

Implementing reading comprehension strategies through a VLO to enhance the English level in the Saber 11 exam.

Implementación de estrategias de comprensión lectora a través de un OVA para mejorar el nivel de inglés en el examen Saber 11.

**Implementing reading comprehension strategies through a VLO to enhance the
English level in the Saber 11 exam.**

Implementación de estrategias de comprensión lectora a través de un OVA para mejorar el
nivel de inglés en el examen Saber 11.

Darian Steven Sanchez Ovalle

Daniela Stefania Silva Velandia

Facultad de Educación, Universidad El Bosque

Undergraduate program in Bilingual Education

Javier Gomez Zapata

Bogotá, 2023

Authors:

Darian Steven Sanchez Ovalle

Daniela Stefania Silva Velandia

Advisor:

Javier Gomez Zapata

Universidad El Bosque

Facultad de Educación

Undergraduate program in Bilingual Education

Bogotá, 2023

Acknowledgments

We are grateful for the unconditional support we received from our families from the very beginning and for the hard work of each teacher in guiding us to become agents of change in our profession as teachers.

Agradecemos el apoyo incondicional que recibimos de nuestros familiares desde el primer momento y el trabajo arduo que tuvo cada docente guiándonos para convertirnos en unos agentes de cambio ejerciendo nuestra profesión como maestros.

Table of contents

Abstract	7
Resumen.....	8
Chapter 1	9
Introduction.....	9
Problem Statement	10
Rationale	13
Chapter 2	14
Theoretical Framework	14
Conceptual framework.....	15
Saber 11 exam.....	15
E-learning.....	17
Digital resources	18
Reading comprehension levels	19
Cognitive Academic Language Learning Approach (CALLA).....	20
Literature Review.....	21
Virtual Learning Object (VLO)	21
Metacognitive and cognitive strategies to enhance reading comprehension	23
Chapter 3	25
Research Design.....	25

Instruments.....	29
Instructional design.....	30
Chapter 4	31
Data Analysis	31
Annexes.....	40
References.....	47

Abstract

In order to analyze the impact of implementing reading strategies through a Virtual Learning Object (VLO) to enhance the English comprehension level in the Saber 11 exam, it was necessary to base this research on recent data collected from the Instituto Colombiano para la Evaluación de la Educación (ICFES) and some research based on the application of digital resources in English classes, since all of them allowed to understand the importance of technology to increase student's motivation in the presentation of reading comprehension exercises. In that sense, this study was conducted with an action research with a phenomenological philosophy and an exploratory approach, using mixed methods methodology where the data was collected, analyzed, and integrated both quantitative and qualitative research. The results showed that the change and help from this implementation was qualitative, regardless of certain quantitative findings observed in the *Data Analysis* that did not reveal a significant difference with the use of the VLO. However, students increased their interest and self-confidence by developing the talents and strengths that each of them possessed.

Keywords: Saber 11 exam, digital resources, reading strategies, and Virtual Learning Object (VLO)

Resumen

Con el objetivo de analizar el impacto de la implementación de estrategias de lectura a través de un OVA (Objeto Virtual de Aprendizaje) para mejorar el nivel de comprensión de inglés en el examen Saber 11, fue necesario basar nuestra investigación en datos recientes recolectados del Instituto Colombiano para la Evaluación de la Educación (ICFES) y algunas investigaciones basadas en la aplicación de recursos digitales en las clases de inglés, ya que todas ellas nos permitieron comprender la importancia de la tecnología para aumentar la motivación de los estudiantes en la presentación de ejercicios de comprensión lectora. En ese sentido, realizamos una investigación (*Action research*) con una filosofía fenomenológica y un enfoque exploratorio, utilizando una metodología de *Mixed methods* donde se recolectaron, analizaron e integraron datos tanto cuantitativos como cualitativos. Los resultados mostraron que el cambio y la ayuda de esta implementación fueron cualitativos, independientemente de ciertos hallazgos cuantitativos observados en el *Análisis de Datos* que no revelan una diferencia significativa con el empleo del OVA. Sin embargo, los estudiantes aumentaron su autoconfianza e interés al perfeccionar los talentos y fortalezas que cada uno de ellos poseía.

Palabras clave: Examen saber 11, recursos digitales, estrategias de lectura, y Objeto Virtual de Aprendizaje (OVA)

Chapter 1

Introduction

Throughout the last few years there has been evidence of a deficiency in the proficiency of English in students in the last years of school. Colombia is among the countries with the worst level of English in the world, according to the EF English Proficiency Index (EPI, 2023) study by Education First, which measured the performance of this language, and it was found that Colombia occupies the 75th position out of 113 in the list, being also in the lowest classification with a score of 480 out of 700. In addition, there have also been low results in the Saber 11 exam, where one of the reasons for this is the lack of reading comprehension in the students. The Saber 11 exam is an external standardized evaluation applied by the Instituto Colombiano para la Evaluación de la Educación, which evaluates the performance achieved by students according to the basic competencies, such as Critical Reading, English, Natural Sciences, Mathematics, Social Sciences and Citizenship, defined by the Ministerio de Educación Nacional (MEN, 2022). Therefore, the EPI (2023), which is a world ranking that classifies countries by their level of proficiency in English as a foreign language, states that Colombia is in 77th place, with a score of 480, which means that the level of English proficiency is *Low*.

Regarding the previously mentioned, the main objective of this research is to analyze the impact of the implementation of reading strategies through a VLO to improve the level of English comprehension in the Saber 11 exam. Additionally, we identified the reading comprehension strategies required to perform properly on the Saber 11 exam's English section, being specific in the different types of reading techniques that can be applied depending on the type of question presented in the test. Therefore, this process was carried out in an exploratory approach, that is,

based on observations of a specific case to identify the development of a class and what strategies could be used specifically for reading. Afterwards, a sample test was conducted to identify the strengths and weaknesses that were presented in students. Then, a Virtual Learning Object was designed which contained reading abilities and included tasks that were like those found on the Saber 11 exam considering the skills and deficiencies found previously. Some of those strategies are *Get the Main Ideas*, which gives a general context of the text, also to *Identify Supporting Ideas*, which provides details and key concepts of what the text is about. In this way, one can understand the information and begin to make an inference about what has been read. It also allows students to analyze pros and cons, reflect on their own experiences and apply the acquired information. Eventually, it was possible to make a data tabulation in which we demonstrated the outcomes of the use of the Virtual Learning Object, comparing before and after results and how this could affect students' performance and their result in the Saber 11 exam.

Problem Statement

The Instituto Colombiano para la Evaluación de la Educación (ICFES, 2023) administers the Saber 11 exam, which are externally standardized assessments and evaluate student performance in relation to the fundamental skills set forth by the MEN; it is a necessary requirement to graduate from high school. As a result, the English section of the test is one of its components and to comprehend the statement and provide a correct response, students must read actively, therefore it is necessary to work on and develop reading skills.

According to the ICFES (2022), there were mostly low results in the English section of the saber 11 exam in 2021. It was reported that in the English test, fewer students obtained the lowest performance levels (A- and A1), going from 84% to 75%. In addition, in the highest levels (B1 and

B+), 10% of the students obtained it in 2021 being the highest result among the last three applications. Reading is a vital part of understanding and comprehending what is written and analyzed, and recognizing details and keywords to get a deeper look at what the text is trying to say. Therefore, it is important to develop exercises to recognize different strategies to strengthen some reading comprehension skills, such as reading books, magazines or comics that are related to the context and environment of the student, which can also encourage critical thinking in students.

Currently, most of the public schools are implementing English as a second language based on the Colombian bilingual program, proposed by the MEN. However, this project has only recently been implemented in these schools, some challenges have been identified, including the teacher's own limited command of the language, the absence of contemporary teaching methodologies, a lack of resources, and the low number of hours in the curriculum devoted to English, sometimes as little as one hour per week.

In terms of the reading in the Saber 11 exam, it is important to recognize that it is one of the skills that is used throughout the entire test because whether the component is Mathematics or Natural Sciences, it must be read to understand to reach a correct answer or conclusion. In this way, it should be considered that there are different levels of this competence throughout the test, such as the literal and inferential comprehension level, making use of some informative and descriptive texts in which areas like work, academic, cultural, and personal are covered, as exposed in the infographics of Performance Levels English Test Saber 11 exam by the ICFES. The literal level, which is defined by explicit information from a text where the students choose the paraphrases that allow a proper answer to the questions presented about the text, can be found in the fifth section of the English component of the exam. Then, the inferential level is contained in the sixth part of the

exam, which is composed of questions about the author's intention and the general and specific aspects of a text.

Reading is the skill that is used in most of the English components in the Saber 11 exam. Consequently, to pass the English component in the exam, it is necessary to understand the main ideas of the text, keywords, meaning and its purpose to have a correct answer. Some students present low results in these assessments because they do not fully comprehend or read the question or the statement's fragment. As a result, it is essential that they acquire a variety of reading abilities and be able to apply them to provide responses that are appropriate for the given question type.

Additionally, we need to consider a few reading techniques that will foster critical thinking. "Getting The Main Ideas" provides a general framework for the material, while "Identifying Supporting Ideas" offers specifics and crucial concepts of the text's subject matter. In this manner, you may comprehend the data and start drawing conclusions about what you have read. You will be able to weigh advantages and disadvantages, consider your personal experiences, and put the knowledge you have learned to use.

That is why, the goal of our degree project is to analyze the effects of different reading strategies implemented through a VLO, and how it can enhance the English comprehension level in the Saber 11 exam and be helpful as well. As a result, it aims to respond to the following questions:

- What digital resources can be used to enhance and develop reading strategies in tenth and eleventh grade students?
- How do reading strategies benefit or difficult students to improve their reading skills by implementing a VLO?

