

THE IMPLEMENTATION OF AN INTEGRATED LANGUAGE SKILLS
METHOD TO IMPROVE STANDARDIZED TEST RESULTS

Steve Hernando ALZATE HERNÁNDEZ

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Directed by William Ricardo ORTIZ GARCIA

SANTO TOMÁS UNIVERSITY
DECANATURA DE DIVISIÓN DE UNIVERSIDAD ABIERTA Y A
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Acronyms and Abbreviations

ADDIE	Análisis, Diseño, Desarrollo, Implementación y Evaluación
CAE	Cambridge Advanced in English
CAU	Centro de atención Ciudadana (University Service Centers)
CEFR	Common European Framework of References for Languages
CPE	Certificate of Proficiency in English
ECAES	Examen de Estado de la Calidad de la Educación Superior
FCE	First Certificate in English
ICFES	Instituto Colombiano para la Evaluación de la Educación
IES	Instituciones de Educación Superior
IETLS	International English Language Testing System
IFA	Inglés para Fines Académicos
L1	Mother Tongue (First Language)
L2	Second Language
MNE	Ministry of National Education
ONU	United Nations
SDG	Sustainable Development Goals
SNIES	Sistema Nacional de Información de Educación Superior
TIC	Tecnologías de la Información y la Comunicación
TOEFL	Test of English as a Foreign Language
UNESCO	Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura
USTA	Universidad Santo Tomás

ABSTRACT

The Saber tests; Saber Pro and Saber 11, are State Examinations of Quality for the Evaluation of Education, (ECAES), which are applied at the level of Higher and Secondary Education, in Colombia. Even though, it is a test that assesses different professional and social skills, the English Module does not address the four comprehensive skills - reading, writing, listening and speaking. Therefore, through this thesis project, an Instructional design is presented that focuses on the presentation of teaching and learning strategies to be addressed in undergraduate students of the Santo Tomás University, this design has been piloted in 35 students at Gimnasio de los Cerros, its goal is towards educational and favorable achievement in the Saber Tests, in the English Module. The scheme of the Common European Framework of Reference for Languages (CEFR) is taken into account, with the reference of the competences that must be developed in the students, which correspond to the linguistic, pragmatic and sociolinguistic competence and; the elements from International Tests of English as a foreign language , such as the TOEFL iBT and the Cambridge exams. Methodologically, the Curriculum Design for higher education is taken into account, in light of the improvement of the academic processes of the students, from the deployment and analysis of the Saber Tests, identifying the benefits and areas of opportunity. Furthermore, with the didactic proposal, curricular strategies are reflected with their respective evaluation system. Finally, the results, conclusions and suggestions for the implementation of the educational proposal are exposed, which must attend the four linguistic abilities in an integral way.

KEY WORDS: English; Integrated Language Skills; Communicative skills; Saber Pro, Saber 11; Common European Framework of Reference (CEFR)

RESUMEN

Las pruebas de Saber; Saber Pro y Saber 11, son los Exámenes Estatales de Calidad para la Evaluación de la Educación, (ECAES), que se aplican a nivel de Educación Superior y Media, en Colombia. Aunque es una prueba que evalúa diferentes habilidades profesionales y sociales, el módulo de inglés no aborda las cuatro habilidades lingüísticas: leer, escribir, escuchar y hablar. Por lo tanto, a través de este proyecto de investigación se presenta un Diseño Instruccional que se enfoca en la presentación de estrategias de enseñanza y aprendizaje para ser abordadas en estudiantes de pregrado de la Universidad Santo Tomás, este diseño ha sido piloteado en 35 estudiantes del Gimnasio de los Cerros, su objetivo es hacia el aprovechamiento educativo y favorable en las Pruebas Saber, en el Módulo de Inglés. Se tiene en cuenta el esquema del Marco Común Europeo de Referencia para las Lenguas (MCER), con la referencia de las competencias que se deben desarrollar en los estudiantes, que corresponden a la competencia lingüística, pragmática y sociolingüística y; los elementos de las pruebas internacionales de inglés como lengua extranjera, como el TOEFL iBT y los exámenes de Cambridge. Metodológicamente se tiene en cuenta el Diseño Curricular para la educación superior, a la luz del mejoramiento de los procesos académicos de los estudiantes, a partir del despliegue y análisis de las Pruebas Saber, identificando los beneficios y áreas de oportunidad. Además, con la propuesta didáctica se reflejan las estrategias curriculares con su respectivo sistema de evaluación. Finalmente, se exponen los resultados, conclusiones y sugerencias para la implementación de la propuesta educativa, la cual debe atender las cuatro habilidades lingüísticas de manera integral.

PALABRAS CLAVE: Inglés L2; habilidades lingüísticas integradas; Habilidades comunicativas; Saber Pro, Saber 11; Marco Común Europeo de Referencia (MCER)

Contextualization

Undergraduate Higher Education in Colombia has the requirement, dictated by the Ministry of National Education (MNE), of the presentation of the SABER PRO Test in order to graduate from their respective Universities. This is the reason why all Higher Education Institutions (HEIs) in the country have the responsibility to attend to all the pertinent strategies, with their educational community, so that the results of the standardized test are satisfactorily achieved; for the graduates of the HEIs to develop professionally in different areas, businesses and industrial markets, with all the skills, knowledge and attitudes acquired in their university education, in order to demonstrate a performance marked by excellence and a social contribution.

Currently, Santo Tomás University (USTA) offers Higher Education in Undergraduate, Postgraduate and Continuing Education, in five campuses¹ and a special unit for distance education through 23 University Service Centers (CAU) with full level coverage at a national level; The Bachelor of Foreign Languages English, belongs to this unit —From the Education Faculty—, which is sheltered by the different tutoring centers of the university campus in different cities of the nations' geography² (Universidad Santo Tomás, 2021a).

