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Strengthening vocabulary command within B1 descriptive reading texts at Pruebas Saber 11 and

Pruebas Saber Pro tests through SMART goals and a word association memory strategy

1

Strengthening vocabulary command within B1 descriptive reading texts at  
Pruebas Saber 11 and Pruebas Saber Pro tests through SMART goals and a word  
association memory strategy

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A research report submitted in fulfillment of the requirements for degree of  
Master in English Language Teaching for Self-directed Learning

Directed by: Laura Lucia Carreño Bolívar

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2017

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Chía

2017

### Declaration

We hereby declare that our research report entitled:

“Strengthening vocabulary command within B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro tests through SMART goals and a word association memory strategy”.

- is the result of our 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

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- complies with the word limits and other requirements stipulated by the Research

Subcommittee of the Department of Foreign Languages and Cultures;

- has been submitted by or on the required submission date.

Date: October 13, 2017

Full Names: Jhonathan Alexander Huertas Torres and Liceth Karine Oyola Gamboa



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Liceth Karine Oyola Gamboa and Jhonathan Alexander Huertas Torres

### **Abstract**

Reading comprehension on exams is one of the issues presented when taking standardized exams. Then, it is a challenge due to the difficulties in terms of one of the language areas (vocabulary), lack of strategies or even the exam structure. This research presents a type of memory strategy that allowed learners from a public school and a private university, both in Colombia, to set goals and determine the corresponding strategies to accomplish them in order to strengthen vocabulary command when reading B1 descriptive texts at Pruebas Saber 11 and Pruebas Saber Pro. Learners and teachers' journals, a pre-test and a post-test were used to collect information that allowed us to determine the influence of SMART goals and word association on the sample population reading comprehension skills. Findings indicated that the selected strategy along with SMART goals contributed to strengthening vocabulary command when reading B1 descriptive texts at the aforementioned tests. As a result, students became more conversant with their own learning progress, acquiring a higher sense of commitment and becoming more active participants regarding their own self-set academic goals.

**Key words:** SMART goals setting, memory strategy: association of words, reading comprehension on exams, standardized tests.

## RESUMEN

La comprensión de lectura en exámenes es uno de los problemas más usuales al tomar exámenes estandarizados. Se convierte en un desafío, cuyas razones pueden ser: dificultades en el manejo de vocabulario, falta de estrategias o incluso la estructura del examen. Esta investigación presenta un tipo de estrategia de memoria que permitió a los estudiantes de una escuela pública y una universidad privada en Colombia, establecer metas y determinar las estrategias correspondientes para su alcance, con el propósito de fortalecer el dominio de vocabulario al leer textos descriptivos de nivel B1 en Pruebas Saber 11 y Pruebas Saber Pro. La recolección de información se realizó mediante diarios de estudiantes y docentes, un pre-test y un post-test y así determinar la influencia de los Objetivos inteligentes (traducido del inglés SMART Goals), la asociación de palabras en la comprensión de lectura en los grupos participantes de esta investigación. Los hallazgos indicaron que la estrategia seleccionada y los Objetivos inteligentes contribuyeron a fortalecer el vocabulario al leer textos descriptivos de nivel B1 en las pruebas en mención. Como resultado, los estudiantes se familiarizaron con su propio proceso de aprendizaje, adquirieron un mayor sentido de compromiso y fueron más activos en relación con sus propias metas académicas.

**Palabras clave:** Establecimiento de Objetivos inteligentes (traducido del inglés SMART Goals), estrategia de memoria: asociación de palabras, comprensión de lectura en exámenes, pruebas estandarizadas.

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## Chapter 1: Introduction

### 1.1 Introduction to the study

English language learning has been measured by means of different instruments worldwide, some institutions require students to comply with language qualifications by taking English courses, and others accept certifications from non-formal establishments, while others involve mandatory national or international standardized exams in order to fulfill degree requirements or to qualify for university entrance. That is to say, each organization determines the minimum conditions, as part of their internal policies.

Particularly, as novice teacher-researchers involved in two different Colombian educational settings; a public school and a private university, have met considerable similarities in terms of what hinders reading comprehension at Pruebas Saber 11 and Pruebas Saber Pro that belong to the Instituto Colombiano para la Evaluación de la Educación (ICFES) tests. According to the Guide 22 – Foreign Language Basic Standards (Appendix B), teenagers, who are enrolled at the end of their last school year are supposed to reach an intermediate B1 level (threshold). As a result, students in the first year of university are expected to have already achieved a B1 level (threshold). Uribe (2012) declares that as a strategy to respond to the current labor demands the academy has adopted foreign language policies, whereby learners must demonstrate foreign language skills domain (speaking, reading, listening and writing). Likewise, Universidad Santo Tomás has embraced language policies in this sense.

## **1.2 Rationale for the study**

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

Bearing in mind the aforementioned assertions, learners require to be guided to attain the B1 language competences enshrined in the Foreign Language Basic Standards. This study is focused on reading comprehension of B1 descriptive texts. In this regard, Mirici (2003) states that students who sit proficiency language exams are urged to be trained within their own preparation path.

Therefore, this research study was conducted to explore students' lack of vocabulary command when facing reading standardized tests, as it was evidenced by the needs analysis results (Appendix T). According to a study conducted by Kojic-Sabo and Lightbown (1999) it is suggested an influential interconnection between the rate of a strategy usage and the learning outcomes, since they found out learner independence and time as the most significant strategies. That is to say, learning strategies are associated with the achievement of the intended goal. In the case of reading performance, vocabulary learning strategies seem to influence its ultimate results. (Ma and Lin, 2015)

In this sense, we suggest SMART goal setting (Specific, Measurable, Achievable, Realistic and Time-based) along with a word association strategy to assist these groups when sitting for standardized nationwide ICFES – Saber 11 and Saber Pro tests. Moneta, Spada and Rost (2007) suggest that a goal oriented approach when preparing for exams may be beneficial for students as they are involved in striving to meet the intended target.

#### ***1.2.1.1 Needs analysis and problem statement.***

This research study was conducted in two different educational institutions, thirty-seven

students (37) from the first semester of Law at Universidad Santo Tomás (USTA) Villavicencio branch and thirty-eight (38) students from eleventh grade at Nuestra Señora de La Candelaria school – Planeta Rica; both groups with an elementary level A2 (waystage) according to the diagnostic test (Appendices H, Q, R). Although they attended face to face English classes in distinct Colombian scenarios, these groups had not mastered the necessary proficiency level yet, which is B1 as established by the Ministry of Education regarding what students have to know and be able to demonstrate in English as a foreign language domain, explained in Guide 22 – Foreign Language Basic Standards (Appendix B).

In consequence, at the beginning of the study a needs analysis survey (Appendix A) was designed and conducted to find out the students' most important issues such as: students' perceptions of their own L2 learning process, hindering aspects, their overall reading performance and further knowledge in regard to taking Pruebas Saber 11. Pruebas Saber 11 intend to select students for higher education courses, and serve as a monitoring mechanism of secondary schools in respect of education quality (MEN, 2017) while Pruebas Saber Pro exams, aim at evaluating and providing a report from distinctive students' skills and features who have passed the 75% of the overall professional academic credits. (MEN, 2017)

The gathered information indicated that in both groups, students found reading as the most troublesome issue to be addressed. The aforementioned assertion was supported, as they had to read a brief English text added to the given survey as part of the diagnostic test besides, students were asked about what language aspect caused them the most trouble when preparing for the national standardized test ICFES (Saber 11 and Saber Pro); they recorded their concerns dealt with a lack of vocabulary command (Appendix T).

This information was corroborated with the ICFES Saber 11 and Saber Pro pre-test whose

results were below the overall average B1 (Appendices Q, R) and was reiteratively mentioned in the learners' journal entries (Appendix F). In view of the fact that learners had difficulties with the above-mentioned aspects, as novice teacher-researchers we considered, it was paramount to implement a pedagogical strategy that allowed learners to set their own learning goals in favor of their expected B1 academic outcomes.

### ***1.2.1.2 Justification of problem's significance.***

In the Colombian context, the above assertions are evidently supported by the policies for teaching foreign languages: The Colombian Law of Education, the decree-law 1651 of July 12, 2013 and the Guide No. 22 Ministry of National Education (2006), from now on (MEN).

The document above (Guide 22) indicates that 11<sup>th</sup> graders are expected to have reached a B1 English proficiency level should be evinced by the scores registered on Prueba Saber 11. Additionally, the reading standards from the Guide 22 – Foreign Language Basic Standards (Appendix B) indicate that these students have to be capable of identifying words within texts as part of the process to understand general meaning; along with analyzing texts with the purpose of understanding main and specific ideas (Appendix B). However, when scrutinizing the latest 2016 national ICFES results, only 8.53% (Appendix C) from 100% of students obtained a B1 level. That is to say, not even half of the Colombian students reached the minimum basic score before enrolling university. According to the Saber 11 Individual Results Report (2016), the levels of proficiency are determined by the performance levels enshrined in the Common European Framework of Reference (CEFR) (Appendix S).

Regarding the lack of vocabulary, the Standardized Evaluation National System of Education (2013) points out that within the language communicative competence there are three

competences: linguistic, pragmatic and sociolinguistic which are considered as part of the evaluation scope within Pruebas Saber 11 and Pruebas Saber Pro, as for the linguistic competence, it implies the theoretical knowledge and the applications of grammatical, orthographic and semantic aspects when associating vocabulary with real life settings. The pragmatic competence is consolidated as the linguistic resources are functionally applied. Likewise, the sociolinguistic competence has to do with register, dialect and accent. In other words, all of these competences are pervaded by the vocabulary command to be fully developed.

Previous sources have a relevant impact on both settings, as it is a reference point to get acquainted with the latest official figures that reveal under what proficiency level 11<sup>th</sup> graders complete their schooling cycle (Appendix C), and how most of these students enroll undergraduate programs with the same academic background knowledge. The aforementioned assertions are founded on the latest report by ICFES on Pruebas Saber 11 which displayed that 89.73% of 11<sup>th</sup> graders are under the overall average (Appendix C).

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

This implementation would encourage students from two different settings, but with similar opportunities to develop vocabulary command in English as a Foreign Language (EFL) through the use of SMART goals and a vocabulary strategy when facing B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro tests which are described in Chapter 2. Therefore, as teacher-researchers we decided to query to what extent this implementation would have an impact on students' performance in reading comprehension overall.

As previously described, there are current test issues such as: test preparation strategies and lack of vocabulary command that require mediation. That is why, it is paramount to



implement a word association strategy in order to tackle the need for vocabulary command while reading B1 descriptive texts. Nation (2001) states that “understanding word association is useful for creating limited vocabularies to define words and for the simplification of text” (p. 52). Hence, this strategy matches the requirements for tackling overall reading comprehension; additionally, it harnesses the features of Saber Pro and Saber 11 exams and suits the learners’ needs.

The exam comprises literary and informative texts, within the informative ones, there are descriptive, expository and argumentative readings; as the sample population in this study was given a diagnostic test mainly composed of texts containing descriptive features (what a person is like, describe particular things, a person biography) thus, it was adopted as the delimited text typology for this study. (ICFES, 2013)

Concerning test preparation strategies, it is proposed to implement SMART goal setting to foster study routine. Hence, it is necessary to apply a series of class interventions (Appendix D) based on lesson plan protocols which include carefully described activities as part of pre-designed worksheets to be carried out within six months. This time span is subject to the length of the academic term at higher education in Colombia, and was set as the implementation period to maintain the same population required to be aligned with the school calendar, as a manner to synchronize both settings and therefore conduct this study concurrently.

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

The following is the research question that would guide this research project:

#### **1.3.1 Research question**

To what extent can SMART goals influence English learners from Universidad Santo

Tomás (USTA) and Nuestra Señora de La Candelaria School to use a memory strategy for strengthening vocabulary command within B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro tests?

### **1.3.2 Research objectives**

#### **General Objective**

To determine the influence SMART goals, have on USTA 1<sup>st</sup> semester Law students and Nuestra Señora de La Candelaria 11<sup>th</sup> graders by means of a selected memory strategy to strengthen vocabulary command when facing B1 descriptive reading English texts at Pruebas Saber 11 and Pruebas Saber Pro.

#### **Specific Objectives**

- To consider to what extent SMART goals and the word association strategy influence the improvement of the sample population reading comprehension skills.
- To identify whether or not the implementation of SMART goals strengthens students' vocabulary command along with reading comprehension of B1 descriptive texts.

### **1.4 Conclusion**

As observed, both groups, display certain similarities, such as the level of language competence, the obstacles and the lack of vocabulary command. Regarding language competence, they evidence the same mean score A2 after conducting an identically designed pre-test in both settings (Appendices Q & R). In terms of the obstacles when it comes to

tackling B1 reading texts at Pruebas Saber 11 and Pruebas Saber Pro tests, they are shown in the results of the needs analysis (Appendix T). Pertaining to the lack of vocabulary command that hinders the students' successful reading comprehension, a study conducted by Ma and Lin (2015) provided insights regarding the meaningful association of vocabulary command with reading performance. Management of lexicon leads students to attain favorable reading comprehension outcomes.

Ergo, the novice teacher-researchers' objective is to implement and introduce an embedded pedagogical strategy, to determine the influence SMART goals have on both educational settings by means of a selected memory strategy: association of words, when facing B1 descriptive reading English texts.

## **Chapter 2: Literature Review**

### **2.1 Introduction**

This section will provide the theoretical foundations of this research. This chapter showcases each one of the constructs related to SMART goals, goal setting, memory strategy: association of words, reading comprehension on exams, and besides, a brief outline concerning Pruebas Saber 11 -and Pruebas Saber Pro, which will be considered in order to get acquainted with the type of exams students have to take when concluded their academic studies nationwide.

### **2.2 Theoretical Framework**

#### **2.2.1 SMART goals**

Considering the research purpose to identify the effect SMART goals have on vocabulary learning and test results for both target groups, it is relevant to introduce learners to an embedded strategy that permits them to ponder their learning targets in regard to reading comprehension and vocabulary command. Rubin (2015) asserts that students should be capable of determining their own SMART goal for a task. Hence, she adds that SMART goals have specific interpretations; S (Specific), M (measurable), A (achievable), R (realistic), T (time-based).

Additionally, Lazarus (2004) declares that recognizing how to arrange individual goals requires planning purposefully, he emphasizes that goals have to be SMART- specific, measurable, attainable, realistic, and time-bound; he highlights that it is necessary to consider additional interpretations for SMART goals, such as S (significant), M (meaningful), A (agreed-upon), R (rewarding) and T (thoughtful). These adjectives envisage a broader perspective with regard to the features SMART goals can contribute learners in favor of their future endeavors.

Jones and Duckett (as cited in Day et al, 2011, p. 521) claim SMART targets as a path

toward accomplishing longer-term goals, citing evidence from case studies conducted in further education colleges. It is worth noting that SMART goals had previously been used in higher education research, which can be a reference point to be implemented throughout this research, as learners have to face reading exams as part of the Pruebas Saber 11° and Pruebas Saber Pro, a requirement to graduate from high school or university.

The importance of guiding learners to develop SMART goals is key. Turkay (2014) points out that students need to be taught how to set SMART goals, since learners tend to procrastinate and conclude project steps at the last minute, omitting both essential planning and effort.

Conzemius and O'Neill (2002) mention that SMART goals provide a starting point for assessing progress and serve as an instrument for ensuring that students are together to concentrate on significant objectives, as these become the engine that leads to constant improvement and learning. That is why, the incorporation of SMART goals along with the association of words strategy is pivotal to identify the influence this could have on students' reading comprehension of B1 descriptive texts, as claimed by McKay (2004, as cited in O'Neill, J. and Conzemius A., 2009, P. 186) when stating that SMART goals increase reading comprehension.

### **2.2.2 Goal setting**

When it comes to discuss about goal setting, one might think about the inner and intrinsic disposition a person has to display in particular fields; this, in order to schematically achieve the initial intentions. According to Locke (2002) a person's performance and goal-setting process are interrelated. Additionally, Moeller, Theiler and Wu (2012) state that goals are work manifestations that have to be internally developed. Conceivably, goal-setting will be

simultaneously internalized among learners and carry forward to other life stages and permit prominent performance. As long as learners start setting goals with considerable support from the teacher, the ultimate outcome should be autonomy.

### **2.2.3 Reading**

It can be inferred that comprehension and interpretation are key features that encompass the reading process. Nunan (1998) suggests that reading implies "... processing ideas generated by others that are transmitted through language." In addition, he notes that reading involves "... highly complex cognitive processing operations ... the processing of written language" (p. 249). In other words, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning, therefore, the reading goal is comprehension (Nunan, 2003, p.68), which is one the aspects to tackle within this study.

### **2.2.4 Reading comprehension on exams**

One of the constructs that underpins this research project has to do with reading comprehension on exams. Evans (2015) asserts that when test takers face reading comprehension exams, students are capable of setting their own reading pace on particular questions. As stated above, this undertaking intends to provide learners with an embedded strategy they can implement when tackling descriptive reading texts at different rates, in order to get the most out of them.