Rationale

Due mainly to the pandemic, virtuality had to be implemented in several schools, which decreased the students' motivation. They also did not find it interesting to study autonomously or to learn more about all the subjects later in face-to-face classes. Jeronimo P (2020) asserts that kids and youth have consequently shown signs of academic rejection from schools or lack motivation to complete their assignments, as a result of having to adjust to a new method of learning and not having face-to-face interactions with their teachers or classmates. Because of this, most of the district school students scored low on the English component in the Saber 11 exam. The hardest element, according to ICFES (2022), was reading comprehension that was concentrated on inferential and literal texts since students had trouble dealing with or fitting points connected to these comprehension levels.

We recognized the need for understanding how digital resources may be used to improve reading comprehension using specific tasks in certain classes as future teachers in training. This is the reason why we tried to provide students with some interactive tasks implemented in a Virtual Learning Object, which required them to do more than just read and respond. To do this, we used online tools to create questions in a variety of formats.

Consequently, we made the decision to do action research using an exploratory approach to see whether the use of the VLO with these activities had a favorable effect on the students' performance in both academic and personal areas. The survey/worksheet that was implemented played an important role in the process since it was conducted before and after the use of the VLO to know how they felt about the exercises they realized.

Following the pandemic, it has become clear how important it is to include technological tools into the classroom because they support teachers' teaching methods and motivate students to

go deeper into the subject or text. With this project, we wanted to offer a VLO as a support to help teachers to engage and encourage students in reading comprehension in English. In a similar manner, we wanted to document the research process that was observed and the students' experiences to leave the VLO in the school for future teachers who wish to use it in the classroom.

Based on what was stated previously, the general objective that guided this research was the analysis of the impact of implementing reading strategies through a VLO to enhance the English comprehension level in the Saber 11 exam. Additionally, the specific objectives were the identification of reading comprehension strategies that were necessary to improve and enhance the performance of the students in the English part in the Saber 11 exam. Then, design a Virtual Learning Object focused on the reading skills and at the same time contain exercises included and used in the Saber 11 exam as examples. And finally, analyze which strategies could be implemented to potentiate the level of reading comprehension in English of eleventh grade students.

Chapter 2

Theoretical Framework

As mentioned before, the results obtained in the Saber 11 exam were not as expected, and talking about the English part, the level was very low in the Calendar A schools, being below the B1 level (ICFES, 2022). For that reason, it is essential to be aware of the key concepts and latest research related to this problem to choose the appropriate exercises and strategies to implement on the digital resources and get accurate answers to the issues that frame our study.

Conceptual framework

To enable students to make a better performance in the Saber 11 exam, which is crucial since the State uses it to assess the level of performance of students who are ready to complete the eleventh grade, it should also be considered that in these tests there are different types of questions. That is why, depending on what the question requires, an appropriate type of reading comprehension can be used. Considering that one of the main skills required is reading, which is necessary to understand what the intention of the text is. According to Rojas (2023), reading comprehension is one of the most crucial abilities evaluated by the ICFES Saber 11. The ability to comprehend a text's meaning, recognize its key ideas and supporting ideas, and connect the information to prior knowledge is referred to as this skill. Because it enables the student to comprehend the concepts and use them effectively, it is crucial in all fields of study.

For this reason, we want to help students, making use of all the technologies that surround humanity these days; creating a Virtual Learning Object in which they can practice and test the knowledge and skills they want to develop. Since these can become useful and facilitate better performance and understanding of the tests.

Saber 11 exam

The Saber 11 exam is taken into consideration for this project because we want students to enhance their reading abilities to perform better on the exam, which is important and required for the conclusion of their education. According to the MEN (2022), this exam is a standardized assessment tool that assesses the effectiveness of the formal education given to graduates of high school. Critical Reading, Math, Social and Citizenship, Natural Sciences, and English make up the five assessments that form Saber 11°.

Focusing on the English test of this exam, which consists of assessing the student's communicative competence in English language to report what he/she can do, as expressed in the Common European Framework, through reading, grammar, and lexical tasks (Cambridge, 2023). Considering the results of the Saber 11 exam, the English component is measured according to the CEFR scale of levels, which are Basic (Pre-A1, A1, A2), Independent (B1, B2) and Proficient (C1, C2). The questions of this test are divided into 7 parts. The first one, it is formed by 5 descriptions that must be related with 8 words (one is used as an example, 5 are used to answer the questions and 2 words are left over). Then, the second is formed with statements. Each of the statements must be assigned to one of the sites listed in the response options. The third consists of short conversations. The conversation must be completed by choosing the correct answer. The fourth one consists of a text with blanks. They must be filled with the word that has the correct structure. The fifth part is formed by reading comprehension questions on a basic level text. The sixth consists of reading comprehension questions on a text of a more complex level with a broader vocabulary understanding. Finally, the last part consists of a text with blanks. They must be filled with the word that has the correct meaning or structure.

Cambridge (2023), states that the CEFR is used worldwide to define the language skills of students on a scale of English levels from A1, the basic level of English, to C2, for those who are exceptionally proficient in English. Then, this test is intended to measure the level of performance that the evaluated student is estimated to have. Students are classified into 4 performance levels: Pre-A1, A1, A2 and B1. Considering that pre-A1 is a level below A1 that has been included in this module because Colombia has a population that is below the first CEFR level (A1).

Similarly, it is important to know that the readings contained in the exam questions are divided into different types. There are three that are the most notable, the expository intends to report facts, ideas, or concepts to develop a topic. Another type is descriptive, which aims to define

a topic, as its name implies, by describing characteristics. Finally, the narrative is the one responsible for telling stories.

E-learning

It is necessary to consider a teaching and learning system known as E-learning, so that it is eye-catching and adaptable to meet the needs of students. For the progress and development of educational processes, this system makes use of the Internet and other technical instruments and gadgets. Market Business News (2018, May 26) defines e-learning as instruction delivered via a digital device, allowing for on-the-go learning. It is meaningful in the sense that technology, which is all around us and is used by everyone, is driving the need to learn new skills and gain knowledge in the world we live in right now.

Some of the characteristics of E-Learning are that technology, didactic and instructional materials, and pedagogical administration or planning formed its main components. Also, geographical location is no longer an issue because it is an online course. In the same way, either synchronous or anachronistic communication is possible in e-learning. This system uses gadgets like smartphones, PCs, and tablets, which can be beneficial for teaching as it expands other ways of learning with different resources, like websites or instructional platforms.

Within E-learning there are different categories, such as:

- **Blended Learning:** E-learning is integrated with in-person instruction. Technology is used by educators and students during meetings. Iberdrola (2021) highlights the following as some of the key benefits of blended learning: increased student motivation and performance; participation, self-learning, and teamwork; new avenues for teacher-student interaction; increased flexibility; and the development of digital competencies and digital intelligence.

- **Microlearning:** it is composed of short, didactic courses on a certain subject. According to Colman (2023), the basic principles to consider in microlearning are the distribution of information in small and focused segments and the stimulation and attention of the learner.
- **Mobile Learning:** it uses multi-device applications. Students will be able to study whenever they choose and from any location thanks to these applications. Students will have easy access to all their resources in the palm of their hands. As stated by Brew (2017) some of the key features of Mobile learning are microlearning content, the use of social learning to boost engagement and its seamless access.
- **Gamification:** in the world of virtual education, gaming tactics are applied. Considering what Delgado (2019) states, gamification is a method of teaching that uses game principles to enhance student learning and produce better outcomes by helping students retain or develop new skills.

Digital resources

Currently there is a diversity of digital resources which are very useful and helpful in learning and teaching. Any content produced using digital technology or converted from an analog (paper) form to a digital one is referred to as a digital resource. Considering StudySmarter UK (2023), digital resources can be divided into two categories: internet resources and offline digital resources. Examples of internet resources include websites, blogs, forums and online libraries and databases while photos-images, videos and audio recordings are examples of offline digital resources.

Considering this, the use of these resources is important because it provides students with the chance to develop the skills necessary to obtain information, verify it with additional evidence, and then assess it to draw conclusions. Digital resources are necessary to provide a range of learning

experiences. According to Chen et al. (2020) due to the ability to include interactive content and assess learning within the learning process, digital content has distinct advantages over print material. Also, Trakhman, Alexander, & Silverman (2018) said that following recent studies, teaching students how to read digital content successfully and interact with it improves comprehension and boosts their confidence in their reading skills. Therefore, digital tools are important to help students to have a better reading experience by being able to make use of interactive tools to have a more complete understanding of a text.

Reading comprehension levels

To apply the digital resources correctly, different types of reading comprehension should be considered, each one can be used for a type of question depending on what it asks or the type of information that needs to be analyzed or read. It is also important to consider an article that Lastiri, L. (2022) wrote about various reading levels, he stated that one of the most important skills a learner should possess is the ability to comprehend texts or events. This research is going to be focused on two of those levels, the first one is the Literal, which focuses on explicit information. Then, the Inferential, which rebuild meaning of the text by relating it to personal experiences and previous knowledge. The other levels are important to mention, the Critical is focused on evaluative nature, substantiated judgments, and opinions. The other one is called Appreciative, which considers the emotional impact, aesthetics, and use of language. The last one is the Creative that is centered in the elaboration of new texts from the main text.

Principally in this project it is going to focus on the literal and inferential level, which are the ones that can be found in the types of questions in the Saber 11 exam. Highlighting what Gagné et al., (1993) and Kintsch, (1998) mentioned, the representational structure of reading comprehension is organized in terms of levels, with literal comprehension requiring word decoding, lexical access,

and syntactic parsing processes, while inferential comprehension requires bridging and elaborative inferences, as well as main idea construction.