The Bachelor of English Foreign Languages is offered in the distance education modality, with a duration of 10 semesters (Universidad Santo Tomás, 2021b), which fully addresses and develops the four language skills: Reading, Listening, Writing and Speaking. This being the main reason, that as a student of this degree, the concern and commitment for the vocation arises, the objective of didactically mobilizing the ways of contributing —through this formation program— the *preparation* of the *English module* of all the students from Santo Tomás

¹ Campses: Sede Principal Bogotá D. C., Seccional Bucaramanga, Seccional Tunja, Sede Medellín, Sede Villavicencio and Decanatura de División de Educación Abierta y a Distancia.

² Bogotá, Barranquilla, Bucaramanga, Cali, Cúcuta, Manizales, Chiquinquirá, Medellín, Neiva, Pasto, Tunja and Villavicencio.

University, with the purpose of having favorable results in the Saber PRO test, which will raise the quality of the education offered by this Higher Educational Institute.

Research Statement

This research project's intentions are to confront and tackle a dilemma that students graduating from the University Santo Tomás are facing when presenting the Prueba Saber PRO, the principal aim of this Project is to foster the student's needs towards an Integrated Language Skills preparation, the students have not had an integrated skills strategy focused on standardized tests, such as the Saber PRO, thus, causing many of them to not obtain the proper scores or not being able to demonstrate their genuine Linguistic skills. The aforementioned intention arose from having taken the SABER Pro, noticing how many (most) of the colleagues were struggling and fearful of the English section, also from various years of instructing, correcting and analyzing different groups at Gimnasio de Los Cerros, and the results obtained by these students.

The fourth Sustainable Development Goal (SDG) of the 2030 Agenda of the United Nations Organization (UN) becomes the compass to "guarantee inclusive, equitable and quality education and promote learning opportunities throughout life for everybody (ONU, 2015, pág. 16). This premise is a sentence for education at all levels, from early childhood care to Higher Education in the World. And, in that sense, from sections 4.3 and 4.4, specific indications are given for Higher Education at a global level:

4.3 By 2030, ensure equal access for all men and women to quality technical, vocational and higher education, including university education.

4.4 By 2030, substantially increase the number of young people and adults who have the necessary skills, in particular technical and professional skills, to access employment, decent work and entrepreneurship (ONU, 2015, pág. 19).

Special attention is shown towards the achievement of skills that allow professionals to function in the labor market of their disciplines and, thus, contribute to the development of their country.

In the same sense, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), indicates this regarding higher education:

[...] global participation in higher education reached 224 million people in 2018, which is equivalent to a gross enrollment ratio of 38%. Participation ranged from 9% in low-income countries to 75% in high-income countries. (UNESCO, 2020, pág. 285). However, Latin America and the Caribbean (84%) occupies the first place in attention to programs at the university level, followed by Central and South Asia (83%), North Africa and West Asia (71%), Sub-Saharan Africa (70%), East and Southeast Asia (61%), Europe and North America (56%), and Oceania (57%) (UNESCO, 2020).

In Colombia, the different levels of education have evaluation systems that allow the identification, of the achievement of acquisition of knowledge, skills and abilities in accordance with standards regulated by the Ministry of National Education (MEN). That is the reason why higher education, through its evaluation mechanisms, values not only acquired general skills, but, also those related to professional development, in addition to the ability obtained in English as a Foreign Language (EFL).

In accordance with Law 1324 of July 13, 2009, which determines the parameters that evaluate, High School Education and Higher Education at the undergraduate and postgraduate levels in Colombia, through the Colombian Institute for the Evaluation of Education (ICFES), article seven, presents the orientations regarding the state exams, which serve to "officially evaluate the formal education given to those who finish the undergraduate programs in higher education institutions" (Congreso de la República de Colombia, 2009, pág. 3).

Additionally, Decree 3963 of 2009 regulates the State Examination of Quality of Higher Education (ECAES) through article two that, "the competencies of the students who are about to complete the different undergraduate programs will be subject to evaluation, including those generic ones that are necessary for adequate professional or academic performance, regardless of the program they have completed" (Ministerio de Educación Nacional, 2009, pág. 2). With this regulatory framework, it is indicated that said evaluation can be applied to undergraduate students who have approved more than 75% of their academic credits, from the undergraduate program from which they will graduate; and, it is the Colombian Institute for the Evaluation of Education (ICFES), that is in charge of applying the State Examination of Quality of Higher Education (ECAES).

Moreover, the Ministry of National Education (MEN) reported in 2020 through the National Higher Education Information System (SNIES) an enrollment of 2,355,603 students at all levels of Higher Education, with 1,529,788 university students in all Higher Education Institutions (IES) of which only 727,065 students belong to IES accredited by the MEN, 225,218 located in the City of Bogotá, Colombia (Ministerio de Educación Nacional, 2021).

Santo Tomás University reported 18,494 students to the SNIES, of these, 16,898 are at the university level, and 1,740 university students belong to the Faculty of Education, within the framework of the International Standard Classification of Education, ISCED (Ministerio de Educación Nacional, 2021). These figures are very relevant, since they indicate the size of the student population that is at an undergraduate level of education, and undoubtedly, in a few semesters, they will face the State Examination, SABER Pro, of the Quality of Higher Education (ECAES), to graduate from this academic level.

The ICFES indicates that the Saber Pro Exam is a:

[...] Test that aims to evaluate and provide a report on the degree of development of skills and general knowledge of students of professional level programs who have approved 75% of the credits of their studies. This test assesses five generic skills: critical reading, quantitative reasoning, citizenship skills, written communication, English and specific competences in the area of vocational training (ICFES, 2021a).

Therefore, the interest of this research project lies in the approach of the generic competence of the *English Module*, which is evaluated only through a written comprehension test, emphasizing that the four linguistic skills are not fully taken into account as integrated linguistics skills: Listening, Speaking, Reading and Writing.

According to the ICFES, the English Module

Seeks for the students to demonstrate their communication skills at the level of reading and usage of the language. To do this, each of the 7 parts that make up this module evaluate a specific skill of the English language. (ICFES, 2021b, pág. 47).

