

VOCABULARY LEARNING STRATEGIES IN READING COMPREHENSION

**Effectiveness of Vocabulary Learning Strategies in Proper Reading Comprehension and  
English as a Foreign Language**

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Research Report submitted

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**Declaration**

I hereby declare that my research report entitled:

**Effectiveness of Vocabulary Learning Strategies in Proper Reading Comprehension  
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- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
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### **Abstract**

English as a Foreign Language is a matter of research and improvement, aiming for a balance within both types of institutions (private/public) and their students, finally measured by the same exams and mutually struggling for the same future opportunities. The purpose of this research is to prove how effective the use of supplementary strategies to improve reading comprehension by introducing new vocabulary before reading, focusing on pushing this skill and gaining reading comprehension and proficiency as a consequence. This study aimed to follow the learners' process and support their reading comprehension abilities to help them acquire a better understanding of texts in English, as well as develop vocabulary learning strategies. This study was carried out with 12 middle school learners with A 1 level from a private school in Colombia, who freely agreed to take extracurricular workshops to improve their skills, where vocabulary was presented and worked before the reading comprehension activity, and finally, learners were pushed to write. Along with the workshops, learners took three exams to measure the results and effectiveness of the strategy. In the end, students showed gradual progress, improving their tests grades by 25.9% in the second test and 11.5% in the final test (group's average), as well as an improvement in their grades in their regular classes.

**Keywords:** proficiency; vocabulary; foreign language; reading comprehension; extracurricular.

### Resumen

El aprendizaje de inglés como lengua extranjera es un asunto de investigación y mejora continua, en el que se busca siempre encontrar un equilibrio entre los estudiantes de escuelas públicas y privadas, quienes son medidos finalmente por los mismos exámenes académicos y luchan por obtener las mismas oportunidades a futuro. El propósito de esta investigación es comprobar la efectividad en el uso de estrategias complementarias para mejorar la comprensión lectora, introduciendo el vocabulario nuevo antes de la lectura, enfocándose en impulsar el aprendizaje de vocabulario y obteniendo como consecuencia la mejora en la comprensión de lectura y nivel de competencia. Este estudio apunta al seguimiento del proceso de aprendizaje de los estudiantes, así como al apoyo en las habilidades de comprensión de lectura para ayudarlos a entender mejor los textos en inglés y desarrollar estrategias propias de aprendizaje de vocabulario. Este estudio se llevó a cabo en 12 estudiantes de secundaria con bajo nivel e inglés de una escuela privada de Colombia, quienes libremente aceptaron tomar talleres extracurriculares para mejorar sus habilidades, en los que se presentó el vocabulario nuevo, previo a las actividades de comprensión de lectura y finalmente se incitó a los estudiantes a escribir. Además de los talleres, estos estudiantes tomaron tres exámenes para medir la efectividad de este método. Al final, los estudiantes mostraron un progreso gradual, mejorando en sus notas un 25.9% para el segundo examen y 11.5% en el examen final (promedio del grupo), a la vez que mejoraron en sus clases regulares.

**Palabras clave:** Competencia; Vocabulario; Lengua Extranjera; Comprensión de lectura; Extracurricular.

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## **1. Introduction**

### **1.1 Introduction to the study**

The world's dynamics are constantly evolving. Educational processes and study programs demand bilingual people who adapt to new relations since childhood. English as a Foreign Language is useful to break boundaries and to link communities and people inside a global network bringing them opportunities. Many studies have been completed, which prove that not only are students that study a foreign language more likely to learn their native language, but that these students will be further able to communicate with a larger population, appreciate foreign cultures, improve their overall school performance, and contribute to society (Cheshire Public Schools, 2015).

That is the reason why it is necessary to focus on the methods and teaching strategies schools use nowadays, to identify which factors hinder the learning process of a foreign language, in this case English. Curtiss (1996) is stating that a young student has the strongest ability to learn a second language. Thus, through proper teaching, a young student can fluently learn a second language.

This research project brings special attention to vocabulary learning strategies and its impact on reading comprehension as the main part of learning a foreign language. "Since word recognition and lexical access often prevent comprehension, providing vocabulary instruction may help improve students' reading comprehension skills" (Curtis & Longo, 2001).

In many cases, learning a foreign language has been interrupted by a lack of vocabulary, caused by incorrect teaching or lack of learning strategies. The knowledge of word meanings and the

ability to access the knowledge efficiently are recognized as an essential factor in reading comprehension (Ali & Mohd. Ayub, 2012; Bee Eng & Abdullah, 2003).

The objective of this research project focuses on the impact of vocabulary learning strategies in young learners from a private school and explores the importance of vocabulary knowledge whose deficit would hinder their ability in performing reading comprehension tasks successfully (Read, 2004). The importance of understanding vocabulary in a text has been widely researched for a long time. Vocabulary is an important tool to increase our knowledge in any topic or specific area. People usually read by using reading strategies and with this, the ability to read understood as a process, will become improved (Day & Bamford, 1998; Renandya, 2007). An extended vocabulary in multiple areas is one of the most important aspects of reading comprehension in learning a foreign language.

It has been demonstrated that there is a relationship between the use and comprehension of vocabulary, and extensive reading, thus, showing the necessity of improving the English as a foreign language learning process by attacking both flanks: vocabulary and reading comprehension. In other terms, reading and vocabulary in context have a mutualism relation that benefits each other. It is very clear and evident that the knowledge of certain vocabulary leads to a better understanding of a text and the reading comprehension can be deeper and more confident (Ali & Mohd. Ayub, 2012; Bee Eng & Abdullah, 2003). This means that the successful process of reading comprehension is based on the amount of vocabulary that a learner can understand and how he uses it in connection with the context.

When a reader cannot understand the context of a text, the number of known words is not enough to be linked with the effectiveness and the improvement in a reading process. They are so

limited that it makes the reader frustrated for not being able to comprehend a text in a foreign language. The comprehension of words, their syntax, and the recognition of their meaning can help learners to immerse themselves in a new world of knowledge and learning (Curtis & Longo, 2001). The process of learning a foreign language, in this case, English, is determined by the appropriation of four skills: reading, listening, writing, and speaking. In our study, reading comprehension skills must be taken as a challenge to learn new vocabulary and get new and interesting knowledge, put those new words in the correct context, and perform each reading strategy as a successful tool to obtain a great understanding of a text (Read, 2004).

Consequently, this project focused on how students' lack of vocabulary affects the reading comprehension process in a foreign language (L2). The main aspect to differentiate the difficulties of understanding in the reading process is the learner's capability to identify and recognize words. So, the association between lack of vocabulary and the reading comprehension process, as an obstacle to comprehend and develop fluency in a foreign language, could be an indicator of the difficulties that a learner can have to achieve a better understanding or infer a series of ideas from a text (Stahl, 2003).

For this reason, the relationship between vocabulary knowledge and how to solve the difficulties in a reading comprehension process has been studied and analyzed in this project. Previous studies and researchers have found traces that indicate that vocabulary knowledge is crucial to develop reading skills, as well as strategies for learning and acquiring the reading comprehension process and purpose.

## **1.2 Rationale for the study**

### **1.2.1 Rationale for the problem of the study**

These days when we live in a globalized world, the importance of learning a second language has become a must in our lives. According to the statistics, people are traveling around the world more than any other time in human history, and there are increasing opportunities to study abroad. English is considered nowadays as the universal language, we can notice that music, restaurants, brands, and social media are unified by this language, and in every corner around the world you can find English words used as idiomatic expressions in different languages.

That is why it is an utmost concern to find the difficulties in the learning process. The classic methods of ELT (English Language Teaching) show the four skills (reading, writing, speaking, and listening) as the base of the acquisition of this language. Nevertheless, recent studies on this topic (Sidek, M., Rahim, H. in 2015 and Moghadam, S. H., Zainal, Z. & Ghaderpour, M. in 2012) have discovered that vocabulary is one of the most important elements, especially for the new generations who need to communicate their ideas clearly and rapidly as new citizens immersed in global relations framed by the importance of a second language. “Interestingly, vocabulary has been the dominant focus in the last decades despite it being an undervalued and often overlooked component in the earlier stages” (Tan, 2016, p.3).

Naturally, vocabulary is the first key to understand the content and context of any situation. Authors like Moghadam (2012), stated that when a foreign language learner does not know many words in a text, the difficulties to improve reading skills cause frustration and make the process even more difficult. Indeed, this feeling of frustration makes the learners doubt about their skills, that is why teachers must provide proper vocabulary instruction in English as a Foreign Language.

Following the discussions in The 8th International Language for Specific Purposes (LSP) Seminar, “studies about vocabulary learning in foreign language learners have indicated that vocabulary knowledge is a great strategy to improve reading ability and the capability to obtain new details from texts” (Moghadam, Zainal & Ghaderpour, 2012, p. 5). Different teachers can argue that grammar is even more important than vocabulary, but according to Arthur Wilkins in his book *Linguistics in Language Teaching* (1972), a learner can have a reading process without grammar, but without vocabulary, nothing can be transmitted or apprehended.

Thus, these studies about vocabulary have been discussed in different moments and places around the world because the problem remains in non-native learners no matter where they come from. For example, in the 7th World Conference on Educational Sciences, two researchers from the Universiti Sains Islam Malaysia deepened in the effects of reading comprehension with a historical compilation of this learning process. “Hold the view that the amount of familiar and unfamiliar vocabulary is one of the significant aspects in distinguishing the difficulties of a reading passage” (Sidek, Rahim, 2015, p. 51).

In sum, the purpose of this study is to find the relation between vocabulary and reading comprehension by a theoretical compilation of the most important elements in this learning process. Thus, this research study tries to find the teaching strategies that can improve the ability of the learners, and help the teachers give vocabulary instruction.

### **1.2.2 Rationale for the strategy selected to address the problem of the study**

This research study focuses on the improvement of reading comprehension strategies using vocabulary learning strategies in 12 EFL students who are considered according to the Common

European Framework (CEF) as A1 level. Also, these students (aged from 11 to 14 years old) were low proficient English learners during the first half of 2019.

Low English proficiency in learners leads to redesigning teaching strategies. Low level of understanding English in learners can be so deficient that teaching strategies previously designed by default on every school, can initially fail, despite the grade, due to poor language foundations. The students, in general, struggle with definitions of the words, synonyms, the relation word – context, and limited vocabulary knowledge. These gaps have affected the progress of the learners since their early years, and directly determined their comprehension skills. Even though they have learned English for five or six years, they are still not able to understand short texts and passages in English during high school. In most of the cases, students cannot even comprehend the instructions for a worksheet exercise so it is necessary to identify the main issues when teaching English as a Foreign Language, to understand its effects on learners and why learners cannot learn specific vocabulary in context.

### **1.3 Research question(s) and objective(s)**

#### **1.3.1 Research question**

How effective are the different vocabulary learning strategies applied for the accurate comprehension of reading texts?

#### **1.3.2 Objectives**

a) Develop learning vocabulary strategies for the learners to achieve a better reading comprehension of texts in a foreign language (English) by using selected topics.



- b)** Follow the learner's process and support their reading comprehension processes to help them acquire a better understanding of texts in a foreign language (English).

This chapter discusses the main purpose of this research and underlines the consequences of not being able to understand vocabulary in the context which has been linked to a learner's lack of reading comprehension strategies. This chapter also introduces the vocabulary learning strategies as an appropriate way to improve the process of learning a foreign language.

## **2. Literature Review**

The process of learning English as a Foreign Language involves the improvement of grammar, speaking, pronunciation, listening comprehension, reading, and writing (Madsen, 2018). Besides these abilities, there is a common thread and, the most important asset in communication, the vocabulary, comprehended as the main tool for the student to improve the understanding of the second language.

Learning new vocabulary, by understanding the context of the word inside the text, has been a subject of research by a big number of studies that show a variety of results through facts that are, most of the time, positive. However, there is an ambiguity trying to establish the relationship between vocabulary and reading comprehension because, sometimes, reading comprehension can be boosted by having a rich vocabulary and, on the other hand, reading higher-level texts can be the main tool to improve vocabulary learning for second language students.

### **2.1 Theoretical Framework**

Below, some methodological foundations and strategies about education and the way students learn English as a Foreign Language, are described as a basis for this study.

#### **2.1.1 Vocabulary affecting comprehension**

In terms of understanding the idea of a text and accomplishing a good summary extracting the most important ideas of a paragraph, previous knowledge of difficult vocabulary affects the learner's capacity of assimilating those ideas. When a student is reading a text that challenges him,

it appears to be more difficult to understand and recognize the whole idea of a sentence, immediately after reading it once (Stahl et al., 1989).

Furthermore, despite the language (first or second language), the knowledge of vocabulary and reading comprehension are correlated and both help to push the other one above. This means, that a richer vocabulary helps understanding a text easier and faster, as well as reading comprehension exercises help to enrich vocabulary among students, whether it is English as a Foreign Language or any first language studies (Sidek & Rahim, 2015).

### **2.1.2 Vocabulary learning strategies**

In the learning process in which the tutor or teacher is in charge of guiding students on the path of knowledge and practice, it is important that they have prior planning, where they will establish the strategies to use. For Magnusson (2012), teachers can choose between three types of strategies to achieve a correct vocabulary learning, which are: 1) The visual strategy, for those students who learn from images, charts and diagrams; 2) Auditory strategy, through music, conversations, sounds and pronunciation; 3) The kinetic strategy, through the use of the body, especially the hands.

For his part, Marin (2008) presented important ideas for learning and teaching English as a foreign language. He exposes the idea of making a group of words, either by their common characteristics or by making networks of words by choosing similar topics. The strategies chosen by students to retain vocabulary from a second language vary depending on motivation, origin, cultural level, age, among other factors. For Vivanco (2001), there are three relevant aspects in the acquisition of vocabulary: learning strategies; the lexical baggage; and memory and mental

associations. Autonomous learning outside the classroom is essential and carry out a teaching process according to the context, knowledge, and previous experiences (Velazquez, 2015).

To carry out an efficient vocabulary teaching process, it is necessary to adapt flexible and open processes, combining conventional methods, based on books, with play and dramatization. The normal development of these activities in the classroom will cause a significant increase in the communication skills of students (Perez, 2007). In addition, students must be helped to become independent learners during the vocabulary learning course, and this can be achieved through the transfer of strategies so that they can work from home and independently (Goundar, 2015).

#### ***2.1.2.1 Pushed output***

One of the popular strategies of teaching English as a Foreign Language is the Pushed Output hypothesis exposed initially by Merrill Swain (1985). Pushed Output states that the student should be asked to produce written (and spoken) material beyond his capabilities, and that pressure obliges the learner to make efforts to communicate and deliver a message efficiently. Also, for Swain (1985) the most relevant function of Pushed Output is "to provide opportunities for contextualized, meaningful use, to test our hypothesis about the target language, and to move the learner from a purely semantic analysis of the language to a syntactic analysis of it" (p. 252)

Pushed output has proven to raise second language learners' abilities, even in grammar. Whether it is an oral channel or written production, students have improved their vocabulary precisely, in terms of grammar, giving the learners a boost to their communication skills in the second language thanks to the acknowledgment of their shortcomings and the will to improve them (Jafarpour Mamaghani & Birjandi, 2017).

One of the difficulties of the Pushed Output method is the difference between every person (student), and it is not expected to work efficiently on every student in a classroom, because of differential factors like learning style and personality of the learners that make the process of studying particular for everyone (Jafarpour Mamaghani & Birjandi, 2017).

### ***2.1.2.2 Comprehensible input***

Alternatively to Pushed Output, there is Comprehensible Input, a hypothesis that stands that the learner must be pushed to read (or listen) second language material, just one level above his ability, to challenge their current competence. The process of turning an input into the intake is understood by Loschky (1994) as: “First, learners understand a message using the not yet acquired  $i^1+1$  L2<sup>2</sup> structure and somehow connect the form with its meaning. Second, learners must notice a difference between their current interlanguage (IL) competence and the L2 form. If the form then shows up again with enough frequency, it may be acquired”.