Cognitive Academic Language Learning Approach (CALLA)

This is an instructional strategy designed to boost second language learners' academic progress. As it is stated by O'Malley & Chamot (1990), CALLA is used to instruct students in the fundamentals of academic language and subject. It has been claimed that CALLA fosters students' growth as self-sufficient and autonomous learners by giving them some knowledge to support a wide variety of educational strategies that can be used to enhance reading abilities. The five-stage cycle of preparation, presentation, practice, evaluation, and expansion is the model's suggested method for integrating information, language, and learning processes using different strategies. As Cubukcu (2008) said, these strategies can involve the use of imagery, elaboration, inference, prediction, paraphrase, and classification. The need for explicit instruction is highlighted since it is thought that doing so will help students who are actively engaged in learning new subjects and concepts from academic books make better use of these tactics.

Conclusively, this approach enables students to be more proficient, comprehend and retain language skills, as well as, learning strategies, development of academic language and the curriculum are considered here. It also can help them to continuously reflect on their own understanding, being conscious of what they are thinking. The key to deep understanding is to go beyond factual knowledge and literal comprehension, taking into consideration the context in which it is found, relate it to previous knowledge and analyze it. This can be found in different types of readings in which the reader must not only read literally but also analyze and go deeper to gather details and conclusions from what is read to fully understand a text.

Literature Review

Due to the pandemic, classes became virtual and, consequently, today we need to integrate technology into the teaching and learning processes. The Internet can be a useful tool for finding information about languages and how to learn them through videos, images, games, and applications that connect people from all over the world. Teachers oversee guiding students in the correct use of these resources to take advantage of them and work on skills such as reading. It is important to take a look at recent research where digital resources are implemented as VLO, reading comprehension strategies, and metacognitive strategies to see what progress has been made and how we can integrate digital resources and web pages more appropriate to create a VLO containing readings and texts in which students can develop using reading comprehension strategies with the help of tips and videos to improve their level of comprehension in English in the Saber 11 exam.

Virtual Learning Object (VLO)

The Virtual Learning Object has been the most used tool in E-learning that allowed to complement and facilitate English classes for students who could not be in virtual sessions all the time during school closures due to Covid-19. As we can observe, adolescents have a close contact with technology, social networks, and applications, having a natural interest in surfing the net. That is why, as mentioned by Correa & Sarmiento (2021), the main reason for the implementation of a VLO is to use this digital resource as a helpful and motivational tool so that students can improve their reading comprehension skills in English.

Furthermore, the concept of Virtual Learning Object is mentioned in recent educational research and studies, as for example, Correa & Sarmiento (2021) work and Satriani (2017) paper, as an alternative for students to get in touch with it whenever they want to revisit the subject to

better understand it, even going back to face-to-face classes. To boost the implementation of a VLO in English classes to improve reading comprehension skills, it is crucial to look for recent studies showing the results, benefits, and challenges of implementing a VLO to modify and improve the use of this digital resource.

Given that this tool has been used recently, we as pre-service teachers questioned how to implement a VLO to enhance reading comprehension skills. From that, we consider the work of Correa & Sarmiento (2021), whose general objective was to design a VLO as a technological educational resource in the teaching of English as a foreign language to improve the dynamics of classes and help students to get a meaningful learning; and the research of Satriani (2017), which states significant effect of Online Reading Resources in students' reading comprehension in an extensive reading class, gaining the results through a study based on quantitative approach and the presentation of some reading tests.

Therefore, it is possible to recognize that in both articles the use of digital resources plays a major role in the learning-reading process of students today. As Correa & Sarmiento (2021) claimed, there was a great empathy for the VLO due to it containing images, texts, audios, videos to address different contents that would allow them then to perform in line exercises with support, reinforcing the importance of network learning technology. Similarly, Satriani (2017) mentioned that the use of digital resources to improve reading can affect students in a positive and significant way, so students also become more active and motivated in the process. This was reflected in the analysis of the data collected at the beginning and at the end of the tests applied.

To conclude, after examining the research, we realized that they could analyze at least one socio-affective factor in reference to why students get higher scores and motivation than others and how the VLO could be improved to provide a better experience of applying education in technology. However, this research shows some tools, strategies, and exercises to implement VLO

to improve second language proficiency, also mentioning the importance and the relationship that digital resources have with the immediate context of the students.

Metacognitive and cognitive strategies to enhance reading comprehension

Metacognitive strategy is a crucial concept because it allows students to control their own learning and improve the management of their feelings and thoughts to maintain the level of motivation when learning something new or reinforcing any topic or skill such as the English comprehension reading. In this regard, Tawarikh, Ikhsanudin, Wajdi, and Latip-Yusoph (2021) state that when learners are aware of metacognition strategies, they become independent learners, so that if they face any problem, they can find a solution based on their own experience.

As virtual classes were a surprise for teachers and students due to the pandemic that arrived in 2020, considering our experience as students in which none of us felt prepared to receive classes in this modality, for that reason students began to lose motivation and self-confidence to obtain or understand a diversity of information in their classes. Focusing on English and reading comprehension strategies, because of the virtuality teachers could not work on them because the time and the number of subjects taught to the students was reduced. As in the school of our study where English was not taught in the whole virtuality. That is why it is important to enhance metacognitive strategies in students so that they can apply them in extra learning exercises to raise the level of English focusing on the reading part in the Saber 11 exam.

Given that these metacognitive strategies can be a powerful tool, we wondered how to include them and how they can positively influence a VLO, implementing it in stages/sessions to facilitate its acquisition and understanding to enhance the decision-making process and self-learning, so that students can engage with the digital resource with autonomy and responsibility to improve their reading comprehension skills in English. By that, it is important to highlight the studies conducted

by Tawarik, Ikhsanudin, Wajdi & Latip-Yusoph (2021) where their purpose was to examine how students' reading comprehension and reading awareness are impacted by the CALLA metacognitive training approach, using a quasi-experimental design with a pre-test, treatment and post-test; and Darabie (2000) whose research deals with the relationship between metacognitive awareness strategies and reading comprehension performance in English as a foreign language to study the level of such strategies as difficulty, efficacy, confidence, repair, and best acquired level.

Consequently, the authors ground their research on the positive impact of implementing CALLA strategies to enhance reading comprehension in English. As a matter of fact, Tawarik, Ikhsanudin, Wajdi, and Latip-Yusoph (2021) pointed out that since reading is important for obtaining and understanding all the information offered in the world, teachers should implement CALLA metacognitive strategies in classrooms to enhance students' critical thinking, reading comprehension, and reading awareness. Besides, Darabie (2000) remarks that reading encourages students to construct and give meaning to what they read by connecting it to what they already know and to their experiences; therefore, he recommends that teachers apply metacognitive awareness strategies in a diagnostic as a tool to improve their classes by knowing how to help students get a head start in controlling their reading comprehension in English as a foreign language. Furthermore, this diagnosis would be a necessary tool to identify how the basic language learning standards established by the MEN can be achieved. Remembering that some of them aim to form a student as an active and committed reader, developing textual understanding and interpretation, and encouraging inference to be able to interpret the world from different perceptions.

Indeed, the cognitive and metacognitive strategies such as activating, monitoring, and clarifying, predicting are those that are implemented in a VLO so that students can get the main idea and identify supporting ideas from expository, descriptive, and narrative texts found in the

Saber 11 exam. Using these strategies allows students to use their prior knowledge or experiences to comprehend the text, determine whether they understand it, clarify and correct misunderstandings during reading, and develop ideas about what to expect next in the text.

To recapitulate, after checking out the studies, we were able to reaffirm that the implementation of metacognitive and cognitive strategies in a guided Virtual Learning Object could help students develop their own skills of self-questioning, judging, and reflecting on what they are reading, having self-confidence when they must take the Saber 11 test.

Chapter 3

Research Design

The impact of implementing a VLO as a digital resource to enhance the reading comprehension strategies was the main reason why this study has been developed. It is known that this alternative can have different impacts depending on the interpretation that each participant (students) gives to it; for that reason, our study was addressed by the exploratory research and the phenomenological philosophy, which according to Nair (2021) it is focused on analyzing how a phenomena can affect a person and how it is viewed by him/her in a specific circumstance. It can also be used to research the behaviors that a group of people have in common. In that way, mixed methods methodology and action research were used to observe, analyze, describe, and interpret events presented from the perspectives of the students while the alternative was in progress.

The main idea was to analyze what was the impact of implementing a VLO as a digital resource where the reading comprehension strategies like “*Getting the main ideas*” and “*Identifying supporting ideas*” were applied through some exercises in order to practice the reading English

part that is found in the Saber 11 exam and worked based on the competences involved, which were the literal and inferential found in the fifth and sixth part of the English component.

Some research, studies, papers mentioned previously in the literature review were important to see what the findings were that professionals, teachers in training had seen about metacognitive and cognitive strategies to enhance reading comprehension through a VLO. Since there hasn't been a lot of studies specifically on this, our research was exploratory because according to Neville (2007), the aim is "...to look for patterns, hypotheses, or ideas that could be tested and formed the basis for further research."

The mixed methods methodology helped to understand in a better way the effectiveness and results which were observed in the phenomenon under study, collecting, analyzing, and integrating both quantitative and qualitative research. Paltridge and Phakiti (2015) said that according to this methodology, using both quantitative and qualitative approaches can improve a study's quality because each one can be used to support, enhance, or expand the other. Through worksheets, surveys, sample test observation, and data analysis, we could see how helpful the VLO will be to potentiate the reading comprehension strategies, so the students feel more comfortable and get a better score in the English part of the Saber 11 exam. These instruments were important for this research because it allowed us to compare the results and feedback that students got at the beginning with the ones that they got at the end in the sample test after the implementation of the VLO.