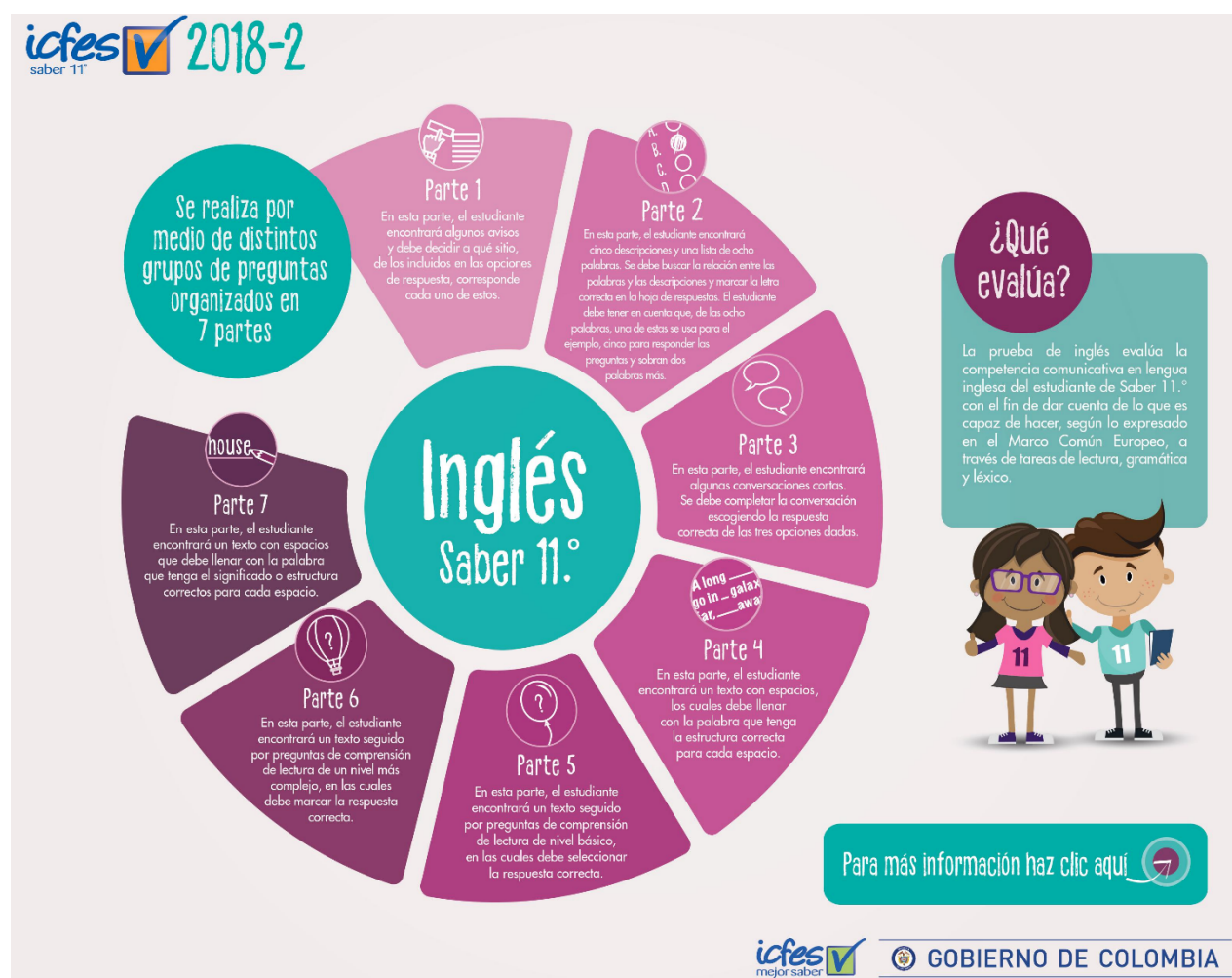
Consequently, there are 55 reagents focused on the evaluation of one of the skills; therefore, the other three skills are relegated to the students' own practice and exercise. Figure 1 shows the components of each section of both SABER test; SABER Pro and SABER 11, which are exactly the same, nonetheless, are given at different stages of the students' life.

Figure 1. Structure of the English Module Tests SABER Pro.



Source: Taken from ICFES website, Colombia, 2022.

Figure 2: Structure of the English Module Tests SABER 11.



Source: Taken from ICFES website, Colombia, 2022

The segmentation of the English Module is distributed in items that assess reading comprehension as follows: part 1 (11%), part 2 (11%), part 3 (11%), part 4 (18%), part 5 (16%), part 6 (11%), and part 7 (22%) (ICFES, 2021b, pág. 47). The principal concentration of the test is noted in section four and seven, through 18 reagents with multiple choice responses.

In addition, Figure 2 shows the Common European Framework of Reference for Languages (CEFR) where the degree of competence that is expected in a Foreign Language

(EFL) in students is represented. This scheme converses directly with the structure proposed by the MEN, where "level **B1** (pre-intermediate level) has been established as a goal for secondary education students and level **B2** (intermediate level) for higher education students" (ICFES, 2017, pág. 11).

Figure 3. Common European Framework of Reference Levels: global scale.

Table 1. Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Taken from Council of Europe, 2021.

Figure 2 shows in the structure of the Common European Framework of Reference for Languages (CEFR), the conjugation of three levels of command of the English language: basic user (A1 and A2), independent user (B1 and B2), and a proficient user (C1 and C2). Stated from

the above, the Basic Standards of Competences in Foreign Languages: English, it is framed that the **communicative competence** "cannot be worked in isolation since it implies a flexible knowledge/doing, which is updated in significant contexts and that supposes the capacity to use knowledge about the language in various situations, both inside and outside of school life" (Ministerio de Educación Nacional, 2006, pág. 12). Therefore, this study focuses on the development and assertive enhancement of language skills in an integral matter, not only at school, but also in the social and personal context. In addition, communicative competence is nourished by three dimensions or sub-competences, which are:

Linguistic competence. It refers to the knowledge of the formal resources of the language as a system and the ability to use them in the formulation of well-formed and meaningful messages. It includes lexical, phonological, syntactic and orthographic skills, knowledge, among others. This competence implies not only the theoretical management of grammatical, orthographic or semantic concepts, but also their application in various situations. (Ministerio de Educación Nacional, 2006, págs. 11-12).