Farr (as cited in Carver, 1992, p. 348) points out that standardized reading tests were conceived on the basis of a well-known theoretical paradigm called reading comprehension. By the same token, Carver and Darby (as cited in Carver, 1992, p. 348) define reading comprehension as a thought communication process that comprises two factors: the pace at

which thoughts are obtained and how accurately the thoughts are interpreted. Therefore, the final result of these two factors comes with the efficiency in which thoughts are conveyed.

Additionally, Carver (1992) claims that standardized reading comprehension tests measure only the general reading ability, since this competence is considered as too general and does not consider the average reading speed. He argues that most of the reading comprehension tests are aligned with time limits which are set in a manner that benefits those with the best reading skills.

In this way, for this research, reading comprehension on exams is considered as a process where learners recognize words and comprehend ideas that lead them to make inferences from a text, understand small conversations and convey information.

### **2.2.5 Memory strategies**

Oxford (as cited in Sozler , 2012) states that memory strategies are known as the most effective strategies in the vocabulary learning process. In the same line of thought, Thornbury (2004) reinforces this claim by sustaining that is the best technique to remembering vocabulary, which is also supported by Mastropieri, Scruggs, and Levin (as cited in Benge, C., and Robbins, M., 2009) who describe memory strategies as facilitators for encoding information with easier retrieval. The above assumptions are relevant aspects for this study since its purpose is to implement a selected memory strategy: association of words, to learn vocabulary when facing B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro.

In this sense, it is paramount to mention that the use of a word association strategy in the foreign language learning classroom comprises activities for remembering and retrieving new information such as acronyms, key words, and images (Oxford as cited in Sozler, 2012). Nation (2008) also highlights that one way of dealing with learning vocabulary is by using mnemonics,

described by Thornbury (2004) as devising an image that is associated with the meaning of the unknown word, defined by (Benge, C., and Robbins, M, 2009) as an acoustical keyword and a correlated image which assist the learner to encode information.

Nation (2008) declares that teaching word meaning can be done by demonstration, pictures and explanation, where pictures are prone to being applied to teach words by using authentic illustrations and images; explanation can be addressed by description, synonymy, antonymy and word contextualization. Therefore, word association is considered as one of the key constructs of this research, since it is embedded as a part of a memory strategy known as mnemonics, to learn vocabulary. August., Carlo., Dressler., and Snow (2005) suggest in their research that challenging learners to develop vocabulary knowledge can lead them to perform efficiently on reading comprehension tests.

### **2.2.6 ICFES national standardized tests (Pruebas Saber 11 and Pruebas Saber Pro)**

According to the MEN (2017), Pruebas Saber 11 are the National State Examination of the secondary education which must be taken by eleventh-graders, in order to obtain official results required to enroll in higher education in Colombia. It can also be taken by those who have already obtained the Bachelor's degree or have passed the high school validation examination, in accordance with the current educational policies. The national standardized exam evaluates general skills through five tests: Mathematics, Critical Reading, Social studies and Citizenship, Natural Sciences and English as a Foreign Language. It is also composed of two subtests which are Civic skills and Quantitative Reasoning.

Regarding Pruebas Saber Pro, the MEN (2010) explains that this test must be taken in order to measure students' level of competence in university, technical and technological programs nationwide that serves as an indicator of higher education quality. It also constitutes an



important tool for future professionals, as it becomes a competitive advantage in the labor field, in addition to be a graduation requirement. Also, obtaining high scores according to the ICFES criteria facilitate access to scholarships for postgraduate studies in the country or abroad as explained by Colombia Aprende (n.d.), an official website of the MEN. This test evaluates the same general skills as Pruebas Saber 11, and specific professional competences related to field of study.

In those exams, it is required to answer multiple-choice questions, which are made up of a statement (a situation, context, text, etc.), the formulation of an assessment task (the one which the student is asked to do) and four answer choices, encrypted as A, B, C and D, from which only one is correct or valid according to the given task. The student is expected to select the correct answer among a series of provided options. Most of the Pruebas Saber 11 and Pruebas Saber Pro test questions are aligned with this format.

It is worthwhile mentioning the relevance of this test for our population as they are most interested in obtaining high results in order to be able to enroll a university or to demonstrate their acquired professional competence when concluding their studies as claimed by the MEN Education on its decree 869 (2010) Hence, this concerns with the current research, as the needs analysis results evinced remarkable aspects about learners having problems to tackle B1 descriptive texts in English in the aforementioned tests, due to the lack of vocabulary that hinders the students' admissible reading standards.

Therefore, it is paramount to describe the English test format in order to depict the importance of encouraging learners to apply strategies that could help them to strengthen vocabulary for reading comprehension when sitting the tests as claimed by August., Carlo., Dressler., and Snow (2005). Pruebas Saber 11 English test consists of 45 multiple-choice

questions with single correct response (MEN, 2015); while Pruebas Saber Pro English test is composed of 35 multiple-choice questions with single correct response distributed as follows (MEN, 2015):

#### **A. Part 1**

It has to do with the student's pragmatic knowledge, which allows him/her to recognize the communicative purpose of an advertisement and where this may appear according to the purpose. The students are presented with five advertisements and asked to correlate them with a setting. Each question displays three possible options, A, B or C, only one should be marked on the answer sheet.

#### **B. Part 2**

It measures the student's lexical knowledge, which allows him/her to understand a series of descriptions in order to make connections with a list of words. In this part, the student is provided with a list of eight (8) words classified from A to H. Each of the questions describes one out of eight (8) words and the student should establish the relationship among them and mark the correct letter (A to H) on the answer sheet. There are more options (words) than answers.

#### **C. Part 3**

It evaluates the student's communicative knowledge, students choose the most suitable answer to the five given questions based on common language interactions in English. In other words, this is related to the language used in particular situations recreated in small conversations.

#### **D. Part 4**

Based on a text, the student's grammatical knowledge is evaluated. He is asked to read the text and fill in the gaps with the most appropriate words among three options given for each one.

**E. Part 5**

In a text, the student must perform an exercise showing accurate reading comprehension, selecting the paraphrase that allows him/her to correctly answer each comprehension question about the text. The student must select the correct answer for each question, among three (3) options, A, B or C on the answer sheet.

**F. Part 6**

Based on a text, the student carries out an inferential reading process. There are different questions which inquire about the intention and the general and particular aspects highlighted in the text. The student must select the correct answer for each question, four (4) options, A, B, C or D on the answer sheet.

**G. Part 7**

This section of the test combines both grammar and lexicon which entails the selection of the most appropriate words to complete a text. To do this, the test taker should read the text and select the correct word from the four (4) options, A, B, C or D on the answer sheet.

Regarding the English test, it is relevant to mention that this research emphasizes the descriptive texts despite within the test there are other text typologies aforementioned. Descriptive texts give account of specific objects characteristics (color, shape, light, and space) as stated by Barbaresi (2004). The content is also displayed in a hierarchical organization so that the test-takers can integrate the units of text meaning along with memory and construct a mental representation of the object described. (Favart, M., and Passerault, J., 2009)

It is paramount to mention that the descriptions about the test lead us to select the appropriate strategies that could encourage learners to use the pedagogical interplay implemented

as part of their learning lives. In that way, reading comprehension exercises on the exams would be easier to understand after improving their vocabulary command. Additionally, knowing the structure of the English test guides researchers to set a lesson plan that includes strategies implemented in a very organized form, as to address learners to better understand the interventions and how they could use them autonomously.

Having those tests' structures clearly serves as a means to understand the impact the pedagogical interventions carried out had on the selected population, as researchers and learners had understood the form to face the standardized English reading exercises, considering the initial problem (lack of vocabulary) and the way to tackle it. In this sense, August., Carlo., Dressler., and Snow (2005) suggest that the use of several strategies to provide learners with sufficient vocabulary knowledge is an influential factor in their performance on reading assessment activities.

## **2.3 State of the art**

### **2.3.1 Research on SMART goals and goal setting**

SMART goals have been a very useful strategy to enhance students learning outcomes. To illustrate, Locke (2002), Lawlor and Hornyak, (2012) have examined the relationship between goal setting and how learners can be motivated when goals are specific and challenging rather than vague and undemanding. The study evidenced that the use of SMART goals leads learners to improve their ability to arrange their work, execute their plans and improve their communicative skills (Lawlor and Hornyak, 2012), as well as to identifying possible obstacles and solutions so that the goal could be reached. In addition, Day and Tose, P. (2011) have claimed that the SMART goal setting offers an underpinning alternative for students to attain “well-formed outcomes”. In other words, SMART goal setting is a prevalent strategy that allows

learners to become actively engaged in their learning process as they are the ones who conceive their own learning goals.

In this sense, previous research deals with this study as the intention is to use SMART goals in order to provoke an improvement in foreign language learning, specifically vocabulary command in B1 descriptive reading texts.

### **2.3.2 Research on memory strategies and reading on tests**

As the main objective of this study is the development of vocabulary command required for facing B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro tests, the teacher-researchers revised studies previously done in this field. Horst (2005) explains the importance of expanding vocabulary knowledge as to increase the amount of reading in extensive reading programs, associated with the type of texts learners face when taking Pruebas Saber 11 and Pruebas Saber Pro tests, as they have to read and must be prepared not to use a dictionary in every sentence or paragraph.

Elosúa, García-Madruga, Vila, Gómez-Veiga, and Gil (2013) consider the metacognitive strategies as a basic aspect of reading comprehension. According to these authors “reading requires integration of meaning across words” (p. 13). Asgari and Mustapha. (2011) suggest memory strategies as one of the different approaches to acquire English words, and refer to Schmitt’s studies (1997) which provide an explanation about them, “they are strategies where learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words” (Asgari and Mustapha, 2011, p. 85). By the same token, Greidanus and Nienhuis (2001, p. 567) claim that “most of tests concern breadth of word knowledge”, this feature is highly related to the three kinds of different association of words

suggested by Read (as cited in Greidanus, T., and Nienhuis, L, 2001).

Even though, those studies were relevant to recognize other memory strategies to expand vocabulary knowledge, it is worth pointing out the research on ICFES tests conducted in Colombia by Noriega, Quintero and Vidal (2014) which emphasized the use of explicit instructions on memory strategies to increase students' retention of vocabulary and tackle their needs to understand texts at Pruebas Saber 11. These findings were very valuable for the present study as they reinforced the idea of implementing the selected memory strategy: association of words while setting SMART goals to address learners towards a self-directed path to their vocabulary command and the comprehension of B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro.

### **2.3.3 Research on tests administered by ICFES**

Concerning ICFES tests, Correa (2004) refers to the factors determining the students' performance measured by ICFES National Standardized tests and explains the discrepancies due to academic profile differences among schools and students. Besides, Orozco, Duque and Gallego (2009) point out the school performance determinants during the last year of secondary education measured by ICFES. Their research findings demonstrate that students' achievement on tests depends on the socioeconomic stratum as well as the parental investment in their children's education.

Read (as cited in Greidanus, T., and Nienhuis, L, 2001) describes the importance of testing word knowledge in different kinds of tests, as standardized ones in order to embed word association as a memory strategy to measure learners' performance. On the other hand, Jacob (2001) examines the impact of high school graduation exams as the Minimum Competency

Testing (MCT) on students' achievement and dropout rates. By the same fashion, Restrepo and Alviar (2004) determine whether the school is contributing to student achievement as measured by ICFES tests, evidencing that educational policies and scarce resources for schools are key factors on students' performance when sitting ICFES tests. Besides, it is necessary to mention the study conducted by Noriega, Quintero and Vidal (2014) as they refer to the importance of using explicit instructions on memory strategies to increase students' vocabulary retention and provide solutions to their needs concerning understanding texts at Pruebas Saber 11. In this sense, the present study is valuable as it contributes to explain the importance of using memory strategies to enhancing students' vocabulary command when facing B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro tests.

#### **2.3.4 Justification of research question/objectives**

Considering the previous theoretical framework and the state of the art, it is evident that the proposed pedagogical intervention to improve reading comprehension of B1 descriptive texts has not been extensively examined. Despite prior studies demonstrate that the use of the selected strategy is highly associated with the comprehension of B1 descriptive reading texts on exams, the use of SMART goals and goal setting have not been widely applied as part of the ICFES test training even though they provide students with opportunities to improve their performance and other English Second Language (ESL) skills as mentioned by Rubin (2015, p. 78).

In the present study, the SMART goals implementation is aimed at guiding learners to set achievable goals to strengthen vocabulary command in EFL, embedded with association of words strategy to improve learners' reading comprehension of B1 descriptive texts on exams; bearing in mind Nemati's memory strategies approach (2009), which established that applying images

contributes to increase learners' vocabulary knowledge.

Additionally, Rubin (2015) states that goal setting determines the learner's need to set his/her own SMART goals to develop a task. As to reading, August (2011) inquires on facilitating reading skills and describes the effect of specific words in reading comprehension when sitting a test, and therefore the integration of spelling instruction and vocabulary acquisition may facilitate reading comprehension.

## **2.4 Conclusion**

Based on the different studies aforementioned, the pedagogical interventions that have been conducted in the present study are seen as effective tools to enhance learners' vocabulary command, by implementing a memory strategy that influence learners' test performance as claimed by August., Carlo., Dressler., and Snow (2005).

Moreover, the importance of the selected strategy in this research's framework concerns strengthening reading comprehension abilities in B1 descriptive texts on exams, bearing in mind that there is sufficient evidence demonstrating the need of implementing strategies and its effectiveness as pedagogical interventions to expand vocabulary command as declared by Sozler (2012), as to get students involved in their learning process by setting their own achievable goals as stated by Rubin (2015).

This chapter has reviewed significant theoretical fundamentals regarding the importance of the implementation of a word association strategy to expand vocabulary command required for reading comprehension of B1 descriptive texts on exams. Furthermore, according to previous studies on SMART goal setting, it has been described as a pedagogical strategy that has contributed to improve English skills at EFL settings, giving the foundations and the main constructs of the present study.



## **Chapter 3: Research Design**

### **3.1 Introduction**

This chapter presents the design of the research study, the type of study carried out, the context, the participants, the researchers' roles as well as some ethical considerations to validate this study. Besides, the instruments used to collect data are described as well as the procedures to analyze them.

### **3.2 Type of study**

The research was conducted by novice teacher-researchers who decided to work on vocabulary development to tackle reading comprehension of B1 descriptive texts through the implementation of word association as a memory strategy, under the SMART goal framework. The study is consistent with the action research approach which is a form of self-reflective enquiry undertaken by practitioners in social situations in order to improve the rationality and justice of their own practices (Nunan and Bailey, 2008).

According to the research objectives, the implementation was based on Task Based Learning Approach (TBLA) in which a task is any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, a range of outcomes for those who undertake the task. Task is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making. (Breen as cited in Nunan, 2001, p. 6)

In this case, the intervention was carried out in two educational settings in order to improve learners' performance when facing B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro tests.

In accordance with action research precepts, the problem was identified from the learners' needs analysis and the implementation plan was subsequently devised in order to contribute to the improvement of researchers' own practice (Nunan and Bailey, 2008). It is also considered as the most suitable type of study due to the fact that it is centered on real problems and challenges teachers face in their daily work (Nunan and Bailey, 2008) as is the lack of vocabulary command presented in this study.

The researchers decided to collect qualitative and quantitative data through the triangulation method which according to Nunan and Bailey (2008) is the most suitable method to collect data in action research, involving the use of different sources of data that can lead to a unique conclusion. In this case, the data instruments used the ones suggested by Springer (as cited in Nunan and Bailey, 2008, p. 210) which are: pre-and post-tests, learners and teachers' journals. The instruments were administered to the participants prior to and after the implementation of SMART goals and a word association strategy as a pedagogical method to strengthen vocabulary command within B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro.

### **3.3 Context**

This study was carried out in two settings, both in Colombia. The first one is Nuestra Señora de La Candelaria, a public school located in Planeta Rica, Cordoba. It has been offering basic education in preschool, basic and middle levels since 1967. Most of the students come from nearby neighborhoods and their families belong to strata 1 and 2,

whose income is generated from small-scale agricultural activities in the rural area, and from the informal economy sector within the urban area.

The school is intended to guide students to construct knowledge in a creative way, starting from the background knowledge by means of the interrelation of the teacher, the students and the cultural benefits. Therefore, there is a mixture of pedagogical practices (significant learning, constructivism, cognitivism and conceptual pedagogy) in order to improve the quality of education at Nuestra Señora de la Candelaria School to permit some flexibility, freedom or eclecticism as part of the teaching practices and the ultimate goals of the educational process such as the development of independent thinking, creativity, autonomy; while respecting individual differences.