The action research methodology was the most suitable for the purpose of our research due to as Ferrance (2000) mentioned it is "...a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement", where action, evaluation and reflection were its

methods. In that way, we could implement our VLO with some exercises and activities where the reading comprehension strategies were worked in classes with eleventh grade students to get a better score in the English part of the Saber 11 exam. Without leaving aside the support of the school and the collaborative research with the help of the teacher in charge of the classroom, we made an ethnographic analysis of the immediate context of the students and a previous presentation of the resources that we were going to use throughout the implementation.

This methodology can be used for educational purposes to collect and analyze information regarding current educational programs, seeking how to develop alternatives to improve, get and discuss the impact of the new plan after being implemented. It is important to note that there are other research design types that can be used with the action research methodology; for this reason, the individual design was used in this paper. A specific task was analyzed, which was the reading comprehension strategies implemented through the VLO focused on some exercises presented on the English part of the Saber 11 exam. Therefore, following the development of the activity, the outcomes were examined to determine its pros and cons.

Thus, we decided to implement two worksheets as the initial phase which consisted of the following: in the first meeting we used an introductory worksheet, which was printed out and given to the students as a first instance to see and have a background to know how they were regarding reading. It consisted of two different readings, one was literal and the other inferential, with some questions to be answered according to the text. The second worksheet (divided in two sections) was presented in the next meeting and done in a Google Forms, which was answered by the students online. The first section was a survey with a series of questions in which it was intended to know how they felt with the previous worksheet and how they felt about the Saber 11 exam. The second section consisted of 3 new inferential and literal texts, where students must answer questions about

these readings; this was implemented to observe the progress they had with respect to the first meeting.

Then, the VLO was implemented in one class with students of eleventh grade at the Colegio Técnico Distrital Paulo Freire to help in the improvement of reading comprehension in English and provided them with some strategies to apply when they had to present the Saber 11 exam. Finally, a sample test was answered by students to know if the VLO was useful to enhance their reading comprehension in some exercises like the ones that are presented in the exam.

The categories of analysis of results utilized were the students' levels of literal and inferential comprehension. While they had to deduce conclusions about the facts in the text at the inferential level, students had to identify the facts and data in the text at the literal level.

Considering how the instruments were implemented in the classes with the students, the way we analyzed and discriminated the results was quantitatively and qualitatively based on the use of mixed methods. Quantitatively, we considered the final result obtained by the students in the two worksheets and compared it by means of tables and graphs with the final result obtained in the sample test which was implemented after the VLO, to do this analysis we keep in mind the different strategies used in each step of the implementation and we contrasted the results based on these three categories of learning strategies, literal, inferential. Similarly, in the qualitative part, we took into consideration triangulation, which allowed us to analyze the data in an objective way to increase the credibility of the facts. We used triangulation of data where we collected information from different moments and people (teacher, students, researchers, and observers).

Instruments**Worksheets**

Worksheets are used, according to Lee (2014), to aid studying, encourage active learning, generate enthusiasm for learning, and conduct assessments. Overall, effectively designed worksheets can enhance students' learning processes. The use of worksheets was helpful in our project because with them we could make a previous research to know what knowledge and concepts the students had in reading comprehension levels and observe what they understood about the proposed readings.

Surveys

Surveys are constructed to ask specific questions to obtain specific information from people. This instrument was useful because, thanks to the information collected, we were able to plan the topics and exercises to be used in the VLO and to identify opportunities for improvement regarding the design and content for future learners.

Sample test

Sample test is an example of a standardized assessment that allows measuring the knowledge acquired by students. The use of this instrument helped to contrast the results obtained from the worksheets with the final result.

Observation

Observation permits to document activities, behaviors, and non-verbal language of a situation without having to engage in a conversation with the person being observed. It allowed us to see the behavior of the students, to see if they were interested in the use of the VLO and if they found it innovative to work with a digital resource in class.

Instructional design

It consists of the implementation of a VLO that contains reading comprehension strategies to identify whether 11th grade students feel more confident when facing the English component of the Saber 11 exam. The implementation of the OVA consists of the following stages:

Pre stage. We had a meeting with the English teacher in charge of 11th graders to recognize the ethnographic context of the students and show in detail the digital resources designated for analysis, observation, and collection of results.

1. First class session, *Worksheet 1* (printed paper) was implemented, and our role was as observers as well as implementers to record attitudes, opinions, reactions, and academic results of the students. In the *Annex 1* you will see the worksheet format.

2. Second class session, students conducted a *Worksheet 2* which consisted of a survey and a mini workshop that was solved virtually (Google forms). It was based on readings that reflected the levels of reading comprehension: literal and inferential. In *Annex 2* you can see the worksheet format.

3. Third class session (2 hours), the VLO was applied in class with previous knowledge of it. Our role continued to be as observers and implementers to be able to analyze if there was indeed improvement, motivation to learn on the part of the students and so on progressively.

We proceeded with the explanation of our VLO, in which we talked part by part about the content of the VLO. Afterwards, it was left as a task to revisit the VLO and perform the activities that were there. Below you can click on the link to go to the VLO.

<https://sites.google.com/unbosque.edu.co/easy-reading/home>

4. Fourth class session, students took a "sample test" containing readings from previous Saber 11 exams, which will help us to compare results obtained in the first workshops and in this test to identify the effective process or not of this digital resource implemented.

We started this session with the collection of the scores and answers obtained in the activities found in the VLO that they performed as homework. After that, the application of the final sample test was done, which consisted of 2 readings (inferential/literal) where they had to answer the questions according to each text in an answer sheet type Saber 11 exam. In the *Annex 3* you will see the sample test format.

5. Fifth class session, students received feedback on each part of the process in which they were involved. Students were called one by one to socialize their responses and to ask them how they felt about the whole process.

Chapter 4

Data Analysis

It is important to mention that what encouraged us to work as a degree project a VLO that implements reading comprehension strategies to enhance the English level in the Saber 11 exam, was our experience as students of eleventh grade that presented the test and saw opportunities for improvement in some exercises of the English component. Consequently, when we applied *Worksheet 2*, which contains a survey section to students we could reaffirm the necessity to implement digital resources to work in the opportunities of improvement as the reading comprehension in English of this exam.

Likewise, based on the conversations we had with students, instructors, and administrators throughout implementation, it was evident that the structure and academic distribution of the school

did not support the learning of a second language there. The prospect of having continuity in the teaching of this language was denied since English and Spanish were treated separately every semester, in other words, students were taught Spanish in the first semester of the year and English in the second semester of the year, even though learning a language requires continuous practice.

According to what was previously mentioned and due to the answers to the questions proposed in the survey on whether they felt prepared to take the Saber 11 exam, where the majority answered, "I do not feel prepared", then "Moderately prepared" and the minority answered "Yes, I feel prepared". The levels proposed by the CEF were considered and the reason why most of the answers were "I do not feel prepared" was because the level of English they consider having was Basic (Pre-A1 and A1) according to the following graphics:

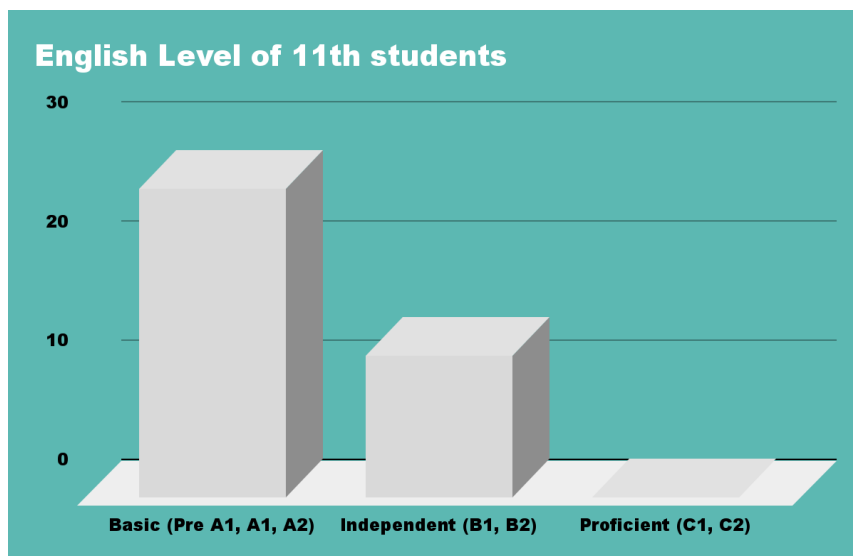


Figure 1.

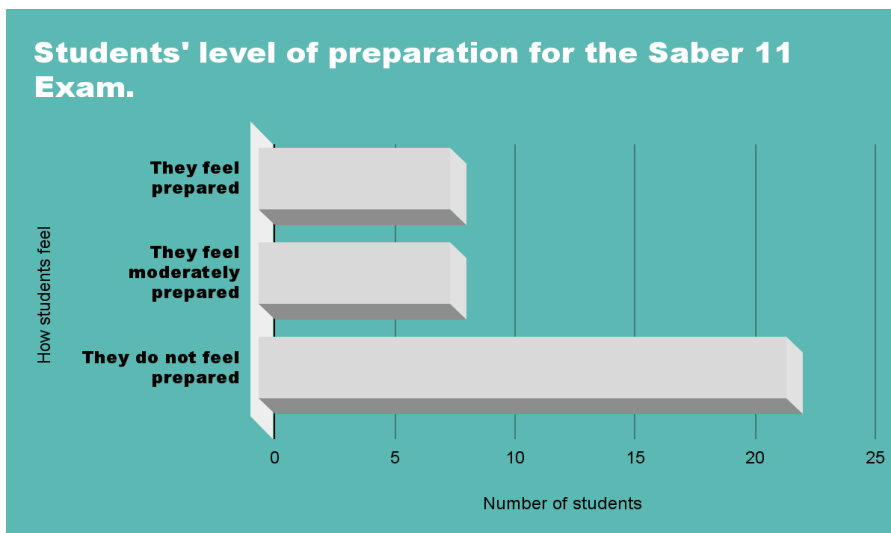


Figure 2.