Pragmatic competence. It is related to the functional use of linguistic resources and includes, in the first place, a discursive competence that refers to the ability to organize sentences in sequences to produce textual fragments. Second, it implies a functional competence to know both the linguistic forms and their functions in real communicative situations. (Ministerio de Educación Nacional, 2006, págs. 11-12).

Sociolinguistic competence. It refers to the knowledge of the social and cultural conditions that are implicit in the use of the language. It is used to manage rules of courtesy and other rules that order relationships between generations, genders, classes and social groups. It is also handled by coming into contact with expressions of popular wisdom or with differences in register, dialect and accent" (Ministerio de Educación Nacional, 2006, págs. 11-12).

These sub-competencies are the basis for the development of language skills —listening, speaking, reading and writing—, given that they complement each other and a commitment is made to a comprehensive linguistic training in English, that is, all elements of usability in everyday life are taken into account, with cultural and social aspects, without neglecting the normative scope, of the formal resources, of the English language.

This is how the Basic Standards of Competences in Foreign Languages: English, are directed towards an integrality, which is developed from the basic primary and basic secondary education of the educational system, a space where the initial knowledge of the Foreign Language (EFL) is implanted. However, the Saber Pro higher education test only takes into account the evaluation of one of the skills —*reading comprehension*—, which directly influences the possibility of non-assertive results. Therefore, in the space of undergraduate education, the evaluation approach of the generic competence of the English Module is worrisome, which, to a certain extent, will guide the professional course of its students, in addition to losing consistency with the structure of the ICFES (2017) also, in the correlation with the levels of usage and appropriation of the language.

This research is relevant for the educational community of the Santo Tomás University because it will contribute to the improvement and enhancing performance in the Saber Pro Test, which will raise the quality standards of the Higher Education Institution, and mainly, it will leave installed the capacity so that it is preserved over time and build a culture of learning a Foreign Language (EFL), deeply rooted in the academic community, in favor of excellence.

The impact of this research will contribute to the Santo Tomás University, with an Instructional Design, which is responsible for a holistic preparation, with the promotion,

appropriation and development of integrated linguistic skills in all its university population, thus, knowledge will be improved, and it will strengthened the students' linguistics skills.

Research Question

From the scenario mentioned above, it is possible to glimpse a disconnection between what ICFES (2017) proposes at the service of the Ministry of National Education (MEN), on the degree of competence and the evaluation structure of the Saber Pro Test, which does not coincide with said levels of competence and mastery of a Foreign Language (EFL). Therefore, the following research question, which aims to contribute to educational solution alternatives, is proposed: what the results of the implementation of an Integrated Language Skills method are in order to improve the score of standardized State tests with students from Gimnasio de Los Cerros, in Bogotá, Colombia?

Objectives

General Objective

To validate an Instructional Design that develops the integrated linguistic skills in the undergraduate students of the Santo Tomás University towards the improvement of their performance in the Saber PRO Test in the English Module successfully piloted with secondary educational students at Gimnasio de Los Cerros in Bogotá.

Specific Objectives

- To analyze the English module of the Saber Pro Tests, to be able to design a didactic proposal for secondary education and undergraduate students.
- To design an instructional design that develops the integrated linguistic skills for the English module of the Saber 11 and Saber Pro Test.
- To pilot the instructional design with a group of students in similar academic conditions in terms of language level.

Theoretical Framework

This study encompasses on three main constructs. The first one is the theoretical Foundation in Communicative competences, the second one is the Educational achievement and linguistic intelligence, and the third, standardized tests. Those are:

Theoretical Foundation in Communicate Competences

This research study comprises a theoretical structure (Figure 3) in which the fundamental communicative competences are articulated —linguistic competence, pragmatic competence and sociolinguistic competence—, for the mastery of a Foreign Language (EFL) and its four integrated linguistic skills — listening, speaking, reading and writing—, which allow the development of assertive immersion in the English language, thus, this project has the complete intention of favoring their learning and also the results in standardized tests.

Figure 4. *Theoretical foundation.*



Source: Own elaboration

a. Mother language aiding the Foreign Language; English

In the language learning scenario, it is important to recognize that there are differences between proficiency in the Mother Tongue (L1), which is acquired in the context in which the individual grows, and a Second Language (L2), which implies its study and immersion, and English as a Foreign Language (ESL) (Hamel, 2003).

The Mother Tongue (L1) is the “first language that a human being learns in his childhood and that normally becomes his natural instrument of thought and communication; those who share a mother tongue are considered native speakers of the language in question” (Centro Virtual Cervantes, 2021). As a result, this first language is the one that allows communication and the subsequent one to one or more languages, in which patterns and learning strategies that favor communication and interactivity will be generated.

However, regarding EFL “the distinction is neat if acquisition of the Foreign language begins when acquisition of the first is over” (Klein, 1986, pág. 3) This means that for the beginning of an EFL process, the linguistic background must necessarily have been developed in the L1, it is an inherent process of transferring knowledge and communicative skills from the L1 to the Foreign Language EFL.

In learning a Foreign Language (EFL), the “adult learner applies learning strategies that are similar to those of the child, which include selective attention to input, simplification, generalization, regularization, repetition, compensation through the use of paraphrases and constructions, periphrastic, and feature transfers from L1 to EFL”. Therefore, this learning process takes some tools from the domain of the Mother Tongue (L1), which are useful in adult learning, either self-taught or through training in language teaching institutions.

