

Teaching vocabulary strategies to improve reading comprehension in first semester students from the pre-intermediate English course in the Foreign Language Teaching Program at UIS

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Trabajo de Grado para Optar al Título de Licenciado en Lenguas Extranjeras con Énfasis en Inglés

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Resumen

Título: Enseñanza de estrategias de vocabulario para mejorar la comprensión de lectura en estudiantes de primer semestre de inglés pre-intermedio del programa licenciatura en lenguas extranjeras de la UIS*

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Palabras Clave: Estrategias de vocabulario, aprendizaje de vocabulario, comprensión de lectura, EFL, enseñanza de estrategias.

Descripción:

Esta investigación se basó en enseñar diferentes estrategias de aprendizaje de vocabulario a estudiantes de primer semestre del programa licenciatura en lenguas extranjeras con énfasis en inglés con el fin de mejorar su comprensión lectora. Esta es una investigación aplicada y el método de la investigación es de corte mixto ya que combina tanto información cualitativa como cuantitativa. El tamaño de la muestra fueron 13 estudiantes de primer semestre, y para la recolección de datos se usaron exámenes, cuestionario y una entrevista de grupo focal.

Los hallazgos de esta investigación muestran que primero no hubo un incremento significativo en la comprensión lectora de los estudiantes entre el primero y segundo examen. Factores como el poco tiempo para enseñar y practicar cada estrategia, y el poco tiempo que se tuvo para ver alguna mejora en la comprensión lectora de los estudiantes, jugaron un papel negativo en este estudio. En segundo lugar, los resultados de la entrevista y cuestionario muestran que, aunque no hubo un incremento significativo en la comprensión lectora de los estudiantes, ellos consideran que estas estrategias si tuvieron un impacto positivo en sus habilidades lectoras y vocabulario, lo que a la larga los ayudará a convertirse en aprendices de la lengua más autónomos y como consecuencia tendrá un impacto positivo en su proceso de aprendizaje.

* Trabajo de Grado

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Abstract

Title: Teaching vocabulary strategies to improve reading comprehension in first semester students from the pre-intermediate English course in the Foreign Language Teaching Program at UIS*

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Key Words: Vocabulary strategies, vocabulary learning, reading comprehension, EFL, teaching strategies.

Description:

This research was based on teaching different vocabulary learning strategies to first-semester students of the degree program in foreign languages with an emphasis on English in order to improve their reading comprehension. This is an applied research and a mixed-method approach study since it combines both quantitative and qualitative data. The sample size was 13 first-semester students, and the instruments used for data collection were two tests, a questionnaire and a focal group interview.

The findings of this research show different results, first of all there was no a significant increase in the students' reading comprehension between the first and second exam. Factors such as little time to teach and practice each strategy, and no enough time to see any improvement in students' reading comprehension played a negative role in this study. Secondly, the results of the interview and questionnaire show that, although there was no a significant increase in the reading comprehension of the students, they consider that these strategies did have a positive impact on their reading skills and vocabulary, which in the long run it will help them become more autonomous language learners and as a consequence it will have a positive impact on their learning process.

* Degree Work

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Introduction

Reading is one of the most important skills in acquiring a language and for improving the life's quality of people. According to Dasman, F. (2021) "Reading ability plays an important role in improving an individual's life, ability in school, and is important to support the development of a country" (p.3). Without a proper reading skill people could not achieve many things in life such as finding a job or having a successful academic life. However, reading and writing skills are the last two communication skills to be acquired by human beings, and it is because the abilities to speak and listen come naturally for human beings. Nevertheless, reading and writing skills need to be taught (Moats and Tolman, n.d., p.3). This is why reading and writing properly can sometimes be tough and need time for practicing. Normally, children learn to read at about five or six years old, but to master the skill a few years of practicing are needed. Furthermore, eight to 16 more years of schooling are needed for a refined reading comprehension skill (Moats and Tolman, n.d., p.3). Furthermore, proper reading comprehension skills are essential for having a successful academic life. Tinto (1993) says that some scholarly fundamental skills are needed for a successful academic life at university. Among these are: reading, writing, critical thinking, oral presentation, and media literacy (as cited in Hermida, J. 2009. p.20).

The present research focuses on the reading skill, specifically in the acquisition of new vocabulary for a better reading comprehension and a better acquisition of the L2. This research report is divided into six chapters. The first one presents the statement of the problem, the research question, the justification and the objectives. The second one, the study, deals with the theoretical framework, and previous studies. The third chapter portrays the methodology which includes the research designs, population and sample, data collection instruments, data analysis, and activities. The fourth chapter presents the results of the research which consist of the results

from the diagnostic test, the final test, the questionnaire, and the interview. The fifth chapter portrays the discussion of the results. Finally, the last chapter deals with the conclusions, the limitations of the research and some final recommendations for further research.

1. Statement of the problem

1.1 Context

In EFL, one of the skills that is practiced frequently is reading; this is an important part of any language as it helps students to have the ability to understand information about a topic. According to Anderson (2003), reading is important because it makes knowledge accessible since it is a reciprocate action between the reader and the reading material to create meaning (as cited in Andoko et al., 2020, p.1). Additionally, learning to read appropriately in an L2 can be a very complex process; Capossey and Heider (2003) compared this process with building a car, “both consist of a specific system, both must be maintained, and most importantly, both must be in continuous use” (p.20).

However, the complexity of reading might lead the reader to poor reading comprehension. Research shows that, besides the complexity of learning to read, there are several underlying causes for poor reading comprehension. For instance, linguistic barriers can confuse the students when they are learning the L1 and have to read a text; as a result, students will not be able to understand the context and the meaning of what they are reading. As stated in Chomchaiya & Dunworth (2008), reading comprehension is a complex process that involves many factors such as linguistic, sociolinguistic, pragmatics and discourse organization and a vast knowledge of strategies. However, not all students have all these skills and many have trouble comprehending a text in an L2, in this case, English. Also, there are other important factors that affect reading comprehension such as “the type of instruction, method for decoding, prior

knowledge, a diverse population, and development of vocabulary” (Caposey & Heider, 2003, p.21) which affect not only the reading process of students, but also, they might have an implication in their language level because reading is an important factor for the acquisition of the L2. Nonetheless, this research will only emphasize on vocabulary development, since according to Caposey and Heider (2003), “*one of the main causes for low reading comprehension is lack of mastery in the area of vocabulary.*” Moreover, Cain & Oakhill (2007), state that students’ lack of word recognition leads them to poor reading comprehension, also these students had difficulty in using irregular words like “aunt” and “beige” in sentences due to lack of vocabulary knowledge (p.44).

As aforementioned, reading comprehension requires different skills, one of them is proper vocabulary knowledge, one example of this is when a reader cannot understand the meaning of words in a text, he feels frustrated for not being able to grasp the whole text and as a consequence his reading comprehension process is affected. Additionally, Curtis & Longo (2001) state that “the comprehension of words, their syntax, and the recognition of their meaning can help learners to immerse themselves in a new world of knowledge and learning” (as cited in Granada, 2020). However, the lack of lexical knowledge can be higher in basic users of English and as a consequence their reading comprehension is seriously affected.

Additionally, a survey applied to students of the Licenciatura en lenguas extranjeras- inglés from different semesters found that they present a lot of difficulties when reading. In the program the majority of the subjects are in English for that reason it is necessary to have an excellent reading comprehension in the target language. To the question “*According to your experience, what do you think is the most difficult aspect of reading?*”, they had similar responses that were categorized in three groups (vocabulary, distractions and others). The

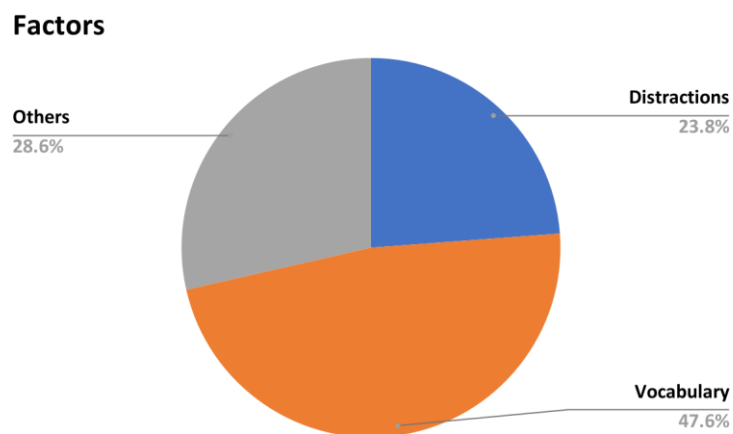
Vocabulary category was the most predominant with 10 participants (47,6%). This category had answers such as “*understanding the meaning of a whole sentence when there is unknown vocabulary*” and “*sometimes I don't know the vocabulary so I have to go back to the dictionary and that disrupts my reading process*”.

Besides, the *Others* category ranked in second place with six participants (28.6%). This category included responses such as “*developing the habit of doing it constantly, completely engaging to it*” and “*Inferring information from a text*”.

Finally, the *Distractions* category ranked in third place with five participants (23.8%). This final category had responses such as “*To focus without distractions*”, “*Concentration and comprehension*” and “*focusing on reading*”. Results of this survey are shown in figure 1.

Figure 1

Results to “*what is the most difficult aspect of reading?*”



In the same way, as students of the program, it was also difficult for us to read academic papers and improve our reading comprehension. When we started the program, we were not used to long texts or books in English, so this was a challenge for all of us. Due to all of this, we are interested in exploring whether the teaching of vocabulary learning strategies improves the reading comprehension of first semester students of the program. To achieve this, we, as

researchers, are going to provide them with some vocabulary learning strategies that will help them to improve their reading comprehension.