Likewise, it was observed that most of the students excelled in listening and writing skills, leaving reading, and speaking as the skills in which they excelled the least. It can be deduced that one of the factors for which reading is a little difficult for the students is because the reading comprehension levels that are most worked on in the English component of the test are literal and inferential, with inferential being the most difficult. This was observed from the questions the students generated, the need to use their dictionaries on their cell phones and their confusion in re-reading the texts assigned in worksheets 1 and 2 several times. See figure 3 and 4.

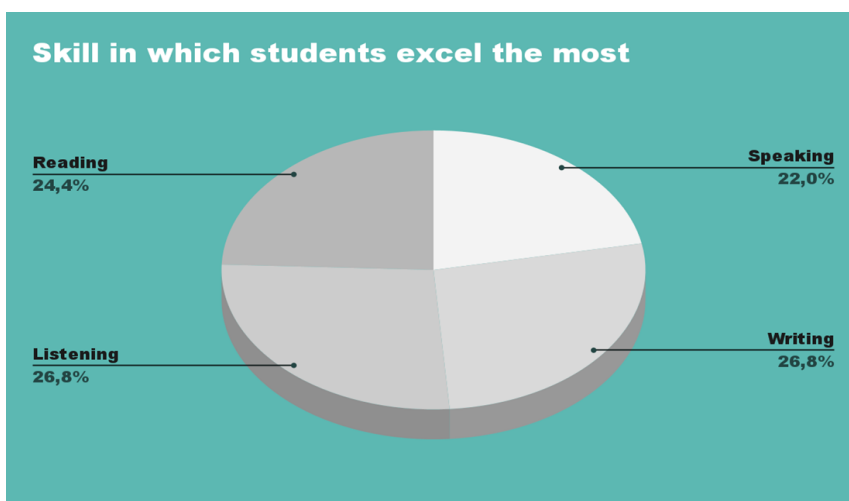


Figure 3.

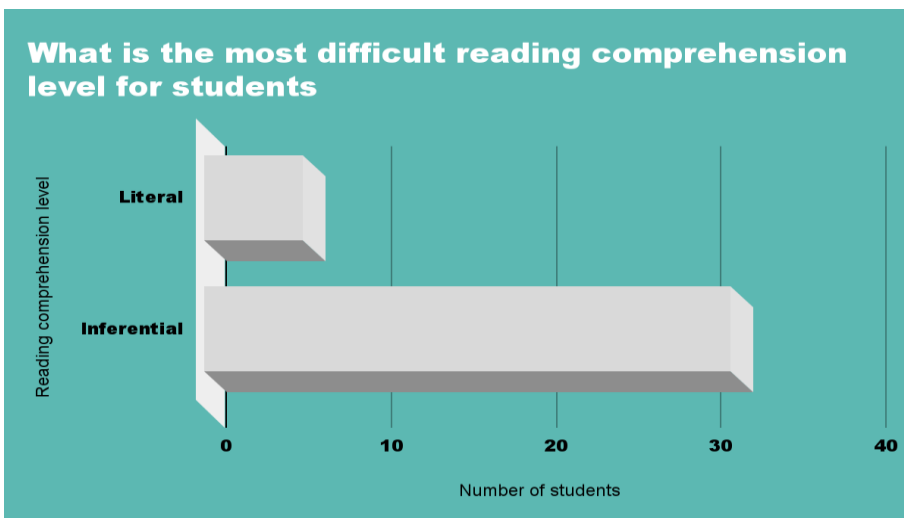


Figure 4.

Moreover, in the implementation of *Worksheet 1*, we observed and analyzed based on their responses that they felt good and comfortable doing this workshop. However, there were difficulties in reading comprehension due to lack of vocabulary and lack of strategies to locate information in the text with respect to the questions that were asked. One of the strengths that became evident was their understanding of some of the key words that they already knew from their previous English classes. This helped them to understand some parts of the texts, but not all of them, as mentioned above, they still lacked a lot of vocabulary.

One point to review in the importance of this implementation was the quantitative difference between worksheet 1 and 2, since we could show that there is no stable reading comprehension because in both workshops, we work inferential and literal readings with the same level of difficulty. Figure 5 shows the scores collected from Worksheet 1 by the students and it is evident that they obtained an average score of 40 for the whole class on a scale from 0 to 50, where 0 is the lowest and 50 is the highest. There was also an interval where 26 was the lowest score obtained and 50 the highest. Figure 6 displays the results from the students' Worksheet 2 and, on a scale from 0 to 50, where 0 is the lowest and 50 is the highest, the class obtained an average score of 36.

Additionally, there was an interval in which the lowest score was 20 and the best was 48. From this first part there was a small decrease in the results obtained in Worksheet 2 with respect to Worksheet 1. See Figure 5, 6 and 7.

WORKSHEET 1 RESULTS		
NORMAL	AVERAGE	INTERVAL
40,73/50 points	40/50 points	26 - 50 points

Figure 5.

WORKSHEET 2 RESULTS		
NORMAL	AVERAGE	INTERVAL
36/50 points	36/50 points	20 - 48 points

Figure 6.

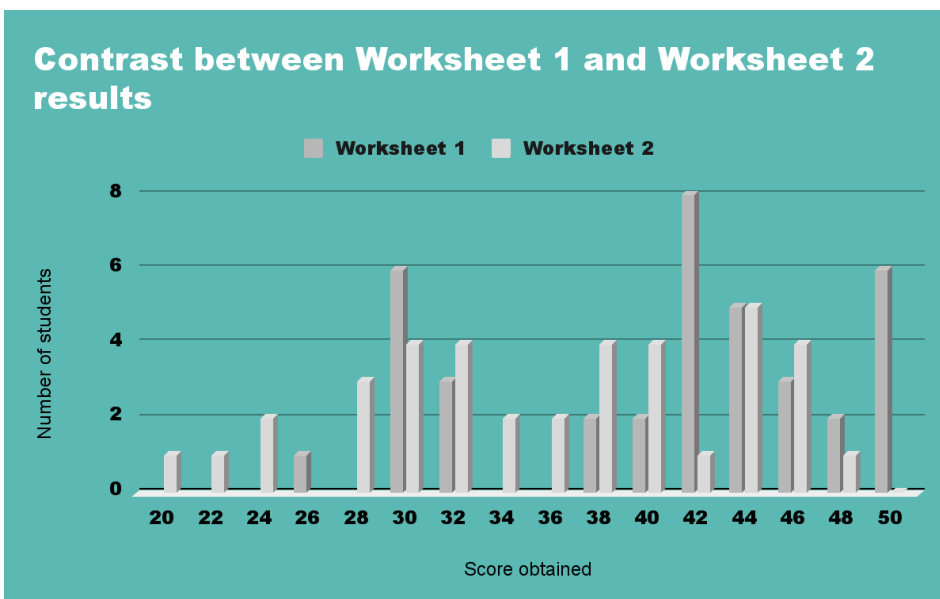


Figure 7.

The implementation of the VLO could be done through tablets and computers provided by the school. Some connection difficulties were observed, which made it difficult for everyone to be working on the VLO simultaneously. However, we resorted to another strategy, where students who did not have internet connection from the school made use of their wireless data or ours on their own cell phones, which allowed simultaneous connection. It is also important to note that the students were nervous and anxious because they were coming from a week of exams at school, which generated stress for presenting one more test. We were also observant of their attitude, process, and results in the use of the VLO, which will be discussed in depth in the findings. After the VLO, the Sample Test was administered, and they had one hour to answer it. Figure 8 shows the scores collected from the Final Test by the students and it is evident that they obtained an average score of 30 for the whole class on a scale from 0 to 50, where 0 is the lowest and 50 is the highest. There was also an interval where 15 points was the lowest score obtained and 42 points the highest score. The results obtained from this test were quantitatively lower than those obtained from worksheet 1 and 2. Figure 9 shows the comparison and change between Worksheet 1, Worksheet 2 and the Final Test. There was a reduction in the quantitative score, being the Final Test with 30 points the lowest and Worksheet 1 with 40 points the highest. See figure 8 and 9.

<i>FINAL TEST RESULTS</i>		
NORMAL	AVERAGE	INTERVAL
30,026/50 points	30/50 points	15 - 42 points

Figure 8.