In this sense, the “L1 plays an intermediary role in setting the parameters of the EFL, that is, in learning what is different in the Foreign from the L1.” (Silva-Corvalán, 2003, pág. 35). Then, for immersion in an EFL process, elements of the L1 are taken in such a way that the linguistic associations between L1 and EFL determine aspects related to the grammatical baggage and interjection between the languages.

In addition, the understanding of the L1 is essential, based on "the similarities that exist with the processes of a foreign language acquisition so that teaching professionals apply more useful and beneficial practices with their students and thus obtain more satisfactory results.” (Navarro Romero, 2009, pág. 126). Thus, the structure of the L1 is a key element in the EFL teaching, and more effective and efficient learning achievement performances also depend, to a great extent, on the teacher's teaching practices.

b. Integrated Linguistic abilities

Teaching English requires the development of four specific skills: reading, writing, listening and speaking. Therefore, it is necessary to “master oral expression, listening comprehension, written expression and reading comprehension. These skills, depending on the context, can be develop, but to have a good learning process, we must master the four language skills” (CourseFinders, 2015). These capabilities are the basis for effective immersion within an EFL process, which guarantees a more assertive interaction and usage of the language.

The teaching of language skills requires a:

[...] simple and most basic *integrated teaching approach*, which is the incorporation of two or more skills in the same linguistic medium; that is, in the oral medium that includes listening and speaking, or in the written medium that includes reading and writing. Such integration can happen

very naturally in class without much effort on the part of the teacher or the students. The most complex integration is the one in which more than two skills are integrated; in this way, the integration can occur between three to four skills. Complex integration occurs when the class is a combination of multiple language skills. (Acosta G., 2020, pág. 17).

Therefore, the integration methods of teaching can be established in a basic plane, with the intermediation of two abilities, or in a complex field where three or all the abilities are interrelated, which requires a more effective performance, and also a more complete learning of the Foreign Language.

In addition, teachers have the possibility of optimally and efficiently articulating language skills in order to:

[...] develop students' abilities in the language through the application of an *integrative approach* to the development of communication skills in the classroom, in which the four skills in the acquisition of knowledge in a foreign language can be taught coherently and practiced together, giving the necessary relevance to one over the other when the occasion so warrants (Acosta G., 2020, pág. 14).

Thus, the teacher has the opportunity to articulate these linguistic competences from a daily, realistic, and above all experiential perspective, which will lead the student to learn in real scenarios and acquire greater linguistic results of assertive and coherent communication.

Now, there are various general types of instruction for teaching EFL, two of them are: **‘Content Based Instruction’** and **‘Task-Based Instruction’**. This Thesis is a mixture of both of these instructions, inasmuch as language learning is not only based on content nor task, it is a gradual understanding and usage of both, teachers cannot focus exclusively on the performance

nor the completion of the task, as an instructor, we must ensure proper content, or stimulus, connected to an appropriate goal or task, thus, facilitating an accurate and gradual learning process for our students, whether it be language learning or Standardized Test Instruction. Once the instructor isolates either the *Content Based Instruction* or the *Task-Based Instruction*, the objective becomes based on complying a certain curriculum or based on a personal goal and not focused on the students' needs.

“[...] the first emphasizes language learning through the use of content from various areas, while the second emphasizes the performance of tasks that involve the communicative use of the language.

In Content-Based Instruction, students practice all language skills in a highly integrated, communicative way, while learning content such as science, math, and social studies. Content-based instruction is valuable at all proficiency levels, but the nature of the content may differ by proficiency level.

In Task-Based Instruction, students engage in communicative tasks in English. Tasks are defined as activities that can function independently as fundamental units and that require understanding, producing, manipulating, or interacting in authentic language while paying attention primarily to meaning rather than form. (Acosta G., 2020, págs. 17-18).

As a result, *Task-Based Instruction* is cross-cutting and involves the four language skills comprehensively, with a direct focus on language practice, an aspect that favors mastery of a Foreign Language in an interdisciplinary setting.

From the "integration of skills, language is treated as a means of interaction, which boosts the motivation and confidence of students, who can express their own ideas and points of view without fear of the teacher"(Acosta G., 2020, págs. 17-18). Therefore, the Foreign

Language learning methodology comprehensively addresses the skills of the students, and fully prepares them in the four priority linguistic dimensions —listening, speaking, reading and writing— for the assertive performance of the communication in another language.

Reading

Reading in English demands assertive comprehension processes, since with this skill “the capacity for observation, attention, concentration and critical analysis is developed. The good development of the reading competence allows to have fun, stimulate and satisfy the curiosity about topics of interest” (Chamorro-Ortega, Bejarano-Criollo, & Guano-Merino, 2020, pág. 308). Reading allows the speaker to generate connections between different textual and literary typologies, depending on their interest and communicative need.

Writing

Writing “requires the use of spelling and other skills related to reading. Writing is organizing ideas with sentences and vocabulary through summaries and revisions (Chamorro-Ortega, Bejarano-Criollo, & Guano-Merino, 2020, pág. 308). This is how writing is one of the ways to transmit ideas and messages to interlocutors effectively and efficiently and, of course, making yourself understood. This practice develops gradually, since mastery of grammatical structures is part of a formal component of the language, which takes time to be appropriated and assimilated by the student.

Speaking

This ability is acquired through various “activities: conversations, role plays, group work, and other exchange activities and personal exhibitions. It is a productive skill that favors evaluating others such as listening or reading” (Valdés Bermúdez, y otros, 2015, pág. 64). This

ability allows the intention of the speaker, who demonstrates linguistic competence, with the specific and appropriate use of the most assertive expressions for their communicative situation.

So, the practice of oral exercise in English implies “the combination of many forms that serve to transmit your needs or ideas to other people. This skill develops automatically by listening to other people and speaking constantly. (Chamorro-Ortega, Bejarano-Criollo, & Guano-Merino, 2020, pág. 308). Therefore, orality in ESL is the most direct skill, with which the ease of communication and discursive interaction with other speakers is demonstrated, making oneself understood and understand in some communicative event.