1.2 Research Questions

1.2.1 General question

To what extent does the teaching of vocabulary learning strategies help first semester students of the EFL teaching program at UIS to improve their reading comprehension?

1.3 Justification

Reading is the most important means to obtain information and a necessary skill for educational purposes (Al-Jarrah & Ismail, 2018; Shakoor et al., 2019). This makes the study of learners' reading performance a relevant topic for investigation. Besides, regarding educational settings, reading is an ability that teachers and students use all the time. They must read various kinds of books and texts about different topics for specific academic purposes such as assignments, exams and other demands (Kasim & Raisha, 2017). The purpose of these reading tasks is to evaluate students' reading comprehension while improving their L2 level. Furthermore, Kasim & Raisha (2017) mention that the vast majority of EFL learners struggle with the comprehension of academic texts. According to Sandoval, (2020) reading becomes a difficult activity because learners need to understand what they are reading. As said before, one of the reasons for difficulties in reading comprehension is poor vocabulary, which in turn can trigger lack of interest in reading L2 texts in L2. Therefore, the experience of L2 reading becomes a frustrating and difficult process; thus, some students who are learning English struggle to understand and keep the flow of what they are reading and they abandon the process.

1.4 Objectives

For the development of this project, some objectives are proposed as follows:

1.4.1 General objective:

- To determine to what extent the teaching of vocabulary learning strategies help first semester students of the EFL teaching program at UIS to improve their reading comprehension.

1.4.2 Specific objective:

- To diagnose students' reading comprehension level.
- To teach students vocabulary learning strategies to facilitate reading comprehension.
- To determine the incidence of the vocabulary learning strategies in the students' reading comprehension.

2. The study

2.1 Theoretical Framework

This study presents some definitions of reading comprehension, vocabulary vs reading comprehension and finally, vocabulary learning strategies that help us support the current investigation.

2.1.1 *Reading comprehension in L2*

English is a language that allows us to communicate with many people from all over the world and it is important that the learner has knowledge in the four skills that every language has. One of these strategies is reading and in order to improve this skill, many strategies exist that help the students to become better readers.

Reading in any language, in your native language or any other, can sometimes be a little difficult and frustrating, it can also be cognitively challenging and it involves some important

processes such as: coordination, comprehension and attention. Moreover, research proposes that all the aforementioned processes are even more difficult in a second language and it makes the reading process less efficient (Easterling, 2009). For this reason, the term reading comprehension is important in any language; according to Kirby (2007), comprehension “is the process by which we understand the texts we read”, and this process is extremely important when we are learning a second language, this will help us to improve our language level and learn as many words and expressions as possible. The ability to read along with reading comprehension are two important factors when you are learning a second language. Defining this term is a little simplistic because this is a wide term that can be divided into subcategories, as stated in Olmez (2016), the ability to read has been for so long a very difficult skill to define only with words, this is because reading is much a much more complex skill, that has other skills and previous knowledge from the student. He also said that reading comprehension in a second language is affected by the combination of text-related factors, and these are: the length, linguistic load of the text, complexity and structure, and prior knowledge such as aptitude and working memory (p.720). In this sense we can say that reading in a second language is not an easy task to do for L2 learners, and it has many factors that affect their process.

2.1.2 Vocabulary vs Reading comprehension

Comprehension is defined as a facility to recognize and use the information you have learned.... To have a good reading comprehension it is necessary to analyze, understand and synthesize words, ideas or sentences. (Terry, 2021 para.3). Reading comprehension and vocabulary are strongly intertwined with each other. It is very common to hear people saying that if you want to acquire new vocabulary you have to read more. As it is stated in The National Reading Panel (NRP) “vocabulary plays an important role both in learning to read and in

comprehending text: readers cannot understand text without knowing what most of the words mean” (as cited in Butler et al. 2010).

Furthermore, according to Nation (2017), people that master a large amount of vocabulary present better reading comprehension than those with weak vocabulary knowledge. This is supported by Cromley and Azevedo (2007) who say that the lack of vocabulary knowledge has been associated with failure in reading comprehension (As cited in Nation, 2017). In addition, no matter how proficient you are in a language or how well you are constructing grammar-correct sentences. If you do not have sufficient vocabulary, communication cannot be achieved. As it is mentioned by Thornbury, (2002) “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (as mentioned in Razali, & Razali, 2013). The learning of vocabulary is important for reading comprehension because the more words they know the more they understand a text, for instance when students have a larger vocabulary knowledge, they can recognize the meanings of the majority of terms in a text and they comprehend a text better. (Muhaimin et al., 2017). In addition, Munir, Muhaimin & Suharsono (2017) says that it is necessary to acquire a big number of words in order to read and write. Although, most of the time learners have some troubles when they are gaining proficiency in a second or a foreign language. For that reason, students may need some activities, actions and techniques to use them in their second language learning process and these are some significant strategies that help learners to obtain a lot of words in EFL and ESL (p.202). Under the view of these reasons, it becomes clear why acquiring a large amount of vocabulary is an essential requirement for having advanced reading comprehension skills.

Moreover, vocabulary acquisition can be defined as “how people expand the numbers of words they understand when learning a new language” (Razali, & Razali, 2013). Learning a

large number of words when acquiring a new language is as equally or more important as learning grammar because the learner can understand in a better way oral and written texts. As Madsen stated “mastering vocabulary is the primary thing that every student should acquire in learning English” (Harold, 1983., as cited in Razali, & Razali, 2013).

At this point, it is clear the important role that vocabulary has in reading comprehension. Therefore, the next section discussed how to best acquire new vocabulary through vocabulary learning strategies.

2.1.3 VLS (*Vocabulary learning strategies*)

As stated before, the lack of vocabulary knowledge poses a difficult situation for learners of any language, but it is even more of an issue for L2 learners depending on the proficiency level they are in. This is due to the fact that L2 learners already have constructed meaning in their L1, and as a result, for some learners, their L1 can “facilitate the acquisition or use of L2 lexical items, in others it will create an obstacle” (Takac, V., 2008, p.9).

Therefore, this results in the use of learning strategies to aid the acquisition process of a language. Hatch and Brown (1995, p.401) describes these strategies as adjustments that both teachers and students can make to improve their learning. After revising the literature, the following strategies were the most common used and therefore the strategies that will be taught to students:

Associating new words with already known: According to Martin (2014), associating new information with existing one is the most basic technique of learning properly

Writing down words repeatedly to remember them: According to Hauser (2020), “your memory of handwritten words is tied to the movements required to make

each letter. This might be what helps the memory of what we've written hang around in our brains a bit longer". The strategy was implemented in class and the students did some practical exercises using some new vocabulary.

Using new words in sentences: According to Gipe & Richard (1979), "learning word meanings can be viewed as a concept development task. This development would include defining the word, providing examples and instances in which the word is appropriately used". In the interventions students used this strategy and stated that it was very useful when you read a text, they said sometimes they do not have time to think about the meaning of the word alone, so they use the context of the text to get it. For them it is the most useful.

Associating words with the context: As Young (2018) states "when we associate words with a context, we learn and remember them more quickly", in the interventions this strategy was very helpful for the students because they could read the context and associate the words with what they understood.

Grouping words together to study them: According to Zhang (2014), "grouping English words according to their categories is a good way of remembering words and their meaning". Also, Oxford & Crookall says that "The technique of word grouping involves dividing a longer word list into new, shorter lists by classifying or reclassifying the target language terms according to one or more important attributes" (p.14).

2.2 Previous studies

This section presents some studies that have been conducted about the topic and their findings. After reviewing similar studies about the reading strategies that students use to have a

better understanding and comprehension, it was found that the use of vocabulary is very important and helps the students' reading comprehension to improve. One study that focuses on this topic was made by Granada (2020) who says that no matter the language either first or second language, the vocabulary knowledge and reading comprehension must be associated because one helps to push one another.

Another study related to ours is the one by Sandoval (2020), she states that if students have little vocabulary knowledge it will be difficult for them to understand what they read, this means that vocabulary gives students a grasp of the topic they are reading about. (p. 33). Moreover, she found that a very good strategy to improve their reading comprehension was *guessing the meaning of words* by using implied meaning.

Another study mentioned in this section is by Alaraj (2015). In this study the author aimed to investigate the effects of Vocabulary Centered Strategy on reading comprehension skills of intermediate level students. The study has two parts, qualitative and quantitative ones, the first one attempted to discover how teachers felt and thought this strategy. The quantitative part measured the reading comprehension skills of students through a series of tests. The study found that the results of the post-test overcome the ones from the pre-test which demonstrated that the vocabulary strategy thought by teachers showed favorable results.

A further study worth mentioning is by González (2018). This study encompasses the qualitative research approach and the action research. González aimed to investigate how the design and implementation of worksheets based on vocabulary learning strategies contribute to seventh graders' reading comprehension at a public school. This study took place at a public school in Bogota. After seventh graders' performance were observed in the end-of-term tests at the school, Gonzalez identified that the lack of vocabulary knowledge affected considerably their

reading comprehension. Some data collection instruments used in the pedagogical interventions were worksheets based on vocabulary learning strategies, focal group interview and field notes. Finally, the findings showed that the intervention and materials used had a positive impact on students; not only in their vocabulary knowledge and reading comprehension, but also in their confidence in learning the language.

In the same vein, Hasbùn (2005) investigated the effects of explicit vocabulary teaching on students' vocabulary acquisition and their attitude towards reading in an EFL class. The study was conducted in a college in Costa Rica and involved the participation of 25 students from a reading comprehension course. A series of vocabulary exercises were prepared by the researcher. Some of the data collection instruments included a pre-test and post-test and two questionnaires made on the first and last day of the intervention. Finally, the findings from the study indicated that learning new vocabulary and strategies to handle with unknown words helped students to improve their reading skills. They also recognized that the intervention helped to improve their attitude towards reading.