Therefore, frequent, and large amounts of inputs are needed to gain more English skills and vocabulary through this method. Despite this, in the study, *Second language vocabulary learning through extensive reading with audio support: How do frequency and distribution of occurrence affect learning* made by Webb & Chang (2015), is concluded: “The percentage of vocabulary learning through extensive reading appears to be much higher than that of reading a single text. However, vocabulary gains did not correlate significantly with the frequency and distribution of

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<sup>1</sup>  $i$  is the learner’s current level of comprehension of a second language

<sup>2</sup> L2 means: Second language

occurrence”. Showing that more extensive texts helped in a major way to improve learners’ vocabulary, but input frequency variations did not prove significant changes.

## **2.2 State of the Art**

With the rise of English and the importance of professional and economic development, the study of different ways to facilitate its understanding has become an important topic in studies and research in undergraduate and pedagogy. This is how Hernández (1996) produced an article entitled "The role of vocabulary in the teaching of reading comprehension and written composition". In it, the author analyzes the influence of vocabulary in the understanding of texts, based on a bibliographic review of sources focused on this type of study. According to the author, what must be done in the first place is to establish the objectives and plan the contents and activities such as semantic maps, vocabulary networks, word books and the use of the dictionary; besides establishing the evaluation methods (Hernández, 1996).

Berg, Cressman & Pfanz, in 1998, developed the project entitled "Improving Reading Comprehension through Vocabulary", in which they implemented a series of vocabulary strategies, designed to increase reading comprehension. The target population of the authors was elementary students from an urban center in Illinois. When applying the study, the authors found that some children with low-income settings demonstrated lower reading skills than the average. To achieve an understanding of what they read, students needed to increase the number of words, and reduce difficult vocabulary affects reading comprehension. From this analysis, the authors concluded that it is necessary to improve the knowledge of vocabulary to increase reading comprehension through graphs, tables, games, diaries, among others (Berg, Cressman, & Pfanz, 1998).

At the University of Pittsburgh, Yonek (2008) conducted an investigation entitled “The Effects of Rich Vocabulary Instruction on Students' Expository Writing”, where he examined two approaches to vocabulary instruction, rich instruction and traditional instruction, with the aim to compare them and help students develop word knowledge. For the investigation, the fourth grade students were taken and taught 12 words from level two, for five days, using the two types of instructions. The results of the study were measured in word meaning tasks, depth of word knowledge, quality of writing, and number of words used in writing. No differences were found between groups in word meaning knowledge, but students receiving rich instruction outperformed students receiving traditional instruction on all other measures, showing that rich instruction is more effective for help students deepen word knowledge and use newly learned words in complex literacy acts like writing.

During 2010, Muñoz, Moreno, and Godoy, conducted a study entitled “Vocabulario y comprensión lectora: algo más que causa y efecto”, where they highlighted the importance of reading comprehension in learning processes. For the authors, the deficit in reading comprehension is due, among other aspects, to vocabulary shortage. The objective of this research was to determine to what extent there are difficulties in reading comprehension in elementary students and if this is related to the lack of vocabulary. The methodology of the study was quantitative, utilizing a cluster sampling, stratified single-stage, choosing a sample from different schools, to which the ECL test (Reading Comprehension Assessment) was applied.

SPSS (v10.00) and R (v1.6) software were used to analyze the data. From the correlational study, the authors were able to conclude that there is a marked relationship between the level of reading comprehension and that of vocabulary; The relationship between the level of flexibility

and reading comprehension is low and that the relationship between the level of vocabulary and reflexivity is low too (Muñoz, Moreno, & Godoy, 2010).

Likewise, Sandra Patricia Mayorga published in 2011 an article entitled “Comprensión lectora en inglés a través del léxico en sujetos minoritarios y mayoritarios bilingües de tercer grado de escolaridad convencional” whose main objective was to determine reading comprehension in English, from lexicon analysis of minority first language students and with Spanish as a second language, and those with bilingual training, in the third grade of school. The methodology used was non-experimental, quasi-experimental and comparative.

The instruments used were the general information questionnaire and the non-verbal intelligence test. The study was carried out in a public educational institution in Armenia, Quindío, Colombia. The test results showed that students with minority mother tongue performed better on the test, so it concluded that, although being bilingual does not guarantee the optimal performance of tasks, it does improve cognitive skills, such as word recognition and its association with concepts stored in memory (Mayorga, 2011).

On the other hand, Razali conducted a study in 2013 where he evaluated the strategies to improve reading comprehension based on vocabulary acquisition. The author defines this last expression is the process in which people expand the number of words they understand when they are learning a new language. To understand texts written in another language, it is necessary and almost mandatory for the reader to understand the vocabulary used since it is through this ability that ideas are shared and communicated.

For Razali, it is even more important to understand the vocabulary and know it, than to know how to create a grammatically correct sentence. The author defined the five skills that a



reader must have to understand a text. The first is the ability to associate meaning and understand words, based on context. The second skill is the ability to understand the phrase, sentence, and paragraph. The third is the ability to select a main idea of the text; the fourth is the ability to be involved in reading, fully understanding what the writer means according to the tone and context. And, finally, the fifth ability is to relate the text to the real experiences (Razali & Razali, 2013).

Castillo and Moya (2013), developed their applied degree project titled “Propuesta Metodológica para la Enseñanza de Vocabulario de una Lengua Extranjera (Inglés) En El Ciclo 2 Del Colegio Marco Tulio Fernández”. The objective of the research was to endorse a didactic proposal to promote the development of lexical competence within a communicative process to enhance the learning of English. They used an action research methodology, they took a sample of 50 students divided into two grades, Third A and Third B, to whom they applied a survey, and an entrance and exit diagnostic test. They concluded that didactic activities motivate students in learning.

For his part, Rodriguez (2013) developed a project entitled “Uso de Estrategias de Aprendizaje de Vocabulario para Incrementar el Conocimiento Lexical del Inglés en Estudiantes de Sexto Grado de Básica Secundaria”, developed in sixth grade students from the A campus of the Colegio Metropolitano del Sur, in the city of Floridablanca, Colombia. The study arose from the interest within the institution in modifying pedagogical practices. The author took a sample of 30 learners between 11 and 13 years of age, living near the school, and applied the memory strategies proposed in Schmitt's taxonomy. After comparing the tests, the majority of students had an improvement in the acquisition of vocabulary. Therefore, the author concluded that strategies are a good and effective instrument for teaching vocabulary.

In 2015, Alqahtani produced an article entitled “The Importance Of Vocabulary In Language Learning And How To Be Taught”, where from the compilation of various studies he tried to verify the importance of vocabulary and the various techniques used by educators to teach English, all this, written from the author's perspective. The author exposes the importance of vocabulary to learn a foreign language. Alqahtani (2015) found that educators use the ESL / EFL technique in response to current educational trends. Before presenting the meaning of vocabulary, educators must identify the type of vocabulary, the level of the students and their characteristics, to apply an effective method. The author concludes that the age and level of education are characteristics that influence the students' learning process, so that their programs must be in the context that the students are in, in order to have the expected learning results.

Likewise, Bahanshal (2015) produced an article entitled “The Effectiveness of Vocabulary Learning Strategies on English language Acquisition of the Saudi Learners”. In which he exposes that learning vocabulary is perhaps the greatest challenge for students learning a new language, due to the large number of words they must learn and understand. The objective of this article is to investigate the strategies prioritized by Saudi sophomores when it comes to learning English vocabulary. Based on a qualitative study, it is concluded that the vocabulary learning strategies (VLS) would help Saudi students, at all levels and from the school under study, to acquire a large amount of vocabulary that, consequently, will motivate them for all the learning fields in your life.

In 2016, Astika, produced an article entitled “Vocabulary Learning Strategies Of Secondary School Students”, where she highlighted the importance of the strategy for learning English (as a second language). In his study, the author described the strategies that students use in the process of learning new words. Through a sample of 706 students from 8 secondary schools, data collection was carried out through a questionnaire, using a taxonomy that consists of

cognitive, metacognitive, memory and determination categories. The results of the study showed that the learners seem to trust more in the determination strategies.

Lastly, Based on the fact that vocabulary homework is considered the best way to increase reading comprehension, Mustafa, Najla, Bustari and Ayu (2019), produced an article entitled “The Role of Vocabulary E-Learning: Comparing The Effect Of Reading Skill Training With And Without Vocabulary Homework ”, where they used an online learning platform where they gave vocabulary tasks to students, and compared them with those learners who received tasks on paper, and with those who did not receive any tasks. They instructed two experimental groups to complete the vocabulary task outside of the classroom. The vocabulary selected for the task consisted of 400 words common to the academic target texts. Data was collected by administering a reading comprehension pre-test and post-test, where five texts were used. The results of the study showed that both the experimental groups, the paper task, and the online group, outperformed the control group.

### **3. Research Design**

For the purpose of this research, counting on a methodology is a must, in order to extract relevant information to characterize student learning and provide the necessary tools to meet the objectives of this study. First, the context must be set to focus the subjects of study helping to understand the characteristics of the sample. Finally, a sort of tools and instruments to collect data are presented, focusing on the workshop as the most important tool to improve vocabulary and reading comprehension.

#### **3.1 Context**

##### **3.1.1 Type of study**

According to Hernández et al. (2010), descriptive studies allow us to detail situations and events, as how a certain phenomenon is and how it manifests itself and seeks to specify important properties of people, groups, communities, or any other phenomenon that is subjected to analysis (p. 80). This research work is considered descriptive, since it aims to demonstrate how effective are the different vocabulary learning strategies applied for the accurate comprehension of reading texts. In other words, it is expected through a group of seventh grade school children to demonstrate how the phenomenon of vocabulary learning manifests itself through applied workshops.

##### **3.1.2 Participants**

This research study aims to apply workshops to a group of seventh grade students, actually in regular classes (on A1 level), who have the following specific characteristics: they are between

11 and 14 years old with low proficiency in English. Table 1 shows the details of the participants' information.

*Table 1*  
*Population*

<b>ELEMENTS</b>	Students from a private school in Barrancabermeja
<b>SAMPLE UNITS</b>	Seventh grade students, between 11 and 14 years old, low English proficiency and A1 level learners.
<b>LOCATION</b>	Barrancabermeja
<b>TIME</b>	2020

### **3.1.3 Researcher's role**

The researcher is an English teacher at a private school, who will have the role of executor, evaluator and tutor of the students selected to apply this study.

### **3.1.4 Ethical considerations**

The workshops applied to the learners will be carried out under supervision and will have the approval of the academic council of the school and the learner's parents. Also, the questions will be strictly related to the purpose of this project.

## **3.2 Data collection instruments**

To achieve the objectives and to describe the behavior of the sample, a series of instruments have been proposed to collect relevant data, capable of demonstrating the evolution of learners vocabulary learning. Table 2 presents the instruments used to achieve the proposed objectives.

*Table 2*  
*Objectives, instruments, and activities*

OBJECTIVE	ACTIVITIES	INSTRUMENTS
Develop learning vocabulary strategies for the learners to achieve a better reading comprehension of texts in a foreign language (English) by using selected topics.	<ul style="list-style-type: none"> <li>• Bibliographic review of terms and theories related to the study.</li> <li>• Selection of the students to apply the study</li> <li>• Workshop design</li> </ul>	<ul style="list-style-type: none"> <li>• Previous studies</li> <li>• Workshop templates</li> </ul>
Follow the learner’s process and support their reading comprehension processes to help them acquire a better understanding of texts in a foreign language (English).	<ul style="list-style-type: none"> <li>• Implementation of workshops in the group of selected students</li> <li>• Control of workshops</li> <li>• Evaluation of the applied workshops</li> <li>• Collect information to better understand the particularities of the group</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops carried out by students</li> <li>• Survey</li> <li>• Midterm exam</li> <li>• Final test</li> </ul>

**3.2.1 Descriptions and justifications**

Data collection was carried out through the application of a workshop consisting of three stages, one of warm-up, the main activity consisting of three parts (pre-reading, reading and post-reading) and the final activity that corresponded to a conversation that they presented in class. This workshop was applied by the English teacher, who is also the author of this project. The workshop was completed individually by each of the students, and the teacher was always available for questions and feedback for the learners, since more than an evaluation it was an accompaniment job.

The results of the workshop were processed digitally by means of the Excel tool, it started with the tabulation of the data, based on these results, and analytical graphs were structured to

display the information. Finally, the respective conclusions and recommendations were generated.

The technical sheet of the workshop is presented in Table 3.

*Table 3*  
*Technical datasheet of the workshops*

<b>WORKSHOPS DATASHEET</b>	
<b>UNIVERSE</b>	Students from a private school in Barrancabermeja
<b>SAMPLE UNIT</b>	7th and 9th grade students at a private school, who are between 11 and 14 years old, with low proficiency in English and A1 level.
<b>DATE</b>	June 2019
<b>AREA</b>	Barrancabermeja
<b>SAMPLE TIME</b>	2019
<b>DATA COLLECTION TECHNIQUE</b>	Applied in class
<b>SAMPLE SIZE</b>	12
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• To identify specific details from a text.</li> <li>• To describe similarities and differences about people and situations.</li> <li>• Improving English learning through knowledge of vocabulary</li> </ul>
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Jobs</li> <li>• Stories</li> <li>• Cooking</li> <li>• Vacations</li> <li>• School</li> <li>• Towns and cities</li> </ul>

#### **4. Pedagogical Intervention and Implementation**

By carrying out this research, it was expected that the students fulfilled a series of workshops as described in the last chapter, in order to carry out a diagnosis of the learners as individuals and as a group, at the same time they were learning vocabulary and improving their English proficiency level, this was the main reason why this sample of learners were chosen in first place. Down below, the most important considerations to implement the strategies designed to improve reading comprehension on this study, are displayed.

##### **4.1 Visions of language, learning and curriculum**

Most learners who were part of the sample were in seventh grade. This created a great opportunity for improving language skills at a not so early age, taking advantage of the fact that the sample was formed by students with low proficiency, which means bad grades. The application of this study improved second language understanding during the extracurricular sessions, as well as in the regular classes where learners showed more confidence and their grades started to improve as well.

In terms of learning capabilities, the sample of students showed important advances as, for example, learning the correct use of the dictionary and the advantages this tool brings into their comprehension of instructions and vocabulary to carry out a workshop. Additionally, learners were able to generate empathy and interest in second language learning because they were seeing their evolution in their skills as their grades in regular classes and generally, in reading comprehension, started to raise.



This project, as said before, gathered students with low proficiency in English who attended curricular classes with the author, who came by their own decision and stayed twice a week after the regular class schedule. Having the learners separated from their regular environment, placed in new spots of the classroom, with less students per room, extra hours of studying staying at school and the whole time in company of a tutor to answer their questions, created new propitious conditions that made them gain self-trust and concentration in order to study, focused on studying and learning, leaving distractions behind. Having created that environment, the sessions progressed, and texts started increasing its difficulty and complexity, searching that students use all their pre-knowledge acquired so far in second language (English) as well as the expertise gained throughout the workshops.

## **4.2 Instructional design**

The main tool of the reading comprehension improving project, carried out with these students was the workshop. This material included the topic or theme for two sessions (one week), divided in four parts: warm-up, pre-reading, during the reading and post-reading. Each of these workshops tried to stay consistent while classes and topics moved forward. Because of the main goal, improving reading comprehension, teacher tried his best on making the instructions for each exercise as clear as possible, also keeping out concepts related to grammar and theory to encourage learners to develop the workshop with just the help of the dictionary and of course, the tutor.

### **4.2.1 Lesson planning**

Every lesson was planned following the template shown in Table 4. This tool was only for teacher's use, for the purpose of organizing the next lesson and workshop, the planning sheet on

this example is the actual sheet for lesson number two. Other lesson planning sheets are displayed in Appendix C.