The language teachers adhered to the MEN guidelines regarding the Colombian Bilingual Plan, have implemented a curriculum based on encouraging learners to get outstanding scores in the national standardized tests. Hence, language teachers have adjusted the language course scope according to Foreign Language Standards – Guide 22 and the “English Please 3” textbooks suggested by the MEN, to be carried out in a 2-hour course load for 11<sup>th</sup> graders per week that is another reason why the novice teacher-researchers encourage learners to use the strategy implemented by themselves in order to get better scores at Pruebas Saber 11 and Pruebas Saber Pro (national standardized tests).

The other scenario is Universidad Santo Tomás (USTA), a private, catholic and certified university by the MEN, located in Villavicencio, Meta. It has been a higher educational institution since 1580, which offers students a path to a professional degree by developing high quality standards, promoting excellence and training learners to provide solutions to the “problems and needs of their immediate context and their

country” (Universidad Santo Tomás, 2010, p.49).

In this way, students from USTA are taught under three basic principles of integral education: science and awareness training to become proactive citizens. In other words, a human being with ethical mastery, open to research in the plurality of methods, the diversity of languages and cultural forms, within the autonomy and the spirit of communication, the recognition of values and professional ethics, the responsibility of being part of a community with challenges and the commitments to the country’s situation. That is why, USTA conceives education as a formative, dynamic, intentional process, whose individuals are oriented to perform the ideal of perfection and human maturity (Universidad Santo Tomás, 2010, p. 41).

### **3.3.1 Participants**

The target population is made up of two groups. The first one consists of 38 teenagers from a public high school from 11<sup>th</sup> grade in the municipality of Planeta Rica, 24% males and 76% females, between 15 and 17; with a beginner-intermediate level (A2) according to the CEFR and their English scores at the 2016 standardized test results. Their English classes are held on Tuesdays for 2 hours. They also have an English group on Facebook to share ideas, materials, queries and practice English with their partners and their English teacher.

The second group consists of students from 1<sup>st</sup> semester of law; 37 young adolescents from USTA, in Villavicencio, 72% males and 26 % females, between 18 and 21 years old; with a beginner-intermediate level (A2) according to the CEFR (Common European Framework). Their English classes are on Mondays, Tuesdays and Wednesdays for 6 hours a week, 2 hours each day. They also have access to a Moodle platform so that

they can take part of academic forums, discuss about general questions and post ideas about diverse tasks. Besides, they can work on another virtual platform called MyEnglishLab along with the Speak Out Elementary textbook.

### **3.3.2 Researcher's role**

Through the development of this study, the researchers were teachers, “who attempted to alter the conditions of their teaching settings” (Maksimović, 2012, p. 57) by implementing a strategy that could help learners increase their vocabulary command as well as using a SMART goal framework that guides them to be long-life learners. For this reason, researchers were more than facilitators for students and became fully engaged active participants in order to bring about the expected changes (Maksimović, 2012) by analyzing and reflecting on the pedagogical interventions with the purpose of writing a report that could give an account of the usefulness of the implemented strategy.

### **3.3.3 Ethical considerations**

According to Banegas (2015), a variety of ethical issues must be taken into consideration when carrying out an action research; among these it is worth noting the relationships between people engaged in a determined study, highlighting issues such as: voluntary collaboration and participation; the importance of considering the sociocultural background of young learners, the ethical dilemmas behind power linked to school principal and coordinators, the participants approval to use the gathered information on the grounds of confidentiality or anonymity, the cooperation of the researchers to the authorship and ownership of their own research, as well as the informed consent forms to corroborate data and interpret the information, the honesty principles and transparency as benefits of the research; and finally, the interest of teacher-researchers to

sustain the effects of the study over time.

In this sense, the participants of this study were ethically committed to guarantee the research results were not prone to distortion. Hence, learners signed a consent letter (Appendix G) to be part of the study as well as to respect the confidentiality of the information and safeguard their own privacy.

### **3.4 Data collection instruments**

The instruments used to collect data were designed and adapted from Pruebas Saber 11 and Pruebas Saber Pro pre-tests and post-tests, learners and teachers' journals. These instruments served as a means to check upon students' vocabulary apprehension during the implementation of a word association strategy.

#### **3.4.1 Descriptions and justifications**

##### ***3.4.1.1 Teacher's journal.***

Journal writing "is something of a 'classic' tool in Action Research as it allows practitioners to record the events and happenings in their location, their reflections, beliefs and teaching philosophies, their ideas and insights about their practice, and their personal histories as teacher-researchers" (Burns, 2010, p. 89). Hence, this instrument was very useful to register novice teacher-researchers' reflection on the implementation of the selected memory strategy; information that could be subsequently triangulated with students' perceptions and their pre-and post-tests scores.

The use of a reflective journal permitted to capture teacher-researcher 'stream of-consciousness' ideas, thoughts, reflections, insights, feelings, reactions to lessons (Burns, 2010). During the implementation of a word association strategy, learners had to match

words with pictures or with meanings; activities that prompted them to retain vocabulary. Then, the researchers gathered data that eventually could demonstrate learners' performance during the interventions. (Appendix E)

#### ***3.4.1.2 Learners' journal.***

The instrument was used as a reflective tool to collect information about learners' insights concerning their learning performance while getting acquainted with a word association strategy. (Appendix F)

Learning journals are powerful tools for learning. More than being mere collections of required tasks and assignments, they can be used to empower learners to take charge of their own learning process by reflecting upon it on a regular basis and by assessing their own progress over time (Arciniegas, 2008). This instrument allowed the teacher-researchers to analyze certain results students may have recorded when reflecting on the given activities, students' own strategies and even teachers' procedures.

Participants wrote about the mistakes they made, the difficulties they encountered and the possible solutions they could provide to difficulties regarding the tasks done every week. In this instrument, learners answered the queries in Spanish due to the fact that their English level to develop those reflections needed to be more advanced, which they did not have yet. The given questions aimed at leading students to participate in the proposed activities, arousing awareness of their learning mistakes and encouraging emerging solutions to overcome difficulties in the light of the previously elaborated SMART goals.

#### ***3.4.1.3 Saber 11 and Saber Pro Pre-Post tests.***

Quantitative data were collected by means of a set of designed and carefully selected pieces of mock tests (Appendices H – I).

In this sense, the implementation of these instruments provided close insights of the students' prospective performance at Pruebas Saber 11 and Pruebas Saber Pro exams, as they hold the features of the examinations students are intended to take such as: the type of questions, the test length and text typology.

Students took the Pre-test at the beginning of the research in order to have a general outlook of their current reading comprehension of B1 descriptive texts. This instrument was useful because it rendered punctual figures (Appendix P) that allowed to measure the actual students' reading performance.

As part of the last intervention students were given a Post-test aiming to evince to what extent SMART goals and the selected memory strategy had had an impact on the learners' reading performance. (Appendix P)

#### **3.4.2 Validation and piloting**

Piloting was carried out with two students from each institution in order to validate the data of this study, identify possible constraints and adopt the necessary actions for collecting data, as to avoid biased questions.

Validity is “the extent to which instruments measure what they are supposed to measure” (Bailey, 1998, p.11). In this way, the instruments used in the development of this study are considered as valid as they were revised and piloted with three qualified colleagues as to dismissing any possible misunderstanding at the moment of administering them.



In order to avoid relying on one single source of data, researchers ensured the research validity through the triangulation method, which according to Sagor (2000) consists of using multiple independent sources of data to answer one's questions. Then, gathered information from the Pruebas Saber 11 and Pruebas Saber Pro pre-tests (Appendix H), Pruebas Saber 11 and Pruebas Saber Pro post-tests (Appendix I), the SMART goals pre-test (Appendix J) and post-test (Appendix K), the teachers and learners' journals were organized in charts to find commonalities and differences among them, which were helpful to compare and contrast the impact of the interventions through a variety of lenses as suggested by Sagor (2000). As soon as data were organized, they were analyzed under a qualitative basis in order to be categorized and correlated with the emerging results.

Finally, the researchers conducted a contrast analysis to find similarities and differences of the data collected from 11<sup>th</sup> graders at the public school and the Law students from the university, in regard to the improvement they had about vocabulary command under a SMART goal framework and how it impacts their scores in the national standardized test (Pruebas Saber 11 and Pruebas Saber Pro).

### **3.5 Conclusion**

This chapter depicts essential steps and processes followed by the novice teacher-researchers in order to conduct the present study and accomplish the intended aim of analyzing the impact SMART goals could have on learning required vocabulary to understand B1 descriptive reading texts on national standardized exams. It includes a description of the type of study, giving account of the present study as an action research with a mixed method procedure (qualitative and quantitative results). It also characterizes

the use of data collection instruments: a SMART goal pre-post-test, Saber 11 and Saber Pro pre-post-tests, learners and teachers' journals, used by the novice teacher- researchers as key elements to validate this study.

## **Chapter 4: Pedagogical Intervention and Implementation**

### **4.1 Introduction**

This chapter depicts the pedagogical interventions, the vision of language, learning and curriculum applied in this study, as they are inherent tools for the use of the proposed strategy within both EFL institutional settings, bearing in mind that this research core objective is to know to what extent SMART goals could benefit English students, by the implementation of a word association strategy, so they can become conversant with the vocabulary when tackling national standardized tests.

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

#### **4.2.1 Vision of language**

Language is subject to be conceived as the inner capacity that goes beyond understanding and interpreting English skills, it refers to a reciprocal act of conveying and sharing any sort of messages by means of clearly defined intentions based on meaning transactions between the speaker and the recipient. According to Widdowson (as cited in Larsen-Freeman, 2000) language is more than understanding, speaking, writing or reading sentences, but how these utterances are used to communicate. In this sense, the communicative approach has to do with this study, in view of the fact that it pretends to integrate reading communicative competences with self-set individual SMART goals in favor of strengthening the students' vocabulary command.

By the same token, Widdowson (as cited in Ohno, 2006) claims that language users demonstrate their competence to use their linguistic knowledge rules for effective communication. In other words, as learners manifest their knowledge using their linguistic competences when facing reading tests, they are asked to use their linguistic background to

understand what the writer intends to transmit, in this regard a form of communication emerges in a dialogical encounter with the text.

#### **4.2.2 Vision of learning**

This research study takes into consideration that teachers are required to engage students in real life scenarios such as: reading short dialogues, advertisement recognition and utterance recognition, so that learners can develop significant tasks, and therefore, use language as a tool to negotiate meaning. According to Brown (2007) the Communicative Language Teaching (CLT) approach permits learners to tackle real communication activities, in order to enable them to carry out purposeful tasks, and use language meaningfully. That is to say, we intend learners to be engaged in reading B1 descriptive texts that guide them to think, reflect and support their claims from their own viewpoint, so that they become part of a learner's community when sharing with others.

Larsen-Freeman (1991) points out that “students should be able to express their opinions and share their ideas and feelings, i.e., learn to communicate by communicating” (p. 41). When learners express their minds and defend their opinions, they are learning to support and reflect on their own work. In the same line of thought, SMART goals allow learners to ponder their own learning needs and identify strengths and weaknesses.

That is why, this research project is underpinned by the CLT approach, since it brings together language and tasks to consolidate learning.

#### **4.2.3 Vision of curriculum**

This research project conceives curriculum on the basis of the Colombian Law on Education 1994 and the Institutional Educative Project (PEI in Spanish) from Nuestra Señora de

la Candelaria School and USTA. Concerning PEI, the first one pretends students to acquire theoretical and practical tools in order to construct knowledge creatively, by means of the teachers and students' interrelation. (Institución Educativa Nuestra Señora de la Candelaria, 2009) As for the second one, "it intends learners to provide solutions to the immediate problems and needs of their context and country by means of problematizing cores, so learners can figure out solutions" (Universidad Santo Tomás, 2004, p.13).

Nunan (1988) points out that curriculum planning can be understood as a systematic attempt of the educational community to clarify and study planned interventions into the educational enterprise. In this sense, our vision of curriculum is based on the one that provides learners with a series of pedagogical interventions, so that they can set their own SMART goals, considering their background knowledge and individual academic needs.

### **4.3 Instructional design**

#### **4.3.1 Lesson planning**

Initially a needs analysis survey was applied (Appendix A) and six interventions were carried out by means of a set of lesson plan protocols (Appendix D) where four types of goals were considered: language goal, assessment of language goal, learning to learn goal and assessment of learning to learn goal. We included scaffolded lesson topics to catch the learners' attention and obtain the most of each class.

We prepared the lesson plans with six pre-designed worksheets (Appendix D) and in every lesson, we invited learners to fill in a learners' diary format (Appendix F), so they could record their thoughts regarding each studied topic. Teachers took notes on a class observation format called teacher's journal (Appendix E) in order to record class general pedagogical

features, potential drawbacks and aspects to be redefined for the upcoming lessons.

Celce et al. (2014) declare that “Lesson planning is the process of taking everything we know about teaching and learning, along with everything we know about the students in front of us, and putting it together to create a roadmap for what a class period will look like” (p. 362). In accordance with the previous assertion, using lesson plans permitted us to get acquainted with the class objectives, the intended language and learning goals to be attained throughout classes.

By the same fashion, Rubin (2015) suggests that it is important to consider two kinds of goals: language goals that focus on the target language learners want to improve (e.g., grammar, pronunciation) and learning goals that are centered on the students’ learning process (e.g., working on improving skills, developing abilities to set goals, learning how to select pertinent strategies for particular tasks). Thereby, it is inferred the importance of following every pedagogical procedure step by step as to get the most benefit in favor of the students.

Based on previous studies carried out by Uhl et al. (1999); Rubin (2005); and Wenden (1995) (as cited in Rubin, Uhl, Harris and Anderson, 2007) state that it is paramount for teachers to get involved with the planning process, taking into consideration the tasks, the learners’ goals, and encouraging them to set a more accurate time span.

#### **4.3.2 Implementation**

As mentioned above, this research project was carried out in two different settings and contexts. First, a needs analysis survey was conducted in both institutions and the results were compared. These evidenced that learners had difficulties in terms of vocabulary when facing B1 descriptive reading texts in exams administered by ICFES. Second, a Pruebas Saber 11 and a Pruebas Saber Pro pre-test (mock tests) were taken by the students in order to know what their

strengths and weaknesses were in relation to their reading performance, while the SMART goal pre-test was taken in order to know what knowledge they had in regard to SMART goals.

These pedagogical interventions were developed from October 2016 to April 2017 in 12 classes at USTA and 12 classes at Nuestra Señora de La Candelaria School, 50 minutes each, these sessions were somehow extended as teacher-researchers had to comply with the academic institutional syllabi. They were created and carried out bearing in mind A2 students' level according to CEFR, scaffolding topics that challenge them to learn more and improve their English level, and adapted according to the school and university curricula and textbooks. In this sense, the TBL approach was implemented to improve independent and collaborative working skills, in which participants achieved an effective performance as the project represented a natural extension of what had already taken place in classes (Richards and Renandya, 2011). Thus, this research project involved a variety of individual and cooperative tasks, such as research plan and question-design, plan execution from the perspective of either the empirical or the documented research. This stage included collecting, analyzing and reporting data either orally or in a written way.

In other words, a total of 6 interventions were conducted (Appendix O) with a set of designed workshops focused on presenting students a memory strategy called word association so that they could get acquainted with it throughout the lessons. Additionally, students developed a worksheet (Appendix L) based on the vocabulary they reinforced through each intervention to come up with a writing task based on given guidelines, therefore, they described the career they would love to study. Finally, they shared their pieces of writing with their partners in order to answer some questions, based on the writing task carried out.

This implementation was carried out considering the different stages of the Lesson plan protocol created by Dr. Joan Rubin and Professor Claudia Acero. This format lesson sample (Appendix D) was applied in this research study since it contains well detailed pedagogical features:

*Language Goal:* It contains the general product goal.

*Assessment of Language Goal:* It presents the percentage students will intend to reach in relation to specific vocabulary and reading tasks.

*Learning to Learn Goal:* It indicates the process in which learners will be able to reach the intended task.

*Assessment of Learning to Learn Goal:* It displays the tasks application in context.

*Lesson Topic:* It was adapted according to the school and university curricula and textbooks. It corresponds to the students' interests.

*Time Frame:* It refers to the time span of every lesson.

*Materials and Resources:* These are the pedagogical tools teachers and students use in order to support the overarching lesson.

*Preparation:* It presents examples regarding the use of SMART goals per session and the vocabulary related to the topic.

*Practice:* This part contains detailed steps in order to tackle the class topic.

*Expansion:* This session contains further activities students can develop as part of their learning process.



*Learner Self-Evaluation:* The last part of the lesson plan refers to the manner in which students identify possible obstacles and/or problem solutions.

#### **4.4 Conclusion**

This chapter contains the main procedures and materials that were implemented by the novice teacher-researchers. It provides details regarding the integration of reading communicative competences with SMART goals, the basis of the chosen approach to carry out significant tasks in order to promote learning, and how these facts assemble the needs of both scenarios.

## **Chapter 5: Results and Data Analysis**

### **5.1 Introduction**

This chapter initially depicts the analysis of qualitative and quantitative collected data in both institutions in the light of the categories proposed within the research framework. Then, a comparative analysis is presented to give account of the SMART goals' impact on the implementation of a word association strategy and the performance in B1 descriptive reading texts.