3. Methodology

3.1 Research design

This is an applied research study because its goal is to solve a specific problem in a pre-intermediate English classroom, in this case the lack of vocabulary knowledge in students and their reading comprehension problems as a consequence of it. According to Mahabat Baimyrzaeva (2018) applied research is defined as a type of "research that takes place in an everyday context to solve specific problems of individuals, organizations, and/or industries".

Our investigation is a mixed-method approach study since it combines both quantitative (tests and a questionnaire) and qualitative data (interview). It has an explanatory sequential

design where the quantitative data is collected first and it is complemented and better explained by means of qualitative data. According to Cresswell (2018) both types of research methods give different forms of information, in the case of qualitative they have open-ended data, which are questions that can have different answers or closed-ended data which are quantitative (p. 285).

3.2 Population and sample

The participants of this project were 13 students who at the moment of the study were taking the *pre-intermediate English subject* of the foreign language teaching program at UIS located in Bucaramanga, Colombia, this class is scheduled from Monday to Friday at six in the morning. In the group there were six girls and seven men and their ages range from 16 to 20 years old; neither their gender nor their age were taken into account as it did not affect the results of the study. Participants were chosen following the *purposeful sampling technique* which according to Patton (2015), is basically selecting valuable samples which fit the profile they need to reach. The sample of this study will be one group of students taking the subject mentioned before who are accessible to the researchers with their consent and their professor's permission.

3.3 Data collection instruments

Regarding the collection of data, tests, questionnaires and interviews were used for gathering all the information required. Plus, it is worth mentioning that all three instruments will be used throughout the semester 2021-2, the interviews will be held by the end of the pedagogical intervention to collect students' appreciations about the project.

3.3.1 Tests

A series of artifacts in the form of a test will be the outcomes of the pedagogical interventions. The sequence of these evaluations will be as follows: there will be a test pre-interventions that, according to Griffiee (2012), is defined as the initial measure before the

pedagogical intervention. Then, a test post-interventions will take place, it is represented by “a test that is the same or very similar to the pre-test, and it is administered after the experiment or teaching takes place” (p. 91). These two tests implemented will be PET (Preliminary English Test) taken from the Cambridge webpage. This test is divided into six parts. The first one has five questions; they are multiple choice type questions. The second part has five questions as well which are matching type questions. The third part has five questions and they are multiple choice type questions. The fourth part has five questions and they are grapped text type questions. The last two parts are vocabulary focused and they have six questions each. Additionally, the purpose of this test is to “show you can read and understand the main points from signs, newspapers and magazines” (Cambridge, 2021). These tests will help the researchers to examine if the strategies taught improve their reading comprehension performance. Finally, students' scores from evaluating activities done by the teacher during this time will also be collected and analyzed.

3.3.2 Questionnaires

Questionnaires are a quantitative data collection instrument that according to Gay and Airasian are “a series of questions related to a research topic” (as mentioned in Griffee 2012). A 15 questions questionnaire in a scale-likert form will be used to have a view on how useful and how difficult the strategies taught were and how often they see themselves using them. The questionnaire will be a google format that will be sent to the teacher in charge of the group and he will send it to the students' email, they will be answering the questionnaire and the answers will get immediately to the practitioners.

3.3.3 Focal group interview

Interviews are a qualitative data collection instrument that according to DeMarrais are defined as “a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (as cited in Merriam, S. & Tisdell, E. 2016, p.108). Regarding focal group interviews, it is defined as an “*interview on a topic with a group of people who have knowledge of the topic*” (Merriam, S. & Tisdell, E. 2016, p.114). Focal group interviews would consist of five questions following the semi-structured interview method which is “well suited for the exploration of the perceptions and opinions of respondents regarding complex and sometimes sensitive issues and enable probing for more information and clarification of answers” (While, 1993, p. 330). This will be of use to our study for it would help us get an understanding of the topic as seen by the participants and their opinions regarding the strategies used during the interventions, how they feel those strategies influence their learning of the language and what difficulties they found when using them.

3.4 Data analysis

According to Creswell (2018), the explanatory sequential mixed method analysis is divided in two phases, the first phase is the analysis of the quantitative and qualitative data independently. The second phase is the *integration* which is combining the results of each type of data.

In the explanatory sequential method, as stated by Creswell (2018), it is important that after having the quantitative results, the qualitative part explains in a wider way the results in the quantitative part. In order to analyze the quantitative data, the computer program Excel was used to keep a record of the students' scores in the tests and keep track of the usage of the strategies with students' evidence. Furthermore, for the qualitative aspect, video/audio recordings will be

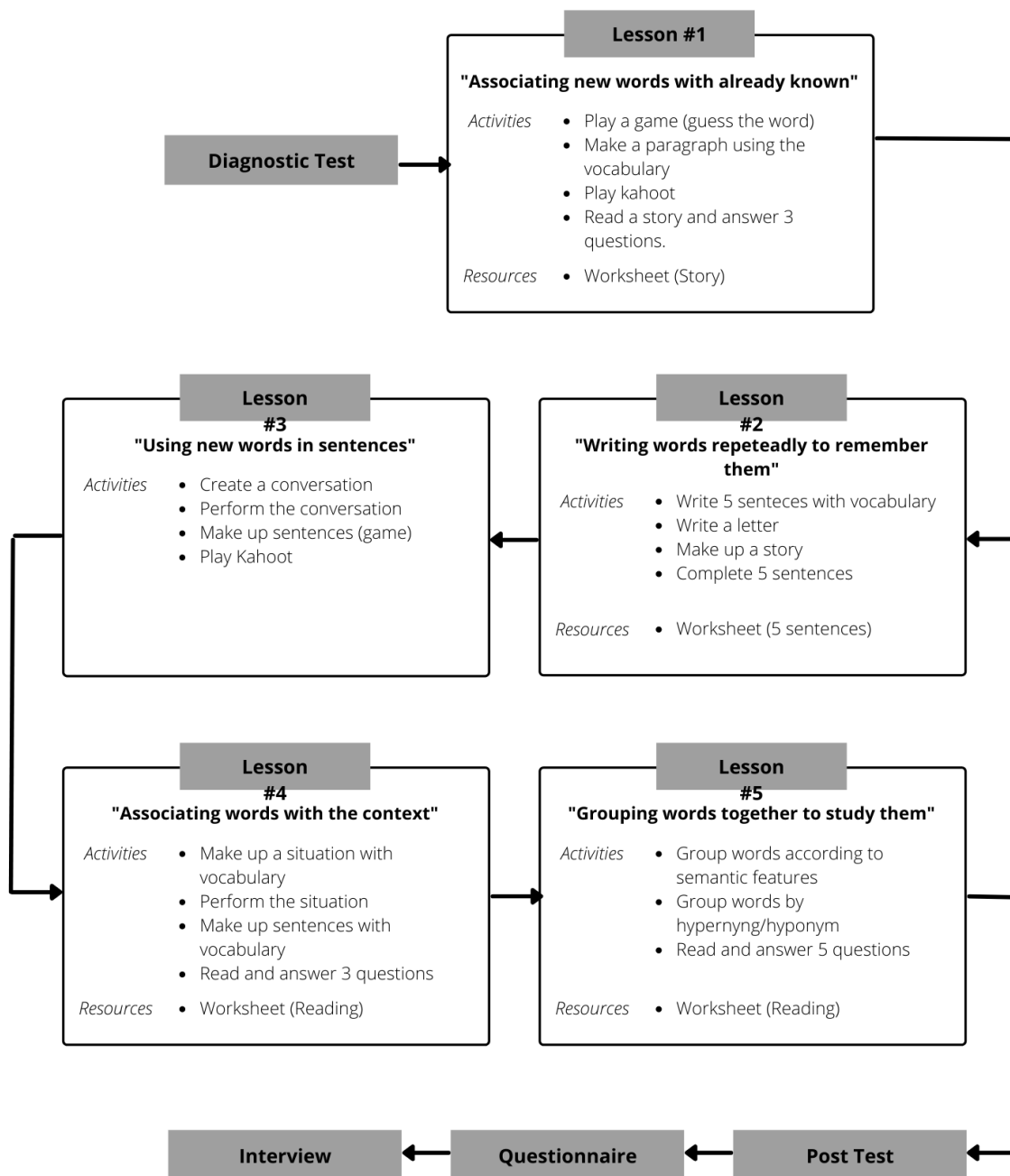
used to collect and transcribe the information gathered from the interviews; after that, color coding will help us to select the relevant information for the analysis.

3.5 Activities

The study was implemented during the semester 2021-2 of Universidad Industrial de Santander. First, researchers went to talk to a teacher in charge of a pre-intermediate English group to ask for permission to use some of the lessons to do five interventions. Then, researchers explained the study to students and they signed permission forms. After that, researchers applied the diagnostic PET exam and analyzed the results. Later, researchers planned the interventions taking into account the topics that students were seeing during their English classes and implemented them by explaining the strategy, its importance, providing examples of how to use the strategy and having students practice with some exercises. These interventions were held in the usual room for their English classes, every intervention took between one hour and a half and two hours, which depended on the time the teacher could provide us with. After these interventions, students took their second or mid-term reading exam, which was the final PET exam, and took about two hours. On the same day, teachers sent a questionnaire, using Google Forms, to students about their perception of the strategies usefulness and how often they see themselves using each of them. Then, researchers conducted a focal group interview with the participants, five questions were asked, the majority of the students participated in most of the questions, but none of them replied to what their classmates said, they limited themselves to responding to the question; this interview was recorded and transcribed. Finally, after collecting all the data from the exams, questionnaire and interview, researchers analyzed the information to provide conclusions. Figure 2 illustrates the sequence of activities done throughout the research.