Listening

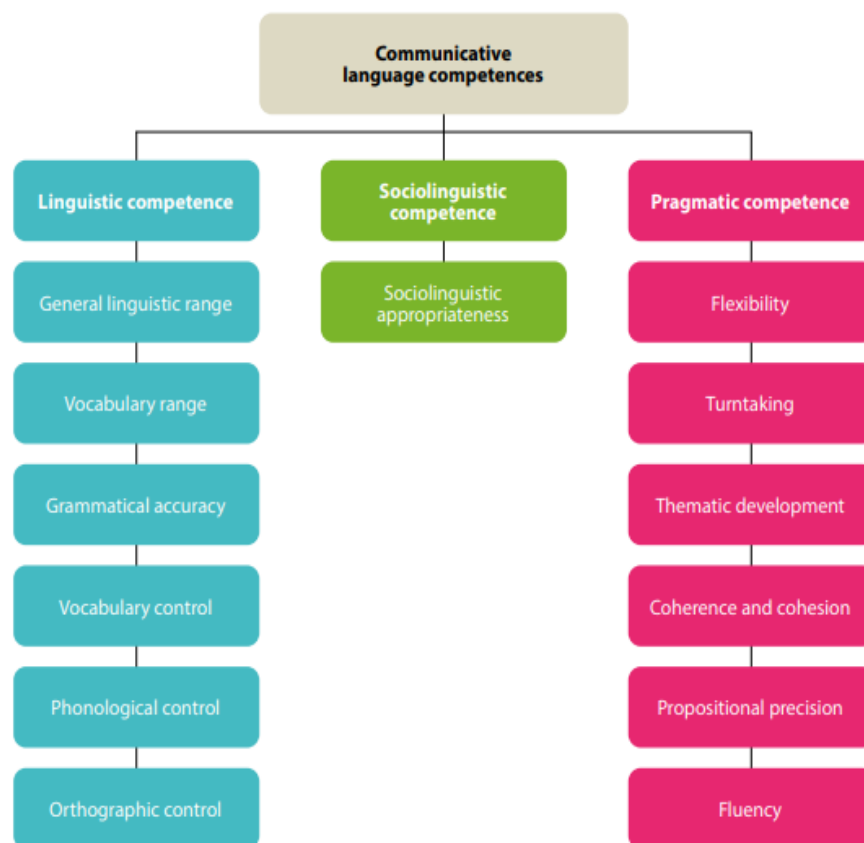
This capacity of the speaker “means understanding a communication from the auditive point of view of speech. It is to understand, comprehend, or make sense of what is heard” (Chamorro-Ortega, Bejarano-Criollo, & Guano-Merino, 2020, págs. 307-308). This is how listening generates necessary comprehension processes, which are intercepted to be developed by the ability of speaking as a response to the communicative stimuli proposed by the interlocutor.

c. Communicative Language Skills According to CEFR

Communicative competences allow the interaction between the speakers of a language to transmit the messages in the most exact way possible, taking into account the context, the semantic content of the sentences and the pragmatic use.

The Common European Framework of Reference for Languages, CEFR, theorizes communicative skills in: Linguistic Skills, Sociolinguistic Skills; and Pragmatic Competencies (Figure 5).

Figure 5. Communicative language skills



Source: Council of Europe, 2020, p. 129.

Linguistic Competence

This competence deals with the formal features of the language, in terms of its syntax, morphology, phonetics, grammar and spelling. Thus, the “evidence for foreign language acquisition (that is, progress) is the emergence of new forms and not their mastery. When learners are tackling more complex tasks, their control of their language naturally suffers, and this is a healthy process” (Council of Europe, 2020, pág. 130). As a result, progress in advancing the command of the language and its interaction will allow advances and development in the understanding and production of more effective, complex and elaborate syntactic structures.

Therefore, when accessing the vocabulary of a foreign language it is essential to bear in mind that:

[...] Each of the word-knowledge types is likely to be learned in a gradual manner, but some may develop later than others and at different rates. From this perspective, vocabulary acquisition must be incremental, as it is clearly impossible to immediately gain all these word knowledges simultaneously. Thus, at any point in time, unless the word is completely unknown or fully acquired, the different word knowledges will exist at various degrees of mastery (Schmitt, 2000, págs. 5-6).

Thus, the vocabulary baggage must be increased gradually and taking into account the background of the student's previous lexicon, since this linguistic segment will be rooted in memory. Therefore, it is required that its cognitive and neural anchoring be the most optimal, so that the recovery of the terminology needed in real communicative situations is much more efficient, depending on its semantics and pragmatics of the situation.

In the same sense, within linguistic competence, language learning has two dimensions, receptive and productive, where:

[...] we speak of **RECEPTIVE** knowledge of the word when we are able to recognize it when hearing it or seeing it written; when we recognize the parts that make it up and can assign meaning to them; if we can establish associations with other words; when we recognize that it is being used correctly in a given context and we know what other words it usually appears with; and we demonstrate a **PRODUCTIVE** knowledge of the lexical unit when we are able to pronounce or write it correctly, we know how to segment it into parts, we can use it in different contexts, we know its synonyms and antonyms, we are able to include it in an original sentence, even together with the words with which is usually combined, and we know what its degree of formality is. (San Mateo Valdehita, 2013, pág. 3).

Integrated language skills are highlighted from these two types of knowledge. For receptive knowledge, the practice of reading and listening is implemented; while with productive

knowledge, orality and writing are activated. These allow knowledge of the language to transcend productivity, that is, its use and an accurate lexical production.

Sociolinguistic competence

This competence focuses on the “knowledge and skills necessary to address the social dimension of language use, given that language is a sociocultural phenomenon.” (Consejo de Europa, 2021, pág. 151). Thus, this dimension of the language requires the use of cultural conventions, which are specific to cultural particularities, such as idioms, greetings, proverbs, among other types of expressions particular to each context.