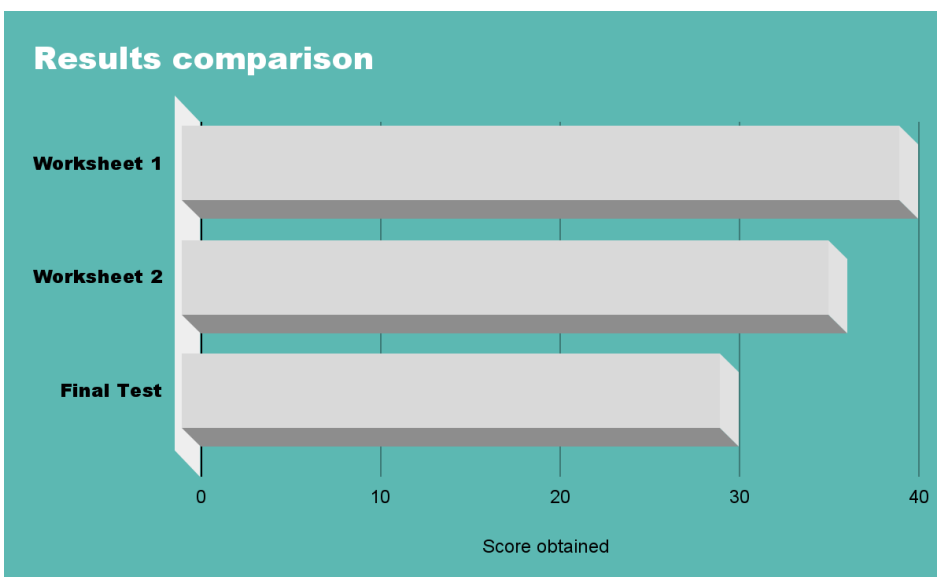


Figure 9.

Findings and conclusions

In effect, both the general and specific objectives were achieved throughout this research project, since the impact of the implementation of reading strategies used in the VLO worked with students in grade 11 to help the level of English comprehension in the Saber 11 exam was analyzed. Without leaving aside, it was possible to identify the reading comprehension strategies that were necessary to improve the VLO exercises and to create support material for students to have a guide and help them feel more confident with the reading part of the English component of the Saber 11 exam.

As was noticeable throughout the research, the VLO was the digital resource that helped us develop an e-learning course in which the explanation was done in class and the students were given interactive tasks to help them solidify and demonstrate what they had learned. A disadvantage presented in this implementation was the lack of WIFI connectivity in the school, which is why we decided to rely on the use of mobile data. However, based on student feedback

and the outcomes of each proposed VLO activity, it was concluded that the Virtual Learning Object is interesting to students and facilitates knowledge gathering and transmission in a faster and easier manner.

Regarding the reading strategies used in the implementation, we noted that these strategies allowed a better understanding of the levels of reading comprehension (inferential and literal) since they proposed the structure of the text based on “Getting the main ideas” and “Identifying supporting ideas”. It allowed the students to perceive and understand the structure of the text and those who had no previous knowledge about it showed a great enthusiasm to go further and how to use these strategies well, which enabled us to understand that there was some motivation to improve the reading skills that were worked on in the VLO.

Considering the quantitative results that were observed through the implementation, it is important to know that the social context influenced them. This was evidenced by the testimonies of the students and teachers who spent time with them, where they said, and it was evident that there was not much interest in the students to learn a second language such as English because they did not have the perception of the importance of this language to expand their knowledge of that culture and its influence in the work field.

During the time of implementation based on the conversation we had with students and teachers, it was clear that the structure and academic distribution did not benefit the learning of a second language in the school. Since English and Spanish were handled separately every semester (one semester Spanish and the next English), denying the possibility of having continuity in the teaching of this language because to learn it is necessary to be in constant practice.

Considering the group, we work with (1101), it is necessary to know that in 2019 they had English in the first semester of the year, during the Covid-19 pandemic no agreement was reached to teach these classes virtually, that is why they lasted almost two years without contact with

English. The semester that this project was implemented and observed (2023-1) it was observed that it was only focused on the saber 11 exam without considering the academic gaps that the students had about English due to the time without the study of this subject.

Despite certain quantitative findings from the data analysis that do not indicate a significant change with the usage of the VLO, after doing an analysis, it became clear that the change and help provided by this implementation were qualitative. During the sessions, we observed the interest that some were acquiring to learn this second language and to develop the metacognitive strategies to have a better performance in the reading comprehension of the Saber 11 exam. Similarly, they improved their self-confidence by strengthening the skills and strengths that each one had (strengths in vocabulary, identifying main and specific ideas, determining the main purpose of the reading, relating images with the text, among others).

It is important to mention that this research will be an important resource for future colleagues who want to investigate in depth on how to help our students to improve and enhance the results they obtain in the English component of the Saber 11 exam. In this way, it would be making a great contribution to the academic and professional life of students, since as we know this test is a factor to be considered to provide higher education benefits to people who do not have sufficient economic resources to afford a private institution or university.

For a future research the implementation of this VLO could be done having more sessions than we had so that a constant change and development in reading skills is evidenced and also in another case it could be implemented in a school that has a higher academic intensity of the teaching-learning process of English to observe if the quantitative result can be different and if the qualitative result remains the same or can be reduced.

Annexes

- Annex 1

Worksheet 1

Worksheet 1

Directions: Read each text and then respond to the questions.

Text 1

Truth or Lie?

Can you tell if someone is lying just by looking at their facial expressions? Think how useful it would be if you had a machine that could tell when a person was telling a lie! In the early 20th century, the polygraph, or lie detector was invented by John Larson and Leonarde Keeler.

The lie detecting process starts with an interviewer asking some basic questions. The polygraph measures the heartbeat, breathing, and sweating of the person being tested. Then the interviewer asks questions about a crime. When people are telling a lie, their body response will change because they feel nervous or worried. By comparing the different body response information, the polygraph can detect whether the person being tested is lying or not.

However, there is also a problem with using lie detectors. Sometimes, innocent people also get nervous when they have to take a lie detector test. The test may show that someone is guilty just because his or her body shows signs of stress. This is why most countries don't permit lie detector results as evidence in court.

Even though lie detectors are widely rejected by most countries, they are still used in some places. American police departments and government agencies, like the FBI or CIA, still use polygraphs to question suspects. Polygraphs help them in many ways, but no person or machine is able to detect lies 100 percent of the time.



Reading Comprehension

Choose the best answers.

- What is the passage mainly about?
 - the study of crimes
 - the reason people lie
 - the usage of lie detectors
 - the way the body reacts to lying
- When was the polygraph invented?
 - in the mid-19th century
 - in the late 19th century
 - in the mid-20th century
 - in the early 20th century
- Lie detectors may show that a person is guilty just because of signs of _____.
 - crime
 - stress
 - anxiety
 - questions
- Which is NOT measured by a polygraph?
 - sweating
 - breathing
 - heartbeat
 - body movement
- What can be concluded from the passage?
 - Polygraphs are not always accurate.
 - The police always know when people are lying.
 - Lie detectors aren't popular with the FBI or CIA.
 - Companies buy lie detectors to test their workers.

Write the answers in full sentences.

- What happens when people are telling a lie?

- Why do most countries NOT permit the results of polygraphs in court?

- Where are lie detectors used these days?

Text 2

A Cotton Castle



Can you imagine what a castle made of cotton would look like? Well, there really is such a place in Turkey. It's called Pamukkale. Although its name means "cotton castle" in Turkish, it isn't really a castle and it isn't made of cotton. It's actually a beautiful natural area with a landscape of white rocks.

One of UNESCO's world heritage sites, Pamukkale is famous for sacred hot water springs and ancient buildings. These surroundings create a mysterious sense of beauty and peace. Water running down from higher areas creates a magical scene of clouds on the ground. Looking down, people seem to be swimming in pools of thick mist.

Pamukkale is also an important historical site. Mineral water from the springs is distributed into a body of water called the "Sacred Pool." This pool is located within the ruins of the ancient Greek city, Hierapolis. Swimming there is almost like interacting with the ancient Greeks.

People think there are also many health benefits from this water. It is said to improve a person's eyesight and skin, and to cure some illnesses. Pamukkale was chosen as a world heritage site because of these health benefits along with its natural, cultural, and historical significance.



Places like Pamukkale remind us of all the amazing things there are to see in the world. It must be protected and preserved so that future generations can enjoy the magic of the "cotton castle."

Reading Comprehension

Choose the best answers.

- What is the passage mainly about?
 - The history of Pamukkale.
 - The features of Pamukkale.
 - Famous world heritage sites.
 - The formation of hot water springs.
- Which is NOT true according to the passage?
 - Pamukkale is famous for modern buildings.
 - Pamukkale is considered a world heritage site.
 - People can enjoy health benefits in the "Sacred Pool."
 - The Sacred Pool is located within the ruins of Hierapolis.
- What does "Pamukkale" mean in Turkish?
 - Cotton castle
 - Cotton candy
 - Hot water spring
 - Wonderful place
- Which is NOT thought to be a health benefit from the water of Pamukkale?
 - Improving skin
 - Improving muscles
 - Curing illnesses
 - Improving eyesight
- What is mentioned as a reason to preserve Pamukkale?
 - To study the landscape.
 - To save creatures in danger.
 - To give local people money from the tourists.
 - To allow future generations to enjoy the landscape.

Write the answers in full sentences.

- What is Pamukkale famous for?

- Where is the mineral water from the hot water springs distributed into?

- Why was Pamukkale chosen as a world heritage site?

- **Annex 2**

Worksheet 2 and Survey



SURVEY/WORKSHEET 2

dssanchezo@unbosque.edu.co [Cambiar de cuenta](#) 

* Indica que la pregunta es obligatoria

Correo electrónico *

☐ Registrar dssanchezo@unbosque.edu.co como el correo que se incluirá al enviar mi respuesta

Nombre *

Tu respuesta

¿Como se sintió en la realización del *Worksheet 1*? *

Tu respuesta

¿Cuáles fueron sus fortalezas? ¿qué fue lo más complejo? *

Tu respuesta

Teniendo en cuenta lo anterior ¿se siente preparad@ para presentar * la Prueba Saber 11?