Figure 2

Sequence of activities



4. Results

In this section of the paper, we will show the results obtained from the diagnostic and final test. The pre-intervention test and post-intervention test showed us if there was any

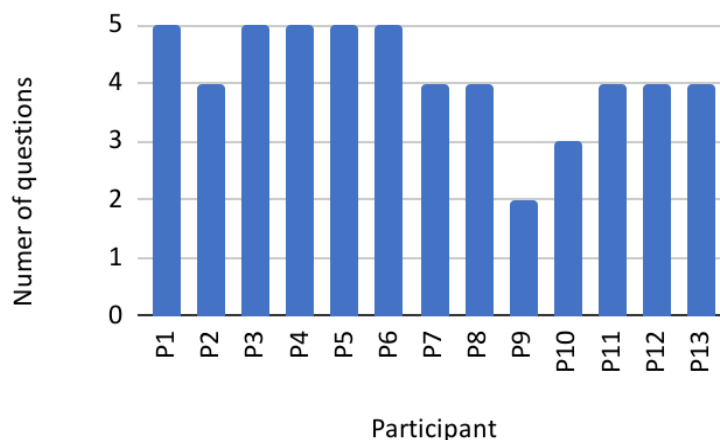
improvement or not in their reading comprehension thanks to the strategies taught to the students. Also, we will analyze the answers to the questionnaire and the focal group interview to see their perception about the intervention and the strategies.

4.1 Diagnostic test

The test applied to the participants was a PET taken from the Cambridge web page, consisting of 32 questions divided in six parts, but only the four parts that are similar with the post-test were analyzed, these are the multiple choice and matching exercises.

Figure 3

Diagnostic test results - first part



The results of the first part shown in figure 3, a multiple-choice exercise where five real-world notices or other short texts are presented and the reader answers according to the message, display a good understanding of the texts by the participants as five (38.5%) of them had all correct, six (46.2%) had three of out five correct, and only two participants (15.4%) answered two and three questions correctly.

Figure 4

Diagnostic test results - second part

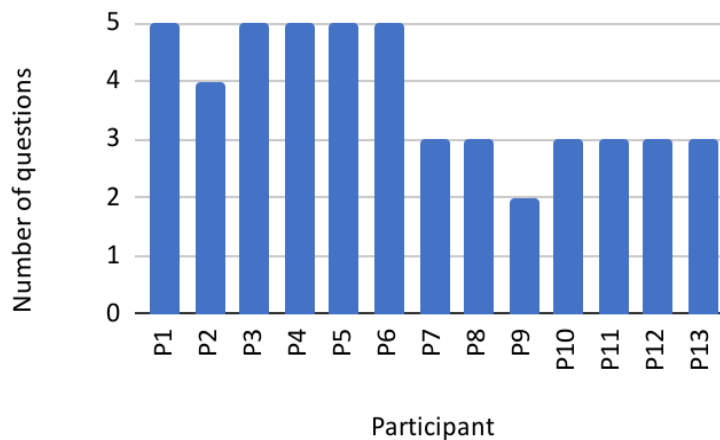
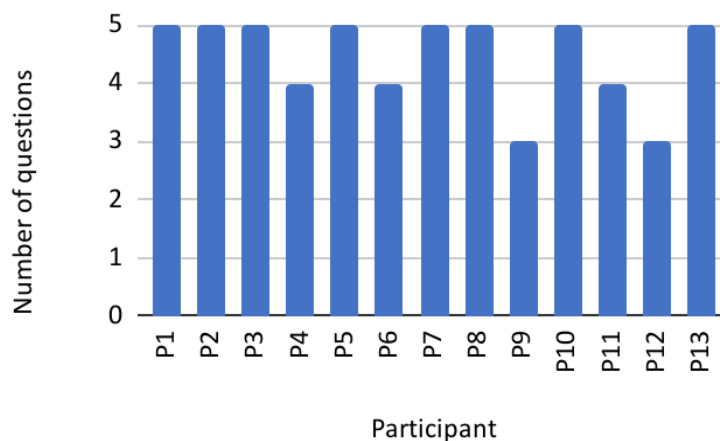


Figure 4 shows the results of the second part of the exam, an exercise to match five people with some short texts about a particular topic, showed that more than half of the participants had difficulties with this exercise. In this section, five (38.5%) participants answered every question correctly, and one participant (7.7%) had four out of five right, while six (46.2%) had only three, and one (7.7%) had two correct.

Figure 5

Diagnostic test results - third part



The third part, a reading with five questions about the gist, meaning and writer's opinion, evidence the good comprehension they had in this exercise as the vast majority (61.5%, eight participants) while only P9 and P12 (15,4%) got three of out five correctly, as seen in figure 5.

Figure 6

Diagnostic test results - fourth part

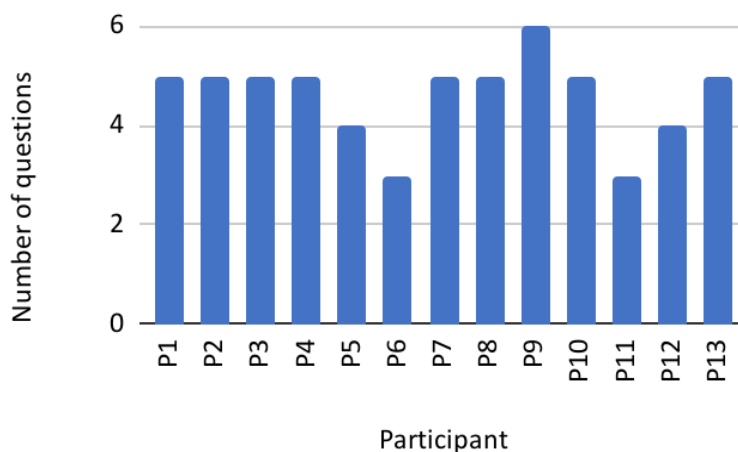
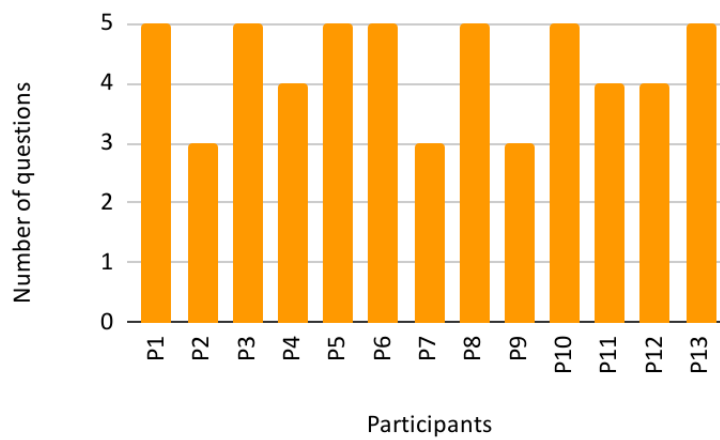


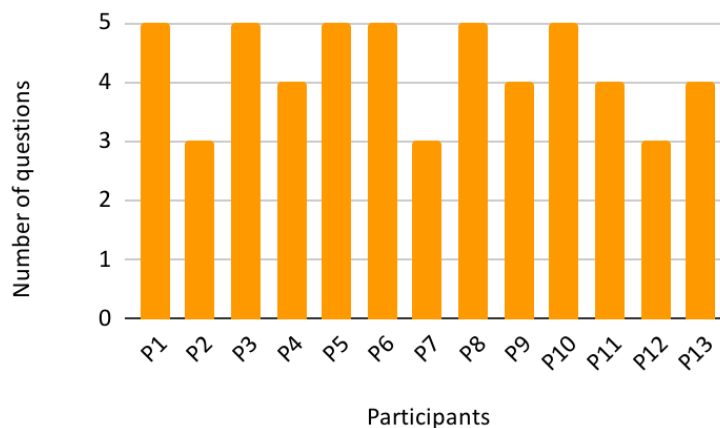
Figure 6 presents the number of questions answered correctly by participants from the fifth part of the test, it is noteworthy that P6 and P11 got half of the questions right while the average was five correct. Only P9 answered all of them accurately.

4.2 Final test

The second PET administered to the participants had a slight difference to the previous one, in this case this exam had a total of 35 questions, parts one, two and four had five questions each and part five had 10 questions each. The difference between the number of questions was due to the fact that this exam was a combination of two PETS taken from the Cambridge webpage. It was done in this way because the teacher in charge requested the exam to have the same topics students learned in previous classes.

Figure 7*Final test results - first part*

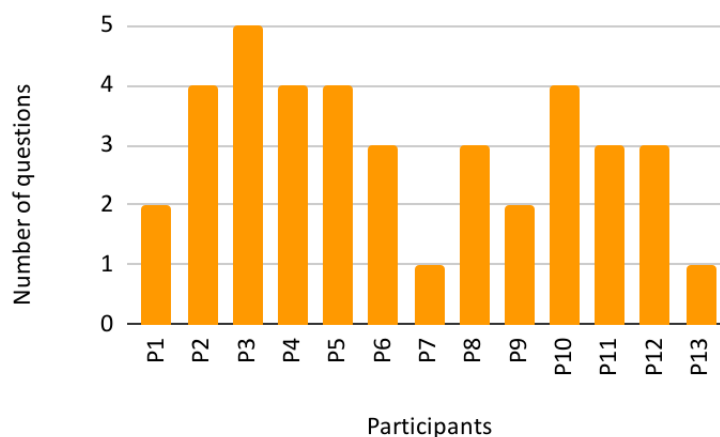
The first part of the exam consisted of five multiple-choice questions (figure 7) where 53.8% of the students answered the five questions correctly, 23.1% (three participants) answered four out of five questions correctly and 23.1% (three participants) answered three out of five questions correctly. Also, as seen in the results the first part was the easiest for students where more than half of the population answered correctly all the questions.