### **5.2 Data management procedures**

The data analysis of this study is based on quantitative and qualitative information, gathered by the novice teacher-researchers from three instruments used during the development of this study. Quantitative data were gathered by the Pruebas Saber 11 and Pruebas Saber Pro Pre-tests and Post-tests and the SMART goals pre-test (Appendix J) and post-test (Appendix K); while qualitative data were obtained by means of teachers and learners' journals.

The data were collected and organized in Excel documents to systematize, analyze and code the information. Firstly, the pre-tests and post-tests scores were analyzed to compare both institutions performance after implementing the selected strategy. Then, it was essential to estimate the averages and percentages from the tests' results, as to identifying the improvement rates after the pedagogical interventions. Subsequently, an individual analysis per institution was made to carry out an overall interpretation to measure the gain degree concerning the applied strategy. Finally, data were displayed as percentage graphs and scales emphasizing participants' improvements.

Regarding teachers and learners' journals, the participants filled out a learner's journal

format (see Appendix F); and the novice teacher- researchers filled out a teacher's journal format (see Appendix E) after each intervention. Those journals were used as a means to collect students and teachers' insights about the pedagogical interventions. Then, a chronogram and weekly activities file was used to gather the most relevant information teachers and learners provided in regard to the pedagogical intervention (Appendix O) conducted in each institution. They were analyzed by coding and categorizing the information. After, the most relevant information from both institutions was compared to guarantee the similarity in categories and subcategories in both settings.

Finally, quantitative and qualitative data results were compared to obtain the core category and validate this study.

### **5.2.1 Validation**

Validity and reliability of the above-mentioned instruments were verified and the collected data were triangulated in order to assure the study's conclusiveness and accuracy through a set of methods used to gather information on a regular basis. Zohrabi (2013) states that "through triangulation we can gain qualitative and quantitative data in order to corroborate our findings" (p. 258). Obtained outcomes served to revise, evaluate students' progress, check their overall performance and get acquainted with the students and teachers' insights.

Burns (1999) declares that "validity is an essential criterion for evaluating the quality and acceptability of research" (p. 160). That is why, to give credibility to the instruments, the novice teacher-researchers implemented different resources that included pre-and post-tests, a learner's journal and a teacher's journal having commonalities in both settings, as well as significant findings to ponder the initial research question.

## 5.2.2 Data analysis methodology

This study comprises the analysis of qualitative and quantitative data. Quantitative data were gathered through Pruebas Saber 11 and Saber Pro pre-and post-tests (Appendices H and I) and the SMART goals pre-and post-tests (Appendices J and K). Firstly, it was analyzed the quantitative data to make a comparison of the results from a quantitative perspective. The pre-test and post-tests' analyses were founded on the total scores of the results in terms of vocabulary command and SMART goal-setting. Then, it was analyzed the teachers and learners' journals by means of a qualitative method known as "coding" to determine the most relevant categories arising from the present study.

### 5.2.2.1 Pre-test and post-tests analysis.

The pre- and post-tests were analyzed in order to find out whether or not the participants had improved their performance concerning reading comprehension of B1 descriptive texts. The sample was composed of students from two institutions: a public High School and a private University. Table 1 and table 2 outline the total average obtained in each institution. There is also evidence of the gain in scores obtained after the pedagogical interventions by means of the following percentages:

**Table 1** *Pruebas Saber 11 and Pruebas Saber Pro Pre-test and Post-test score analysis*

<i>Number of Students per group</i>	<i>Total Average score ICFES Pre-test</i>	<i>Total Average score ICFES Post-test</i>	<i>Gain in Total Scores</i>
<b>High School: 38</b>	53.97368421	69.84210526	+15.87 (29%)
<b>University: 37</b>	62.16216216	72.21621622	+10.05 (16.17%)
<b>Total: 75</b>	58.06792319	71.02916074	23%

**Table 2.** *SMART goal Pre-test and Post test score analysis.*

<i>Number of Students per group</i>	<i>Total Average score SMART goal Pre-test</i>	<i>Total Average score SMART goal Post-test</i>	<i>Gain in Total Scores</i>
<b>High School: 38</b>	3.536842105	4.028947368	+0.49 (14%)
<b>University: 37</b>	3.083783784	3.667567568	+0.58(18.93%)
<b>Total: 75</b>	3.310312945	3.848257468	16%

By considering the tables 1 and 2, it can be observed that the novice teacher-researchers performed a comparative analysis of the results obtained in the Pruebas Saber 11 and Pruebas Saber Pro Pre-tests and Post-tests. Eventually, the participants' average scores were correlated with the ones obtained from the SMART goals Pre-tests and Post-tests.

Considering Table (1) researchers observed that learners from both institutions had a considerable improvement in their vocabulary knowledge when they took the post-test, which is represented in the Gain Total Scores in the same table.

According to the analyses conducted in both institutions, table 1 shows a significant improvement taking as a reference point the results obtained at Pruebas Saber 11 Pre-test and Pruebas Saber 11 Post-test at Nuestra Señora de La Candelaria School. During the Pruebas Saber 11 Pre-test, students' average results were 53.9736842, while during the Pruebas Saber 11 Post-test, students' average results were 69.84210526. These figures demonstrate school participants improved their performance by 29% in comparison with the initial results. As for USTA, during

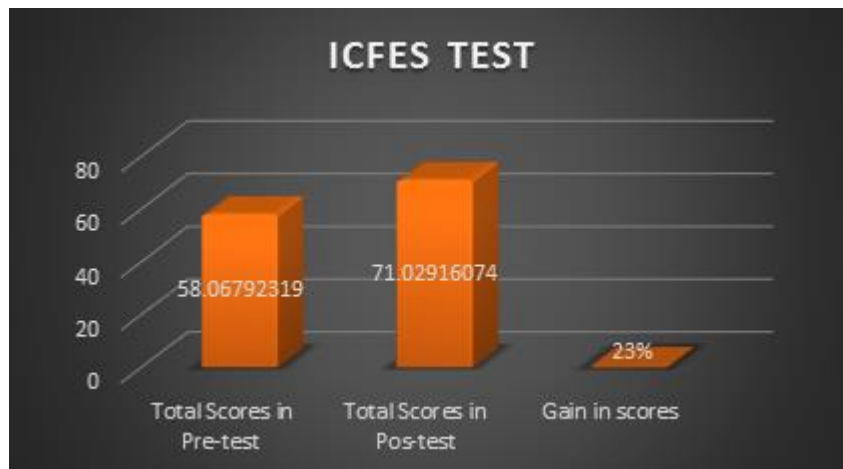
the Pruebas Saber Pro Pre-test, students' average results were 62.16216216, while during the Pruebas Saber Pro Post-test, students' average results were 72.21621622. That is to say, university participants achieved 16.17% compared to their initial results.

Although both institutions demonstrated a 58.06792319 average ICFES Pre-test score, both institutions presented an overall gain score of 23%.

In regard to SMART goals, table 2 displays an increase evidenced on the SMART goal Pre-test and SMART goal Post-test at Nuestra Señora de La Candelaria School. During the SMART goal Pre-test, students' average results were 3.536842105, while during the SMART goal Post-test, students' average results were 4.028947368 respectively. These figures demonstrate school participants improved their performance by 14% regarding their initial results. At USTA, during the SMART goal Pre-test, students' average results were 3.083783784, while during the SMART goal Post-test, students' average results were 3.667567568. In this sense, university participants achieved 18.93% in comparison to their initial results.

Similarly, despite both institutions evidenced a low average of 3.310312945 during the SMART goal Pre-test, they presented an overall gain score of 16%.

By combining the scores obtained from the sample population (75 participants), it is evident that results from high school and university participants differ significantly from each other. While high school participants obtained higher scores at Pruebas Saber 11 and Pruebas Saber Pro tests, university participants obtained higher scores in SMART goals test as it can be seen in Tables 1 and 2. Though, the results denoted that the implemented pedagogical interventions certainly improved students' vocabulary command 23% as their overall performance upgraded as well.



*Graphic 1: Pruebas Saber 11° and Pruebas Saber pro Pre-test and Post-test Total Scores and gain in Scores*



*Graphic 2: SMART goals Pre-test and Post-test Total Scores and gain in Scores*

### 5.2.3 Qualitative data

Learners and teachers' journals were the instruments used to gather qualitative data. The data were analyzed through a method known as "coding", which according to Burns (2010) permits to scan categories as for facilitating the organization and interpretation of the data collected. The novice teacher-researchers read the information in both instruments and highlighted commonalities, giving relevance to the most pertinent information by underlining students' perceptions about the problems they had when using the strategy implemented and the

resulting solutions to manage the problem, as well as the objectives for future inside and outside class activities while using the selected memory strategy: word association.

Additionally, a chart to code (Appendix M) information was created. The first column gives account of the impact of the tasks proposed; the second column is devoted to the instructions impact; the third column refers to the possible constraints, and the last one deals with the possible class improvements identified after reading learners and teachers' journals.

Therefore, some categories and subcategories emerged which will be described in detail in the overall categories mapping section.

### **5.3 Categories**

Through the different steps and procedures carried out to gather information to validate this research, the novice teacher-researchers implemented an inductive coding process in order to scan emerging categories from the collected qualitative data, as suggested by Burns (2010). Additionally, the quantitative data were analyzed based on an ordinal scale to arrange data from the highest to the lowest score (Burns, 2010) in the Saber 11 and Saber Pro post-tests in order to illustrate to what extent the research participants had improved their performance after the pedagogical interventions. The quantitative data were analyzed through an excel spreadsheet to give accurate reports of score changes from pre-tests to post-tests.

#### **5.3.1 Overall category mapping**

Data analysis requires the explanation of the information collected during the research process. Thus, it is necessary to identify categories and assemble information as suggested by Corbin and Strauss (2014). That is why, some similarities and differences, weaknesses and strengths were identified in order to introduce some categories as a result of implementing the



pedagogical interventions to improve students' vocabulary command. The novice teacher-researchers conducted an open, axial and selective coding process to assort the phenomena studied into categories and subcategories (Corbin and Strauss, 2014), which are displayed in the figure 1 below:

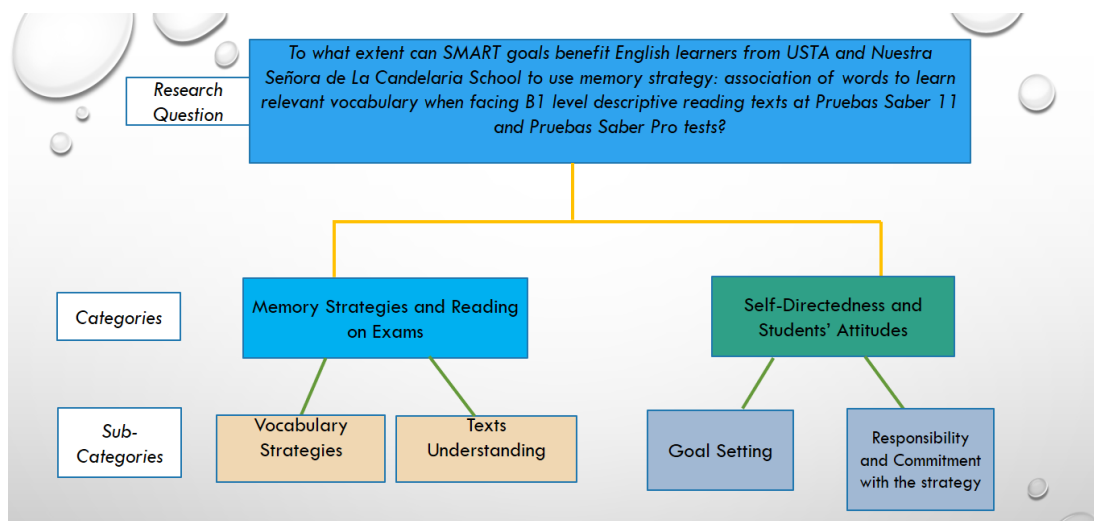


Figure 1. Qualitative Data Categories and Subcategories

### 5.3.2 Discussion of categories

#### 5.3.2.1 Memory strategy and reading on exams.

The first emerging category was memory strategy and reading on exams. The novice teacher-researchers observed that training students in the use of a memory strategy, benefitted participants in terms of learning new vocabulary and remembering it as well as strengthening students' vocabulary command along with reading comprehension of B1 descriptive texts at Pruebas Saber 11 and Pruebas Saber Pro tests. After, the implementation of the selected memory strategy, the results revealed a response to the second objective of the research; to identify whether or not the implementation of SMART goals fosters vocabulary through the use of a

memory strategy and whether or not it was effective for students' performance at Pruebas Saber 11 and Pruebas Saber Pro tests.

In this sense, the authors of this study consider that learners' lack of vocabulary command may be improved by taking the most out of this strategy, as the collected data analysis demonstrated the effectiveness of the word association strategy to foster English vocabulary learning and command. Additionally, it is paramount to mention that memory strategies are key techniques to students' own learning process. As Greidanus, and Nienhuis (2001) state reading on exams is related to vocabulary command, evidencing that the selected strategy for the present study was effective when challenging participants to learn vocabulary in order to improve their reading comprehension on exams as observed in two students' performance at Pruebas Saber 11 and Pruebas Saber Pro Post-test:

High School Student	Pre-Test Score	Post-Test Score
27	40	72

**Table 3.** *Student 27 Pruebas Saber 11° and Pruebas Saber Pro Pre-test and Post-test Results*

Private University Student	Pre-Test Score	Post-Test Score
8	78	92

**Table 4.** *Student 8 Pruebas Saber 11° and Pruebas Saber Pro Pre-test and Post-test Results*

### **5.3.2.1.1 Word association.**

The subcategory that arose from the Memory Strategy category was word association, applied in this study for strengthening participants' vocabulary command. Sozler (2012) states that the strategy selected for the present study is accredited on vocabulary development. It was progressively perceived that through the implementation of the pedagogical interventions, participants became more engaged in the activities developed and were encouraged to

demonstrate the acquired knowledge through the different tasks carried out inside and outside the classroom and the post-test taken at the end of the strategy implementation. It can be evidenced in the following journal reflections made by two students and one made by the novice teacher-researchers:

*“He mejorado en la comprensión de textos en inglés”*

*“I have improved my comprehension of texts in English”*

*(Excerpt from Journal Entry # 4 - Student 32)*

*“He mejorado mis dificultades para recordar el vocabulario que aprendo”*

*“I have improved my difficulties when it comes to remember the vocabulary I learn”*

*(Excerpt from Journal Entry # 5 - Student 35)*

*“Students were more focused on the activities to develop and they were understandable for them even though there were many words they didn’t know. They have doubts about some vocabulary related to the topic but they had some idea about it.”*

*(Excerpt from Journal Entry # 4 - Teacher-Researchers)*

It can be inferred that participants were able to use the selected memory strategy to learn new vocabulary which could be useful for them when taking Pruebas Saber 11 and Pruebas Saber Pro post-tests; to comprehend a B1 descriptive reading text more accessibly and successfully. Furthermore, it is also likely to redound to test taking skills and further strategies to ameliorate learning habits.

### 5.3.2.1.2 Text understanding.

Then, a Text Understanding subcategory also emerged to emphasize the relevance of the pedagogical interplay implemented. Throughout the analysis of the pre-test and post-test results, the experiences, activities and pre-and post-implementation processes, it was observed a significant improvement concerning students' performance. At the beginning, pre-test results showed that participants had issues when understanding a B1 descriptive text at Pruebas Saber 11 and Pruebas Saber Pro, among the issues that influence reading performance in exams, the lack of vocabulary appeared to be the most troublesome aspect (Appendix T), as it is evidenced in the following table 5:

<b>Student</b>	<b>Pre-Test Score</b>	<b>Post- Test Score</b>
High School Student # 15	52	70
University Student # 20	52	80

*Table 5. Student 15 and Student 20 Pruebas Saber 11° and Pruebas Saber Pro Pre-test Results*

However, as the implementation of the strategy was conducted, the scores gradually changed demonstrating that learners certainly improved their comprehension of B1 descriptive texts at Pruebas Saber 11 and Pruebas Saber Pro tests and achieved one of the goals proposed in this study.

To have a clear and complete picture of the importance of this category, it is necessary to mention Noriega, Quintero and Vidal (2014) who used explicit instructions on memory strategies to increase students' vocabulary retention and figure out solutions for them to understand texts at Pruebas Saber 11. Then, it is clear that by the use of the selected memory strategy: word association while setting their SMART goals, learners could increase their vocabulary command to comprehend B1 descriptive reading texts from Pruebas Saber 11 and Pruebas Saber Pro.

### 5.3.2.2 Self-directedness and students' attitude

The second category that arose was Self-Directedness and Students' Attitude. Participants expressed their minds regarding their limited initial study habits and their lack of awareness with respect to the strategies introduced in class. Knowles (as cited in Payne, Rundquist, Harper, and Gahimer, 2013) states that Self-Directed Learning (SDL) is a process where individuals take their first step, with or without the assistance of others, in order to diagnose their learning needs, create learning goals, identify learning resources, decide and implement pertinent learning strategies, and assess their own learning outcomes.