Tu respuesta

¿Cuál considera que es su nivel de inglés? Básico, Intermedio, Avanzado

*

Tu respuesta

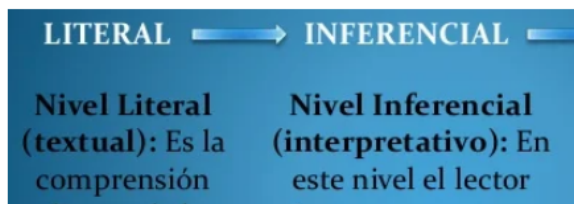
¿En cuál habilidad usted cree que más se destaca? Reading, Listening, Speaking, Writing

*

Tu respuesta

¿Pará usted cuál nivel de comprensión de lectura es más difícil? Inferencia o literal

*



Sección 2 de 2

Reading comprehension



A continuación, encontrara 3 textos diferentes, los cuales deberán leerse atentamente y responder acordemente.

Text 1

According to the following text answer the questions



What is Mafalda's problem? *

- ☐ She is afraid of sheep.
- ☐ She has difficulty falling asleep.
- ☐ She gets angry because she can't sleep.

Why do sheep appear in the story? *

- ☐ Because they are the girl's favorite pets.
- ☐ Because they don't know how to jump.
- ☐ Because they help the girl to sleep.

It is concluded that Mafalda can sleep when *

- ☐ she counts sheep
- ☐ she counts to twenty-six
- ☐ she counts to twenty-five

...

In the third picture, what is the problem presented? *

- ☐ The sheep does not know how to jump
- ☐ The sheep does not help her friend
- ☐ The sheep does not want to join her friends

Text 2

Read the following text, and then answer the questions.

The golden walnut.

Once upon a time there was a little girl named Maria, whose hair was as black as night. The beautiful Maria liked to walk in the forest and talk with the animals. One day, she found a golden nut on the ground.

"Just a moment, little girl. Give that nut back to me, it belongs to me and no one else." Searching for the place where the voice came from, the little girl discovered a little elf waving his arms from the branches of a tree.

The little elf was dressed in a green cap and pointy brown shoes. His big green eyes stared at the little girl as he repeated over and over, "Come, I have told you to give me back that golden nut that is mine, kid."

"I will give it to you if you answer me how many folds this nut has in its skin. If you fail, I will sell it and help the poor children who have nothing to eat," replied the brave little girl meeting the elf's look. "A thousand and one folds" answered the magical creature rubbing his hands

Little Maria then had no choice but to count the folds in the walnut, and in fact, the elf was not wrong. That golden walnut had a thousand and one exact folds.

With tears in her eyes, Maria gave it to the little elf, who, seeing her so distressed, he had compassion for her and said: "Keep it, noble girl, because there is nothing so beautiful as helping others".

And so it was that Mary was able to return home with the golden nut, feed the poor of the city and provide them with jackets to protect them from the severe winter weather. From then on, everyone began to call her "Golden Nut", because kind children always win people's favor and affection.

Vocabulary:

- walnut, nut : *nuez*
- elf/elves : *duende/duendes*
- branches: *ramas*
- waving : *saludando*
- folds : *pliegues*
- tears : *lagrimas*
- distressed : *aflicto/a*

Maria found the golden nut in *

- ☐ the ground
- ☐ the middle of the forest
- ☐ her village

From the reading of the story it can be concluded that Maria is *

- ☐ honest and generous
- ☐ sad and distrustful
- ☐ fearful and angry

The elf gave the nut to Maria because *

- ☐ she won him in a test
- ☐ he checked that the girl would keep her promise
- ☐ he had a lot of them and he was no longer interested in that one

...

Elves can be recognized by their *

- ☐ size
- ☐ features of their face
- ☐ clothing

It is concluded that the golden walnut, for the people means *

- ☐ great adventures
- ☐ many benefits
- ☐ fulfill every desire

Text 3

Read the following text, and then answer the questions.

Why read?

Reading is an important activity in the life of human beings, it allows us to develop our thoughts and easily build new knowledge. Everything you see around you implies reading; in the street when you see signs and advertisements, in the kitchen when you see a recipe, when you buy a soda or a candy you read the name of the product, when you play a video game you read instructions, in short, reading is everywhere.

According to Smith (1989) "reading is the activity by which a reader constructs meaning from a process of cognitive elaboration" which means that it contributes to the development of knowledge.

Reading also increases curiosity, transports imaginary to other places and cultures, through a book we can know other ways of thinking and feeling, reading conveys feelings and emotions, when reading we can connect with the author and get to feel empathy, joy and sorrow. Reading also improves the reader's grammar, broadens vocabulary and helps in writing texts.

According to scientific research it has been proven that a person who reads regularly is less likely to fall into degenerative brain diseases such as Alzheimer's disease.

For these and many other reasons, creating good reading habits is essential for personal growth and, why not, for the development of our society.

Why is reading important? *

- ☐ increases curiosity
- ☐ improves the reader's grammar
- ☐ transmits feelings and emotions
- ☐ all of the above

According to Smith (1989) reading is... *

- ☐ An entertaining activity that contributes to the development rather than aging of the bra...
- ☐ The method by which a reader build meaning from a cognitive elaboration process.
- ☐ It is an activity that only some people do.
- ☐ It is deciphering symbols, this activity makes the reader more intelligent and competitive.

- Annex 3

Final Test

FINAL SAMPLE TEST

NAME: _____

A. Responda las preguntas 1 a 8 de acuerdo con el siguiente texto.
Lea el artículo y luego responda las preguntas.
En las preguntas 1 - 8, marque A, B o C en su hoja de respuestas.

J.S. LOWRY

Laurence Stephen Lowry loved walking through the city. Lowry was born in Manchester, a city in the north of England, in 1887. He hated school and was happy when he left to work in an office. His colleagues there were friendly and often asked him to go to the cinema or the theatre in the evenings, but he did not go; he preferred to go to art school evenings, looking at people doing everyday things. He painted these things in his pictures. His parents thought his paintings were very good but nobody ever bought one. Then one day, a man who knew a lot about art bought one and showed it to some people in the art business. Suddenly, many people knew Lowry's paintings, but he could only paint in the evenings until he stopped working when he was sixty-five. Then he painted and sold many pictures and earned a lot of money, which he used to help young artists. Now, twenty years after his death, he's one of Britain's favourite artists, but not many people in other countries know Lowry's work.

1. Lowry was born in the

- A. 18th century.
- B. 19th century.
- C. 20th century.

2. When Lowry was at school, he

- A. Was happy.
- B. Did not like it.
- C. Had a lot of friends.

3. What did Lowry do after work?

- A. He went to the cinema.
- B. He studied art.
- C. He stayed at home.

4. Lowry painted

- A. People in school.
- B. People at home.
- C. People in the street.

5. Lowry's family

- A. Liked his paintings.
- B. Didn't understand his paintings.
- C. Sold his paintings.

6. Lowry became famous because

- A. He was a good businessman.
- B. He knew a lot about art.
- C. An important man liked his paintings.

7. When Lowry stopped working in the office, he

- A. Became rich.
- B. Taught art.
- C. Started an art business.

8. Today, Lowry's work is

- A. Famous all over the world.
- B. Loved in his own country.
- C. Not known in Britain.

B. Responda las preguntas 9 a 12 de acuerdo con el siguiente texto.
Lea el artículo y luego responda las preguntas.
En las preguntas 9 - 12, marque la letra correcta A, B, C o D en su hoja de respuestas.

Looking for Adventure

I'm looking for a team of five people to join me on an expedition through Central Africa. You must be fit, strong, a good team person and not afraid of wild animals, insects or discomfort! The trip will visit Kenya, Tanzania and Malawi. There will be some mountain climbing, so experience of that and is desirable, but not essential.

We will fly to Nairobi and then the rest of the trip will be by Land Rover. Accommodation will be almost entirely in tents. Experience in camping would be an advantage. You have been warned! It will be extremely uncomfortable but also VERY EXCITING!
Please reply to Jed Huth, Geography Department, University of Florida.

9. What does the announcer want to do through this advertisement?

- A. Sell an excursion through Central Africa.
- B. Encourage people to join an extremely uncomfortable but exciting expedition.
- C. Advise people about risks that they can find in an expedition through Central Africa.
- D. Invite students at the University of Florida to visit Central Africa.

10. What kind of people can't be interested in this proposal?

- A. People full of fears and frights.
- B. Strong and fit people that want to extremely live adventures.
- C. Young people full of energy and vital life.
- D. African people.

11. Why experience in camping would be an advantage and climbing is desirable, but no essential?

- A. Because there are a lot of mountains to climb in this expedition.
- B. Because it's necessary to rest well each night to continue with this adventure.
- C. Because you can help the team doing the place comfortable to rests.
- D. Because the animals are a danger at the camping moment.

12. What kind of text is "Looking for adventure"?

- A. It is a tale to describe the experiences that Jed Huth lived in Central Africa.
- B. It is an advertisement to people who want to know Central Africa.
- C. It is an advertisement to invite risky people to travel through Central Africa.
- D. It is a description of conditions that you, as a visitor, will find in Central Africa.