Figure 8*Final test results - second part*

The second part of the exam consisted of five matching-questions. The results of this part (figure 8) showed similar results to the previous part, here 46.2% (six participants) answered correctly all the five questions. Also, 30.8% (four participants) answered four out of five questions correctly, and only 23.1% (three participants) answered three out of five questions correctly.

Figure 9

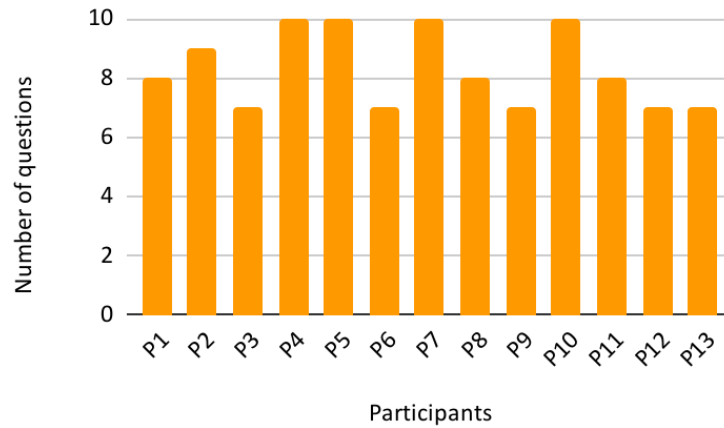
Final test results - third part



This third part of the exam consisted of five multiple-choice questions. The results (figure 9) show that this section was the most complex for the students where P3 (7.7%) of the population answered all five questions correctly, 30.8% (four participants) answered four out of five questions correctly, 30.8% (four participants) answered three out of five questions correctly, 15.4% (two participants) answered two out of five questions correctly, and 15.4% (P7 and P13) answered only one out of five questions correctly.

Figure 10

Final test results - fourth part

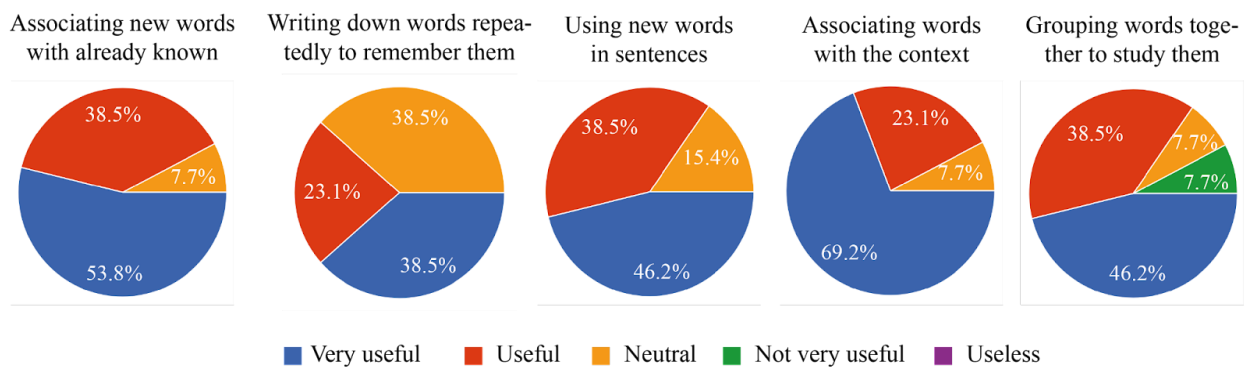


The results of the fourth part of the exam (figure 10), 10 fill-the-gap questions where students had to choose the most appropriate word from the options to fill the gap in a text, show that participants found it easier in comparison with other parts as none of the participants had less than seven answers correctly. The most significant finding is that P4, P5, P7 and P10 (30.8%) got a perfect score with all of the right answers while P3, P6, P9, P12 and P13 (38.5%) had seven correct.

4.3 Questionnaire results

Figure 11

Results - how useful participants consider each strategy



The questionnaire applied to the 13 participants consisted of 12 questions in a likert-scale and it was administered in a google forms format. It aimed to know students' perceptions on the strategies taught. Their usefulness, and probability they will use these strategies. The students answered each of the questions and the results got immediately to the researchers. After this the researchers started to analyze the data to see how the students' perceptions towards the teaching of the strategies. Results can be seen in figure 11; the first result we could observe was about the first strategy "*associating new words with already known*". The evidence shows that students consider this strategy useful, where 53.8% (seven students) consider the strategy very useful and 38.5% (five students) consider the strategy useful. Furthermore, 7.7% (one student) was neutral about the strategy and none of the students considered the first strategy not useful or useless. We can analyze that the students found this strategy very useful for learning new vocabulary and also, they were able to use them in sentences.

The second result we obtained was for the strategy "*writing words repeatedly to remember them*", in this one the perceptions of students were different than in the previous strategy. Although most students consider the strategy useful, 38.5% (five students) consider it very useful and 23.1% (three students) consider it useful. 38.5% (five students) were neutral about the strategy. Besides, none of the students consider the strategy not useful or useless. This strategy was less useful than the above. In here there is a similarity in *very useful and neutral*, these two had the same results.

The third result was for the strategy "*using new words in sentences*" The third strategy showed results similar to the first one, where the vast majority of students consider the strategy very useful (46.2%, six students) and useful (38.5%, five students). However, two students (15.4%) were neutral about the strategy, and none of them consider the strategy not useful or

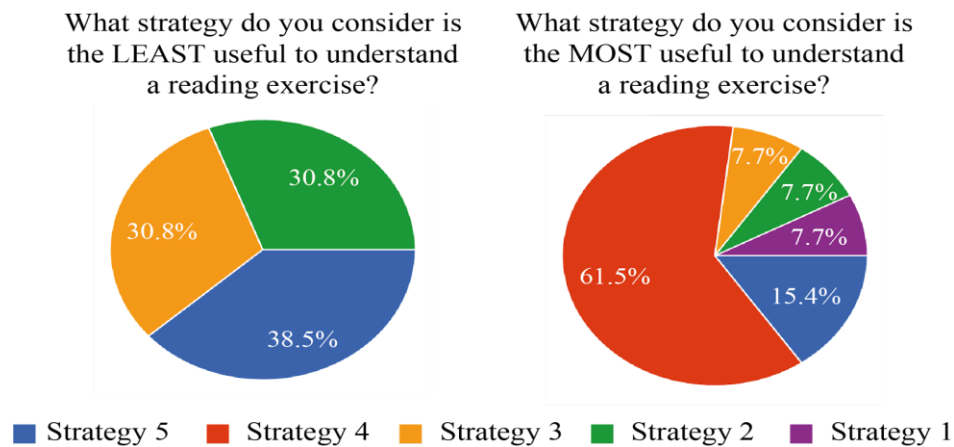
useless. This shows that this strategy helped students to practice a lot of vocabulary but maybe it was not very useful when it comes to an exam where they do not have much time to write when they are doing the reading part.

The fourth strategy “*associating new words with the context*” was the one which participants considered the most useful. The vast majority of the population 69% (nine students) consider the strategy very useful and 23.1% (three students) consider the strategy useful. Furthermore, only one student (7.7%) was neutral about the strategy and none of the students considered the strategy not useful or useless. This strategy was the most useful because the students could use it in exams, they could associate the words they did not know within the context of the reading and in that way they could understand the whole reading exercise. It is important to take into account the words of Young (2018) when he states that “when we associate words with a context, we learn and remember them more quickly”. Here the students from the first semester agreed that this was the best strategy for them and it suits their reading purposes.

The last strategy, number five “*Grouping words together to study them*” which students consider the least useful. Despite that the majority consider the strategy very useful (46.2%) six students and useful (38.5%) five students. There was one student (7.7%) who was neutral about it, and another one (7.7%) who considered the strategy not useful. Even though it had a big percentage on its usefulness, this strategy was the only one which at least one student considered as not useful at all. Moreover, when the researchers asked them what they thought about this strategy they said that it was too difficult to group the words in semantic features.

Figure 12

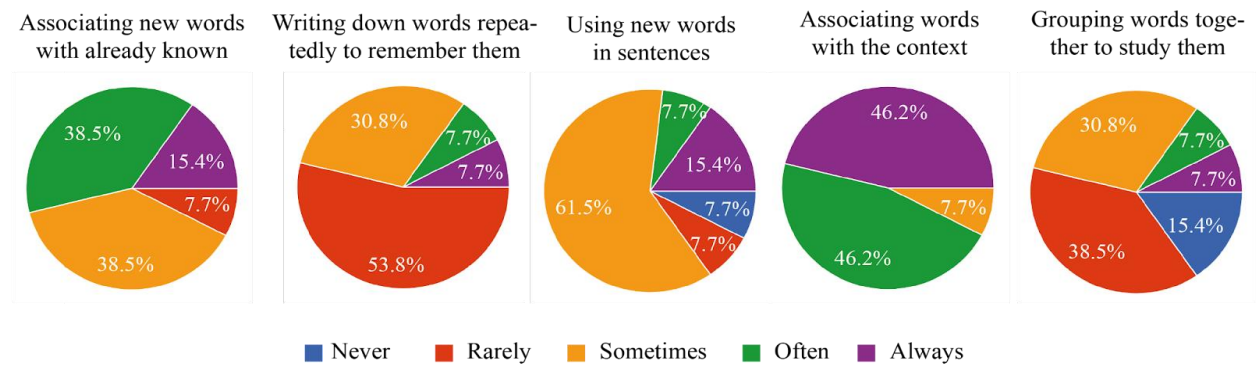
Results - Most and least useful strategy



Results of questions six and seven of the questionnaire are presented in figure 12. Regarding question six, *what strategy do you consider the LEAST useful to understand a reading exercise?* There were three strategies, almost with identical results, that participants consider the least useful. Strategy 2 “Writing down words repeatedly to remember them” and strategy 3 “Using new words in sentences” with 30.8% (four students) each. Strategy 5 “Grouping words together to study them” with 38.5% (five students). These results also support the ones from the previous questions where participants consider strategy 5 as the least useful and strategy 2 which participants were the most neutral about. Moreover, question seven *What strategy is the MOST useful to understand a reading exercise?* The evidence shows that strategy 4 “associating words with the context” is the strategy that participants consider the most useful with 61.5% (eight students). This was analyzed and we came to the conclusion that students found this one the most useful because it is the one that they can use when doing a reading exam. They have to understand the context of the reading to get the new words. Moreover, these results also support the ones from question four. Now, strategy 5 “grouping words together to study them” obtained 15.4% (two students), and strategies 1, 2 and 3 obtained 7.7% (one student) each.