Pragmatic competence

The use of language in the context, with the mastery of correct use, is triggered in communication situations. Therefore, this competence "refers to the use of the language itself in the (co) construction of the text and to the knowledge possessed by the user and/or learner" (Consejo de Europa, 2021, pág. 153). Thus, the use of the language depends exclusively on mastering the other communicative competences —linguistic and sociocultural— that are inherent to the practice in which the speaker develops, with respect to their knowledge of the language.

Educational achievement and linguistic intelligence

In the Higher Education scenario, the performance of university students is essential, which must be optimal, of excellence and quality, in order to guarantee their professionalism for the workplace. Therefore, **educational achievement** must foster that “students learn in the teaching-learning process. This learning refers to the knowledge, abilities or skills that the

student had the opportunity to learn at school.” (Backhoff Escudero, 2018, pág. 4). In this specific case, the mastery of integrated linguistic skills, contributes to a significant result in standardized tests such as the ECAES, Saber PRO and Saber 11, exam is intended.

Within educational achievement, **linguistic intelligence** is taken into account, which corresponds to the “ability to use words effectively, either orally or in writing. Its use is in rhetoric, mnemonics, explanation and metalanguage.” (Armstrong, 2017, pág. 18). Therefore, in learning English, the development of linguistic intelligence skills in correspondence to the main skills of the language —speaking, reading, listening, and writing— is fundamental.

Thus, linguistic intelligence corresponds to "abilities such as understanding the functions of language, language learning, communication of ideas, and sensitivity to oral and written language” (Aprendiendo a Acompañar, 2020, pág. 6). These skills contribute to the integral learning of English, being configured in an effective and assertive way in the university environment.

Consequently, educational achievement is closely related to the characteristics of linguistic intelligence, which are consolidated from the following components:

- [...] -Ability to capture oral and written information.
- Skills for communication, the effective transmission of ideas, both orally and in writing.
- Fluency and speed in the acquisition of new languages, as well as interest in them.
- Management of a wide vocabulary and interest in learning words, their meaning, etc.
- Enjoy reading and/or writing.
- Spelling ability and fast error detection.
- Capacity to adapt language to different contexts and formats.
- Ability to retain verbal and written data and information by heart. (Aprendiendo a Acompañar, 2020, pág. 6).

These considerations of linguistic intelligence make it possible for the learning of English to be much more comprehensive and complete, based on the acquisition of all the abilities that strengthen linguistic command in a contextual manner and using the learning background of the L1.

Standardized Test

According to some definitions standardized test are:

An assessment instrument whose validity and reliability have been established by thorough empirical investigation and analysis. It has clearly defined norms, such that a person's score is an indication of how well he or she did in comparison to a large group of individuals representative of the population for which the test is intended (APA Dictionary of Psychology, 2022).

This research study is framed on standardized test since all of the test mentioned: SABER Pro, SABER 11 and the TOEFL test, are assessed, graded and or measured by the same criteria, which would be the *Common European Framework of References for Languages*. Standardized testing is supposed to aid the definition of clear educational goals and serves as a measure of accountability while also giving realistic opportunities to all those involved, which is the key objective of this study and the reason why it is framed by these types of tests.

The *TOEFL iBT Test* is the United States' American proposal for the recognition of English as a Foreign Language, this test has been chosen because it seems to be the only one that actually integrates the language skills (Reading, Writing, Listening and Speaking) within its test.

The TOEFL iBT has implemented a true linguistic mixture, which, in favor of the test takers, assimilates legitimate language usage, thus, obtaining favorable scores.

The TOEFL is valued "by more than 11,000 universities in more than 150 countries around the world, including the United States, the United Kingdom, Canada, Australia, New Zealand and countries in Europe and Asia" (TOELF, 2022), and it is an exam that is valid for two consecutive years, which implies that it must be updated from time to time for its respective validity.

In addition to the *TOEFL* iBT, there are other exams of great importance worldwide for the recognition of a foreign language in the English language, for example the Cambridge *IELTS* exam—which is required for admission to International Universities, for example in Canada, New Zealand, United Kingdom and Australia—, valid for 2 years and given monthly by the British Council.

Also, the official Cambridge exams are of relevant importance FCE³, CAE⁴ and CPE⁵; which are also taught by the *British Council* and have the advantage of being valid for life, with examinations throughout year, and where the skills of “Reading, Comprehension, Composition, Usage of English, Listening and an Interview are assessed” (Where & What, 2017). In this sense, Figure 5 reflects the equivalence between the different ESL exams.

³ First Certificate in English (FCE).

⁴ Cambridge Advanced in English (CAE).

