PARTE 5		X	38 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
✓	9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	X	24 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	X	39 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	X	25 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	✓	40 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
PARTE 3		X	26 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	✓	41 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
X	11 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	✓	27 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	X	42 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
X	12 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	X	28 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	X	43 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
X	13 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	X	29 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	X	44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
?	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	X	30 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	✓	45 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
?	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C				

Appendix 15: Lesson plan 1 – Pedagogical intervention.

LESSON PLAN TEMPLATE			
LESSON PLAN Ref:	88	Course Ref:	ENGLISH 10TH
Subject / Course:	ENGLISH GRA 88		
Topic:	PRACTICING VOCABULARY FOCUSED IN THE PREPARATION FOR THE "SABER 11" TEST		
Lesson Title:	E-GARBAGE		
Level:	Beginner	Lesson Duration:	4 hours
Lesson Objectives:			
<ul style="list-style-type: none"> * To inquire about the pre concepts students have about the context and vocabulary in the text, by means of some questions. * To let students establish links between lexical items, existing knowledge and cognates. * To guide the students to make deductions from the morphological aspect of the words. 			
Summary of Tasks / Actions:			
<ol style="list-style-type: none"> 1. Pre-reading: questions for understanding. The teacher asks some questions related to the title of the reading "E-garbage". 2. Students identify the known words to take advantage of them and look for the comprehension of the text. 3. Wordplay: The teacher pronounce seven words taken from the text. After students listen the words, they identify how many syllables the words have and they try to write them correctly. Students make the relationship between the worked words and some vocabulary and expressions that appear in the text. Students can use the dictionary if they do not understand the meaning of some words. 4. The students take the dictation the teacher makes using the vocabulary worked and they check and correct the spelling of the sentences they wrote with another group and with the teacher. 			
Materials / Equipment:			
<p>Worksheet proposed by the teacher in Word format to be developed from the computer.</p> <p>On line pages like EDMODO, Wordsit, Wordreference Dictionary.</p>			
References:			
<p>Gastañeda, H., Ubaque, D. (2018) Know Now Achieving skills, preparing for life. British Council, Secretaría de Educación del Distrito. 8-13, 54-58, 64, 65.</p>			
Take Home Task:			
<p>The activities only are developed in the sessions of class.</p> <p>Taken from: https://www.pinterest.ca/pin/541487555193453644/?autologin=true</p>			

Appendix 16: Lesson plan 2 – Pedagogical intervention.

LESSON PLAN TEMPLATE			
LESSON PLAN Ref:	02	Course Ref:	ENGLISH 10TH
Subject / Course:	ENGLISH CLASS		
Topic:	PRACTICING VOCABULARY FOCUSED IN THE PREPARATION FOR THE "SABER 11" TEST		
Lesson Title:	THE MUSEUM OF BROKEN RELATIONSHIP 8		
Level:	Beginner	Lesson Duration:	3 hours
Lesson Objectives:			
<p>1. To inquire about the pre-concepts students have about the context and vocabulary in the text, by means of some questions.</p> <p>2. To organize the vocabulary in the text in the mind of the students, creating sentences using different elements which are not in the text.</p>			
Summary of Tasks / Actions:			
<p>1. Pre-reading: questions for understanding. The teacher asks some questions related to the title of the reading "The Museum of Broken Relationships".</p> <p>2. Copy the text in the Wordsift app and use the larger words highlighted in the word cloud to create sentences in a different context than reading. Underline the unknown words in the text and pronounce the words as you believe they are correct. Then, listen to the teacher defining the unknown words.</p> <p>3. Wordplay: The teacher writes the medium-sized words which appear in Wordsift. Students take another five (5) words (the smaller and the unknown) from the word cloud generated by the Wordsift app and they look for their meaning in a suggested monolingual online dictionary (Wordreference); students copy and paste the meaning. They write the incomplete words on the board and after the teacher pronounces them, without looking, complete them in their work guide. Then, use them in a sentence as the students understood. Finally, students should read one of their sentences aloud.</p>			
Materials / Equipment:			
<p>Worksheet proposed by the teacher in Word format to be developed from the computer.</p> <p>On-line pages like EDMODO, Wordsift, Wordreference Dictionary.</p>			
References:			
<p>Castañeda, H., Ubaque, D. (2018) Know Now Achieving skills, preparing for life. British Council, Secretaría de Educación del Distrito. 8-13, 54-58, 64, 65.</p>			
Take Home Tasks:			
<p>The activities only are developed in the sessions of class.</p> <p>█</p> <p>█</p> <p>Taken from: https://www.pinterest.ca/pin/541487555193453644/?autologin=true</p>			

Appendix 17: Lesson plan 3 – Pedagogical intervention.

LESSON PLAN TEMPLATE			
LESSON PLAN Ref:	23	Course Ref:	ENGLISH 10TH
Subject / Course:	ENGLISH CLASS		
Topic:	PRACTICING VOCABULARY FOCUSED IN THE PREPARATION FOR THE "SABER 11" TEST		
Lesson Title:	E-GARBAGE		
Level:	Beginner	Lesson Duration:	4 hours
Lesson Objectives:			
<ul style="list-style-type: none"> * To inquire about the pre-concepts students have about the context and vocabulary in the text, by means of some questions. * To let students establish links between lexical items, existing knowledge and cognates. * To guide the students to make deductions from the morphological aspect of the words. 			
Summary of Tasks / Actions:			
<ol style="list-style-type: none"> 1. Pre-reading: questions for understanding. The teacher asks some questions related to the title of the reading "E-garbage". 2. Students identify the known words to take advantage of them and look for the comprehension of the text. 3. Wordplay: The teacher pronounce seven words taken from the text. After students listen the words, they identify how many syllables the words have and they try to write them correctly. Students make the relationship between the worked words and some vocabulary and expressions that appear in the text. Students can use the dictionary if they do not understand the meaning of some words. 4. The students take the dictation the teacher makes using the vocabulary worked and they check and correct the spelling of the sentences they wrote with another group and with the teacher. 			
Materials / Equipment:			
<p>Worksheet proposed by the teacher in Word format to be developed from the computer.</p> <p>On line pages like EDMODO, WordSift, Wordreference Dictionary.</p>			
References:			
<p>Castañeda, H., Ubaque, D. (2018) Know Now Achieving skills, preparing for life. British Council, Secretaría de Educación del Distrito. 8-13, 54-58, 64, 65.</p>			
Take Home Tasks:			
<p>The activities only are developed in the sessions of class.</p> <p>Taken from: https://www.pinterest.ca/pin/541487555193453644/?autologin=true</p>			