Figure 13

Results - how often participants see themselves using each strategy



Now we are going to analyze questions 8 to 12 (shown in order in figure 13), which were some questions to see how often the students are going to use each of the strategies. This is very important to know because it means that the strategies were useful for them and they are going to use them in exams and activities. For question eight, participants consider that strategy 1 will use it often (38.5%, five students) and sometimes (38.5%, five students). Also, 15.4% (two students) consider they will always use strategy 1, and 7.7% (one student) rarely will use strategy 1.

Question number nine shows results which are similar to question number two, here half of the participants were neutral about strategy 2. It can be observed that 53.8% (seven students) will rarely use strategy 2, 30.8% (four students) will use it sometimes, and only 7.7% (one student) will use it often and always.

Question number 10 we can see really varied results, where at least one student voted for each option. Eight students (61.5%) consider they will use strategy 3 sometimes. Two students (15.4%) will use this strategy always, and never, rarely and often obtained 7.7% with 1 student each. These results are very interesting because it has the biggest percentage in the “sometimes” option, different from the others. This result evidences that the majority of students did not consider using this strategy all the time but only when necessary.

In question 11 the researchers asked “how often do you see yourself using strategy 4, *associating new words with the context?*”, and the results showed us that students are most prone to use it in the future. *Always* and *Often* both obtained the same amount of students, six of them (46.2%) voted for these options. *Sometimes* obtained only 7.7% (one student). These results also support the ones from questions four and seven where participants considered strategy 4 “Associating words with the context” as the most useful strategy. As it was stated before, this was because students considered this strategy useful when they have to present a reading exam, because they can get the meaning while they read the context.

Last but not least we have question 12 how often do you see yourself using strategy 5 “grouping words together to study them” and it shows different results where 15.4% (two students) consider they will never use this strategy, 38.5% (five students) consider they will rarely use the strategy. These results also support the ones from questions five and six where participants considered strategy 5 as the least useful. Finally, 15.4% (two students) consider they will use this one sometimes, and 7.7% (one student) will use this strategy often and always. In this strategy the students found it very hard to use them to learn new vocabulary because they must learn the *hypernyms and hyponyms* of some words, at the same time they must use *semantic features* for that reason they thought it was very difficult. As a summary, the questionnaire results tell us a lot about the perceptions of the students, as stated in Falissard (2011) “a particularity of questionnaire data is that they are fundamentally open to interpretation”, with this questionnaire we could analyze the students’ answers and draw some conclusions about the strategies taught.

4.4 Interview results

The interview took place after the questionnaire and was administered to 11 out of the 13 participants because two of them were absent. The interview had a focal-group model and it consisted of five open-ended questions. The application of the interview provided a bigger picture of the perceptions participants had about the strategies taught by researchers, the exercises used by them to teach the strategies, and the influence participants think these strategies have in their learning process of the language. The categories that arose from the focal group interview were: most and least useful strategies, most likely strategy to be used by participants, participants' perceptions towards the exercises implemented by researchers and perceptions about how these strategies influenced participants' learning process.

4.4.1 Most and least useful strategies

Table 1

Interview responses - first and second question

1. What strategy taught do you consider the most useful?		
a. Writing words repeatedly	I learned more words with that strategy, it was very useful for me.	When we write the same words many times for me it's easier to learn these words.
b. Learning words by context	It's more efficient in a text that I'm reading to do that because it's quicker and it doesn't take us long.	The most useful for me it's the one that there is like a text and then you learn like a new word, because there is like a new word that you don't know like an unknown word by the context.
2. What strategy taught do you consider the least useful and why?		
a. Grouping words together to study them	I think there's not really a lot of time to do that, most of the times maybe in reading or in texts.	I think that you don't have so much time to do this in like an exam or something like this.
b. Relate words with synonyms	If you don't know the new words that you use for this you cannot relate to a synonym.	If you don't know the meaning of the word, it's gonna be hard to find synonyms.

Regarding the first category, participants' perceptions were similar as table 1 displays. For the first question participants selected two strategies as the most useful, writing words repeatedly and learning words by context. For the first strategy students' responses have to do with the usefulness this strategy has for them; for instance, *"When we write the same words many times for me it's easier to learn these words"*. The second strategy chosen was "learning words by context". Here participants highlighted the quickness and convenience of this strategy. For instance, *"It's more efficient in a text that I'm reading to do that because it's quicker and it doesn't take us long"*.

Regarding the second question, participants also selected two strategies. Semantic features and related words with synonyms. Regarding "grouping words together to study them", participants alluded to the inconvenience of using this strategy in a test. For instance, *"I think that you don't have so much time to do this in like an exam or something like this"*. The second strategy chosen as the least useful by participants was "relate words with synonyms". Here participants mentioned the impossibility of relating a synonym to a word they do not know. They said, *"If you don't know the meaning of the word, it's gonna be hard to find synonyms"*.

4.4.2 Most likely strategy to be used by participants

Table 2

Interview responses - third question

3. What strategy do you see yourself using in a reading exercise? And why?			
a. Learning words by the context	If I know the context of the words, I can guess what is the word meaning.	You were usually taught that in school with Spanish also, you have more practice and it's something you already know and it's easier for you to understand the words that you're	When you read a text, you not always can look in your cell phone like synonyms or something like that. So, you should understand only with the context with the text, so

		reading in the text or paperwork.	it's more practical and easier.
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Regarding the second category, participants' answers were equal (table 2). They all agreed that the strategy they are most likely to use is "learning words by the context". The answers of participants have to do with guessing the meaning of the words by the context; for instance, *"if I know the context of the words, I can guess what is the word meaning"*, and *"it's easier for you to understand the words that you're reading in the text or paperwork"*. Previous knowledge using this strategy; for instance, *"you were usually taught that in school with Spanish also, you have more practice and it's something you already know"*, and finally, the impossibility to use your cellphone to look for synonyms or the meaning of the words; for instance, *"When you read a text, you not always can look in your cell phone like synonyms or something like that. So, you should understand only with the context with the text, so it's more practical and easier"*.

4.4.3 Participants' perceptions towards the exercises implemented by researchers

Table 3

Interview responses - fourth question

4. Do you think the exercises used by researchers help you better acquire these strategies? Why?			
a. The exercises made us learn and use the strategies.	The exercises you made were very good because they made us to participate and to use the strategies that you gave us so it was very good because we had to use every strategy and we learned how to do it.	I think so because with the examples and the exercises that you gave us we learned how to use the strategies in the future and keep practicing with the examples and exercises.	I believe that every exercise that we had access to or you held or showed us was pretty accurate because every exercise like fit the best way for us to learn the strategy.

Regarding the third category (table 3), all participants' answers agreed on one subcategory and it is that the exercises used by researchers helped them to learn and use the strategies. Participants think that the exercises researchers showed them were good, helped them to learn the strategies, and suited every strategy. This can be demonstrated in some of their answers; for instance, *"The exercises you made were very good because they made us to participate and to use the strategies that you gave us"*. Also, *"with the examples and the exercises that you gave us we learned how to use the strategies in the future"*. Finally, *"every exercise that we had access to or you held or showed us was pretty accurate because every exercise like fit the best way for us to learn the strategy"*.

4.4.4 Perceptions about how the strategies influenced participants' learning process

Table 4

Interview responses - fifth question

5. How do you feel these strategies influence your learning of the language?			
a. Improving participants' vocabulary and confidence to speak in public.	I think that these strategies helped me to improve my vocabulary because we can use these strategies to learn more about words and I think that it is not hard to use them.	I think these strategies helped us to improve our vocabulary and made us more confident to talk in English in public.	
b. More options to learn vocabulary.	I think it's useful to have your options laid down so maybe if one strategy is not working, we can always use the other ones to find the meaning of a word in a text.	Those strategies are gonna help us a lot in learning new languages because you have like more ways to get something like to get knowledge.	Sometimes when I read a text in English now I know that I can find the synonym of a word with the context so that's something that I didn't know. And with the rest of the strategies is the same

Finally, the last category contains two subcategories (table 4), “improving participants’ vocabulary and confidence to speak in public” and “more options to learn vocabulary”. Regarding the first subcategory, participants’ answers allude that these strategies helped them to improve their vocabulary and their confidence to speak in public. Some of the answers that support this are: *“these strategies helped me to improve my vocabulary because we can use these strategies to learn more about words”*. As well as, *“these strategies helped us to improve our vocabulary and made us more confident to talk in English in public”*.