*Table 4  
Lesson planning sheet example for lesson #2.*

<b>Aim(s) of lesson</b>	<ul style="list-style-type: none"> <li>To scan for details.</li> <li>To respond to literary materials by connecting them to their own experience and communicate those responses to others.</li> </ul>
<b>Content Knowledge</b>	<ul style="list-style-type: none"> <li>Reading comprehension strategies</li> <li>Vocabulary in context</li> <li>Writing production (expressing ideas about the topic worked)</li> </ul>
<b>Location</b>	Participants will associate words related to “JOBS”. After, they are going to express in class the vocabulary related to JOBS AND PROFESSIONS. Teacher will give feedback and ask to participants which JOBS AND PROFESISONS is/are more interesting for them.
<b>Experience</b>	Participants will associate vocabulary learned with a text called “My job is special”. After that, participants will find keywords and new vocabulary and find the meaning in Spanish to understand the text using the dictionary. Teacher will guide this experience by asking for some questions related to the text.
<b>Action</b>	<ul style="list-style-type: none"> <li>Participants will do a series of exercises related to the text and explain to the class their answers. Reading strategies will divide in: pre – reading, during reading and post reading</li> <li>Participants will create a short composition about the topics worked in class and read it to the class</li> <li>Teacher will guide reading strategy exercises monitoring the production of the participants.</li> </ul>
<b>Anticipated problems in this lesson</b>	In this second session, writing production will not be successful probably because the participants will not even recognize the topic and the vocabulary, their production will be low and not clear.

<p><b><u>Warm up (15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>Teacher will explain the methodology of the activity. As a first contact with participants, they will work in their prior knowledge using an exercise where they must think about 10 words related to “JOBS” and write them in a worksheet given by the teacher.</li> <li>Teacher will ask randomly for their answers and check possible spelling mistakes by monitoring their initial process</li> </ul>
<p><b><u>Core task (100 minutes)</u></b></p> <p>It is going to be divided in three parts:</p> <p><b><u>Pre – reading:</u></b></p> <p>Participants will relate word – image about JOBS AND PROFESSIONS. Teacher will do feedback to check understanding and correct the possible mistakes.</p> <p><b><u>During reading:</u></b></p>

- Participants will read a text called “My job is special”. Participants will read the text and work on different strategies using the dictionary.
- First strategy will be that participants read the text silently for 5 minutes. Teacher will ask some questions about the text.
- In the second reading time, participants will find key words and the new vocabulary to easily understand the text and find the meaning in Spanish to better understand (Multiple choice, open questions, find the meaning and write correct information in the correct place)
- Teacher will ask participants about new vocabulary and check progress in this stage
- Participants will complete a series of exercises related to the topic individually for a period of time.
- Finally, participants will write 5 ideas about the text in the notebook

**Post reading:**

Participants will practice writing production answering the following question “WHAT IS YOUR FAVORITE JOB? WHY?” and then, present it to the class.

**Final activity (20 minutes to prepare, one-minute presentation)**

Participants will create a short conversation about their favorite job and present to the class.

#### **4.2.2 Implementation**

After planning the lesson, came the workshop design, consisting only in following the details drafted on the second half of the planning sheet and setting up the display for printing. Each workshop, despite being a reading comprehension exercise, had to include different activities to prepare the student (pre-reading section) for the new vocabulary that they were going to deal with in the main text extract (during-reading section), this text had to be read twice underlining new words and main ideas and with the help of a dictionary. After reading was completed, they had to fill and answer some specific questions about the reading. Finally, students were encouraged to write (post-reading section) something related with the text and the main topic of the workshop.

In conclusion, every workshop was developed between two classes in the same week and focused on reading comprehension, combining comprehensible inputs and pushed outputs (post-reading activities), all mixed up with a good background construction, an ideal environment, a

spirit of partnership between the teacher and learners, and the will to improve and learn always present in every student.

## **5. Results and Data Analysis**

In addition to regular workshops, three tests were applied on the students, one before the first session of workshops, one in the middle (fifth session) and the last test was on session 9, the last one; in order to collect quantitative results to analyze further the progress of the learners through this research.

### **5.1 Data management procedures**

Tests took place in the same classroom and on the same extracurricular environment that the sample of learners have had throughout the workshops. Also, the information was collected on printed tests, answered only by the students individually, on a single session of 1.5 hours. At the time the teacher explained the answers, participants marked the correct answers and there was a lot of empathy and sincerity in marking the answers.

#### **5.1.1 Validation**

As tests were taken on paper and with a pen under supervision of a teacher, big efforts on validation of the answers were needed. In the same way, validation on qualifications was done twice because at the end of the test, students handled their exams to other students randomly in order to be qualified by them and socialize the correct answers with the teacher and in the end of the day the teacher reexamined the answers and tabulated the data.

### **5.1.2 Data analysis methodology**

As results were tabulated for the three tests, the best way to display the information collected is through charts that show individual and group's progress test by test. For this project and this document, students' names will not be displayed.

## **5.2 Students' progress (individually) on test results**

As seen on Figure 1, every student had higher results on the third test than the ones obtained in the first one, and almost everyone showed a progress from test 1 to test 2 and from test 2 to test 3, except for student 11 who showed progress between test 1 and test 2 but decreased shortly in his/her results between test 2 and test 3, also this same behavior was shown by student 4 and student 2. On the contrary, student 1 seemed to have better results on test 1 than on test 2 but showed great results on test 3.

In addition to Figure 1, another way to compare individual results is displayed on Figure 2, where progress seems to be a reality, only affected by student 1 who showed a decrease on his/her grades on test 2, but at the end of the sessions every student had higher grades than they had at the beginning. This chart shows that every student had more than 70% of correct answers on their tests by the end of the experiment, even a few of them being over 90% or around that number.

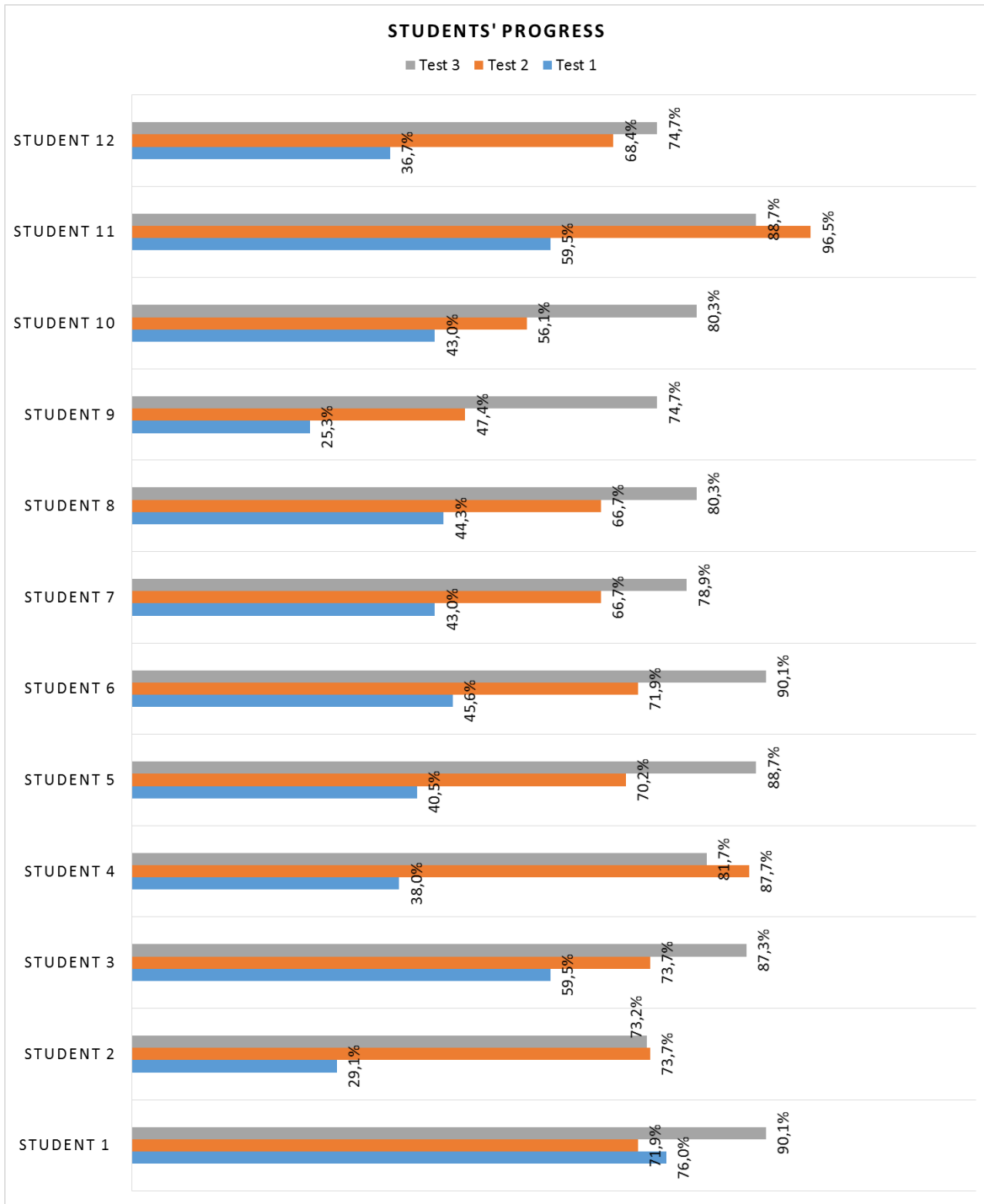


Figure 1. Bar chart of students' progress individually

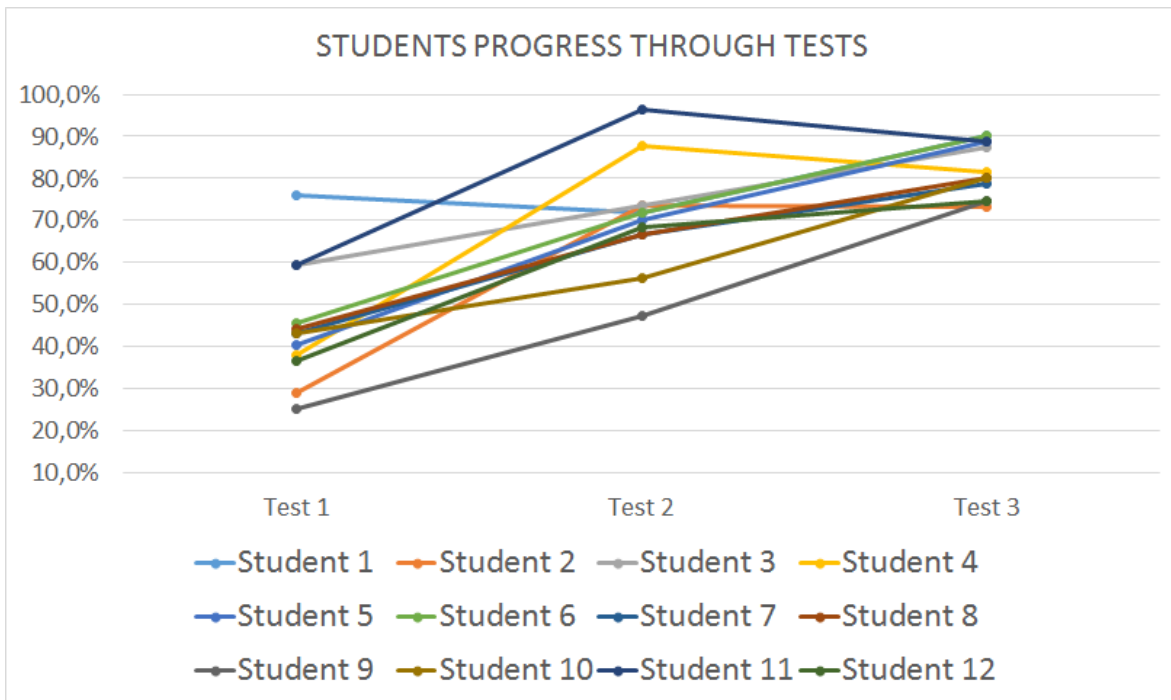


Figure 2. Line chart of students' progress individually

### 5.3 Group's progress on test results

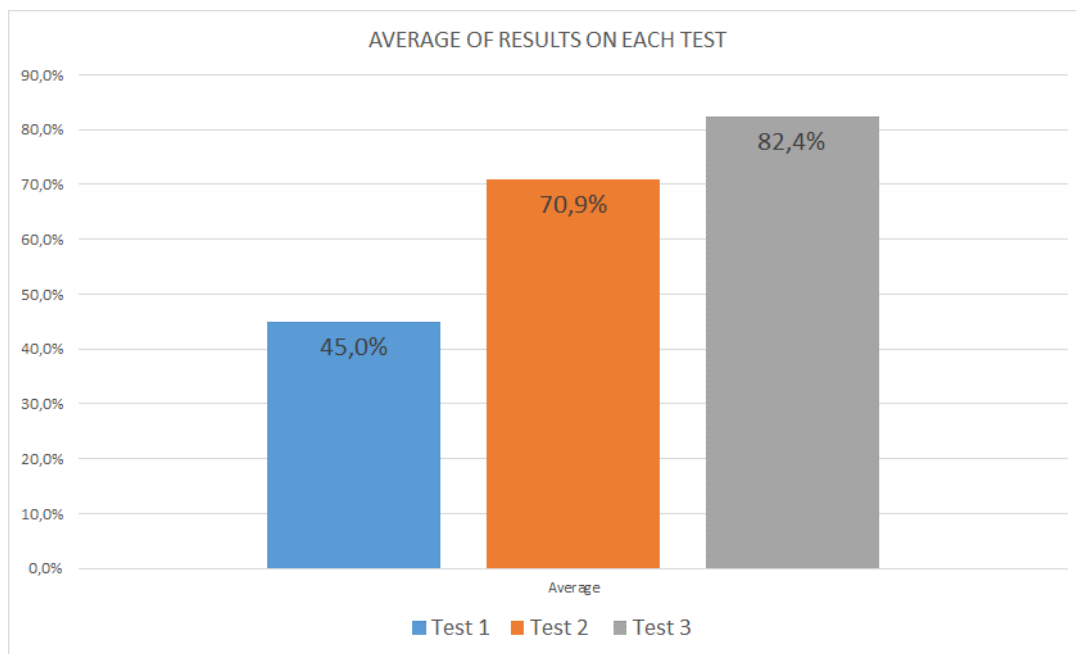


Figure 3. Bar chart of average results on each test



As seen on the bar chart in Figure 3, the group's average grade was 45% on test 1, 70,9% on test 2 and 82,4% on test 3, with standard deviations of 14,03%, 12,68%, 6,40% respectively. The standard deviation seems accurate when Figure 3 and Figure 2 are compared because Test 1 results were more scattered and on Test 3 results seem more joined around 82% (the average), this meaning that the group started to behave more as an individual showing more similar results by the end of the implementation of the project. Also, Figure 3 shows positive growth on grades (average results) of the whole group on Test 2 and Test 3, with a difference of 25.9% from Test 1 to Test 2 and 11.5% from Test 2 to Test 3.

#### **5.4 Survey**

In addition to the tests and workshops, a survey was made and the whole classroom participated on it, this was aimed to determine the use of five vocabulary learning strategies based on the Schmitt's (1997) Taxonomy (Determination, social strategies, memory, cognition, and metacognition).