References

- Albashtawi, A. H. (2019, March 01). Improvement of EFL Students' Academic Reading Achievement through the Cognitive Academic Language Learning Approach (CALLA). *Reading Psychology*, Vol. (40), pp. 679–704. **DOI:** <https://doi.org/10.1080/02702711.2019.1658669>
- Agencias. (2020). Los estudiantes pobres y las niñas, los más excluidos de la educación durante la pandemia, según la UNESCO. *Rtve*. Retrieved from <https://www.rtve.es/noticias/20200623/unesco-exclusion-educacion-pandemia/2020880.shtml>
- Azevedo, B. de, Oliveira, D., Finger, I., & Tomitch, L. (2022, September 05). Does Working Memory Capacity Predict Literal and Inferential Comprehension of Bilinguals' Digital Reading in a Multitasking Setting?. *Language Teaching Research Quarterly*, Vol. (31), pp. 136–158. **DOI:** doi:10.32038/ltrq.2022.31.10
- Brew, M. (2023). *What is mobile learning? Definition, benefits & top tips*. EduMe. Retrieved from <https://www.edume.com/blog/mobile-learning>
- Cambridge. (2023). *Acerca del Marco Común Europeo de Referencia para las lenguas (MCER)*. Cambridge. Retrieved from <https://www.cambridgeenglish.org/es/exams-and-tests/cefr/>
- Chacón, M. (2020, May 2). Educación: los retos y oportunidades que deja la pandemia. *El Tiempo*. Retrieved from <https://www.eltiempo.com/vida/educacion/cuando-termine-la-cuarentena-las-nuevas-tendencias-de-la-educacion-en-colombia-491124>

- Chacón, M. (2021, April 23). Colombia, con uno de los niveles de inglés más bajos del mundo. *El Tiempo*. Retrieved from <https://www.eltiempo.com/vida/educacion/dia-del-idioma-nivel-de-ingles-en-colombia-de-los-mas-bajos-del-mundo-550360>
- Chen, M., Ogata, H., Hwang, G., Lin, Y., & Akçapınar, G. (2020, June 20). Effects of incorporating a topic-scanning guiding mechanism in e-books on EFL reading comprehension, learning perceptions, and reading behaviors. *International Cognitive Cities Conference*, Vol. (1227), pp. 323-332. DOI: https://doi.org/10.1007/978-981-15-6113-9_37
- Colman, H. (2023, March 2). ¿Qué es el microlearning? un formato pequeño con grandes ventajas. *Ispring*. Retrieved from <https://www.ispring.es/blog/que-es-microlearning>
- Correa, R. & Sarmiento, K. (2021). *OVA un recurso digital para facilitar el aprendizaje del inglés en los estudiantes de grado sexto del Colegio Para Hijos de Empleados de la Contraloría General De La República*. [Trabajo de grado, Fundación Universitaria Los Libertadores]. Retrieved from https://repository.libertadores.edu.co/bitstream/handle/11371/4613/Correa_Sarmiento_2021.pdf?sequence=1&isAllowed=y
- Cubukcu, F. (2008). Enhancing vocabulary development and reading comprehension through metacognitive strategies. *Issues in Educational Research*, Vol. (18), pp. 1–11.
- Darabie, M. Y. (2000). *The relationship between college-level Jordanian students' metacognitive awareness strategies and their reading comprehension achievement in English as a foreign language*. [Doctoral thesis, Ohio University]. Retrieved from

<http://ezproxy.unbosque.edu.co:2048/login?url=https://www.proquest.com/dissertations-theses/relationship-between-college-level-jordanian/docview/304614459/se-2>

Delgado, A. (2023). Cómo aplicar la gamificación en e-learning. *Educativa*. Retrieved from <https://www.educativa.es/blog/gamificacion-en-elearning/>

EF Education Proficiency Index (2023). *Índice EF de dominio del inglés*. EF. Retrieved from <https://www.ef.com.es/epi/>

Ferrance, E. (2000). *Themes in education: Action research*. Laboratory At Brown University (LAB).

Gagné, E., Yekovich, C., & Yekovich, F. (1993). *Reading in Cognitive Psychology of School Learning* (pp. 512). Allyn & Bacon.

Gu, Y. (2018). Cognitive Academic Language Learning Approach (CALLA). *The TESOL Encyclopedia of English Language Teaching*, pp. 1–6. **DOI:** <https://doi.org/10.1002/9781118784235.eelt0176>

Hacking, C. (2018, February 28). Using newspapers, magazines, and comics in the classroom. *Centre for Literacy in Primary Education (CLPE)*. Retrieved from <https://clpe.org.uk/blog/using-newspapers-magazines-and-comics-classroom>

Hilliard, P. (2015, May 21). Teaching Students the Skills of Expert Readers. *Edutopia*. Retrieved from <https://www.edutopia.org/blog/teaching-students-skills-expert-readers-tricia->

[hiliard#:~:text=The%20seven%20strategies%20of%20highly,selecting%2C%20questioning%2C%20and%20inferring](#)

Iberdrola. (2021). *Blended learning*. Iberdrola. Retrieved from <https://www.iberdrola.com/talento/que-es-blended-learning>

Instituto Colombiano para la Evaluación de la Educación (ICFES). (2022). *Informe nacional de resultados del examen Saber 11° 2021*. Icfes. Retrieved from <https://www2.icfes.gov.co/informes>

Instituto Colombiano para la Evaluación de la Educación (ICFES). (2023). *Acerca del examen Saber 11°*. Icfes. Retrieved from <https://www.icfes.gov.co/web/guest/acerca-del-examen-saber-11%C2%B0>

Jerónimo (n.d.). *La desmotivación escolar de los niños y jóvenes debido al COVID-19*. Universidad del Istmo de Guatemala -UNIS-. Retrieved from <https://unis.edu.gt/la-desmotivacion-escolar-de-los-ninos-y-jovenes-debido-al-covid-19/>

Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. Cambridge University Press.

Khoiriyah, S. & Suprpto, N. (2021, January 4). Effectiveness of Comics to Train Students' Critical Thinking Skills in Physics Learning: A Mini-Review. *Studies in Learning and Teaching*, Vol. (4). DOI: <https://doi.org/10.46627/silet>

Lastiri, L. (2022, June 21). What are the levels of comprehension?. *Iris Reading LLC*. Retrieved from <https://irisreading.com/what-are-the-levels-of-comprehension/>

- Lee, C. (2014). Worksheet Usage, Reading Achievement, Classes' Lack of Readiness, and Science Achievement: A Cross-Country Comparison. *International Journal of Education in Mathematics, Science and Technology*, Vol. (2). **DOI:** <https://doi.org/10.18404/ijemst.38331>
- Market Business News. (2023). *What is E-learning? Definition and examples*. Market Business News. Retrieved from <https://marketbusinessnews.com/financial-glossary/e-learning/>
- Mejia, P. (n.d.). Un análisis de las pruebas ERCE y Saber 11 sobre la lectura. *Revista Escuela y Pedagogía*.
- Melo, Ramos, Rodriguez et al. (2021, November 2). Efecto de la pandemia sobre el sistema educativo: El caso de Colombia. *Borradores de Economia*, Vol. (1179). **DOI:** <https://doi.org/10.32468/be.1179> <https://investiga.banrep.gov.co/es/be-1179#:~:text=Los%20indicadores%20sobre%20educaci%C3%B3n%20b%C3%A1sica,brechas%20en%20el%20rendimiento%20acad%C3%A9mico>
- Ministerio de Educación Nacional (MEN). (2022). *Pruebas saber*. Mineducacion. Retrieved from <https://www.mineducacion.gov.co/portal/micrositios-preescolar-basica-y-media/Evaluacion/Evaluacion-de-estudiantes/397384:Pruebas-saber>
- Minks, K. (2020, July 7). ¿Qué es el eLearning y por qué es importante en el 2020?. *Bilingual Bridges*. Retrieved from <https://bilingualbridges.com/es/blog/definicion-importancia-elearning/>

- O'Malley, J., & Chamot, A. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
- Paltridge, B., & Phakiti, A. (2015). *Research Methods in Applied Linguistics: A Practical Resource*. Bloomsbury Publishing.
- Rodríguez, M. (2021, January 11). Cognitive strategies for developing students' reading comprehension skills using short stories. *Revista de Estudios Y Experiencias En Educación*, Vol. (44), pp. 233–253. **DOI:** <https://doi.org/10.21703/0718-5162.v20.n43.2021.014>
- Rojas, J. (2023). *Habilidades que evalúa el Icfes Saber 11*. Eduka. Retrieved from <https://eduka.occidente.co/habilidades-que-evalua-el-icfes-saber-11/>
- Satriani, E. (2017, September). The Effect of Using Online Reading Resources toward Students' Reading Comprehension in Extensive Reading Class. *Journal of English for academic*, Vol. (4), pp. 37-47. **DOI:** 10.25299/jshmic.2017.vol4(2).668
- StudySmarter UK. (n.d.). *Digital Resources*. StudySmarter. Retrieved from <https://www.studysmarter.co.uk/explanations/english/research-and-composition/digital-resources/>
- Tawarik, O., Ikhsanudin, I., Wajdi, M., & Latip-Yusoph, S. (2021, December). Effect of CALLA metacognitive strategy instruction on reading comprehension and reading awareness. *Journal of Applied Studies in Language*, 5(2), 309–319. **DOI:** <https://doi.org/10.31940/jasl.v5i2.309-319>

Trakhman, L., Alexander, P., & Silverman, A. (2018, October). Profiling reading in print and digital mediums. *Learning and Instruction*, Vol. (57), pp. 5–17. **DOI:**

<https://doi.org/10.1016/j.learninstruc.2018.04.001>

Vaia. (2022). *Digital Resources: Definition and Examples*. Vaia. Retrieved from

<https://www.hellovaia.com/explanations/english/research-and-composition/digital-resources/>

Vanbaren, J. (2019, January 22). *What Are the Types of Action Research Design?*. Bizfluent.

Retrieved from <https://bizfluent.com/list-7608678-types-action-research-design.html>