Respecting the second subcategory, participants allude that the strategies allow them to have more ways to learn new vocabulary and also to have different ways to read a text. Regarding the first reason, they said: *“if one strategy is not working, we can always use the other ones to find the meaning of a word in a text”*. Also, *“you have like more ways to get something like to get knowledge”*. Respecting the second reason they said: *“when I read a text in English now, I know that I can find the synonym of a word with the context so that's something that I didn't know”*.

5. Discussion

As stated in the review of literature, vocabulary learning plays an important role in reading comprehension and in every EFL student’s learning process. However, for the present study, based on the results of both tests, it is noticeable that there were no significant improvements between the two, some participants had a slightly higher grade in comparison with the first test, but in the same way, some others got a lower grade. This is relevant because it contrasts previous studies such as Alaraj (2015), who found that the instruction of vocabulary learning strategies improved the results of students between their pre-test and post-test. The

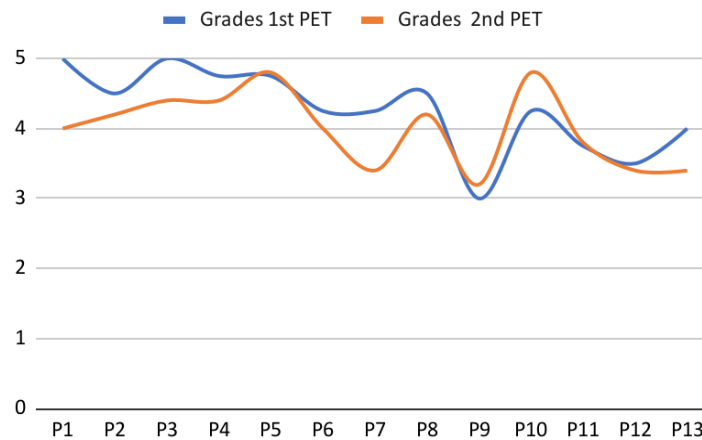
results of the first test allowed us to get an idea of participants' comprehension level by drawing out an average to take as a point of reference for the second one. The following table shows the grades from the first and second test for each participant.

Table 5

Grades of diagnostic and final exam

Participants	Grades 1st PET	Grades 2nd PET
P1	5	4
P2	4.5	4.2
P3	5	4.4
P4	4.75	4.4
P5	4.75	4.8
P6	4.25	4
P7	4.25	3.4
P8	4.5	4.2
P9	3	3.2
P10	4.25	4.8
P11	3.75	3.8
P12	3.5	3.4
P13	4	3.4
<i>Average</i>	4.3	4

It is relevant to note that P1, P3, P7 and P13 had a noticeable decline in their grades, but remained close to the average. On the other hand, P10 was the only one who had a major improvement between the two tests. The following figure illustrates the contrast between the participants' results shown in table 5.

Figure 14*Comparison between diagnostic and final test grades*

Respecting the answers of the interview and questionnaire, and the results of both tests (figure 14), we can come to some conclusions. First of all, in the interview participants agreed that the exercises made by researchers and the strategies taught helped them improve their vocabulary, but it was not evident in their reading comprehension according to the tests. One possible explanation is that more time is needed for two things: first, for practicing and mastering each strategy in order to gradually expand vocabulary. Second, for noticing any progress in their reading comprehension due to their vocabulary expansion. According to Muni r, Muhaimin & Suharsono (2017) there is a positive relationship between vocabulary reading strategies and reading comprehension, which can be strong or moderate according to the times language learners implement the strategies; to this respect, they claim that “the more frequently the students employed VLSs, the higher score of reading comprehension they achieved.” (p.202).

However, the fact that the participants consider the strategies helpful for vocabulary learning and think their vocabulary improved somehow because of implementing the strategies

help them become more autonomous language learners, which in turn leads to make progress in their learning.

Second of all, according to the interview and questionnaire answers, participants consider “learning words by the context” strategy as the most useful one. And the results from the tests support this answer. In the last part from the tests where participants had to choose the correct word according to the context, the results from the second test surpassed the ones obtained from the first test. In the first test only one participant got all the questions correctly, while in the second one 4 participants got a perfect score in this part.

Finally, when participants were asked for the least useful strategy; there was not a clear choice. Which can also explain why there were no improvements on participants' score average.

6. Conclusions

The results of the study display that participants' use of vocabulary strategies have an influence in their reading comprehension depending on how much they put them to use. As seen, participants' results of the diagnostic test were favorable with an average of 4.3 and remained similar with an average of 4 in their final test (table 4). Even though their immediate results did not show a big impact in their performance, participants' questionnaires and interview exhibit a positive attitude towards the learning and use of strategies, for which is possible to assume that they will do better in future reading exams.

Finally, it is recommended to have a longer period of time for the learning and use of each strategy and more activities to track the performance of participants in order to get more precise results. Also, another possibility is to have a control group who does not get any strategies taught to make a comparison with the experimental group.

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Appendix

Appendix A Lesson plan 1

Teachers: Felipe Chanagá, Adolfo Acevedo, Sebastián Arenas.	Date of implementation:	
Main Theme: Strategy “ <i>Associating new words with already known</i> ”	Lesson No: 1	Length: 120 min
ACTIVITIES	MATERIALS	TIME
<ul style="list-style-type: none"> - Ts greet the class, introduce themselves and let the students check their reading exams. - After greeting the Ss and introducing the researchers explain their project and the way they are going to do the interventions. - Ts explain what the strategy is about, how it works, how they can associate new words together with the ones they already know. Ts write a word on the board to exemplify the use of this strategy, then write synonyms and related vocabulary around (with different colors). - Students play a Kahoot made by the teachers from their cellphones about some familiar synonyms and vocabulary related to the new words - Practical activity: Students make a paragraph (or 2) using the vocabulary they learned in class. For example, they can write about fashion in the 60s, a trending fashion they like, or make up a story about how a certain piece of clothing was made. Then, they read their story for the class. - To finish the intervention Ss read a short story and answer 3 questions about the reading 	<ul style="list-style-type: none"> Board Markers Board Markers Board Markers Cellphone Notebook Pen Board 	<ul style="list-style-type: none"> 10 min 15 min 20 min 15 min 30 min 10 min

Worksheet: Story

Fashion – the World Over

Today, dedicated followers of fashion look to cities such as New York City, London, Paris and Milan for their inspiration and to buy the latest trends. The fashion scene changes with every season and in many countries, this means that there are four collections – one each for spring, summer, autumn and winter. The concept of fashion trends developed in the 14th century in Europe, but what about fashion in the rest of the world?

Early Western travelers going to the East noted that fashion and styles changed slowly in countries such as Persia, India, China and Japan. However, this was not always the case as there was also evidence uncovered during the dynasty of Ming China of rapidly changing fashions in Chinese clothing. History shows us that changes in costume often took place at times of economic or social change, which occurred in ancient Rome and the medieval Arabian Peninsula. Then a long period without major changes would follow.

At this time, most weaving, embroidery, cutting and stitching was hand-crafted by skilled craftsmen and seamstresses. Many textiles originated in countries such as China, where exquisite silks were produced and Turkey with its rich history of embroidery and clothing styles influenced by Central Asia and the Far East. Until the mid-nineteenth century, in Europe and America most clothing was therefore custom-made by skilled dressmakers and tailors. This meant that following fashion trends was clearly an expensive past-time.

In the twentieth century, mechanized production of textiles and the introduction of the sewing machine dramatically changed the way fashionable garments were produced. It led the development of haute couture and, much later, affordable branded clothing which was the offshoot of haute couture. Mass production meant that clothing became much cheaper and more widely available, yet at the same time was easily adapted to meet the designers' demands. As economies grew and people became more affluent, more people could afford to buy designer clothing across the world.

To sum up, fashion is closely interlinked with the history of the world. Periods of rapid change and movement of people influenced the textiles and styles that people chose to wear. Nowadays, people are still extremely conscious about the way they dress for various occasions. Adolescents and young adults feel very strongly about the brands they wear, whether it is for college, partying or sportswear. Their parents feel the same about their own designer labels. There are designer or boutique brands all over the world. In many Asian countries, local designers can charge a small fortune for exclusive bridal wear, wedding attire and other formal wear.

After the reading you are going to answer the following questions about the topic:

1. Explain with your own words what does this sentence from paragraph 3 mean or what do you understand from it, “most weaving, embroidery, cutting and stitching was hand-crafted”.
2. According to the reading in which country do most textiles originate?
3. What other title do you think would be appropriate to the reading?

Appendix B Lesson plan 2

Teachers: Felipe Chanagá, Adolfo Acevedo, Sebastián Arenas.	Date of implementation:	
Main Theme: Strategy “Writing words repeatedly to remember them”	Lesson No: 21/01/2022	Length: 120 min
ACTIVITIES	MATERIALS	TIME
<ul style="list-style-type: none"> - Teachers greet students and have them do a wordsearch with the vocabulary for the class while everyone arrives - Teachers explain the second vocabulary learning strategy <i>Writing words repeatedly to remember them</i> how it works, and all the rationale behind this strategy. - After the explanation the Teachers write the vocabulary words on the board for the students to remember them. Teachers ask Ss to say characteristics of each word and altogether discover the definition of each word. - Ss write some sentences about their New Year’s resolutions using the vocabulary given and the future form will and won’t. - Ss write a letter to a friend or family member telling them that they are planning to go to the country they have always dreamed of, and they write all the things they are going to do as soon as they get there. (They must use the vocabulary and the grammatical structure) - Ss choose 1 or more words from the vocabulary to make up a short horror/fantasy/romance, etc. story. They must use will and won’t and the vocabulary seen in the class, this is a chain story in which each of the Ss tell one part of it using one new word learned in class - Ts give students a worksheet where they will complete some sentences with the missing word (according to the vocabulary 	<ul style="list-style-type: none"> Board Markers Board Notebook Pen Notebook Pen Notebook Pen Worksheet 	<ul style="list-style-type: none"> 10 min 15 min 15 min 20min 30 min 15 min 10 min

- Finally Ts finish the session for the day		10 min
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Worksheet: 5 sentences

Complete the following sentences with the correct word from the vocabulary learned in class.