Besides, Students' Attitudes are considered as social-affective postures; such as motivation and anxiety factors that could emerge within the ESL classroom dynamics. Adebisi (as cited in Fakeye, 2010) declares that attitudes are positive or adverse feelings a person maintains concerning certain situations of his/her own. Additionally, Dickinson (as cited in Benson, 2007) indicates that learners are fully responsible for making all the decisions that involve their learning and the enforcement of those arrangements. Basically, when students decide to undertake new learning challenges, it is plausible them to accept responsibility and take actions that could enhance their original learning purposes. As learners expressed, they learnt how to study vocabulary and eventually how to tackle reading tests administered by ICFES.

*“Antes de saber de esta estrategia, tenía muchos problemas con el vocabulario. Hace unos días yo me había propuesto con mi SMART goal estudiar las prendas de vestir y ahora estoy satisfecha porque compruebo que me fue muy bien en el quiz y lo desarrollé sin ningún problema”*

*“Before getting acquainted with anything about this strategy, I faced difficulties with*

*vocabulary. Some days ago I made up my mind to study clothing vocabulary, using my SMART goal, now I feel satisfied, since I did well on my quiz and finished it off with no problem”*

*(Excerpt from Journal Entry # 3 - Student 35)*

#### **5.3.2.2.1 Goal setting and responsibilities and commitment.**

From this category, two subcategories emerged, Goal Setting and Responsibilities and Commitment. As for the former, the data revealed that combining SMART goals with the word association strategy permitted learners to track their own difficulties progressively, continue working on their own pace and focus on their own desired learning goals. Concerning the latter, Fakeye (2010) points out that learners’ attitude to language is a key feature that influences the English language learning, he adds that researchers have addressed the importance of strengthening beneficial attitudes as a manner of intensifying English learning performance. In this order, we could affirm that through the use of SMART goals learners are capable of becoming independent learners, as long as they analyze their own needs, avail themselves of their learning aims, manage their own goals and evaluate their final results. As learners expressed their thoughts concerning the SMART goals view, some of them declared:

*“Lo interesante de emplear las SMART goals es que uno sabe qué es lo que se necesita aprender por su cuenta, el formato nos enseña a construirla y uno se siente cómodo empleando las estrategias y el tiempo para lograr lo que uno se propone bajo su propia responsabilidad”*

*“What it is interesting about using SMART goals is that you are aware of what you need to learn by yourself. The format teaches us to set (the SMART goal) it and you feel comfortable using the strategies you like the most and managing the time to attain what you intend to, this under your own responsibility”*

*(Excerpt from Journal Entry # 3 - Student 14)*

This student reflected on the idea that setting his own goals by implementing the SMART goal rubric (Appendix N), allowed him to feel more confident as he could employ the learning resources and the time span he considered the most suitable. When it comes to responsibility and commitment Scharle and Szabo (2000) assert that motivation contributes to tackle learners' interests and encourages them to get acquainted with their learning goals and manage final outcomes responsibly. In other words, when students count with a good learning environment, it might be easier for them to cope with and master their learning obstacles.

*“Me siento comprometido conmigo mismo, porque sé qué, cómo y cuándo necesito aprender, y finalmente la responsabilidad es mía”*

*“I feel engaged with myself, because I know what, how and when I need to learn. Ultimately, the responsibility is on my own”*

*(Excerpt from Journal Entry # 9 - Student 2)*

As mentioned above, students declared that when they set challenging or scaffolded tasks, learning performance expectation could increase simultaneously and intrinsic motivations could be triggered by these affective reactions.

### **5.3.3 Core category**

Based on the collected data within the open and axial coding processes, and after analyzing the emerging categories and subcategories, the novice teacher-researchers selected self-directedness as the core category. Since, it was evidenced that when learners feel committed and engaged with their own learning process, they are capable of becoming more independent and confident concerning their self-set goals.

Bharathi (2014) points up that self- directed learning could be described as any knowledge increase, achievement, skills, or individual progress that an individual adopts and brings about by his/her own efforts using various methods all lifelong. In this sense, self-direction is engendered when students take control of their own learning targets.

As it has been fully documented during the course of this research, self-directedness encompasses key features required to successfully implement the word association memory strategy as a previous step to cope with reading comprehension of B1 descriptive texts. Thus, self-directedness sets as a suitable path to be pursued in order to achieve a gain in scores (Appendix P).

#### **5.4 Conclusion**

This chapter has revealed the outcomes of this research by describing the improvements, participants had after using SMART goals as pedagogical intervention to strengthen vocabulary command through the word association strategy. The pedagogical interventions encouraged students' use of SMART goals to develop word association tasks that benefitted their reading comprehension at Pruebas Saber 11 and Pruebas Saber Pro. The results also denoted that the implemented pedagogical interventions certainly improved students' vocabulary command 23% as their overall performance was enhanced as well. Thus, the research question was positively answered and the objectives of this study successfully achieved.



## **Chapter 6: Conclusions and Pedagogical Implications**

### **6.1 Introduction**

This chapter displays the conclusions, pedagogical implications, limitations, further research that have arisen after analyzing data results. In order to answer the research question of this study: *To what extent can SMART goals benefit English learners from USTA and Nuestra Señora de La Candelaria School to use memory strategy: association of words to learn relevant vocabulary when facing B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro tests?* the novice teacher-researchers collected information that guide them to identify four categories and subcategories, answering the core question.

After describing the categories, subcategories and displaying the findings and results that emerged from the data gathered, the teachers-researchers inform about the influence of implementing the strategy applied on B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro tests, giving relevance to the development of student's autonomy through the implementation of the pedagogical interplay.

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

The research studies mentioned in chapter 2 concerning the selected memory strategy: word association; SMART goals, reading on exams and Pruebas Saber 11 - Pruebas Saber Pro, guided the novice teacher-researchers to elucidate this study's correlation and variance with previous research.

In this sense, the present study confirms previous findings regarding the use of word association as a memory strategy to improve reading comprehension on exams. It also demonstrates that giving learners the path to be autonomous at the moment of learning may bring

about students' awareness of how important their learning process is. Then, the use of SMART Goals as a self-directed learning framework, integrated with the selected memory strategy constitute a relevant factor when setting the bases for learners to acquire new knowledge.

The results of this research undergird other findings concerning the selected memory strategy: word association. Elosúa, García-Madruga, Vila, Gómez-Veiga and Gil (2013) refer to the importance of using the mentioned strategy as a basic aspect of reading comprehension on a test, whose main concern is breadth of word knowledge. Besides, Asghari, and Mustapha (2011) explain the relevance of using the selected memory strategy to associate background knowledge with new words. This converges with this study because students were able to improve their reading comprehension of B1 descriptive texts after expanding their vocabulary command, and fostering their autonomy when setting SMART goals.

Correspondingly, the results of this study revealed that the performance results on descriptive texts at Pruebas Saber 11 and Pruebas Saber Pro are connected to the word association memory strategy, as mentioned by Greidanus and Nienhuis (2001), reducing the lack of vocabulary command and increasing learners' comprehension when reading descriptive texts on exams. This finding correlate with our study in terms of using the chosen strategy and the contribution it made to develop a specific skill.

However, this study differs from Greidanus and Nienhuis (2001) findings as they focused their attention on testing how the selected strategy would contribute test takers in different sorts of standardized tests. Besides, the authors disregarded the use of SMART goals to promote autonomy in participants. Their results evidenced that their main concern was to describe the importance of testing word knowledge in different kinds of tests. They emphasized standardized tests in order to connect association of words as a memory strategy within tests' performance.

### 6.3 Significance of the results

Taking standardized exams requires training, commitment and strategies that permit test takers to obtain the most positive outcomes from them. Firstly, learners continuously improved their post-tests performance on B1 descriptive reading texts at Pruebas Saber 11 and Pruebas Saber Pro mock tests; this was possible when they got acquainted with the SMART goal setting and development along with word association strategy. According to the conducted Needs Analysis Survey (Appendix A), at first learners seemed hesitant to recognize this implementation could strengthen their vocabulary command in EFL, and therefore make progress in specific reading tasks. However, throughout the classes it was observed that students were progressively able to set and attain their own learning goals. Thus, it was evident learners could read texts smoothly.

Second, although the research implementation was carried out in two different settings, it is worth mentioning that the same instruments and pedagogical interventions were used in order to measure students' reading comprehension in their pre-and post-national standardized tests (Pruebas Saber 11 and Pruebas Saber Pro). As a result, students demonstrated a better reading performance in comparison to their initial reading results.

Finally, the impact SMART goals had in favor of strengthening the students' vocabulary command indicates that learners can become self-directed learners as long as they identify their own learning needs and adopt appropriate learning strategies. According to Knowles (as cited in Smith, 2002, n.p.) self-direction is a process in which learners embrace the initiative, with or without the assistance of others, in recognizing their learning needs, building learning goals, identifying resources for learning, selecting and implementing adequate learning strategies.

One additional aspect to consider is that when learners formulated their own SMART goals, some of them did not manage to set them properly and therefore, devoted time trying to incorporate

the basic elements within one single goal, some learners claimed it is necessary to practice more in order to clarify what the academic needs are, even when the task was proposed in their native language (Appendix F).

#### **6.4 Pedagogical challenges and recommendations**

As the present study aimed at using SMART goals in order to provoke an improvement in foreign language learning, specifically vocabulary command in B1 descriptive reading texts, it was found that despite Pruebas Saber 11 and Pruebas Saber Pro intend to measure the students' reading performance, some reading texts vary in terms of length and vocabulary complexity. Hence, we suggest that training material should be designed or carefully selected based on the tackled topics.

Although most of the students carried out their own SMART goals and implemented the selected memory strategy, they formulated their own activities based on a wide array of sources such as tale stories, technical books -in this case the Colombian constitution-, board games among others. That is to say, learners did not limit themselves to memorizing a set of words, but managed to explore other pedagogical resources. These decisions permitted them to get conversant with unknown terminology in a more confident manner. Moiseenko (2015) declares that "Materials creation as a joint endeavor helps learners enjoy one of the key components of collaborative learning: active engagement" (p. 15).

Taking into account the previous assertion, it would be suitable learners could exchange their personal learning experiences with their peers as a way to determine which materials are the most favorable; and subsequently, an academic network could emerge from their own practice, individual needs and learning interests.

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

This study allowed the novice teacher-researchers to obtain corroborative findings in regard to the improvement of vocabulary command of two groups from different settings. The implementation of the selected memory strategy: word association integrated with SMART goals framework, to foster autonomy in learners at the moment of expanding their vocabulary command; contributed to the enhancement of reading comprehension of B1 descriptive texts at Pruebas Saber 11 and Pruebas Saber Pro tests. However, throughout this study the teacher-researchers faced some obstacles that can be considered as the main limitations of this research. Firstly, the intervention's schedule was interrupted by extracurricular activities of both settings in several occasions. Then, it was necessary to arrange new dates in order to completely fulfill the development of the pedagogical interventions.

The second limitation is concerned with the number of participants for both settings, which constrained the time to manage systematizing, analyzing and describing the findings, results and conclusions. Even though, results were very valuable and conclusive, an in-depth analysis could have been conducted if there had been fewer participants.

The third limitation had to do with students' anxiety to use the strategy implemented due to their fear to do it incorrectly without the teacher's' guidance. This limitation was solved by fostering learner's confidence through the different pedagogical interventions, socializing with them their own improvement in every session and how they were achieving their goals step by step.

### **6.6 Further research**

The present study showcased the positive impact SMART goals embedded with the word association strategy had on students' vocabulary command, and how this technique

contributed them to tackle Pruebas Saber 11 and Pruebas Saber Pro mock tests to improve results significantly. For further research, it would be advisable to explore more deeply word association tasks students materialized by their own, apart from the mnemonics strategy that in some cases constrained learners.

Felder and Silverman (1988, p. 679) claimed that “students should be given the freedom to devise their own methods of solving problems rather than being forced to adopt the professor’s strategy”, this premise indicates there is room for further research on how learners support their learning with their own decision-making style and therefore, measure the effectiveness these emerging techniques could have on their own learning needs.

Another issue to consider is when students are learning English, they may feel anxious by the unexpected outcomes. Hence, studying factors that could hinder their individual performance would be a variable to reflect on. Horwitz et al. (1986) state that “anxiety prevents some people from performing successfully in science or mathematics, many people find foreign language learning, especially in classroom situations, particularly stressful” (p. 125). That is, levels of anxiety could impede students to do well on exams or even interfere with their ability to exhibit their thinking and language skills when required.

## **6.7 Conclusion**

When it comes to facing standardized tests, there are various factors such as attitudes, motivations, anxieties that come together either in favor or against the test taker. In fact, it is well known that in many educational institutions, a great deal of students are concerned about their average English performance on their exams. That is why, as novice teacher-researchers it was found that when learners are guided towards clear objectives along with a specific strategy, they can become active participants within their own learning needs in order to

streamline punctual educational needs.

Zimmerman and Martinez-Pons (as cited in Cheung, 2004) affirm that learners are motivated to attain what they have programmed for themselves and they tend to work harder on self-set goals and therefore, participation in goal setting can lead to high goal commitment. In this order, we found out SMART goal could benefit English learners from both institutions as they progressively got acquainted with it and the selected memory strategy. They noticed they could develop goals for themselves with the teachers' accompaniment in order to tackle B1 reading comprehension tasks at Pruebas Saber 11 and Pruebas Saber Pro tests.

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## Appendices

### Appendix A: Needs Analysis Survey

#### My English Background

Dear Student:

*With this survey we want to know about your most important issues in learning English. We want to know what your priorities are. We very much appreciate your valuable contribution and accuracy as you answer.*

Name: \_\_\_\_\_ Course/Semester: \_\_\_\_\_

Date: \_\_\_\_\_ Age: \_\_\_\_\_

*Read carefully and Answer.*

1. Why do you consider learning English is important?
  - a. Professional purposes
  - b. Curiosity to learn a new language
  - c. A requirement to graduate from high school or university
  - d. As a free time activity (listen to music, travel, read, learn other cultures)

2. What issues do you have in learning English?  
\_\_\_\_\_

- 
3. Which one of the following aspects causes you the most trouble when learning English? (Put an X next to the number of the one(s) that cause you the most trouble).

Reading English \_\_\_\_\_

Writing accurate English \_\_\_\_\_

Conducting a conversation in English \_\_\_\_\_

Listening to authentic English \_\_\_\_\_

Taking tests \_\_\_\_\_

4. From the list above which is most important for you right now? (Write one)  
\_\_\_\_\_

5. Let us know about your current English level. Choose only one option from the chart and write the number on the line:

1	2	3	4
Low	Mid-low	Mid-high	High

- a. Reading a text that describes people, places and events \_\_\_\_
- b. Reading reports, correspondences, newspapers and magazines. \_\_\_\_\_
- c. Reading instruction manuals, technical articles, short biographies, and brochures. \_\_\_\_\_
- d. Conversation and informal meetings in small groups \_\_\_\_\_
- e. Making and answering telephone calls for your everyday life. \_\_\_\_\_
- f. Writing business letters or emails. \_\_\_\_\_
- g. Writing emails, letters, memos and academic reports \_\_\_\_\_
- h. Working with others who speak English \_\_\_\_
- i. Tasks to accomplish travelling in English speaking countries (airports, hotel)\_\_\_\_\_
- j. Listening to a TV program or a radio station. : \_\_\_\_\_
- k. Understanding native people in everyday conversations: \_\_\_\_\_

6. Read the following text

### Text 1:

#### My Artistic Adventure

When I was a child in Ireland, I went to bed late, and I could not sleep past six. One morning, I found a Spanish television show with a French man who was painting a beautiful countryside with oil paints.



Right then, I began watching this show. With his quiet voice he explained his natural way of painting, and he quickly made trees and rivers, simply by moving his hand across the paper. He made it look simple and easy, so I thought I could do it by myself.

Every Sunday morning, I would try to paint what he was painting on the screen, but I needed oil paints to make my paintings as beautiful as his. I could not buy oil paints; I was only seven, and my parents would not buy them for me. Then I decided to use my mother's cosmetics and paper for my painting. I was ready to paint my first picture.

After my mum saw what I did with her things, I was told I could not paint again. This put an end to my idea of using food the next time to make a picture. After a while, I stopped watching the French painter. It was difficult for me to simply watch him when I was unable to paint my own pictures.