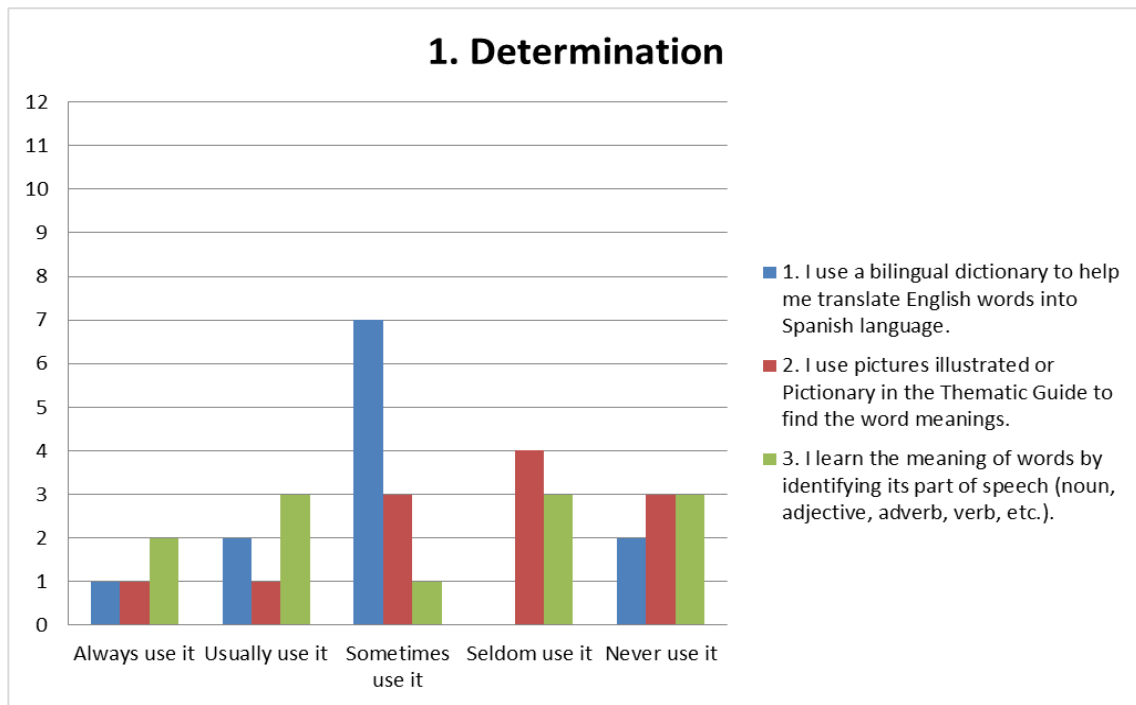


Figure 4. Answers for Determination - Survey

The attribute *Determination* was asked in the first survey question. A set of five single choice, closed-ended and checklist question type answers were selected. The set of answers embrace from “never use it” to “always use it” scale to determine the use frequency of tools employed to learn new vocabulary in the English class. In the question “*I use a bilingual dictionary to help me translate English words into Spanish language*”, there are important tendencies that exhibit the behavior of the English class students. The first one, displays a low percentage (8%) of students that “always” used the dictionary as a help to translate words into Spanish.

In comparison to the students that “never use it” it represents half of the students (16%). The stronger tendency shows that 58% of the students use the dictionary sometimes. The second and third items of the attribute *Determination*, the use of pictures and identifying its part of the speech to find the word meanings displayed a softer tendency in comparison with the first item. 58% of the students seldom or never use the second and third item of the attribute. All the students

bring a bilingual dictionary to class although only 24% of the students use it “always” or “usually”. That means the low usage of the dictionary answers to a different reason than the access to the tool. In contrast to that fact, the usage of illustrated pictures or context to find word meanings are also low (50%). The low usage of the second and third item suggests a lack of interest in the students to find the words’ meanings.

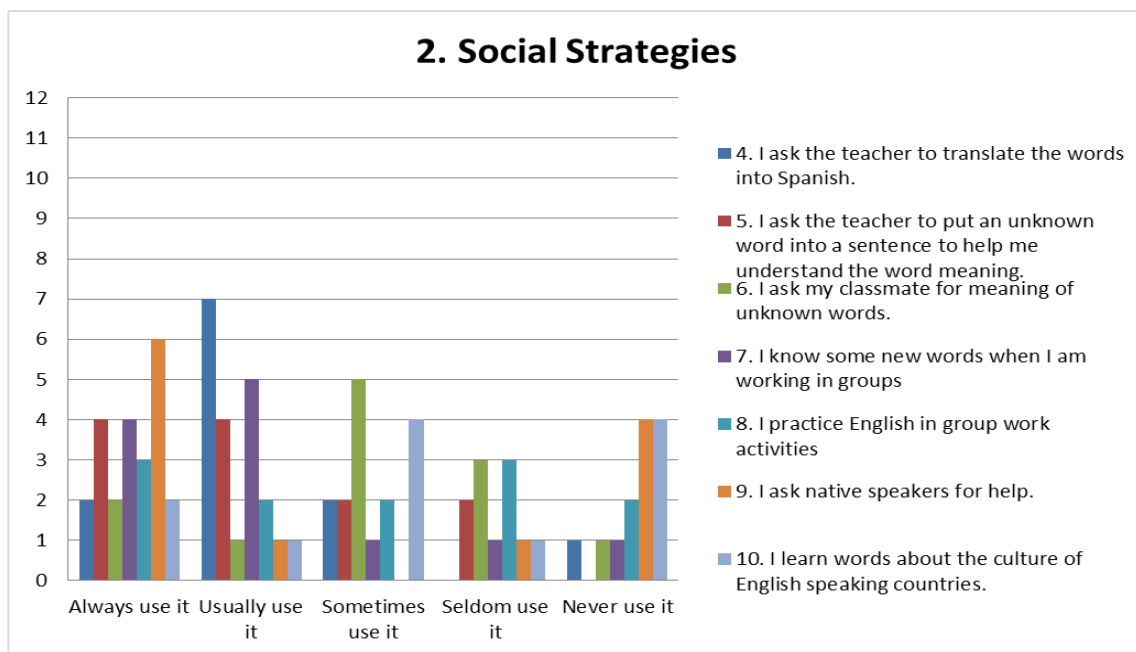


Figure 5. Answers for Social Strategies - Survey

The second attribute of the survey *Social strategies* includes seven items with the same possible set of answers scaled from “never use it” to “always use it”. It was aimed to know how the students socialize its foreign language process with the teacher, classmates, and their environment. The students recognize the teacher as an important source to learn a foreign language. Seventy-five percent (75%) of the students rate the teachers as an easy way to find a word translation. Most of the time (80%), students ask the teacher about how to use the context to understand a word meaning.

According to the survey, it is important the confidence with a classmate to find a word meaning. This situation suggests that some students may feel uncomfortable interrupting the class for asking word meanings. It is possible that, according to the observation of the class, some learners find faster and easier to ask to another partnet than a teacher for a word meaning. In this survey it is confirmed the previous information about how the students prefer to find the meaning of an unknown word. Three-quarters (75%) of the students expressed that working with groups could be a good way to learn and find new vocabulary and its meaning. Some students who have taken this survey find it interesting to work in a group and some others find individual activities more attractive. Also in this survey, students identified as a “native speaker” their non-native English teacher. More than 50 % of the students ask for help even to explain twice the topic or vocabulary and the rest of the students in this survey consider that it is not necessary to do it. Finally, they consider that sometimes they learn new vocabulary when they research the culture of English-speaking countries.

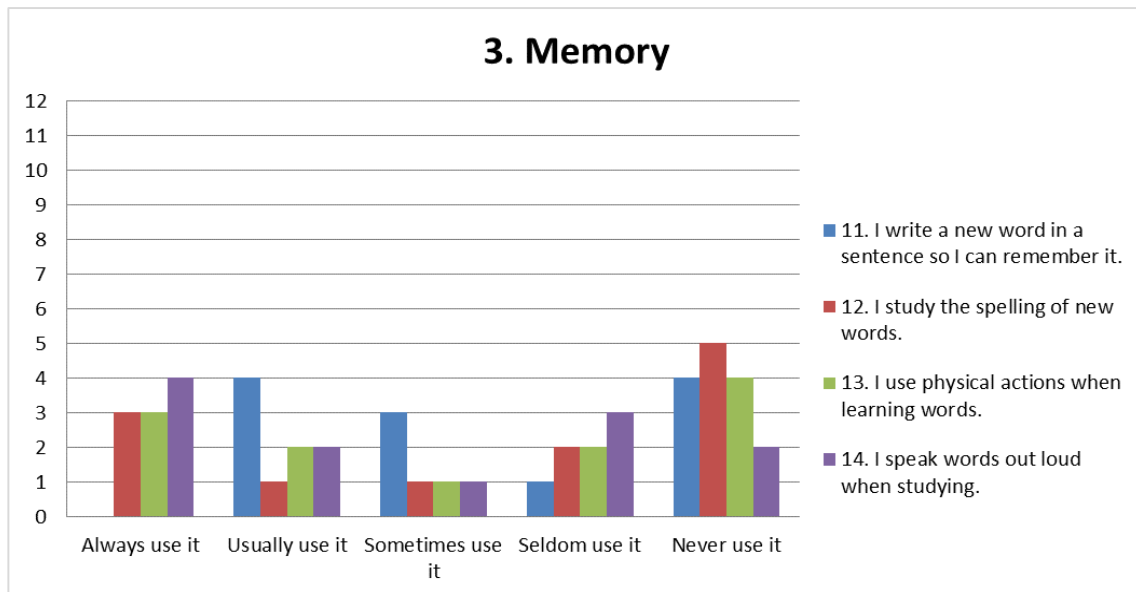


Figure 6. Answers for Memory - Survey

The third attribute of the survey *Memory* included items on the same scale used before. More than 50% of the students often use a new word to create a sentence. Also, less than 50% of the students study the spelling of a new word. It is important to point out that except for “I speak out loud when studying” item, all the remaining strategies were considered by the students as “never use it” in a higher proportion than “always use it”.

This situation may explain why “simple mistakes” on the spelling of common words like coffee, or the conjugation of some common verbs like “tell” or “say” are constantly mistaken in the class. Half of the students use some physical actions (e.g. dramatization) to understand better the definition of the words and can memorize them to create a sentence or express an idea although half of the students never use that strategy to memorize new words. Finally, 6 out of 12 students (50%) practice the new vocabulary loudly repeating the new words to memorize it.

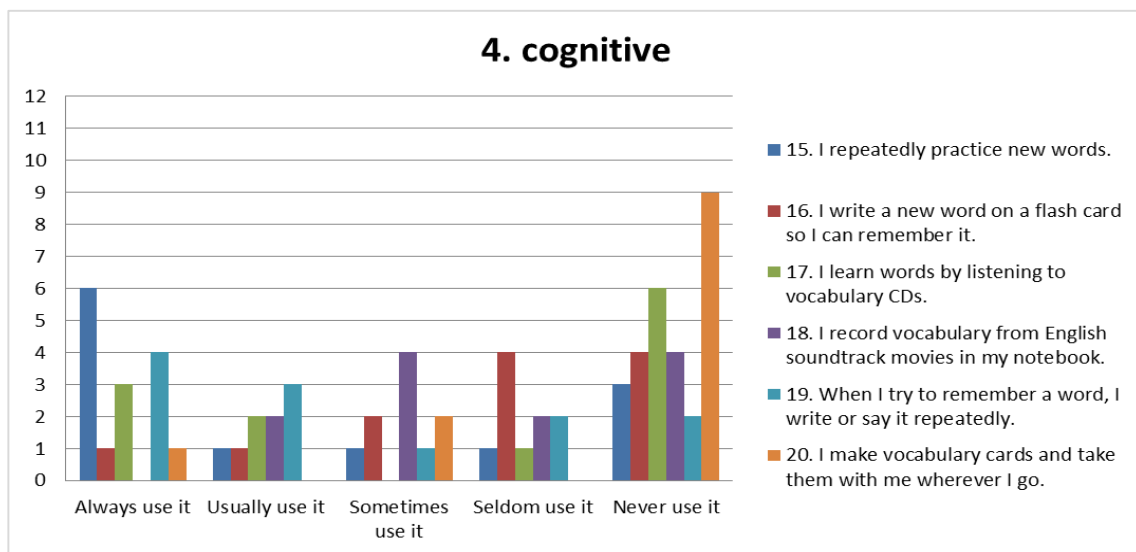


Figure 7. Answers for Cognitive - Survey

The attribute *Cognitive* was asked in the fourth survey question. It is aimed at this question to know how students can improve new vocabulary learned and the use of different strategies to

put into practice. More than 50% of the students surveyed answered that they repeat new words learned in class but less than 30% of the same students do not use any special visual aids (flashcards or posters) to memorize new words. One of the possible reasons for the student’s lack of usage of special visual aids to memorize new words is because of apathy.

It is observed that sometimes students consider that the topic of the classes is not connected with them. According to the survey, it was evidenced that 6 out of 12 students (50%) write the new vocabulary learned from soundtracks movies. In the item “When I try to remember a word, I write or say it repeatedly”, more than 50% of the students consider this practice interesting to remember and useful to put into practice new vocabulary learned. Finally, 9 students consider not useful to do cards to remember new vocabulary because they do not find it necessary to do it.

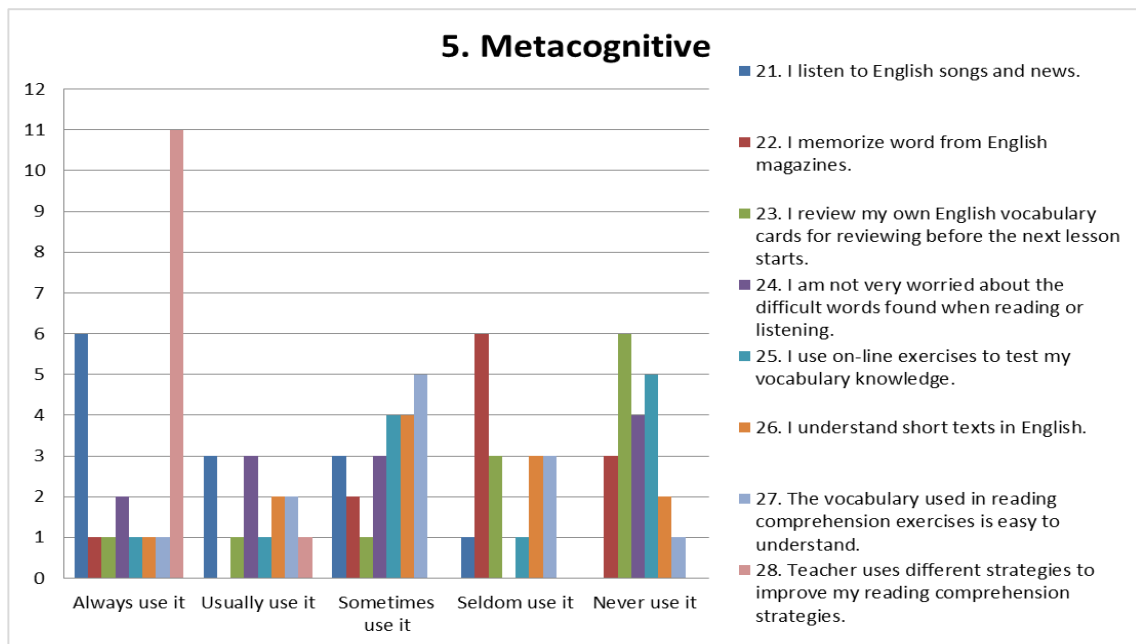


Figure 8. Answers for Metacognitive - Survey

Finally, in the last attribute, *Metacognitive* questions, to know how students can monitor and plan the new vocabulary learned and the different strategies to put into practice, more than

75% of the students surveyed answered that they listen to music or watch the news to learn or practice new vocabulary, although less than 30% of the same students cannot memorize new words from a written mass media (magazines and newspapers). One of the possible reasons observed in this survey was the lack of interest to improve the vocabulary learned before the next lesson. It also can be explained by the lack of preparation and use of different strategies to practice new vocabulary like the use of the internet. Finally, students express in the survey the difficulties to understand short texts even when different strategies were applied by the teacher to help them to understand it.