1. Fred had to return home after he had arrived at the airport because he forgot his _____.
2. After looking all afternoon Emily and Anderson finally found a good _____ to construct their tent.
3. Amy had so much work these previous days, she went to the doctor who told her to take some _____ to release stress.
4. Emily took a short _____ to the _____ because the sound of the waves relaxes her after a long week of work.
5. My department is being repaired, so I will have to pay for _____ in some hotel.

Appendix C Lesson plan 3

Teachers: Felipe Chanagá, Adolfo Acevedo, Sebastián Arenas.	Date of implementation: 24/01/2022	
Main Theme: Strategy “Using new words in sentences”	Lesson No: 3	Length: 120 min
ACTIVITIES	MATERIALS	TIME
<ul style="list-style-type: none"> - To start the intervention Teachers, greet Ss and then play a hangman game to introduce the new strategy that will be explained. (I had to reboot my computer, but I did not back up my files, so I lost them). - Teachers explain the third vocabulary learning strategy, how it works, how they can learn new words using them in sentences, creating new sentences in which the words are inside of them - The first activity is that the class splits in half forming two teams, then the teachers show the same word to each member of the team in order, each of them must create a sentence and go to the board to write it. The first to finish gets a point. (The sentences must be about technology) - Then Ss work in couples to create a conversation where they use the new vocabulary, Ts give them a situation about technology and daily life for them to use the words. - After they finish writing the conversation, each of the couples perform this conversation in front of the class and the students guess the situation and the word - Teachers finish the intervention and thank the students for the participation 	<ul style="list-style-type: none"> Board Markers Board Markers Notebook Pen Board 	<ul style="list-style-type: none"> 20 min 15 min 20 min 15 min 15 min 10 in

Appendix D Lesson plan 4

Teachers: Felipe Chanagá, Adolfo Acevedo, Sebastián Arenas.	Date of implementation: 26/01/2022	
Main Theme: Strategy “ <i>Associating words with the context</i> ”	Lesson No: 4	Length: 120 min
ACTIVITIES	MATERIALS	TIME
<ul style="list-style-type: none"> - Ts greet the class and explain what this intervention is going to be about. Ts explain the idea behind this strategy and provide examples. (Make sentences using some new words (2) and have students guess the meaning according to the context). - Ts give students a reading task with some new vocabulary and 3 questions at the end about their meaning. Ss must read and understand the text, then they answer some questions. Ts collect this worksheet. - Students make up sentences using words from the vocabulary and share them with the class. - Ss make pairs/groups (max 3), Ts give each group 2 words (new vocabulary). Each group looks for the meaning of the words and prepares a short conversation. - After they finish writing the conversation, each of the groups are going to go in front of the class and act out the conversation using the words inside the conversation and making emphasis on them, then the other students guess the word and the meaning. - To finish the intervention, T write some sentences in the board with the words and the Ss must remember the meaning of these words through the context of the sentence 	<ul style="list-style-type: none"> Board Markers Worksheet Vocabulary papers Notebook Pen Board 	<ul style="list-style-type: none"> 20 min 15 min 20 min 15 min 15 min 10 min

Worksheet: Reading

BEING SUCCESSFUL IS A MATTER OF WORKING HARD

Many people want to be successful, but do not want to make any effort to achieve this. For that reason, it is important to keep in mind that your dreams come true when you work hard for them. Here I am going to give you some pieces of advice for you to *thrive* in your life:

First you must believe in yourself, you must think that you are the best at what you do. For example, if you are a teacher, think you are the best or if you are a doctor think that you can help a lot of people. Of course, this doesn't only come with your thoughts or your energy it also comes with your hard work. Every day you must make progress in your profession, you can do this by studying more, researching more than just the necessary and working in places where you can learn more about your job.

Second, don't be lazy, you must put yourself to work hard. I know sometimes it is very difficult, you may *struggle* to wake up and get out of bed to start your day, but every effort has its rewards and that is the way in which you are going to get what you want. Moreover, the more you work and the more responsible you are, the more satisfaction you are going to feel with your profession and thanks to these efforts you may get to the point in which instead of receiving orders you are going to be the one to be in charge, and that is a huge achievement in your life.

Last but not least, it is important that you are organized in your job or profession, organization is key when it comes to success. When you have your work in order everything is clearer for you, you won't feel confused and your work will impress your boss. It doesn't matter if you make a mistake, we are humans and it is very common that we sometimes blow it , the most important is that after that mistake *you can have things well in hand* again.

Do not take these recommendations for granted, it is important that you take into account what I said and you'll see that you will be very lucky in your professional life.

1. From the first paragraph, what does *thrive* mean?
 - A. Be successful
 - B. Be Interested
 - C. Be a genius

2. From the second paragraph, what does *struggle* mean?
 - A. Find something to eat
 - B. Find something hard
 - C. Something you were looking for

3. From the last paragraph, what does *have things well in hand* mean?
 - A. To manage the situation
 - B. To have everything in your hands
 - C. To be very lucky

Appendix E Lesson plan 5

Teachers: Felipe Chanagá, Adolfo Acevedo, Sebastián Arenas.	Date of implementation: 24/01/2022	
Main Theme: Strategy “ <i>Grouping words together to study them</i> ”	Lesson No: 5	Length: 120 min
ACTIVITIES	MATERIALS	TIME
<ul style="list-style-type: none"> - Ts greet the class and explain what this intervention is going to be about. Ts explain the idea behind this strategy and provide examples. (hyponyms: general especifico- example: Colors->blue,red... and hypernyms: from specific to general. Example 1: Blue, red...->Colors). Example: “When I turned around there was a creepy man staring at me” Stare (Hypernym)->Look, see, view, etc. Example 2: “After a period of enforced idleness, she found a new job” Idleness->Laziness, sloth. - Ts ask students to search for five unknown words from their books (unit 8) and draw the diagram as the examples given by the Ts using hypernyms and hyponyms, then they must write a sentence with each word. - Ts explain a second way of grouping words which is using semantic features (nouns, verbs, adverbs, adjectives) and provides various examples. “He will never forsake you or cause you any harm” Forsake(verb)-> Forsook(past)->Forsaken (past participle) Example 2: “The girl I am dating has a quirky sense of humor, I love it!” Quirky -> Characteristic/Descriptions -> Adj - Ts give Ss an unknown word for them to use the strategy by grouping according to the semantic feature and hypernym/hyponym. (The list of words is below this lesson plan) - Ss read about advantages of living in a city and answer some questions according to the reading, while reading they use the strategy taught by the Ts taking out the unknown words 	<ul style="list-style-type: none"> Board Markers Notebook Student book Pen/pencil Dictionarie Board Markers Worksheet 	<ul style="list-style-type: none"> 20 min 30 min 20 min 15 min 20 mins 5 min

and grouping them.

- Ts end the class and thank Ss for taking part in the interventions.

Worksheet: Reading

Advantages of Living in a Big City

Do you live in a big city? It is said that living in big cities is expensive because of the high living cost. There are also pollution and traffic problems that make living in big cities unpleasant. However, many people enjoy living in big cities because they offer convenience and countless options for entertainment.

Many big cities already have good public transportation systems, which make it easy for the citizens to go anywhere around the city. This also reduces and helps overcome the problem of traffic jams that often occur at peak times. With the convenience of public transportation, the citizens do not have to drive everywhere and can save money as they do not have to pay for parking charges.

Staying healthy is everybody's concern and in big cities you can find the best possible medical care for any diseases, especially the severe ones. Moreover, compared to rural areas, access to medical treatment is easier because there are always clinics or medical centers that open 24 hours in many parts of the city so you can get medical help anytime, as soon as you need it. Reaching hospitals is also easier as public transport is usually available 24 hours a day.

There is a saying that big cities never sleep. This is true for some cities in which the nightlife begins just when people in other cities are ready to go to bed. Big cities like New York, Madrid, London and Paris have vibrant nightlife. People can still find entertainment, dine out or go shopping into the early hours.

City dwellers are usually more diverse and there are many communities that hold social events or parties, which provide interesting opportunities for social interactions and social networking. The social interactions allow you to learn about other cultures and share interests with people from different backgrounds, which makes you more open minded and able to understand individuals. On the other hand, the social networking helps you to broaden not only personal but also professional relationships.

All in all, living in big cities is more convenient because of the complete facilities provided. The advanced transportation system enables the citizens to access public facilities easier, cheaper and faster. Big cities also provide better education and health service. In addition, city life is more fun and exciting because there is a wide range of entertainment to enjoy and a lot of social events to attend.

1) Why do many people like living in big cities?

- A) It is more expensive.
 - B) It is more modern.
 - C) It is more crowded.
 - D) It offers more entertainment.
- 2) What is the advantage of a good public transportation system?
- A) People do not need to buy bus tickets.
 - B) People do not need to drive their car everywhere.
 - C) People can use public transport for free.
 - D) People have to pay for parking charges.
- 3) Why is it easier to get medical treatment in big cities?
- A) Because medical treatment is more affordable.
 - B) Because hospital facilities are more complete.
 - C) Because ambulances are provided for free.
 - D) Because medical centers open 24 hours.
- 4) What can people in big cities do in the early hours but people in rural areas cannot?
- A) Dine out
 - B) Sleep
 - C) Go jogging
 - D) Travel
- 5) What is the benefit of attending social events?
- A) You can treat your friends.
 - B) You can be a social person.
 - C) You can learn about cultural diversity.
 - D) You can be more open about yourself.