6.1 Is it difficult for you to understand the texts? Yes \_\_\_\_\_ No \_\_\_\_\_

6.2 Why do you consider the text above is difficult for you? Explain in your own words.

---

---

---

6.3 Choose the options that make the texts for you difficult to understand.

- a. Vocabulary knowledge \_\_\_\_\_
- b. Length of the text \_\_\_\_\_
- c. Sentence organization \_\_\_\_\_
- d. Grammar structures \_\_\_\_\_
- e. Verb Knowledge \_\_\_\_\_

6.4 How much time did you need to understand the previous texts?

---

7. Have you taken an English ICFES (SABER 11°/ECAES)? Mock test before?  
Yes \_\_\_\_\_ No \_\_\_\_\_

8. Which of the following parts are familiar for you? (Circle the ones you know)
- a. Interpreting graphics
  - b. Describing Vocabulary
  - c. Incomplete Conversations
  - d. Incomplete Texts
  - e. Reading Comprehension

9. Mark from 1 to 5 the level of difficulty for you when presenting and ICFES (SABER 11°/ECAES)? Mock test.

- a. Interpreting graphics \_\_\_\_\_
- b. Describing Vocabulary \_\_\_\_\_
- c. Incomplete Conversations \_\_\_\_\_
- d. Incomplete Texts \_\_\_\_\_
- e. Reading Comprehension \_\_\_\_\_


10. Which English skill do you consider the most difficult when preparing for the national standardized test ICFES (SABER 11°/ECAES)?

- a. Reading comprehension \_\_\_\_\_
- b. Vocabulary Variety \_\_\_\_\_
- c. Grammatical knowledge \_\_\_\_\_
- d. Discourse comprehension \_\_\_\_\_
- e. Conversation Understanding \_\_\_\_\_

*Thank you for completing this questionnaire.*

*We will treat the information you have given us with the strictest confidence,  
using it to personalize to meet your needs.*

### Appendix B: Reading standards



Escucha	Lectura
<p>escuchar</p>	<ul style="list-style-type: none"> <li>• Identifico palabras clave dentro de los textos que permiten comprender su sentido.</li> </ul>
<p>comprender un texto oral cuando tengo una situación de habla</p>	<ul style="list-style-type: none"> <li>• Identifico el punto de vista del autor.</li> <li>• Asumo una posición crítica frente a la postura del autor.</li> </ul>
<p>identificar personas, lugares y el tema en un texto oral.</p>	<ul style="list-style-type: none"> <li>• Identifico los valores de otras culturas que me permite construir mi interpretación.</li> </ul>
<p>comprender un texto oral y tolerante cuando tengo una situación de habla</p>	<ul style="list-style-type: none"> <li>• Valoro la lectura como un medio para obtener información de diferentes disciplinas y conocimientos.</li> </ul>
<p>comprender el propósito y al tipo de texto (según los contextos previos, apoyo en el uso de imágenes) para un texto oral.</p>	<ul style="list-style-type: none"> <li>• Utilizo variedad de estrategias de lectura adecuadas al propósito y al tipo de texto.</li> <li>• Analizo textos descriptivos, narrativos, expositivos y argumentativos con el fin de comprender las ideas principales y específicas.</li> </ul>
<p>comprender el lenguaje oral y gestual del hablante</p>	<ul style="list-style-type: none"> <li>• Hago inferencias a partir de la información implícita.</li> <li>• En un texto identifico los elementos que me permiten apreciar los valores de la cultura.</li> </ul>

Retrieved from: [http://www.mineducacion.gov.co/cvn/1665/articles-115174\\_archivo\\_pdf1.pdf](http://www.mineducacion.gov.co/cvn/1665/articles-115174_archivo_pdf1.pdf)

**Appendix C : Latest 2016 ICFES Results**

A través de estos niveles identificamos que en la prueba de inglés la mayoría de los estudiantes se ubican en los niveles A1 y A2 (48.64%) según lo establecido en el Marco Común Europeo, es decir que se ha mejorado en esta competencia respecto a años anteriores.

<b>PRUEBA</b>	<b>A-</b>	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B+</b>
<b>INGLÉS</b>	41.09%	31.46%	17.18%	8.53%	1.74%

Retrieved from: <http://www.mineducacion.gov.co/1759/w3-article-358400.html>



## Appendix D: Class Interventions: Lesson Plan #5

### LESSON PLAN PROTOCOL TO FOSTER LSM PROCEDURAL STRATEGIES

Use this protocol to

- ❖ establish SMART teaching goals
- ❖ focus on both process and product goals
- ❖ identify and reflect on a teaching problem and consider potential solutions
- ❖ evaluate your teaching and lesson plan

<b>Teacher's name: Jhonathan Huertas and Liceth Oyola</b>	<b>Institution: USTA - COLCANDELARIA</b>
<b>Class/Course: Law First Semester / 11°</b>	<b>Number of Students: 30/40</b>
<b>+Students' language level according to CEF:</b>	
A1 <input checked="" type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/>	
<b>Language Goal (Product Goal)</b> Students will get acquainted with vocabulary and their corresponding definitions related to people's plans.	
<b>Assessment of Language Goal</b> Students will be able to match 80% of a set of plans with their own classmates. The interpretation of pictures by reading the given utterances. The understanding of phrases by identifying future plans correctly will be an evidence of students' comprehension of the given vocabulary. .	
<b>Learning to Learn Goal (Process Goal)</b> At the beginning of the lesson students will be able to set smart goals in order to be autonomous when learning English.	

**Preparation**Time allotted: 10 minutes

<b>For language goals</b>	<b>For learning to learn goals</b>
<p>Tell students the language goal (They will get acquainted with vocabulary related to future plans so they will strengthen their vocabulary, and therefore become more self-confident when taking mock ICFES/ECAES tests).</p> <p>Explain that this goal is relevant because they are about to take the ICFES/ ECAES mock test and it would help them to gain more practice in similar exercises that the test contains.</p> <p>Ask students to list any vocabulary related to their future plans/projects.</p> <p>Ask students to write their own goal for this lesson. How many words do you think you can learn.</p> <p>Ask students to tell two ways to measure the goal they have set.</p>	<p>Tell students your learning to learn goal (They will learn how to set smart goals in order to be autonomous when learning English)</p> <p>Teachers will remind students what SMART goals are.</p> <p>Explain that this goal is relevant because that will help them to be long-life learners.</p> <p>Ask learners to set a SMART goal for this lesson. How many words will they learn and the measure should indicate what “learning a word” means—able to read it, spell it, pronounce it, and relate it to a specific context.</p> <p>Discuss ways for the learner to measure his/her own goal: (A rubric, mini workshops)</p>

**Practice**Time allotted: 115 min

1. Introduce the topic and discuss about a famous person they want to know.
2. Use the SMART GOAL SETTING sheet to review the characteristics of an effective goal strategy.
3. Have students to use the SMART GOAL rubric to set their own goal for this lesson.
4. Students will exchange their SMART GOALS, so they can get to know their peers purpose for the class. After comparing their peers' goals, teacher will ask 5 students in random order, what aspects they liked the most.
5. Then, teacher will display a list of words and a list of pictures related to the topic. Students will match the pictures with the word.
6. When students are finished. Hand out Reading worksheet. (See Attachment 1). Have students to answer the reading comprehension questions, underline key words from the text. Students work individually and they will be allowed to use dictionary.
7. When they have finished, students check their answers with the teacher's guidance by saying the most suitable answers to the whole group.
8. After that, they will focus on 6 verbs related to plans to make a short presentation. Students will write some of their vacations plans and will choose which is the best for them. Students exchange their opinions with the teacher's guidance by justifying their answers.
9. Students will get in groups of four and they will share the SMART goals they set at the beginning of the class. They will share their experiences about what they have achieved and they will write those experiences in their learning diaries.

**Expansion**

Time allotted: 15 minutes

1. Students will look individually for 5 more words different to the ones learned in the previous class related to people's plans and they will get in groups of 5 to share their words by creating real life sentences.
2. Teacher will hand out a worksheet in order to practice and reinforce vocabulary related to the ICFES/ECAES test. (See Attachment 2)
3. Individually, students will have 10 minutes to develop the activity and when they finish, they will exchange their paper with a partner to be checked in group.

**Learner Self-Evaluation (Learner Problem Identification/Problem Solution)**Time allotted: 10 minutes

Possible techniques to encourage self-evaluation

1. Teacher will hand out a people's plan worksheet in order to practice the studied vocabulary and type of questions related to the present tense. (See Attachment 2)
2. Students will fill in problem identification and problem solutions format for the activity and they will set smart goals for next activities. (See Attachment 3)
3. Students will answer questions in their learning journal taking into consideration the activity performed.

From: Rubin, J. and C. Acero. (in press) 'Empowering Teachers to Promote Learner-Self-Management' in Learner Strategy Instruction in the Language Classroom ed by A. Chamot and V. Harris. Multilingual Matters.

**Appendix E: Classroom Observation Format: Teachers’ Journal**

**CLASS OBSERVATION FORMAT**

Teacher’s name: XXXXX Date: March 22<sup>nd</sup> 2017

Class observed: 11-01 Time: 100 minutes

**Dear teacher,**

*This form is going to be used at the end of a self- observation class. With these questions, you will reflect about your teaching practice and personal insights.*

a. Class general features:

<i>Aspect</i>	<i>Could improve</i>	<i>Good</i>	<i>Excellent</i>
Were the class objectives clear			X
Allotted time was enough for students to develop tasks		X	
Material provided was appealing and catchy for the students			X
Students had opportunities to participate and take active part in class			X
Tasks were useful, manageable and punctual			X
Feedback and assessment were relevant for my students needs		X	

b. What problems did the students encounter throughout my lesson: Were students confused when developing the task? Did students make a lot of questions? Did they have

doubts?

Students were more focused on the activities to develop and they were understandable for them even though there were many words they didn't know. They have doubts about some vocabulary related to the topic but they had some idea about it.

c. Do you consider material used in class was enough, what academic aspects do you consider important to strengthen? Why?

The material used was appealing to students as it was a topic based on their interests: technology. It is important to strengthen vocabulary about verbs not only related to the topic but common verbs they can use in their daily lives.

d. Were my class instructions clear? How do I know it?

Instructions were clear for students as they followed the steps and complete the task adequately.

e. If I had to improve any parts of my lesson, what would I change? Why?

I would include tasks that encourage students to set smart goals not only for the class but to work independently at home in order to strengthen their lack of vocabulary.

f. General comments or suggestions:

Students are improving on setting their SMART goals. They are more specific and include all the elements learned in classes. However, they need to improve on measuring criteria. Students also need to work on using their smart goals as part of their academic lives.

## Appendix F: Learner's Journal

Estimado estudiante:

Con estas preguntas de reflexión queremos ayudarte a que seas más consciente de tu proceso de aprendizaje y a que reconsideres nuevas formas de afrontar tus dificultades. Apreciamos tu compromiso mientras organizas las respuestas de estos interrogantes en un párrafo después de cada clase.

Lesson number: 2

1. ¿Cuál fue la temática de la actividad?

A partir de una lectura, responder preguntas de comprensión  
lectura.

2. ¿Qué clase de problemas tuviste para procesar la información de la actividad?

Vocabulario desconocido, comprensión del texto.

3. ¿Qué solución encontraste para superar ese problema?

Leer en varias ocasiones y pedir ayuda a una compañera

4. ¿Por qué escogiste esa solución?

Porque leyendo en varias ocasiones podía entender mejor el sentido  
y significado del texto.

5. Puedes nombrar dos posibles soluciones que pudieron funcionar también?

Identificar instrucciones en nuestra propia idioma.

Consulta con el docente.

Discutir con.

Practicar más los Smart Goals para identificar nuestras necesidades académicas.

6. ¿Cuál será tu objetivo para la próxima actividad?

Enriquecer mi vocabulario y mejorar mi comprensión de  
textos en inglés.

### Appendix G: Consent Letter

 **UNIVERSIDAD SANTO TOMÁS**  
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

**CARTA DE CONSENTIMIENTO**

Respetado estudiante,

*Memory strategy and SMART goals as a pedagogical interplay to strengthen vocabulary command within descriptive reading texts in ICFES English exams* es un proyecto de investigación realizado como parte de los requisitos de grado para optar al título de Master in English Language Teaching for Self-directed Learning. Como parte de su fase de aplicación se han diseñado sesiones con énfasis en ECAES – inglés I, reconocimiento de vocabulario y asociación de palabras para lectura de textos.

Por las razones anteriormente mencionadas, teniendo en cuenta las consideraciones de ley, solicitamos de manera explícita, clara y totalmente voluntaria, autorice al docente Jhonathan Alexander Huertas Torres, para que haga uso de los datos, resultados y documentos que dentro de esta investigación se deriven.

Por medio de la presente, yo Ricardo Moni Toro identificado con cédula de ciudadanía número 49081710240 expedida en la ciudad de Sao Paulo autorizo al docente Jhonathan Alexander Huertas Torres, para que haga uso de los datos, resultados y documentos producto de la asistencia y participación dentro de los espacios académicos institucionales asignados a Inglés I del programa académico de Derecho con fines **EXCLUSIVAMENTE** científicos e investigativos.

Nombre: Ricardo Moni Toro

Firma: [Signature]

C.C. 49081710240





**REPUBLICA DE COLOMBIA**  
**DEPARTAMENTO DE CORDOBA**  
**INSTITUCION EDUCATIVA NUESTRA SEÑORA DE LA CANDELARIA**  
**PLANETA RICA**  
**REGISTRÓ DANE 123555000167**  
**NIT 812003804 - 4**

**AUTORIZACIÓN**

Planeta Rica, Sept 29 de 2016

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	ESTUDIANTE	NOMBRE DEL ACUDIEN TE	FIRMA
1	AGUDELO MEJIA LILIANA	Omar Agudelo	Omar Agudelo
2	ARCON MANJON VANESSA PAOLA		
3	ARCON RAMOS ANDREA MARGARITA		
4	ARIAS WILCHES ANGIE CAROLINA	Emilse Wilches	Emilse Wilches
5	BABILONIA JANNA YAARON MANUEL	Katia Janna	Katia Janna
6	CANTILLO PEREZ JUANA ELOISA	Diano Perez G.	Diano Perez G.
7	CORDERO JALLER MAIRA ALEJANDRA	OMER CORDERO	
8	CRUZ RICARDO KATIA ELENA	Evelides Ricardo	Evelides Ricardo
9	CUARTAS PATERNINA JUAN JOSE	Omar Perez	
10	DIAZ MIRANDA JESUS DAVID	Nario Miranda	Nario Miranda
11	DIAZ MIRANDA TOMAS ENRIQUE	Juan C. Diaz	Juan C. Diaz
12	DIAZ YANES MARIA ALEJANDRA	Juan C. Diaz	Juan C. Diaz
13	ESCOBAR ESCALANTE EVELYN	Evelyn Escobar	Evelyn Escobar
14	ESPINOSA MADRID CARLOS DUVAN	Carlos Madrid	Carlos Madrid
15	FUENTES CASTILLO ANA GABRIELA	Ana Castillo Sullayin	Ana Castillo
16	GARAY ORTIZ KARINA MARIA	Karina Ortiz	Karina Ortiz
17	GARCIA RAMOS INGRIS JOHANA	Dairo Garcia	Dairo Garcia
18	GIL ROJAS JAIRO FRANCISCO		
19	GOEZ MARTINEZ WANDERLEY	Saida Martinez	Saida Martinez
20	GUERRA MORE CRISTINA ROSA	Andrea More	Andrea More
21	GUTIERREZ GANDIA GLEIDYS	Catalina	Catalina
22	HERNANDEZ DIAZ ISABELA	Isabella Diaz	Isabella Diaz
23	HERNANDEZ VERGARA DANNA VANESA	Danna Vergara	Danna Vergara
24	JIMENEZ ROJAS YAJAIRA ANDREA		



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25	LANDERO MERCADO ANYEL	María Menadi	anyel
26	LEON HERRERA ADRIANA	Dora Herrera	Dora Herrera
27	LOZANO VEGA NATALY VANESA		
28	MANRIQUE MUÑOZ VALENTINA	Martha Muñoz Sagado	Martha Muñoz
29	MARTINEZ DURANGO MARIA JOSE		
30	MARTINEZ LOZANO ANDREA CAROLINA	Gloria Lozano A	gloria lozano H
31	MARTINEZ ROJAS LUZ ADRIANA	Yolanda Rojas	Yolanda Rojas
32	MONTES PEREZ ANGEL ENRIQUE	Rodrigo Pérez Galeano	Rodrigo Pérez
33	OCHOA SERPA CARLOS ANDRES	Carlos Serpa	CS
34	OSORIO DURANGO YURANY	Yoly Osorio	Yoly Osorio
35	PEREZ PATERNINA MARIA CAMILA	Omar Pérez	
36	PEREZ ZULETA STEFANIA	Marica Zuleta	Marica Zuleta
37	PETRO BETIN CAROLAY	Marta Sotelo	Marta Sotelo
38	RAMOS MUÑOZ KEISY ANDREA	María Antonia Muñoz	María Antonia M
39	RAMOS PEREZ MARIA PAZ	Mayerlin Pérez	Mayerlin Pérez
40	REGINO GARCES GLADIS BEATRIZ	Ruby Rivas R	Ruby Rivas
41	SALGADO GUERRA FABIO ALFONSO		
42	SIERRA SUAREZ LOREYN PAOLA		
43	TAMAYO AVILES MARIA CRISTINA	Ausania Avila	Ausania Avila
44	URBIÑEZ LOZANO MELANIE	Rosario Lozano	Rosario Lozano
45	ZAMBRANO GUTIERREZ VALERIA	Catalina	García
46	ZARUR ROMERO DIANA LUCIA	Jorge Zarur	Jorge Zarur

**Appendix H: ICFES Saber 11 and Saber Pro pre-test**

Name: \_\_\_\_\_

Group: \_\_\_\_\_

**PARTE 1**

**RESPONDA LAS PREGUNTAS 1 A 5 DE ACUERDO CON EL EJEMPLO.**

¿Dónde puede ver estos avisos?