As a conclusion of this survey, there are several strategies of each attribute researched in this project. The results based on the answers of twelve students suggested some specific situations that may affect their learning process. The first conclusion is that all the strategies in all the attributes presented a low usage. The only exception lays on the “social strategies” where students answered that the use of the strategies in that specific attribute was higher than the “seldom use it” and “never use it” alternatives. The second conclusion is that students may find some strategies as not interesting. This topic is important because of the lack of interest in students can be worked out by the teacher and better-quality tools. The use of different sources that allow the students to explore other reading comprehension styles gives them the confidence to work with the teacher to increase their knowledge in reading comprehension of a foreign language.

## **6. Conclusions and Pedagogical Implications**

In this chapter, the results from the last section are analyzed in three different approaches: a comparison with previous studies, a verbal analysis of the actual results of the study, and recommendations for further studies setting this one as a baseline for a larger scope. Moreover, an analysis of pedagogical challenges that emerged from the practical implementation of this study is displayed, as well as some recommendations for future studies and tutors teaching English as a Foreign Language.

### **6.1 Comparison of results with previous studies' results**

With this study, it was possible to find that, with proper introduction of new vocabulary, correct usage of the dictionary and didactic materials that show the use of words between conventional contexts, English learners tend to improve their reading comprehension skills as Berg, Cressman, & Pfanz (1998) found in their study, as well as Muñoz, Moreno & Godoy (2010), did too, defending the relationship between the level of reading comprehension and vocabulary acquisition.

Another aspect to conclude is the success of presenting vocabulary consistent with the context of learners, regarding aspects as their age, their social environment, and their interest as Alqahtani (2015) states in his research conclusions. This is important because it demonstrates the importance of planning the strategies around topics that the students are familiar with, meaning that previous understanding of the group's characteristics is crucial to design workshops or any other teaching materials.



## **6.2 Significance of the results**

As seen in the results displayed in chapter 5, every learner improved their scores on the tests, moving from only three learners above 50% of correct answers to the whole group (12 students) above 70% of correct answers by the end of Test 3. This means that the methodology of the workshops worked with them, and it is quite easy to expect, due to the almost personalized tutoring ambiance created by the small number of learners in a classroom, customized strategies according to the social context of the group and the actual skills. Also, as they learned how to use the dictionary to understand unknown words and relate them in the context of the texts, they acknowledged the importance of this tool.

On the other hand, the workshops developed twice a week, for around eight weeks, encouraged every learner and created a synergy that shows up in the results of the whole group's grades, with grades on an average of 82.4% on the final test and every student above 70% of correct answers, and in the proximity of their scores by the end of the last test, achieving only 6.4% of standard deviation in Test 3 in contrast with the 14.03% showed on Test 1. Besides, this improvement was achieved through group work, where the whole class acted as a group, due to the small amount of students (12), socializing every question or doubt, creating a space to speak about new or unknown words and choose meaning in the context all together; and the grading system which consisted in handing over the exam or workshop to another classmate randomly for him/her to correct it.

### **6.3 Pedagogical challenges and recommendations**

Action plans must be a response to low proficiency and learning limitations. When low proficiency, bad grades, and low skills show on the radar of a teacher, it has to be a call to action on a new strategy focused on this kind of learner, always looking for methods to improve their weaknesses. Besides, these limitations must be approached in two ways, emotional and academic. The first one, due to the frustration that learners can feel when they do not understand instructions or their lack of skills to respond to questions. The second one, academic, rests on the instructor and leads him to reevaluate strategies and techniques to enrich the quality of the assessments to exploit the learners' abilities.

Another challenge for the instructors is the need for them to acknowledge their leading and guiding role in the learning process of the students, as in this study it was proved that with a little more effort on guidance, great progress was achieved on these learners in a short term and if they keep up their good work and value their new tools and skills, they would develop a better understanding in this subject as well as in other subjects in the school in a long term. Along with this guiding process, comes the ability of the tutor to explain himself properly and clearly on the instructions of every assessment, since a proper instruction leads to the correct comprehension of the work to do on learners and encourages them to develop their activities, knowing what they are doing and understanding the topic they are dealing with, to take good advantage of the task. The task or workshop must show a clear sequence, developing a specific topic that the learner can relate to, and that pushes him/her to develop empirically, promoting his creativity and critical thinking.

#### **6.4 Research limitations on the present study**

This study was limited to a small sample of seventh-grade students from only one private school in a small town. Limitations as the impossibility of making a study on public schools, deploying it on students from only one grade and one school, and the low number of individuals, opens the possibility for bias.

#### **6.5 Further research**

To expand the purpose of this study, the sample has to be bigger, including subjects from different schools (public and private), students from different social classes and cities to characterize their environment and see how it influences on their learning processes, learners from different grades of school and age groups. This would imply a bigger budget and/or a big group of tutors/researchers to apply this study at a macro level.

#### **6.6 Conclusion**

In sum, to achieve good results in English proficiency and especially in reading comprehension, the process of these students must be encouraged and supported by the tutor through didactic workshop and assessments, where exercises are related to a specific topic and this matter should be consistent to the learners' environment and preferences to be able to catch their attention and get them interested in learning because they know they would need those new terms to communicate in common situations. Also, teaching the students how to use the dictionary resulted very useful, because looking for the word in it stimulated their memory, so they would remember the word later, and because of the challenge to choose the correct definition or

translation according to the context. So, the whole process was successful and gratifying, because besides of the learners improvement in grades, they showed a good attitude, group's synergy and a solid behavior on each workshop and, they became more autonomous in doing their tasks, showed less fear or shame when they needed to ask a question or clear up a word, they felt responsible for the process despite not being pushed to attend to the workshops, they committed to improving their ESL proficiency and were motivated by the kind of activities and the advancement they noticed in their reading abilities.

Finally, this study shows the importance of adapting material to learners who have a low English proficiency level and, how they were able to achieve an adequate learning in English as a second language, using reading comprehension activities according to their English level. Other factors such as the type of text and exercises applied during the class sessions managed to catch the attention of learners and, they could find it interesting and important to improve their learning processes in a foreign language. It is important to be able to work on these skills (reading comprehension and vocabulary) which allows to observe significant advances in apprehension and understanding in learners, in order to achieve learning goals which can develop critical thinking and arouse curiosity to improve in what they consider a weakness. Undoubtedly, the vocabulary factor allows for a constant evolution in learning, making it possible for the learner to develop skills also in their first language, such as a better understanding of their environment and thus being able to associate them with their reality. It is important to mention that the role of the instructor in students' attention, who have a low level of learning in the foreign language, must be encouraged and supported through different methodologies to achieve the goals marked during class sessions. It is important to contextualize the student with an adequate environment, motivation, and interest to learn a second language.

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## Appendixes

### Appendix A. Parents' permission

**CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN**

Barrancabermeja, 24 de septiembre, del 2019

Señores:  
Estudiantes grado séptimo  
INSTITUTO ANTONIO NARIÑO  
Barrancabermeja

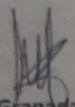
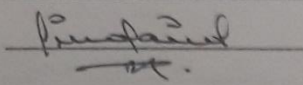
Apreciados estudiantes:

Actualmente estoy realizando una investigación titulada "Improving reading comprehension strategies through the use of vocabulary" Este estudio busca reforzar y mejorar las habilidades en comprensión de lectura en inglés. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés para el Aprendizaje Auto-Dirigido –Programa Virtual- de la Universidad de La Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración como participantes de mi propuesta de investigación, que se llevará a cabo durante el segundo semestre del 2019. Esto implica la planeación e implementación de actividades como talleres y clases, y recolección de datos durante 9 semanas en las cuales el estudiante completará una serie de ejercicios de reflexión en relación con las estrategias utilizadas en las actividades por medios de talleres de 4 horas en clase y presentarán tres exámenes para acompañar su proceso de mejorar en el tema anteriormente propuesto uno al comienzo, otro a mitad del curso y otro al final de la investigación, los cuáles no tendrá incidencia en las notas de clase. Es importante nombrar que este taller comenzó el día 5 de agosto.

Igualmente, se les garantizará el uso de seudónimos para mantener su identidad en el anonimato en todas las publicaciones que la investigación origine. Cabe anotar que el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso, por tal razón si usted firma la carta de consentimiento acepta voluntariamente participar del proyecto de investigación. Así mismo, usted puede decidir rehusarse a responder, participar, o abandonar el proyecto. Sin embargo, su participación voluntaria será de gran ayuda para llevar a cabo este proyecto de manera exitosa.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,		Acepto participar	
<u>Gustavo Adolfo Granada Díaz</u>		Nombre	<u>LINA MARIA CASTRO E.</u>
Docente Investigador		Firma	

**CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN**

Barrancabermeja, 24 de septiembre, del 2019

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Estudiantes grado séptimo  
INSTITUTO ANTONIO NARIÑO  
Barrancabermeja

Apreciados estudiantes:

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Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Gustavo Adolfo Granada Díaz

Docente Investigador


Acepto participar

Nombre


Firma

Mano Juan Balboa  
[Firma]

Appendix B. Workshops




**INSTITUTO ANTONIO NARIÑO**  
 COMPREHENSIVE TRAINING WITH ACADEMIC EXCELLENCE  
 EXTRACLASSES COURSE – SEVENTH GRADE  
 FOREIGN LANGUAGE  
 WORKSHOP # 2



*Hello my dear students, in this second class material we are going to continue practicing and improving reading comprehension. Pay attention to teacher's indications and have a great time!*

**Objectives of the class**

- > To scan for details.
- > To respond to literary materials by connecting them to their own experience and communicate those responses to others.



**JOBS AND PROFESSIONS**

1. **Warm up**












- > Using your knowledge, spend 2 minutes and write words related to **JOB**

2. **Reading time**

**PRE READING**

- > Write the correct words in the correct picture in the box below.

receptionist	cleaner	shop assistant	nurse	doctor	engineer
office worker	teacher	hairdresser	lawyer	police officer	

Taken from: [https://learnenglish teens.britishcouncil.org/sites/teens/files/jobs\\_-\\_exercises.pdf](https://learnenglish teens.britishcouncil.org/sites/teens/files/jobs_-_exercises.pdf)

**DURING THE READING**

- > Read the following text about being a pilot and work on the exercises below the text.

### MY JOB IS SPECIAL!

For most people, a job means they get up at 7:00 am and drive to work by 8:30 or 9:00 am. Later, they have lunch at noon, and then they start work again at 1:00 pm. Finally, they finish work at about 5:00 pm and then go home and have dinner with their family.

That kind of job is okay for most people, but my job is special and I love it! I'm a commercial airline pilot. That means I don't drive to work, I fly! In fact, I fly to many different destinations in the world and I have friends in many countries. Usually, I fly between countries in Asia, North America and South America. It's not surprising, then, that my best friend lives in Japan and we stay in touch by Facebook and e-mail – when I'm in Tokyo, he always invites me to have dinner with him and his family. In fact, my favorite food is sushi. Another good friend of mine – Gustavo – lives in Brasilia. That's the capital city of Brazil.



Gustavo and I love to watch football games together when I visit. Is my job perfect? No, it's not. Because I fly across many different time zones, I sometimes go to bed at 2:00 am. At other times, I go to bed at 2:00 pm. That kind of schedule isn't easy. In addition, my job often separates me from my wife and two children. They live in New York and often I am many thousands of miles away.

Sometimes I miss them very much. However, I think I have an exciting job. And my kids think it's great that I can say, "Hello" in eighteen different languages: "Ni hao," "Anyoung haseyo," "Konnichwa," "Bonjour," ...

Taken from: <https://www.allthingstopics.com/uploads/2/3/2/9/23290220/lesson-myjobisspecialr.pdf>

a. Choose the correct answer from the text

1. What is the main idea of the article?  
 (a) The man has friends in many countries.  
 (b) He can say, "Hello" in many languages.  
 (c) His job is different from most people's jobs.

2. The man likes his job.  
 (a) TRUE  
 (b) FALSE  
 (c) He doesn't say.

3. Where does his best friend live?  
 (a) New York  
 (b) Tokyo  
 (c) Brasilia

4. How many countries does he fly to?  
 (a) eighteen  
 (b) three  
 (c) He doesn't say.

5. Where does he say likes to watch football games?  
 (a) In North America  
 (b) In Tokyo  
 (c) In Brazil

6. He always goes to sleep at the same time every day.  
 (a) TRUE  
 (b) FALSE  
 (c) He doesn't say.

7. What does the word 'them' refer to?  
 (a) Football games  
 (b) His family  
 (c) His friends

8. What does he say about his job?  
 (a) It's perfect.  
 (b) He must learn many languages.  
 (c) It has some problems but he likes it.

b. Read and then answer the questions.

1. What is his profession? \_\_\_\_\_
2. How can he stay in touch with his friend? \_\_\_\_\_
3. What is another best friend's name? \_\_\_\_\_
4. In which other languages can he say "Hello"? \_\_\_\_\_

c. Using your dictionary, find the meaning in Spanish of the following words

- |                        |                      |
|------------------------|----------------------|
| 1. In fact _____       | 5. Schedule _____    |
| 2. Kind of _____       | 6. In addition _____ |
| 3. Stay in touch _____ | 7. However _____     |
| 4. Together _____      |                      |

d. Talking about other jobs, write the duties under the correct jobs

Display items on the shelf	Give customers their change.	Sell shop's items.	Serve food and drinks.
Deliver newspapers.	Read stories and play with young children	Look after children.	Make somewhere tidy.
Help customers find items to buy.	Wake up early.	Clean the floor.	Take customers' order.

<b>Babysitter</b>	<b>Shop assistant</b>
<b>Paper boy</b>	<b>Waiter / Waitress</b>
<b>Cleaner</b>	<b>Cashier</b>

e. Write three main ideas from the text

- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

f. Write 3 positive and 3 negative ideas about working in a part-time job

Positive ideas	Negative ideas
Save money to spend or buy my favorite objects	Not too much time to spend with my family

**POST READING**

We have already talked about jobs and professions. Now, using your own words and creativity, answer the following question. If you have any doubts ask to your teacher for helping. You can answer between 25 and 30 words.

**WHAT IS YOUR FAVORITE JOB? WHY?**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

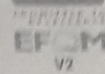
\_\_\_\_\_

**"The world belongs to those who read."**  
 --Rick Holland

Keila Almeida



INSTITUTO ANTONIO NARIÑO  
 COMPREHENSIVE TRAINING WITH ACADEMIC EXCELLENCE  
 EXTRA CLASSES COURSE - SEVENTH GRADE  
 FOREIGN LANGUAGE  
 WORKSHOP # 7



Hello my dear students, in this seventh class material we are going to continue practicing and improving reading comprehension. Pay attention to teacher's indications and have a great time!

Objectives of the class

- > To understand information in context
- > To reinforce vocabulary and writing in context
- > To practice and review reading skill using strategies



1. Warm up

- > Find the different words related to "SCHOOL" in the following crossword.

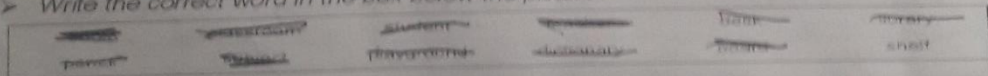
*Handwritten words: school, teacher, student, classroom, board, book, dictionary, pencil, desk, shelf*

M	C	Z	T	W	D	E	S	K	B	
A	V	X	T	R	C	Y	C	D	E	
P	C	C	E	S	O	T	H	U	O	
S	H	A	A	X	M	I	O	S	Y	
T	A	L	C	B	P	P	O	T	G	
U	I	E	H	O	U	S	L	B	L	
D	R	N	E	A	T	K	B	I	O	
E	N	D	B	R	E	B	A	N	B	
N	A	A	D	D	R	L	G	C	E	
T	P	P	R	O	J	E	C	T	O	R

2. Reading time

PRE READING

- > Write the correct word in the box below the picture.



teacher	student	Classroom	board
book	Dictionary	Pencil	desk
library	playground	subject	shelf

Taken from [https://learnenglish teens.britishcouncil.org/sites/teens/files/school\\_-\\_exercises.pdf](https://learnenglish teens.britishcouncil.org/sites/teens/files/school_-_exercises.pdf)

> Using the words worked in exercise one, Write the best one to complete the definitions

- a The person who helps students learn is the teacher
- b The playground is the place in school where you can play and have fun with your friends
- c A dictionary is a book that tells us the meaning of a word and how to spell it
- d The classroom is the room in school where you have lessons
- e A shelf is a place where you can put books and other things. It can be metal or wood and attached to a wall.
- f Math, science, history, art and English are Subject
- g The place where the teacher writes things for the class to see is the board
- h A desk is a piece of furniture where students sit and work.
- i A student is a person who is studying.
- j A library is a room with many books.

> Answer the following question: What do you have in your pencil case?

Eraser, Pencils, Markers, white ink, color pen, Sharpener.

**DURING THE READING**

> Read the following conversation about having good study methods and complete the exercises below.

**Chat 1 today**

Sam, HELP!! It's exam time. I need your help. You're good at exams ... Joe

Haha! Yeah, I can help you. You're my favourite cousin! Sam

Thanks. What can I do? I have lots to learn and not much time. Joe

Don't worry - plan your time. Make a timetable. Sam

How many hours a day do I need to study? Joe

Well, start studying 3 or 4 weeks before your exams. The first week, study about an hour a day. Sam

That isn't too much! Joe

No, it's not much at all. Choose a couple of days to have free too. Sam

Free days? Are you sure? Joe

Yeah, it's important to do other things. You need time to do your normal homework and see friends too. Sam

And play football. Joe

Study for an hour and a half a day the second week. And the week before the exams, you can study for two hours a day. Sam

Every day? Joe

No. You can have some days free for football and TV. Sam

The important thing is to write everything in a timetable and then do it! Sam

Cool. It sounds quite easy. Joe

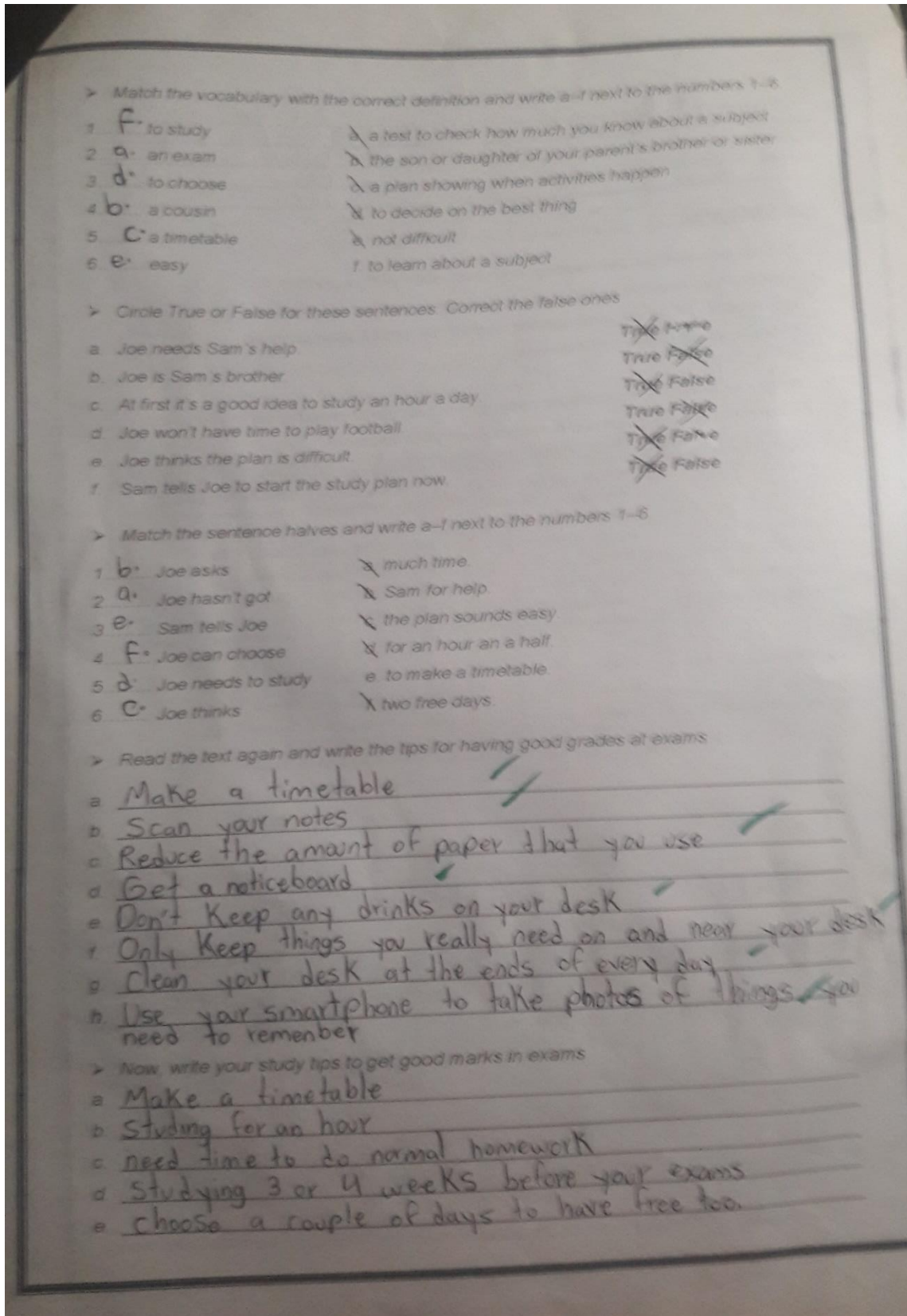
It is! Try it! Start now and plan your study timetable. Sam

You're the best! Thanks. Joe

Good luck! Sam

Taken from: [https://learnenglishteens.britishcouncil.org/sites/teens/files/exam\\_help\\_messages\\_messages\\_0.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/exam_help_messages_messages_0.pdf)





> Find new vocabulary and write here with their meaning in Spanish.

Shelf: \_\_\_\_\_  
 Subject: \_\_\_\_\_  
 board: \_\_\_\_\_  
 desk: \_\_\_\_\_  
 library: \_\_\_\_\_

Estanteria \_\_\_\_\_  
 Materias / asignaturas \_\_\_\_\_  
 tablero \_\_\_\_\_  
 Mesa \_\_\_\_\_  
 libreria \_\_\_\_\_

**POST READING**

> Taking as example the reading exercise, work with a partner and create a conversation about study tips to have good grades in exams and school. Show to your teacher a draft to correct your possible mistakes. After, present to the class.



> Using your creativity, create your weekly personal timetable and show to your class. Follow the example given and be original with your timetable.

6 am	Wake-up, have a few dry fruits and drink water	12:30 to 3:30 pm	Eat, relax, take a nap, check your messages
6:30 to 7:20 am	Study - 1a	3:30 to 4:20 pm	Study - 3a
7:20 to 7:30 am	Break	4:20 to 4:30 pm	Break
7:30 to 8:30 am	Study - 1b	4:30 to 5:30 pm	Study - 3b
8:30 to 10:30 am	Exercise, relax, shower, eat well	5:30 to 7:30 pm	Eat, relax, connect with friends, take a walk outdoors
10:30 to 11:20 am	Study - 2a	7:30 to 8:20 pm	Study - 4a
11:20 to 11:30 am	Break	8:20 to 8:30 pm	Break
11:30 am to 12:30 pm	Study - 2b	8:30 to 9:30 pm	Study - 4b
		10 pm	Bedtime

TODAY A READER  
 TOMORROW A LEADER



MARLBOROUGH

W 5:00-5:40	Wake up, take a shower, have breakfast, brush teeth, go to school
5:45-1:10	Study 7 hours in school, go back home
1:30-4:00	Have lunch, have lesson, study 1 hour, watch TV
5:00-6:00	Play in the park
7:00-9:00	Have dinner, watch TV, go to bed

**Appendix C. Lesson Planning**

<b>Date:</b>	August 12 <sup>th</sup> and 13 <sup>th</sup> , 2019	<b>Teacher</b>	Gustavo Granada	<b>Institution</b>	Antonio Narfio
<b>Time:</b>	3:00 to 4:30 p.m.	<b>Subject</b>	English	<b>Grade</b>	Seventh
<b>No of sts</b>	8	<b>English level</b>	A 1	<b>Length</b>	180 mins

<b>Aim(s) of lesson</b>	<ul style="list-style-type: none"> <li>To scan for details.</li> <li>To respond to literary materials by connecting them to their own experience and communicate those responses to others.</li> </ul>
<b>Content Knowledge</b>	<ul style="list-style-type: none"> <li>Reading comprehension strategies</li> <li>Vocabulary in context</li> <li>Writing production (expressing ideas about the topic worked)</li> </ul>
<b>Location</b>	Participants will associate words related to "JOBS". After, they are going to express in class the vocabulary related to JOBS AND PROFESSIONS. Teacher will give feedback and ask to participants which JOBS AND PROFESIONS is/are more interesting for them.
<b>Experience</b>	Participants will associate vocabulary learned with a text called "My job is special". After, participants will find keywords and new vocabulary and find the meaning in Spanish to understand the text using the dictionary. Teacher will guide this experience by asking for some questions related to the text.
<b>Action</b>	<ul style="list-style-type: none"> <li>Participants will do a series of exercises related to the text and explain to the class their answers. Reading strategies will divide in: pre – reading, during reading and post reading</li> <li>Participants will create a short composition about the topics worked in class and read it to the class</li> <li>Teacher will guide reading strategy exercises monitoring the production of the participants.</li> </ul>
<b>Anticipated problems in this lesson</b>	In this second session, writing production will not be successful yet because of participants even recognize the topic and its vocabulary, their production will be low and not clear.

<p><b><u>Warm up (15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>&gt; Teacher will explain the methodology of the activity. As a first contact with participants, they will work in their prior knowledge using an exercise where they must think about 10 words related to "JOBS" and write them in a worksheet given by the teacher.</li> <li>&gt; Teacher will ask for randomly their answers and check possible spelling mistakes by monitoring their initially process</li> </ul> <p><b><u>Core task (100 minutes)</u></b></p> <p>It is going to be divided in three parts:</p> <p><b><u>Pre – reading:</u></b></p> <ul style="list-style-type: none"> <li>&gt; Participants will relate word – image about JOBS AND PROFESSIONS. Teacher will do feedback to</li> </ul>
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*check understand and correct the possible mistakes.*

**During reading:**

- *Participants will read a text called "My job is special". Participants will read the text and work on different strategies using the dictionary.*
- *First strategy will be that participants read the text mentally for 5 minutes. Teacher will ask some questions about the text.*
- *In the second reading time, participants will find key words and the new vocabulary to understand easily the text and find the meaning in Spanish to better understand (Multiple choice, open questions, find the meaning and write correct information in the correct place)*
- *Teacher will ask for participants about new vocabulary and check progress in this stage*
- *Participants will complete a series of exercises related to the topic individually for a period of time.*
- *Finally, participants will write 5 ideas about the text in the notebook*

**Post reading:**

- *Participants will practice writing production answering the following question **"WHAT IS YOUR FAVORITE JOB? WHY?"** and then, present to the class.*

**Final activity (20 minutes to prepare, one-minute presentation)**

- *Participants will create a short conversation about their favourite job and present to the class.*

<b>Date:</b>	September 25 <sup>th</sup> and 26 <sup>th</sup> , 2019	<b>Teacher</b>	Gustavo Granada	<b>Institution</b>	Antonio Nariño
<b>Time:</b>	3:00 to 4:30 p.m.	<b>Subject</b>	English	<b>Grade</b>	Seventh
<b>No of sts</b>	8	<b>English level</b>	A 1	<b>Length</b>	180 mins

<b>Aim(s) of lesson</b>	<ul style="list-style-type: none"> <li>To understand information in context</li> <li>To reinforce vocabulary and writing in context.</li> <li>To practice and review reading skill using strategies</li> </ul>
<b>Content Knowledge</b>	<ul style="list-style-type: none"> <li>Reading comprehension strategies</li> <li>Vocabulary in context</li> <li>Writing production (expressing ideas about the topic worked)</li> </ul>
<b>Location</b>	Participants will find school objects in a crossword related to "SCHOOL". After, they are going to express in class some vocabulary related to SCHOOL. Teacher will give feedback and ask to participants which objects they can find easily in the classroom at the moment.
<b>Experience</b>	Participants will associate vocabulary learned with a text called "A terrible day of vacation". After, participants will find new vocabulary and find the meaning in Spanish to understand the text using the dictionary. Teacher will guide this experience by asking for some questions related to the text. Also, participants will practice some conjugations of verbs in simple past tense.
<b>Action</b>	<ul style="list-style-type: none"> <li>Participants will do a series of exercises related to the text and explain to the class their answers. Reading strategies will divide in: pre – reading, during reading and post reading. In this session, the material will use past simple tense</li> <li>Participants will create a postcard taking into account a sample given in the material worked and read it to the class</li> <li>Teacher will guide reading strategy exercises monitoring the production of the participants.</li> </ul>
<b>Anticipated problems in this lesson</b>	In this seventh session, writing production will improve because of participants will check a sample of the exercises and create a new one taking into account the information given in a postcard

#### Warm up (15 minutes)

- Teacher will explain the methodology of the activity. As a first contact with participants, they will work in their prior knowledge using a crossword using related words to "SCHOOL".
- Teacher will ask for randomly their answers and check possible spelling mistakes by monitoring their initially process

#### Core task (100 minutes)

It is going to be divided in three parts:

Pre – reading:

- *Participants will relate word – image about SCHOOL actions and nouns. In a second exercises, they have to use previous exercise vocabulary with some definitions placed in the exercise. Teacher will do feedback to check understand and correct the possible mistakes.*

**During reading:**

- *Participants will read a text called "TIPS FOR BETTER GRADES". Participants will read the text and work on different strategies using the dictionary.*
- *Participants will complete a series of exercises to understand the text (Matching, true/false, writing specific information, find new vocabulary and meaning in Spanish) for a period of time.*
- *Teacher will ask for participants about new vocabulary and check progress in this stage*
- *Finally, participants will create their own tips for having better grades taking into account the previous given in the text and write them in the notebook*


**Post reading:**

- *Participants will practice creating a conversation about tips for getting better grades taking into account the sample given in the material and present it to the class.*

**Final activity (20 minutes to prepare, one-minute presentation)**

- *Participants will create poster with the own timetable with their daily duties to get better grades and present into the class.*

Appendix D. Tests



**INSTITUTO ANTONIO NARIÑO**  
 COMPREHENSIVE TRAINING WITH ACADEMIC EXCELLENCE  
 PLACEMENT TEST  
 FOREIGN LANGUAGE

COMMITTED TO EXCELLENCE  
**EFQM**  
 V2

Date: Kella Sofia Almeida Castro

34/79

Dear students,  
 Complete the following test to know your English level.

**Exercise # 1**

➤ Choose three options. Tick (✓) all the correct answers. People sometimes write thank-you emails

- a)  for a birthday present. ✓
- b)  for a new baby. ✓
- c)  when someone helps you with something important. ✓
- d)  when someone buys you a sandwich. ✓
- e)  when someone gets married. ✗
- f)  for a Christmas present. ✗

➤ Complete the following exercises using the following chart

tomsmudger91@dsmail.com  
 To: sjbogard@twindle.com  
 Co: \_\_\_\_\_  
 Subject: Thank you!

Hi Susan  
 Thank you very much for the birthday present. I really need a new computer game, so it is perfect. You're very kind. :)  
 How are you? Good luck in your exams. I hope you pass with good marks.  
 Speak soon.  
 Tom xx

Send Save Cancel

➤ Circle True or False for these sentences.

- a) Susan wrote this email. True - False ✓
- b) It was Tom's birthday. True - False ✗
- c) Susan bought Tom a computer game. True - False ✓
- d) Tom doesn't like the computer game. True - False ✓
- e) Susan has exams soon. True - False ✓
- f) Susan's email address is sjbogard@twindle.com. True - False ✓

➤ Match the two sentence halves and write a-e next to the number 1-5.