En las preguntas 1 – 5, marque A, B o C en su hoja de respuestas.

Ejemplo:

0. PLEASE DO NOT FEED THE ANIMALS
- A. in a station
  - B. in a café
  - C. in a zoo

Respuesta:

0	A	B	C
---	---	---	---

1. 25¢ per day for late return of books
- A. in a shop
  - B. in a library
  - C. in a hotel
2. ALL FISH ON SALE HERE CAUGHT FRESH FROM THE SEA TODAY
- A. in a museum
  - B. in a hotel
  - C. at a market
3. Please work in your math groups until the break
- A. in a classroom
  - B. in a museum
  - C. in an office
4. Fourth floor toys and clothes
- A. in a school
  - B. in a hospital
  - C. in a department store
5. TICKET OFFICE for international trains
- A. in a theater
  - B. in an airport
  - C. in a station

**PARTE 2****RESPONDA LAS PREGUNTAS 6 A 10 DE ACUERDO CON EL EJEMPLO.**

Lea las descripciones de la columna de la izquierda (6 – 10) y las palabras de la columna de la derecha (A – H).

¿Cuál palabra (A – H) concuerda con la descripción de cada frase de la izquierda (6 – 10)?

En las preguntas 6 – 10, marque la letra correcta A – H en su hoja de respuestas.

**Ejemplo:**

0. Most business people wear this at work.

*Respuesta:*

0	A	B	C	D	E	F	G	H
---	---	---	---	---	---	---	---	---

- 
- |     |   |             |
|-----|---|-------------|
|     | A.  | glasses     |
| 6.  | You need these if you do not see very well.                     | B. jacket   |
| 7.  | Young people usually wear these informal trousers all the time. | C. jeans    |
|     |   | D. skirt    |
| 8.  | People that study in the same place usually wear this.          | E. sneakers |
| 9.  | People have this to tell the time.                              | F. suit     |
|     |   | G. uniform  |
| 10. | Women usually wear this, but men don't.                         | H. watch    |

**PARTE 3**

**RESPONDA LAS PREGUNTAS 11 A 15 DE ACUERDO CON EL EJEMPLO.**

Complete las cinco conversaciones.

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

**Ejemplo:**



*Respuesta:*

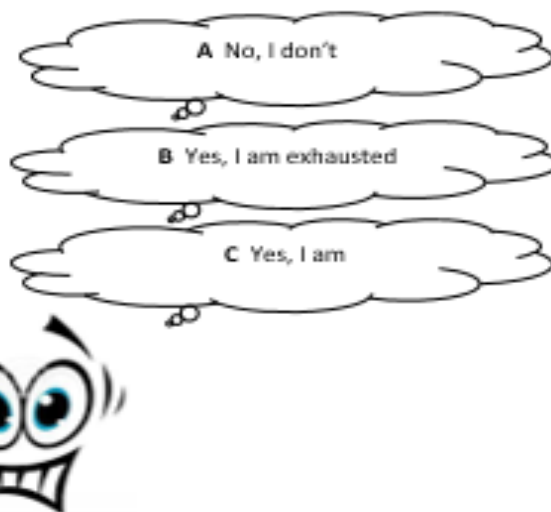
0	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
---	------------------------------------	-------------------------	-------------------------

- |                                    |  |
|------------------------------------|--|
| 11. Are you OK?                    | A. Yes, inside.<br>B. Yes, please.<br>C. Yes, I am.      |
| 12. Is your mother home?           | A. I don't know.<br>B. That's fine.<br>C. She's a nurse. |
| 13. Why don't we go to the cinema? | A. We don't.<br>B. Sure, why not?<br>C. It's fine.       |
| 14. I've got a pain.               | A. Where is it?<br>B. Why is it?<br>C. When is it?       |
| 15. How would you like your steak? | A. It's nice.<br>B. Not really.<br>C. Well cooked.       |

**RESPONDA LAS PREGUNTAS 16 A 25 DE ACUERDO CON EL EJEMPLO**

Complete las diez preguntas de acuerdo al contexto.

**Ejemplo:**



Respuesta: **A B C**

16. ~~What~~ do you do?

- A. I'm a lawyer.
- B. I like cycling.
- C. She is a teacher.

17. Does your mother work at the hospital?

- A. She is a nurse.
- B. I don't work at the hospital.
- C. No, she works at the clinic.

18. Does your best friend know how to speak English?

- A. He works for a pharmacy
- B. She knows languages.
- C. No, she doesn't, she prefers French.

19. What time do you usually get up?

- A. I wake up at 5.00 ~~a.m.~~
- B. I get up at 5.30 ~~a.m.~~
- C. You get up at 5.45 ~~a.m.~~

20. Have you got problems recently?

- A. No, I don't have any.
- B. Yes, I've got some.
- C. No, I am not.

21. Does your mother always watch television?

- A. Yes, she loves spending time on tv.
- B. No, she likes watching movies.
- C. Yes, I like movies and news.

22. Where do you usually spend your money?
- A. I spend money on clothes.
  - B. Money is for buying things.
  - C. I spend money in the mall.
23. Where do you enjoy reading?
- A. I enjoyed at home.
  - B. I always prefer the library.
  - C. Yes, I do.
24. How much money do you pay for your car?
- A. My father is rich.
  - B. About \$1000.
  - C. She spends a lot of money.
25. Why are you taking this test?
- A. It is mandatory exercise.
  - B. Because I need to sleep.
  - C. I need to test my friends.

### Appendix I: ICFES Saber 11 and Saber Pro post-test

Name: \_\_\_\_\_ Group: \_\_\_\_\_

**Parte 1. Indique qué aviso (A-H) corresponde a los puntos (1-5) Utilice la hoja de respuestas para contestar.**

- 1 This is not for adults.
- 2 You can't drive this way.
- 3 We can help you day and night.
- 4 You can have dinner here.
- 5 Come here to book a holiday.

- A **YOUTH CLUB**  
Under 16s only
- B *Half-price drinks*  
*with 3-course meals!*
- C **CITY CENTRE**  
**CLOSED TO TRAFFIC**  
**ALL DAY TODAY**
- D *Tourist Information*  
*open 24 hours*
- E **NO PETROL STATION**  
**ON MOTORWAY**
- F **TURNER TRAVEL**  
*Fly away to the sun*  
*this summer*
- G **SCHOOL OFFICE**  
**CLOSED FOR LUNCH**
- H We repair shoes **QUICKLY**  
8 a.m. – 5 p.m.



**Parte 2. Lea las oraciones (6-10) acerca de una salida al zoológico. Escoja la mejor respuesta (A, B o C) para completar cada oración**

- 6 He put some biscuits and an apple in a bag for his ..... .  
A meat                      B lunch                      C dish
- 7 He took a bus to the zoo and got off outside the ..... entrance.  
A high                      B important                      C main
- 8 He ..... at the monkeys eating some bananas.  
A enjoyed                      B watched                      C laughed
- 9 The lions were sleeping under a tree because it was very ..... .  
A hot                      B tired                      C full
- 10 Tim ..... some photos of the elephants.  
A put                      B took                      C made

**Parte 3. Complete las conversaciones (11-15) Escoja la mejor respuesta (A, B o C)**

**para completar cada oración**

- |    |  |   |
|----|--|---|
| 11 | Who's that man with the green sweater? | A He's my brother.<br>B It's John's.<br>C I don't know it.                              |
| 12 | Where's Amanda gone?                   | A She's at the station.<br>B She'll arrive tomorrow.<br>C She's going to leave tonight. |
| 13 | I hate shopping.                       | A So do I.<br>B Certainly.<br>C That's all right.                                       |
| 14 | How long did the journey take?         | A About 500 kilometres.<br>B Almost 5 hours.<br>C Last week.                            |
| 15 | The room costs £55 a night.            | A I don't take it.<br>B Give me two, please.<br>C That's a lot.                         |

**Parte 4. Complete la conversación. Escoja la opción correcta (A-H)**

Ann: Oh yes, in the Evening Post?

Ben: **16** .....

Ann: £300 a month.

Ben: **17** .....

Ann: Two, both of them with double beds.

Ben: **18** .....

Ann: Yes. It's quite small, but there are some nice plants in it.

Ben: **19** .....

Ann: I'm afraid not, but you can park outside on the street.

Ben: **20** .....

Ann: Of course – is tomorrow all right? At about 10 a.m.?

Ben: Yes, that'll be fine. So I'll see you tomorrow. Goodbye.

**A** How many bedrooms does it have?

**B** That's right. How much is it?

**C** OK. Can I come and see it?

**D** Hello, I'm phoning about your advertisement for a flat.

**E** Is there a bus stop near the flat?

**F** Does it have a garden?

**G** How many beds are there?

**H** And is there a garage?

**Appendix J: SMART goals pre-test**

**Student's name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Read the following Ads. Then Answer the questions on the chart below**

ALL FISH ON SALE HERE CAUGHT  
FRESH FROM THE SEA TODAY

- A. in a museum
- B. in a hotel
- C. at a market

Fourth floor  
toys and clothes


- A. in a school
- B. in a hospital
- C. in a department store

<p><b>¿Qué buscarías en el texto cuando lo lees? ¿A qué le prestarías atención?</b></p>	
<p><b>¿Cuál es tu objetivo al leer este texto?</b></p>	
<p><b>¿Cómo sabrás las respuestas a este tipo de preguntas?</b></p>	
<p><b>¿Cuál es la organización de este texto?Cuál es su estructura?</b></p>	
<p><b>¿De qué forma conocer la estructura de estas preguntas te ayudarán a lograr tu objetivo?</b></p>	

### Appendix K: SMART goals post-test

Read the following text. Then Answer the questions on the chart below

#### Jonathan's Trip to Colombia



I went to Colombia last summer. My journey began on the Caribbean coast and ended on the border with Ecuador. Colombia is a splendid country, extremely diverse and full of wonderful people. I will tell you why.

In South Colombia there is a city called Pereira; just outside you can find a track where you will see the farm Villa Maria - a hidden paradise that takes a long time to get to-. It is a working coffee farm located in the middle of a valley. Coffee and plantain grow as far as the eye can see. The farm is made up of the house and the processing plant. The family business has guests at the house for just \$45,000 a night. This includes 3 home cooked meals a day, a swimming pool, and as much coffee as you can drink. The scene is quite unbelievable. Bamboo chairs rest on the corners of the Villa, mangos hang from the trees, parrots and birds fly wild.

A wonderful man named Hector who runs the farm is happy to show guests around the coffee processing plant. By day, the only sounds are of the horses coming down the valley side carrying food. By night, the wildlife comes alive, and depending on the time of the year - thunderstorms offer a spectacular light show. For those who wish to escape, Villa Maria is the answer.

This is just one attraction of many in Colombia. I could write pages on the country and not get bored. I graduate next year and I can't wait to return to this beautiful country. Some of those reading may be stimulated to do the same.

120. What is the writer trying to do in this article?

- A. describe a tourism-leading Colombian coffee farm
- B. tell readers to run a coffee business in Colombia
- C. invite tourists to write about places they visit in Colombia
- D. encourage tourists to visit Colombia

121. What can a reader find out from this text?

- A. which activities tourists prefer to do at the farm
- B. when the best time is to visit the farm
- C. what the accommodation price includes
- D. how to grow coffee on the farm

<b>¿Qué buscarías en el texto cuando lo lees? ¿A qué le prestarías atención?</b>	
<b>¿Cuál es tu objetivo al leer este texto?</b>	
<b>¿Cómo sabrás las respuestas a este tipo de preguntas?</b>	
<b>¿Cuál es la organización de este texto?Cuál es su estructura?</b>	
<b>¿De qué forma conocer la estructura de estas preguntas te ayudarán a lograr tu objetivo?</b>	

## Appendix L: Worksheet

### *Remembering previous information*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### **1. Part A:**

Based on the vocabulary you studied through each lesson, come up with a paragraph where you describe the career you would love to study in the future (a course, a graduate or postgraduate degree)

Follow this order to help you out:

- a. Select the career.
- b. Why do you like it?
- c. Why is it important for today's society?
- d. What solutions would you like to provide to with it?
- e. What would makes you different from the others?



#### **2. Part B:**

Share your main ideas in class and answer your partners' questions (if any).

**Appendix M: Analysis Intervention: Coding Categories**

<b>Intervention Analysis</b>							
<i>These interventions were carried out at Nuestra Señora de la Candelaria School and Universidad Santo Tomás-Villavicencio with students who belong to first law semester and eleventh grade learners respectively</i>							
Lesson	Topic	Date	Objective	Tasks Impact	Instructions impact	Possible Constraints	Class Improvements
1	Daily Routine	February 1st	Students will get acquainted with vocabulary and synonyms related to daily routine activities	In my opinion, students are getting involved in the strategy as they want to get good scores at the national standardized test. Then, they are considering those activities as a way to improve their English skills and test's scores.	Tasks' instructions were clear. However, students were confused about the use of the SMART goal rubric and the Learning Diary. I know that the task was developed as students followed the steps to finish the activity. Nevertheless, when I asked them about the formats, they didn't know what I was talking about	Students had problems to understand the purpose of stating SMART goals for their lives. They were confused about stating SMART goals for their academic lives and make a difference with their daily lives. They made a lot of questions about: verbs, nouns and adjectives to use when stating their SMART goals. They also asked about the way they should measure their goals	I can observe that students need to be more motivated as setting SMART goals is something new for them.
				Students	Most of the	Students were confused about setting SMART goals for the class they were about to see. They set more	



Saber Pro tests through SMART goals and a word association memory strategy

4	Technology and Computers	March 15th	Students will get acquainted with vocabulary and their corresponding definitions related to technology and computers	Students have made improvements on setting SMART goals. They were very engaged in the activity as it was a topic related to their interests and needs. They were very active and participative during the class.	Instructions were clear for students as they followed the steps and complete the task adequately.	They have doubts about some vocabulary related to the topic but they had some idea about it. They also need to improve on the measuring criteria when setting SMART goals	I would include tasks that encourage students to set smart goals not only for the class but to work independently at home in order to strengthen their lack of vocabulary
5	People's Plans	March 22nd	Students will get acquainted with vocabulary and their corresponding definitions related to people's plans	Students are getting more and more involved in the activities as the topics are from their interest and their needs. It is related to their daily lives activities and they feel engaged. Setting SMART goals is becoming part of their english academic lives. They are more specific and according to the Rubric format	Instructions are very clear for them and they even suggest ways to make the activities easier and more manageable for them	The activity was clear in despite of the fact they did not know alot of words. However, They could understand the activity. I consider that they need to practice more at home the vocabulary they see in class and go further their knowledge	I would ask students to set a SMART goal for the week and show in a pictiory the vocabulary they have learnt and how they have achieved their SMART goal
6	People's problems and needs	March 29th	Students will get acquainted with vocabulary and their corresponding definitions related to people's problems and needs.	Eventhough the activity was more challenging, students have less questions about vocabulary. I consider that this is a mean of the improvement they have made throught the development of the strategy. They are more participative and active. They are even bringing ICFES tests samples to work with them in and out of classes.	Instructions were clear for students as they followed the steps and complete the task adequately. In regards to the homework activity some students had some misunderstanding about the activity and they presented a Smart goal for the class and not for learning English at home.	Problems about the class were minimal. They were more concerned about understanding British Coin in the reading rather than on knowing every little word. I believe this is a positive aspect as it shows students are using the strategy to learn vocabulary that leads them to face B1 english national standardized tests accurately	I would keep on including tasks that encourage students to set smart goals not only for the class but to work independently at home in order to strengthen their lack of vocabulary.

### Appendix N: SMART goal rubric



Date: \_\_\_\_\_

This Rubric will help you to have a clear understanding of what is expected when setting SMART goals. You will have concrete directions about what good SMART goal.

GOAL: \_\_\_\_\_

<i>5</i>	<i>Best (5)</i>	<i>4</i>	<i>3</i>	<i>Poor (1)</i>
<b>is</b>	The goal is very specific.	The goal is not very specific or there are really several goals.	The goal is vague or not clear.	The goal is not clear or the goal is not stated.
<b>measurable</b>	Clear and explicit criteria for measurement are stated.	Criteria are not very clear or very explicit	Criteria given are hard to apply	No measures stated given.
<b>achievable</b>	The learner provides specific evidence why the goal is achievable citing their own knowledge and time constraints.	The goal identifies steps to reach goal but no reasons why it is achievable.	The goal seems unachievable and unrealistic	The goal is not achieved or unrealistic answer
<b>relevant</b>	The learner provides detailed reasons why the goal is relevant to his or her interests	The learner provides sparse evidence why the goal is relevant and personal.	The learner says the goal is relevant but provides no evidence	There is no indication of the goal relevant answer
<b>time-bound</b>	A clear and realistic time frame is stated.	A specified time frame is stated.	The stated time frame is not clear.	No time frame is stated.