1. <u>d</u> Tom wrote an email ✓	a. birthday. ✗
2. <u>b</u> Susan gave a birthday present ✗	b. exams soon. ✗
3. <u>c</u> It was Tom's ✗	c. to Tom. ✗
4. <u>e</u> Tom likes the ✓	d. to Susan. ✗
5. <u>a</u> Susan has ✗	e. computer game. ✗



Write the sentences in the correct group.

had a birthday. ✓	wrote the email. ✓	received the email. ✓
gave a birthday present ✓	has exams soon. ✓	got a computer game. ✓
Tom ...		Susan ...
got a computer game ✓	wrote the email ✓	received the email ✓
gave a birthday present ✓	got a computer game ✓	has exams soon ✓
had a birthday ✓	has exams soon ✓	gave a birthday present ✓

Tom ...  
Susan ...

got a computer game ✓  
wrote the email ✓  
gave a birthday present ✓  
had a birthday ✓  
has exams soon ✓













received the email ✓  
got a computer game ✓  
has exams soon ✓  
gave a birthday present ✓  
had a birthday ✓

Taken from: [http://learnenglishteens.britishcouncil.org/sites/teens/files/o\\_thank-you\\_email\\_-\\_exercises\\_5.pdf](http://learnenglishteens.britishcouncil.org/sites/teens/files/o_thank-you_email_-_exercises_5.pdf)

Exercise # 2

Write the name of the food or drinking the boxes below the picture.

mushroom ✓	fruit cake ✓	chicken ✓	ice cream ✓	cheese burger ✓	coffee ✓
salad ✓	seafood ✓	pizza ✓	curry ✓	macaroni cheese ✓	tea ✓

		
seafood ✓	cheeseburger ✓	ice cream ✓
		
coffee ✓	tea ✓	chicken ✓
		
pizza ✓	salad ✓	fruit cake ✓
		
curry ✓	macaroni cheese ✓	mushroom ✓

Complete the following exercises using the following chart

## MENU

### Main Courses

Cheese burger	£4.39
Double cheese burger	£4.99
Chicken curry with rice	£3.99
Macaroni cheese	£4.19
Seafood salad	£4.49
Egg salad	£3.99
Fish and mushroom pie	£4.69

### Pizza

Chicken pizza	£4.55
---------------	-------

### Desserts

Ice cream (vanilla, chocolate, strawberry)	£1.99
Banana cake	£2.39
Fruit cake	£2.29

### Drinks

Orange juice	£0.99
Apple juice	£0.99

### Mushroom pizza

Mushroom pizza	£4.60
Four cheeses pizza	£4.10
Meat pizza	£4.75
Seafood pizza	£4.75

### Fruit

Apple	£0.59
Orange	£0.59
Banana	£0.69
Pear	£0.69
Mixed fruits (3 fruits)	£1.29

### Tea, Coffee, Water

Tea	£0.59
Coffee	£0.59
Water	£0.49

☉ = vegetarian

Taken from: [http://learnenglishteens.britishcouncil.org/sites/teens/files/at\\_the\\_restaurant\\_-\\_exercises\\_2.pdf](http://learnenglishteens.britishcouncil.org/sites/teens/files/at_the_restaurant_-_exercises_2.pdf)

Write the foods in the correct group.

water ✓	macaroni cheese ✓	fish pie ✓	fruit cake ✓	coffee ✓	custard ✓
ice cream ✓	cheese burger ✓	tea ✓	apple juice ✓	banana cake ✓	seafood salad ✓
Main course		Dessert		Drinks	
banana cake ✗		seafood salad ✗		cheeseburger ✗	
tea ✗		custard ✓		water ✓	
apple juice ✗		fruit cake ✓		ice cream ✗	
coffee ✗		fish pie ✗		macaroni cheese ✗	

Circle True or False for these sentences.

- a) You can eat salad in this restaurant. True - False ✓
- b) This restaurant sells seafood. True - False ✗
- c) There are four different types of pizza. True - False ✗
- d) They don't have desserts in this restaurant. True - False ✓
- e) The water is free in this restaurant. True - False ✗

In 20 words answer the following question: What food do you like on this menu?  
Cheese burger, fruit cake, coffee, Pizza,

Exercise # 3

Draw a line to match the word with the correct picture.

diver swimming pool adult steps lifeguard

Complete the following exercises using the following chart

**FLORIDA HOTEL SWIMMING POOL**

**OPENING HOURS:**  
 Monday - Saturday 08:00 - 22:00  
 Sunday 09:00 - 17:00

- No diving.
- No running.
- No eating or drinking in the pool.
- Use the steps to go into the pool.
- Children should be with an adult at all times.
- Respect the lifeguard at all times.

Taken from [http://learnenglishteens.britishcouncil.org/sites/teens/files/at the swimming pool - exercises 1.pdf](http://learnenglishteens.britishcouncil.org/sites/teens/files/at%20the%20swimming%20pool%20-%20exercises%201.pdf)

> What do you do at the swimming pool? Write the verbs in the correct group.

At the swimming pool, do ...	At the swimming pool, don't ...
swim ✓	run ✓
use the steps ✓	dive ✓
listen to the lifeguard ✓	eat ✓
	drink ✓

> Circle True or False for these sentences.

- The swimming pool is open every day. True - False ✓
- The swimming pool is open at 8:00 on Sunday. True - False ✗
- You can eat in the pool. True - False ✓
- Children can swim alone. True - False ✓
- You can't dive into the pool. True - False ✗
- The swimming pool closes early on Sunday. True - False ✓

Exercise # 4

Read the text carefully and answer the questions below

Mary's family

Mary is ten years old. She is from Dorset. Her hair is long and brown. She has got brown eyes. She has got a cat and a dog. Their names are Pat and Fluffy. Pat, the dog has got a small house in the garden. Mary's cat, Fluffy is 3 years old. Mary's mother is Jane. She is a teacher. She's thirty-six years old. Her husband is Nick. He is thirty-eight. He's a bus driver. He has got brown hair and blue eyes. Jane's hair is blonde and her eyes are brown. They have got three children Mary, Sean and Peter. Sean is six and Peter is twelve years old.

The children are pupils. Sean's hair is blonde, Peter's hair is brown. The boys have got blue eyes. Jane hasn't got a pet. She has a friend. Her name is Laura. Nick has got a horse. Its name is Lightning. Nick's friends are bus drivers. They are Tom, Charles and John. Peter's pet is a hamster. Its name is Tiny. She is so small. Sean has got a goldfish. Its name's Goldie. Peter and Sean have got four friends. Peter's friends are James and Doug. Brian and Adam are Sean's friends. Mary's friends are Maggie and April.


Taken from [https://ydyo.anadolu.edu.tr/sites/ydyo.anadolu.edu.tr/files/files/mali/d/20Reading\\_comprehensionn.pdf](https://ydyo.anadolu.edu.tr/sites/ydyo.anadolu.edu.tr/files/files/mali/d/20Reading_comprehensionn.pdf)

> Write short answers to the following questions.

- How many pets has the family got?  
a cat and a dog (5)
- Has the family got a garden? yes
- Where is the family from? (Dorset) old
- Who is the daughter in the family? (Mary) friends are Maggie and April
- How many friends has the family got?  
Sean has got a goldfish (10)
- Who has got a fish?  
nasa friend (Sean)
- Who has got blonde hair?  
got four friends (Jane)
- Who is Peter?  
hair is brown (Mary's)
- Who has got blue eyes?  
brother
- Who is Doug?  
Jane nasa + Peter (Nick)
- Who is Sean?  
Brian and Adam are Sean's friends (friend)

**Do your best!**

Keila Sofia Almeida Castro



**INSTITUTO ANTONIO NARIÑO**  
 COMPREHENSIVE TRAINING WITH ACADEMIC EXCELLENCE  
 PROGRESS TEST  
 FOREIGN LANGUAGE  
 Date: August 20/2019

EFQM  
 V


3-03

Dear students,  
 Complete the following test to follow your process in the last classes.

In this exercise, read the article **"FILMS AND ENTERTAINMENT"** and complete the exercises below.

FILMS AND ENTERTAINMENT

We all know Katniss Everdeen in *The Hunger Games*, but who is the actress who plays her, Jennifer Lawrence?



### Fast Facts

Name: Jennifer Strader Lawrence  
 Place of birth: Kentucky, USA  
 Date of birth: August 15, 1989  
 Profession: TV and film actress

Jen's family

Mother: Karen Lawrence  
 Father: Gary Lawrence  
 Brothers: Ben and Blaine Lawrence

**Did you know?**  
 Jennifer has never had acting classes.

When she was a child Jennifer liked sports and she played hockey and basketball for an all-boys team. She also worked as a model. At the age of 14 she knew she wanted to be an actress, so she went to New York City to look for work. She appeared in advertisements for MTV and the fashion company H&M and got work as an actress on TV. Her family moved to Los Angeles so that Jennifer could work on TV and in films. In 2010 she acted in the film *Winter's Bone* and she was nominated for many awards including an Oscar. In 2012 she starred in the film *The Hunger Games* as Katniss Everdeen. When she isn't working, Jen likes painting, surfing and playing the guitar.

Taken from: [https://learningforteenagers.britishcouncil.org/sites/teenagers/files/films\\_and\\_entertainment\\_article\\_1.pdf](https://learningforteenagers.britishcouncil.org/sites/teenagers/files/films_and_entertainment_article_1.pdf)

➤ Match the words with the definitions and write a-f next to the number 1-6. THE FIRST EXERCISE IS USED AS EXAMPLE

1. advertisement	<del>a</del> A woman who stars in films.	1. e
2. Oscar	<del>b</del> A famous person.	2. c
3. celebrity	<del>c</del> An award for the best actor or actress in Hollywood.	3. b
4. nominate	<del>d</del> A beautiful woman who helps to sell a product.	4. f
5. mode	<del>e</del> A poster or notice to help sell a product.	5. d
6. actress	<del>f</del> To suggest someone for an award.	6. a

➤ Write a number (1-7) to put these sentences about Jennifer Lawrence's life in the correct order. THE FIRST EXERCISE IS USED AS EXAMPLE

- a) ...3... She moved to Los Angeles. 5
- b) ...2... She moved to New York. 3
- c) ...4... She appeared on TV for the first time. ✓
- d) ...7... At school she played basketball for a boys' team. 2
- e) ...6... She was nominated for an Oscar. 6 ✓
- f) ...1... Jennifer was born in Kentucky.
- g) ...5... She played Katniss Everdeen in The Hunger Games. 2

➤ Choose all the answers to these questions. THE FIRST EXERCISE IS USED AS EXAMPLE

1. What sports did Jennifer play at school?	<u>basketball</u> / surfing / <u>hockey</u> / tennis
2. What films has Jennifer Lawrence starred in?	Titanic / Transformers / <u>Winter's Bone</u> / <u>The Hunger Games</u>
3. What cities has she lived in?	London / <u>Los Angeles</u> / Miami / <u>New York</u>
4. What jobs has she done?	<u>actress</u> / <u>model</u> / fashion designer / waitress
5. What does Jennifer do in her free time?	play hockey / <u>painting</u> / <u>surfing</u> / <u>play the guitar</u>
6. What are her two brothers called?	Karen / <u>Ben</u> / Gary / <u>Blaine</u>

➤ Finally, choose the best answer YES or NO. THE FIRST EXERCISE IS USED AS EXAMPLE

1. Jennifer is American.	YES	NO
2. Jennifer was born in July.	YES	<del>NO</del>
3. She has two brothers.	<del>YES</del>	NO
4. Jennifer took acting classes at school.	YES	<del>NO</del>
5. Jennifer has done some modeling	<del>YES</del>	NO
6. Jennifer was nominated for an Oscar in 2010.	YES	<del>NO</del>

7. She likes playing the piano.	YES	NO	X
8. Jennifer's family supported her dreams to be an actress.	YES	NO	✓

➤ Now, justify the "NO" answers

1. Jennifer born in August 15
2. Jennifer never had acting classes
3. Jennifes has dominated to a Oscar in 2012 X

Read the following text **"7 TIPS FOR A TIDY DESK"** and complete the exercises below.



**1** Only keep things you really need on and near your desk.

Use a tray for any papers you have to read. Have a jar for pens and pencils and have a bin near your desk.



**2** Don't keep any drinks on your desk.

Go to the kitchen when you want to have a drink or, if you prefer, keep a drink on a small table near your desk.

**3** Reduce the amount of paper that you use.

Try to keep as much information as possible in folders on your computer. Before printing a document, ask yourself, 'do I really need to read this on paper?'

**4** Scan your notes.

If you have a lot of paper (magazine articles, notes, worksheets, etc.), use a scanner and keep a digital version as a PDF on your computer.



**5** Use your smartphone to take photos of things you need to remember.

For example, take photos of notes to yourself, the name and address of a place you need to visit or diagrams you need to study for school.



**6** Get a noticeboard.

If you really do need to keep small bits of paper, use a noticeboard on the wall. Check it every day and throw old notes in the bin.

**7** Clean your desk at the end of every day.

Choose a time to tidy your desk and do it! If you do it every day, it will only take five minutes and you can start each new day with a clean and tidy space.

Taken from: <https://learnenglishteens.britishcouncil.org/skills/reading/elementary-s2-reading/7- tidy-desk>

➤ Complete the sentences with a word from the box. **THE FIRST EXERCISE IS USE AS EXAMPLE**

DESK	SMARTPHONE	FOLDERS	TRAY
SPACE	NOTICEBOARD	BIN	SCANNER

1. Put your rubbish in the BIN.
2. Put things you want to read in a Folders <sup>tray</sup>.
3. Keep information on your computer in noticeboard <sup>folders</sup>.
4. Make digital versions of text with a Scanner ✓
5. Take a photo of important things with a Smartphone or camera ✓
6. Put important notes on a tray <sup>noticeboard</sup> ✓
7. Clean your desk every day. ✓
8. Start each day with a tidy space ✓

Write the ideas in the correct group. THE FIRST EXERCISE IS USED AS EXAMPLE

<u>Keep pens and pencils in a jar.</u>	<u>Leave your desk untidy at the end of the day.</u>	<u>Keep a drink on your desk.</u>	<u>Use a scanner to make PDFs of magazine pages.</u>
<u>Print as much information as possible.</u>	<u>Check your noticeboard every day.</u>	<u>Take photos of things you want to remember.</u>	<u>Keep a lot of paper on your desk.</u>
Do		Don't	
<ol style="list-style-type: none"> <li>1. Keep pens and pencils in a jar.</li> <li>2. Take photos of things you want to remember ✓</li> <li>3. Use a scanner to make PDFs of magazine pages ✓</li> <li>4. Check your noticeboard every day ✓</li> </ol>		<ol style="list-style-type: none"> <li>1. Keep a drink on your desk ✓</li> <li>2. Keep a lot of paper on your desk ✓</li> <li>3. Print as much information as possible ✓</li> <li>4. Leave your desk untidy at the end of the day ✓</li> </ol>	

As final reading exercise, read the following text "THE SCHOOL LIBRARY" and complete the exercises below.

### The Maine School LIBRARY

*Reading for the future*

OPENING HOURS		THURSDAY	09:00 - 17:00
MONDAY	09:00 - 17:00	FRIDAY	08:00 - 15:00
TUESDAY	09:00 - 17:00	SATURDAY	09:00 - 12:00
WEDNESDAY	09:00 - 20:00	SUNDAY	CLOSED

**LIBRARY RULES**

All students **must** have a library card.

Computers are for schoolwork only.

No food or drink in the library.

No running or shouting in the library.

Mobile phones must be off.

Students can borrow 3 books at one time.

*Thank you!*

Taken from: [https://learnenglishteens.britishcouncil.org/sites/teens/files/the\\_school\\_library\\_exercises\\_4.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/the_school_library_exercises_4.pdf)

What can you do in the library? Write the phrases in the boxes.