**Appendix O: Pedagogical Intervention chronogram**

Pedagogical Intervention chronogram and weekly activities		
Chronogram	Units	Tasks
<b>Intervention 1:</b>	<b>Create guided SMART goals to strengthen vocabulary command in EFL by means of the: Is your Goal SMART? Chart (1)</b>	<p><b>Session Task: Familiarizing with my first SMART goal</b></p> <ul style="list-style-type: none"> <li>Students will get acquainted with the letter of consent in order to conduct the research within the chosen contexts.</li> <li>Students will get conversant with the concept of SMART goals and the meaning of each consonant-vowel in context. For example: S: means Specific – M: means Measurable – A: means Achievable – R: means Relevant – T: means timely.</li> <li>Students will speak their minds in relation to the meaning of each word within their own class settings.</li> <li>Conduct the Needs analysis survey in order to find out the students' most important issues in learning English along with their learning priorities.</li> <li>Students read a brief English text added to the given survey; here they express their concerns to understand it as there was a lack of vocabulary command.</li> </ul>
<b>Intervention 2</b>	<b>Create guided SMART goals to strengthen vocabulary command in EFL by means of the: Is your Goal SMART? Chart (2)</b>	<p><b>Session Task: Finding synonyms for expressing different ideas for my daily routine</b></p> <p>Observing and discussing: Students will observe ten common daily routine activities and they will decide on the ones they do the most, in order to ask their partners to compare different word collocations and record their answers on the given worksheet. For example: Do sport / do housework/ do the dishes / do a good job / do your hair.</p> <p>Getting involved with your SMART goal principles: Students will read in groups tips that can help them to set their own effective SMART goals.</p> <p><b>Discussion:</b> After reading the principles, students will take turns to talk about the given suggestions. What principle do you consider the most important? Why?</p>

		<p>What tip do you think is the most difficult? Why? How do you plan to set your goals with daily routine vocabulary? What activities would be suitable for your learning?</p> <p>Teacher creates a list of key ideas on the board so students can notice each other ideas.</p> <p><b>Let's create your first SMART goal</b></p> <p>Based on the previous tasks, students will receive a designed SMART goal structure, so students can follow the model and recreate their own goal based on vocabulary patterns related to verbs, adjectives, synonyms, etc.</p> <ul style="list-style-type: none"> <li>• After writing their SMART goals, students will come to the board and make a short presentation of their own work, trying to identify the five SMART goal features explained along the first week.</li> <li>• Classmates will assess their peers' SMART goal by deciding if this accomplishes with the basic requirements. This work will be carried out with the teacher by means of isolated questions.</li> <li>• Students will take the ICFES (Prueba Saber 11 / Saber Pro) mock pre-test.</li> <li>• Teachers will share and discussing the ICFES mock pre-test results among students.</li> </ul>
<p><b>Intervention 3</b></p>	<p><b>Incorporating SMART goals with entertainment</b></p>	<p><b>Session task: Strengthening my SMART goal</b></p> <ul style="list-style-type: none"> <li>• Students will be exposed to new vocabulary and their corresponding definitions related to films and entertainment activities.</li> <li>• At the end of the lesson students will be able to set SMART goals in order to be autonomous when learning English.</li> </ul> <p><b>Transition:</b> The understanding of the celebrity profile (Jennifer Lawrence) reading by ordering sentences correctly will be an evidence of students' comprehension of the given utterances.</p> <p>Students will be able to understand 80% of a list of words related to films and entertainment with the given definitions.</p> <ul style="list-style-type: none"> <li>• Students will check their understanding by reading through each statement and answering true-false questions.</li> </ul>

		<ul style="list-style-type: none"> <li>• Learners will answer multiple choice questions that require them to select only one option from a list of possible answers.</li> <li>• Teacher will ask them to discuss about film facts.</li> <li>• Learners will get acquainted with terminology related to films and entertainment, so they will strengthen their vocabulary knowledge, and therefore become more self-confident when taking ICFES (Prueba Saber 11 / Saber Pro) mock tests.</li> <li>• Teacher will ask learners to set a SMART goal for this lesson. How many words will they learn and the measure should indicate what “learning a word” means—able to read it, spell it, pronounce it, and relate it to a specific context.</li> </ul> <p>Assessment: A rubric will be implemented in order to confirm that the students are capable of using SMART goals for learning vocabulary and their corresponding definitions.</p> <ul style="list-style-type: none"> <li>• Ask students: How many words do you think you can learn?</li> <li>• Ask students for two ways they consider functional to measure the goal they have set.</li> <li>• Students will record in their learning journal their problem identification and problem solutions for this activity.</li> <li>• Students will share their final work with their classmates and will express their minds regarding the use of goals for learning new English words.</li> </ul>
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<p><b>Intervention 4</b></p>	<p><b>Getting acquainted with my SMART goal for my future</b></p>	<p><b>Session task: Keeping up working on my SMART goals</b></p> <ul style="list-style-type: none"> <li>○ Students will be able to label vocabulary related to dreams and goals in order to use it in particular settings.</li> <li>○ At the end of the lesson students will be able to set their smart goals as to be autonomous when learning specific vocabulary in order to use it in particular settings.</li> </ul> <p><b>Transition:</b> The capacity of matching sentences with the meanings of phrases related to dreams and future plans.</p> <ul style="list-style-type: none"> <li>○ Students will be able to grasp 80% of a list of words related to dreams and future plans by matching common language utterances and sentences to express feelings.</li> <li>○ Students will provide a definition of words such as: goal, ambition, long-terms, short-term, etc. They will get together in groups of four and share their work. They will come up with a single meaning for each term, considering each one's opinion. Students can use the dictionary.</li> <li>○ Learners will be asked to read a text, in which they will have to infer the answer to three questions:             <ul style="list-style-type: none"> <li>○ What kind of text is it?</li> <li>○ Do you send and receive a lot of messages?</li> <li>○ Who do you usually send messages to?</li> </ul> </li> <li>○ Teacher will ask follow up questions such as:             <ul style="list-style-type: none"> <li>○ What do you prefer: face to face conversations or virtual ones?</li> <li>○ Based on the reading, how can people reach their goals?</li> <li>○ How are you reaching yours?</li> <li>○ Learners will tackle the reading once again, and answer the previous questions.</li> <li>○ Teacher will ask learners to set a SMART goal for this lesson, and will ask randomly who wants to share it with the class.</li> </ul> </li> </ul>
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<p><b>Intervention 5</b></p>	<p><b>How SMART is technology for your lives?</b></p>	<p><b>Assessment:</b> A rubric will be implemented in order to confirm that the students are capable of using SMART goals for learning vocabulary and their corresponding definitions.</p> <ul style="list-style-type: none"> <li>○ Ask students: How many words do you think you can learn in comparison to the previous lesson?</li> <li>○ Ask students for two ways they consider functional to measure the goal they have set.</li> <li>○ Students will record in their learning journal their problem identification and problem solutions for this activity.</li> <li>○ Students will share their final work with their peers and will express their minds regarding the use of goals for learning new English words.</li> </ul> <p><b>Session task: Formulating and reformulating my SMART goals</b></p> <p>Learners will watch the following video:  <a href="https://www.youtube.com/watch?v=341hHTShoPM">https://www.youtube.com/watch?v=341hHTShoPM</a></p> <p><b>Transition:</b> The capacity of identifying different devices and their benefits.</p> <ul style="list-style-type: none"> <li>○ Students will have a presentation about the most relevant social networks and will discuss about the impact they have on their lives. Then, students will share at least one different idea from the video presented at the beginning of the class. They will : <ul style="list-style-type: none"> <li>○ Compare the information from the video and the given presentation.</li> <li>○ Justify their ideas with examples related to themselves.</li> </ul> </li> <li>○ Class will be divided into two groups: One group is going to defend the use of technology and the other the counterparty will defend the disadvantages of being reliant on it. <ul style="list-style-type: none"> <li>○ Students will read an article related to <i>online classrooms</i> and will answer a set of questions similar to the ICFES test. After students are going to</li> </ul> </li> </ul>
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<p><b>Intervention 6</b></p>	<p><b>Retaking grounded knowledge through the use of SMART goals</b></p>	<p>share and support their answers based on the given text.</p> <ul style="list-style-type: none"> <li>o Learners will check up in their dictionaries six words and will try to define them using a picture or giving an English description.</li> </ul> <p style="text-align: center;"><b>Forum discussion:</b></p> <p>They will discuss the following assertion: What is the impact you consider technology has on your life? Considering you have it in your pocket every day.</p> <p><b>Session task: Looking back into my previous SMART goals.</b></p> <p>Learners will select among the most relevant SMART goals the ones they consider the best. Then, they will gather in groups and will evaluate them with a designed SMART goal rubric.</p> <p><b>Transition:</b> The capacity of integrating previous knowledge for solving diverse tasks in class.</p> <p>Students will prepare a presentation in groups and will introduce to their classmates the most relevant features about their selected SMART goal, they will talk about the impact they had within their academic performance (vocabulary command)</p> <p>Students will ask questions such as:</p> <p>What strategy did you use in order to make effective your goal?</p> <p>How did you know your SMART goal was relevant for learning vocabulary?</p> <p>What weaknesses do you think are the most difficult to overcome? Why?</p> <p>Students will receive a reading called <i>my coming vacations</i>, they will read it and answer five questions for assessing their comprehension and acquired vocabulary. Students will recall previous vocabulary by means of a set of pictures, learners will describe them and relate them with a set of sentences.</p> <p>Learners will be ask to walk around the class, and ask them about their plans. They will record the information on a given worksheet.</p>
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**Appendix P: Pre-post tests results contrast**

	Pre-test lcfes test	Post-test lcfes test	Percentage difference	Gain in scores
<b>Mean</b>	62,16216216	72,21621622	10,05	16,17%
<b>Mode</b>	64	88	24,00	37,50%
<b>Median</b>	64	72	8,00	12,50%
<b>Range</b>	72	64	-8,00	-11,11%
<b>Variance</b>	326,0840841	353,0630631	26,98	8,27%
<b>SD</b>	18,05779843	18,78997241	0,73	4,05%
<b>MIN</b>	28	36	8,00	28,57%
<b>MAX</b>	100	100	0,00	0,00%

**Appendix Q: Diagnostic test results - USTA**

4							
5		<b>Description:</b> Students took this test as part of their diagnosis.					
6	<b>No</b>	<b>STUDENT'S NAME</b>	<b>SCORE</b>	<b>LEVEL</b>			
7	1	Student 1	60	A2			
8	2	Student 2	60	A2			
9	3	Student 3	64	A2			
10	4	Student 4	70	B1			
11	5	Student 5	44	A1			
12	6	Student 6	66	A2			
13	7	Student 7	80	B1			
14	8	Student 8	78	B1	B+= 2.63%		
15	9	Student 9	32	A1	B1=18.42%		
16	10	Student 10	72	B1	A2= 31.57%		
17	11	Student 11	42	A1	A1= 42.10%		
18	12	Student 12	72	B1	A = 2.63%		
19	13	Student 13	96	B+			
20	14	Student 14	46	A1			
21	15	Student 15	54	A2			
22	16	Student 16	66	A2			
23	17	Student 17	76	B1			
24	18	Student 18	70	B1	<b>Mean</b>	62,1621622	
25	19	Student 19	66	A2	<b>Mode</b>	64	
26	20	Student 20	52	A2	<b>Median</b>	64	
27	21	Student 21	64	A2	<b>Range</b>	72	
28	22	Student 22	80	B1	<b>Variance</b>	326,084084	
29	23	Student 23	98	B+	<b>SD</b>	18,0577984	
30	24	Student 24	34	A1	<b>MIN</b>	28	
31	25	Student 25	28	A	<b>MAX</b>	100	
32	26	Student 26	72	B1			
33	27	Student 27	56	A2			
34	28	Student 28	52	A2			
35	29	Student 29	36	A1			
36	30	Student 30	64	A2			
37	31	Student 31	78	B1			
38	32	Student 32	44	A1			
39	33	Student 33	100	B+			
40	34	Student 34	68	A2			
41	35	Student 35	68	A2			
42	36	Student 36	34	A1			
43	37	Student 37	58	A2			
44		<b>promedio</b>	<b>62,16216216</b>	<b>A2</b>			
45							

**Appendix R: Diagnostic test results – Nuestra Señora de La Candelaria School**

Description: Students took this test as part of their diagnosis.			
Students	Score	Level	
1 Student 1	52	A2	
2 Student 2	92	B+	
3 Student 3	56	A2	
4 Student 4	24	A	
5 Student 5	36	A1	
6 Student 6	56	A2	
7 Student 7	40	A1	
8 Student 8	40	A1	
9 Student 9	32	A1	
10 Student 10	30	A1	
11 Student 11	44	A1	B+= 2.63%
12 Student 12	76	B1	B1=18.42%
13 Student 13	48	A1	A2= 31.57%
14 Student 14	68	A2	A1= 42.10%
15 Student 15	52	A2	A = 2.63%
16 Student 16	48	A1	
17 Student 17	69	B1	
18 Student 18	64	A2	
19 Student 19	52	A2	
20 Student 20	72	B1	
21 Student 21	56	A2	
22 Student 22	40	A1	Mean 53,9736842
23 Student 23	44	A1	Mode 40
24 Student 24	48	A1	Median 52
25 Student 25	72	B1	Range 68
26 Student 26	52	A2	Variance 246,9452
27 Student 27	40	A1	SD 15,71449
28 Student 28	72	B1	MIN 24
29 Student 29	40	A1	MAX 92
30 Student 30	84	B1	
31 Student 31	40	A1	
32 Student 32	60	A2	
33 Student 33	48	A1	
34 Student 34	60	A2	
35 Student 35	44	A1	
36 Student 36	76	B1	
37 Student 37	52	A2	
38 Student 38	72	B1	
promedio	53,97368421	A2	

**Appendix S: Saber 11 – Performance levels**

PRUEBAS						
Nivel de desempeño	Lectura crítica	Matemáticas	Ciencias naturales	Sociales y ciudadanas	Nivel de desempeño	Inglés
Insuficiente	0 - 40	0 - 40	0 - 40	0 - 40	A-	0 - 20
Mínimo	41 - 68	41 - 68	41 - 68	41 - 68	A1	21 - 39
					A2	41 - 68
Satisfactorio	69 - 80	69 - 80	69 - 80	69 - 80	B1	69 - 80
Avanzado	81 - 100	81 - 100	81 - 100	81 - 100	B+	81 - 100

Retrieved from: ICFES Saber 11 Individual Results Report

**Appendix T: Results of the Need Analysis**

<b>Question 2</b>	<b>¿Qué dificultades presenta en el aprendizaje del idioma Inglés?</b>	<b>School</b>	<b>University</b>
	Writing	3	8
	Pronunciation	5	2
	Reading	13	12
	Vocabulary	14	15
	All of them	3	0
	Total de estudiantes	38	37

<b>Question 3</b>	<b>¿Cuál de los siguientes aspectos le causa mayor dificultad al momento de aprender Inglés?</b>	<b>School</b>	<b>University</b>
	Leer en Inglés	24	17
	Escribir de forma precisa en inglés	9	1
	Llevar a cabo una conversación en inglés	3	1
	Escuchar inglés auténtico	2	9
	Tomar exámenes	0	9
	Total de estudiantes	38	37

<b>Question 6.2</b>	<b>¿Por qué considera que el texto anterior es difícil para usted? Explique en sus propias palabras</b>	<b>School</b>	<b>University</b>
	Falta de vocabulario	24	26
	No entiendo	8	5
	Es difícil	6	6
	Total de estudiantes	38	37
<b>Question 6.3</b>	<b>Escoja las opciones por las cuales se le dificulta entender el texto anterior</b>		
	a. Conocimiento del vocabulario _____	15	21
	b. Tamaño del texto _____	4	2
	c. Organización de las oraciones _____	4	3
	d. Estructuras gramaticales _____	5	4
	e. Conocimiento de verbos _____	10	7
	Total de estudiantes	38	37

<b>Question 10</b>	<b>¿Cuál habilidad se le dificulta más para prepararse en el examen nacional estandarizado ICFES (SABER 11°/ SABER PRO)?</b>	<b>School</b>	<b>University</b>
	a. Comprensión de lectura _____	30	22
	b. Variedad de vocabulario _____	14	8
	c. Conocimiento gramatical _____	2	2
	d. Comprensión del discurso _____	0	2
	e. Entender una conversación _____	2	3
	Total de estudiantes	38	37