<del>Eat</del>	<del>Use your phone.</del>	<del>Talk loudly to friends.</del>
<u>Borrow books</u>	<u>use the computer for homework</u>	<u>Read</u>

In the library you can ...	In the library you can't ...
Borrow books ✓	Use your phone ✓
Read ✓	Eat ✓
Use the computer for homework ✓	Talk loudly to friends ✓

➤ Match the two parts of the sentence and write a-d next to the number 1-4.

1. <u>C</u> ... The library is ... ✓	a. 2. 3 books at one time.
2. <u>A</u> ... Students can take away ... ✓	b. 3. keep quiet.
3. <u>b</u> ... Students must ... ✓	c. 1. closed on Sundays.
4. <u>d</u> ... Switch off your ... ✓	d. 4. mobile phone.

➤ Circle TRUE or FALSE for these sentences.

1. You can use Facebook on the library computers.	TRUE - <u>FALSE</u> ✓
2. You can eat lunch in the library.	TRUE - <u>FALSE</u> ✓
3. You need a library card.	<u>TRUE</u> - FALSE ✓
4. The library is open on Saturday afternoon.	<u>TRUE</u> - FALSE ✗
5. You can use the library on Sunday.	TRUE - <u>FALSE</u> ✓
6. You can't talk on the phone in the library.	TRUE - <u>FALSE</u> ✗

➤ Circle the best answer to these questions.

1. Where can you borrow books?	A bookshop / a library ✗
2. What do students do in a library?	Study / teach ?

TOTAL: 43 / 57


**Do your best!**

The only normal way to begin speaking in a new language is to begin speaking badly

- Greg Thomson



*Keila Sofia Almeida 7A*




**INSTITUTO ANTONIO NARIÑO**  
 COMPREHENSIVE TRAINING WITH ACADEMIC EXCELLENCE  
 PROGRESS TEST  
 FOREIGN LANGUAGE  
 Date: *Oct 31 / 2019*

EFOM  
V2

In this exercise, read the article "A LOST DOG" and complete the exercises below.

# LOST DOG



## Sherry

3 years old, male

Help us find our dog. Lost in Central Park near Blue Lake Cafe on Monday 10th June at 4 p.m.

**€500 Reward** for safe return

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

Taken from: [https://learnenglish teens.britishcouncil.org/sites/teens/files/a\\_lost\\_dog\\_exercises\\_4.pdf](https://learnenglish teens.britishcouncil.org/sites/teens/files/a_lost_dog_exercises_4.pdf)

➤ Write the animals in the correct groups.

<del>cat</del>	<del>dog</del>	<del>tiger</del>	<del>lion</del>	<del>rabbit</del>	elephant
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PETS	WILD ANIMALS
dog ✓	tiger ✓
cat ✓	lion ✓
rabbit ✓	elephant ✓

➤ Circle True or False for these sentences.

a. The dog is lost.	True / False ✓
b. The dog's name is Sherry.	True / False ✓
c. The dog is a female.	True / False ✓
d. The dog was lost on Monday morning.	True / False ✓
e. The dog was lost in Central Park.	True / False ✓
f. There is a reward for finding the dog.	True / False ✓

> Complete the lost dog report.

LOST DOG REPORT













a. Dog's name: Sherry ✓  
 b. Age: 3 years old ✓  
 c. Date dog was lost: 10<sup>th</sup> June at 4pm ✓  
 d. Time dog was lost: 4pm ✓  
 e. Place dog was lost: Central park ✓  
 f. Money offered for finding dog (Euros): €500 ✓

> Correct and write these sentences on the line.

a. The dog is called Berry. The dog is called sherry ✓  
 b. The dog is five years old. The dog is 3 years old ✓  
 c. The dog was lost on Tuesday. The dog was lost on monday ✓  
 d. Sherry is a female dog. Sherry is a male dog ✓  
 e. Sherry was lost on 10th July. Sherry was lost on 10<sup>th</sup> June ✓  
 f. Sherry was in Central Café. Sherry was in Central park ✓

> Write the correct words in the boxes below the pictures.

<del>Train station</del>	<del>library</del>	café	<del>school</del>	<del>cinema</del>	sports center
<del>Post office</del>	<del>bank</del>	factory	<del>supermarket</del>	castle	supermarket

			
Factory ✓	bank ✓	Library ✓	School ✓
			
Bus stop ✓	Train station ✓	Post office ✓	Supermarket ✓
			
Sports Center ✓	Cinema ✓	Castle ✓	cafe ✓

Taken from: [https://learnenglishteens.britishcouncil.org/sites/teens/files/places\\_in\\_a\\_town\\_-\\_exercises.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/places_in_a_town_-_exercises.pdf)

> Write a word or words to complete the sentences.

a. A bank is a place which deals with money. ✓  
 b. A School is a place where people go to learn in a class. ✓  
 c. A Bus stop is a place where you catch the bus. ✓  
 d. A Library is a place where you borrow books. ✓  
 e. A Post office is a place where you send letters and parcels. ✓

- f. A Factory is a place which makes something in big quantities. ✓
- g. A Cafe is a place where you can have a drink or a snack. ✓
- h. To catch a train, you go to the train Train station. ✓
- i. A Cinema is a place where you see films. ✓
- j. A Castle is a big, strong building used in the past to protect the town. ✓ 46

Read the following texts and choose the best answers

**MY DAY**

First, I wake up. Then, I get dressed. I walk to school. I do not ride a bike. I do not ride the bus. I like to go to school. It rains. I do not like rain. I eat lunch. I eat a sandwich and an apple. I play outside. I like to play. I read a book. I like to read books. I walk home. I do not like walking home. My mother cooks soup for dinner. The soup is hot. Then, I go to bed. I do not like to go to bed.

Taken FROM: <https://lingua.com/english/reading>

1) What happens first?

- a) Wake up ✓
- b) Get dressed
- c) Eat lunch
- d) Walk to school

c) I walk ✓

d) I drive a car.

4) What do I eat for dinner?

- a) Soup ✓
- b) Sandwich
- c) Apple
- d) Pie

5) What do I not like?

- a) Playing
- b) Soup ✓
- c) Going to school
- d) Going to bed ✓

2) What do I like?

- a) Rain
- b) Going to bed
- c) Walking home ✗
- d) Books ✗

3) How do I go to school?

- a) I ride a bike.
- b) I ride the bus.

**OUR VACATION**

Every year we go to Florida. We like to go to the beach. My favorite beach is called Emerson Beach. It is very long, with soft sand and palm trees. It is very beautiful. I like to make sandcastles and watch the sailboats go by. Sometimes there are dolphins and whales in the water! Every morning we look for shells in the sand. I found fifteen big shells last year. I put them in a special place in my room. This year I want to learn to surf. It is hard to surf, but so much fun! My sister is a good surfer. She says that she can teach me. I hope I can do it!

Taken FROM: <https://lingua.com/english/reading>

1) My favorite beach is...

- a) Surf Beach
- b) Emerson Beach ✓
- c) Palm Beach
- d) Long Beach

2) What animals do I see in the water?

- a) Sharks
- b) Starfish
- c) Dolphins ✓
- d) Dogs

3) How many shells did I find last year?

- a) Twelve
- b) Five
- c) Fifty
- d) Fifteen

- c) Sailing
- d) How to find shells

4) What do I want to learn this year?

- a) Surfing
- b) Swimming

5) Where did I put my shells last year?

- a) In a box
- b) In the garage
- c) In my room
- d) In Florida

In this final exercise, read the article "MARY'S FAMILY" and complete the exercises below.

Mary is ten years old. She is from Dorset. Her hair is long and brown. She has got brown eyes. She has got a cat and a dog. Their names are Pat and Fluffy. Pat, the dog has got a small house in the garden. Mary's cat, Fluffy is 3 years old. Mary's mother is Jane. She is a teacher. She's thirty-six years old. Her husband is Nick. He is thirty-eight. He's a bus driver. He has got brown hair and blue eyes. Jane's hair is blonde and her eyes are brown. They have got three children Mary, Sean and Peter. Sean is six and Peter is twelve years old. The children are pupils. Sean's hair is blonde, Peter's hair is brown. The boys have got blue eyes. Jane hasn't got a pet. She has a friend. Her name is Laura. Nick has got a horse. Its name is Lightning. Nick's friends are bus drivers. They are Tom, Charles and John. Peter's pet is a hamster. Its name is Tiny. She is so small. Sean has got a goldfish. Its name's Goldie. Peter and Sean have got four friends. Peter's friends are James and Doug. Brian and Adam are Sean's friends. Mary's friends are Maggie and April

Taken from:

[https://ydyo.anadolu.edu.tr/sites/ydyo.anadolu.edu.tr/files/files/mat/d/D/%20Reading\\_comprehensionn.pdf](https://ydyo.anadolu.edu.tr/sites/ydyo.anadolu.edu.tr/files/files/mat/d/D/%20Reading_comprehensionn.pdf)

> Write short answers to the following questions.

- a. How many pets has the family got? 5
- b. Has the family got a garden? yes
- c. Where is the family from? Dorset
- d. Who is the daughter in the family? Mary
- e. How many friends has the family got? 11

> Here are some definitions. Can you guess the word or name? (The words are from the text.)

It's an animal. It is small. It has got four legs.

Hamster

It's a person. He is a bus driver. He has got a long name. He is the father's friend.

Nick Charles

He is Jane's son. He is very young

Mary

Mary, Sean and Peter.	Brothers ✓
It is an animal. We have them at home	Dog ✗ Pet
It is not in the house.	The friend ✗ garden
Not big	Hamster ✗ small
He has got a horse.	Nick ✓
It is a job at school.	Teacher ✓
Not a girl.	Sean and Peter ✗ Paul

TOTAL: 64 / 71

**Do your best!**

**THE LIMITS  
OF MY LANGUAGE ARE  
THE LIMITS  
OF MY WORLD**

...

*Ludwig Wittgenstein*

**Appendix E. Survey**

Name:	Grade:	Date:
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The purpose of this survey is to fully understand English needs of young students using vocabulary in reading comprehension. Please kindly take the time to fill in the following questionnaire.

	<i>Degree of frequency</i>				
	<i>Always use it</i>	<i>Usually use it</i>	<i>Sometimes use it</i>	<i>Seldom use it</i>	<i>Never use it</i>
<b>Determination</b>					
1. I use a bilingual dictionary to help me translate English words into Spanish language.					
2. I use pictures illustrated or Pictionary in the Thematic Guide to find the word meanings.					
3. I learn the meaning of words by identifying its part of speech (noun, adjective, adverb, verb, etc.).					
<b>Social Strategies</b>					
4. I ask the teacher to translate the words into Spanish.					
5. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.					
6. I ask my classmate for meaning of unknown words.					
7. I know some new words when I am working in groups					
8. I practice English in group work activities.					
9. I ask native speakers for help.					
10. I learn words about the culture of English speaking countries.					
<b>Memory</b>					
11. I write a new word in a sentence so I can remember it.					
12. I study the spelling of new words.					
13. I use physical actions when learning words.					
14. I speak words out loud when studying.					
<b>Cognitive</b>					
15. I repeatedly practice new words.					
16. I write a new word on a flash card so I can remember it.					

17. I learn words by listening to vocabulary CDs.					
18. I record vocabulary from English soundtrack movies in my notebook.					
19. When I try to remember a word, I write or say it repeatedly.					
20. I make vocabulary cards and take them with me wherever I go.					
<b>Metacognitive</b>					
21. I listen to English songs and news.					
22. I memorize word from English magazines.					
23. I review my own English vocabulary cards for reviewing before the next lesson starts.					
24. I am not very worried about the difficult words found when reading or listening,					
25. I use on-line exercises to test my vocabulary knowledge.					
26. I understand short texts in English.					
27. The vocabulary used in reading comprehension exercises is easy to understand.					
28. Teacher uses different strategies to improve my reading comprehension strategies.					

Name: Keila Sofia Almeida | Grade: 7<sup>o</sup> | Date: August 3

The purpose of this survey is to fully understand English needs of young students using vocabulary in reading comprehension. Please kindly take the time to fill in the following questionnaire.

	Degree of frequency				
	Always use it	Usually use it	Sometimes use it	Seldom use it	Never use it
<b>Determination</b>					
1. I use a bilingual dictionary to help me translate English words into Spanish language.		X			
2. I use pictures illustrated or Pictionary in the Thematic Guide to find the word meanings.					X
3. I learn the meaning of words by identifying its part of speech (noun, adjective, adverb, verb, etc.)				X	
<b>Social Strategies</b>					
4. I ask the teacher to translate the words into Spanish.	X				
5. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.			X		
6. I ask my classmate for meaning of unknown words.				X	
7. I know some new words when I am working in groups.					X
8. I practice English in group work activities.		X			
9. I ask native speakers for help.					X
10. I learn words about the culture of English speaking countries.				X	
<b>Memory</b>					
11. I write a new word in a sentence so I can remember it.		X			
12. I study the spelling of new words.			X		
13. I use physical actions when learning words.		X			
14. I speak words out loud when studying.					X
<b>Cognitive</b>					
15. I repeatedly practice new words.				X	
16. I write a new word on a flash card so I can remember it.					X



17. I learn words by listening to vocabulary CDs.				X	
18. I record vocabulary from English soundtrack movies in my notebook.				X	
19. When I try to remember a word, I write or say it repeatedly.			X		
20. I make vocabulary cards and take them with me wherever I go.					X
<b>Metacognitive</b>					
21. I listen to English songs and news.		X			
22. I memorize word from English magazines.				X	
23. I review my own English vocabulary cards for reviewing before the next lesson starts.				X	
24. I am not very worried about the difficult words found when reading or listening.					X
25. I use on-line exercises to test my vocabulary knowledge.		X			
26. I understand short texts in English.		X			
27. The vocabulary used in reading comprehension exercises is easy to understand.				X	
28. Teacher uses different strategies to improve my reading comprehension strategies.	X				

Name: Andrei GARCIA Grade: 7 Date: 11/21/18

The purpose of this survey is to fully understand English needs of young students using vocabulary in reading comprehension. Please kindly take the time to fill in the following questionnaire.

	Degree of frequency				
	Always use it	Usually use it	Sometimes use it	Seldom use it	Never use it
<b>Determination</b>					
1. I use a bilingual dictionary to help me translate English words into Spanish language.	X				
2. I use pictures illustrated or Fictionary in the Thematic Guide to find the word meanings.					X
3. I learn the meaning of words by identifying its part of speech (noun, adjective, adverb, verb, etc.).				X	
<b>Social Strategies</b>					
4. I ask the teacher to translate the words into Spanish.	X				
5. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.		X			
6. I ask my classmate for meaning of unknown words.				X	
7. I know some new words when I am working in groups			X		
8. I practice English in group work activities.	X				
9. I ask native speakers for help.					X
10. I learn words about the culture of English speaking countries.			X		
<b>Memory</b>					
11. I write a new word in a sentence so I can remember it.				X	
12. I study the spelling of new words.				X	
13. I use physical actions when learning words.			X		
14. I speak words out loud when studying.					X
<b>Cognitive</b>					
15. I repeatedly practice new words.			X		
16. I write a new word on a flash card so I can remember it.					X

17. I learn words by listening to vocabulary CDs.				X	
18. I record vocabulary from English soundtrack movies in my notebook.					X
19. When I try to remember a word, I write or say it repeatedly.			X		
20. I make vocabulary cards and take them with me wherever I go.				X	
<b>Metacognitive</b>					
21. I listen to English songs and news.	X				
22. I memorize word from English magazines.		X			
23. I review my own English vocabulary cards for reviewing before the next lesson starts.				X	
24. I am not very worried about the difficult words found when reading or listening.					X
25. I use on-line exercises to test my vocabulary knowledge.		X			
26. I understand short texts in English.				X	
27. The vocabulary used in reading comprehension exercises is easy to understand.				X	
28. Teacher uses different strategies to improve my reading comprehension strategies.	X				