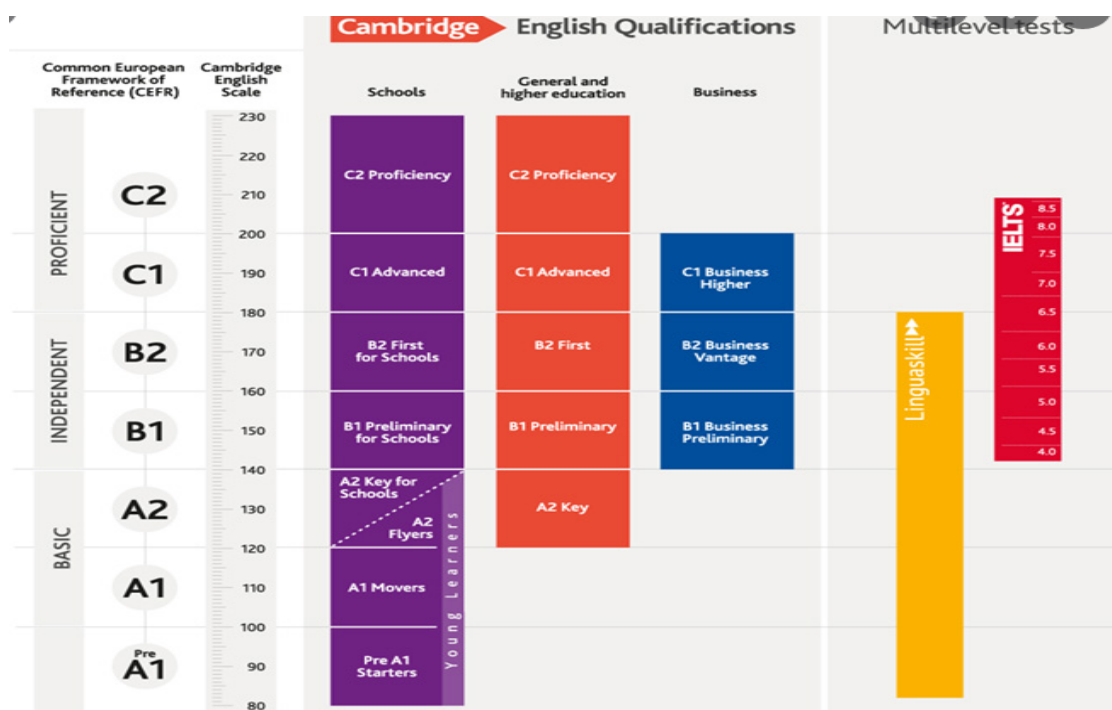
⁵ Certificate of Proficiency in English (CPE).

Figure 6. Table of equivalences of the levels of English and the scores of the different official exams.

Marco Común Europeo de Referencia	University of Cambridge ESOL Examinations	IELTS International English Language Testing System	TOEFL Test of English as a Foreign Language Internet Based (iBT)
C2	CPE Certificate of Proficiency in English	A partir de 8,0	+100 88-100
C1	CAE Certificate in Advanced English	6,5 – 7,5	70-88
B2	FCE First Certificate in English	5,0 – 5,5	50-70
B1	PET Preliminary English Test	4,0 – 5,0	29-50
A2	KET Key English Test	3,4 – 4,0	10-29
A1			

Source: Where & What, 2020

Figure 7. Comparison of equivalence levels in English.



Source: Cambridge Assessment English, 2022.

Through the equivalences of Figures 5 and 6, it is evident that the PET Cambridge exam corresponds to B1 of the Common European Framework, just as the FCE is correlative with B2,

the CAE with C1 and the CPE with the C2. The scores are equivalent between the different exams, while attending with excellence and quality, for the students' domain of the English language.

The TOEFL exam is applied and taught by the ETS company, through three modalities:

- "1. TOEFL iBT Test (at a Test Center): Test on a computer at a test center.
2. TOEFL iBT® Home Edition: Test on a computer at home.
3. TOEFL iBT® Paper Edition: Test in 2 sessions — Reading, Listening, and Writing on paper at a test center, and Speaking on a computer at home” (ETS TOEFL, 2022a).

The TOEFL test is part of the educational and linguistic services of the ETS Company, and given the technological possibilities, it offers great coverage, through three exam application options, which allows users to constant access.

TOEFL Test structure

The TOEFL iBT test (Figure 7) is made up of four segments that assess four skills: reading comprehension, listening comprehension, speaking, and writing, for an average test time of approximately three hours.

Figure 8. TOEFL iBT Test structure**TOEFL iBT Test Sections**

Section	Time Limit	Questions	Tasks
Reading	60–80 minutes	36–56 questions	Read 3 or 4 passages from academic texts and answer questions.
Listening	60–90 minutes	34–51 questions	Listen to lectures, classroom discussions and conversations, then answer questions.
Break	10 minutes	—	—
Speaking	20 minutes	6 tasks	Express an opinion on a familiar topic; speak based on reading and listening tasks.
Writing	50 minutes	2 tasks	Write essay responses based on reading and listening tasks; support an opinion in writing.

Fuente: TOEFL iBT, 2021.

The TOEFL is the only exam that addresses “all 4 academic English skills — reading, listening, speaking, and writing — the way they are actually used in a classroom. Thus, your TOEFL® scores provide a true reflection of your abilities” (ETS TOEFL, 2022b). Therefore, this exam addresses the four integrated linguistic skills, an aspect that coincides with this thesis project, to the extent that the same linguistic interests are to be addressed.

The **Reading** comprehension segment implies that:

“[...] The *TOEFL iBT*® Reading section is designed to assess how well you can read and understand the kind of materials used in an academic environment. It includes 3 or 4 reading passages, each approximately 700 words long, with 10 questions per passage. You have 54 to 72 minutes to answer all the questions in the section. Reading passages are excerpts from university-level textbooks that would be used in introductions to a discipline or topic. The passages cover a

variety of different subjects. Don't worry if you're not familiar with the topic of a passage” (ETS TOEFL, 2022c).

This ability is proposed to highlight the reading of different textual typologies in the academic field, and of different themes, an aspect that includes all disciplines of knowledge and is completely transversal with all the Undergraduate programs of the Santo Tomás University.

The **Listening** comprehension section is responsible for evaluating:

“[...] *Basic comprehension* and *Pragmatic understanding* (speaker's attitude and degree of certainty) and connecting and synthesizing information. There are 2 types of listening items in the Speaking section — lectures and conversations. Both use campus-based language. 3–4 lectures, each 3–5 minutes long, with 6 questions per-lecture; and 2–3 conversations with 2 speakers, each 3 minutes long, with 5 questions per conversation” (ETS TOEFL, 2022d).

This auditory segment aims to show the ability to listen from everyday language, that is, from daily communication in real communicative situations; in addition to the functionality of the language for different contexts with coherence and cohesion.

The **Speaking** section corresponds to:

“[...] The *TOEFL iBT*® Speaking section is designed to measure your ability to speak English effectively in academic settings. It is composed of 4 tasks that resemble real-life situations you might encounter both in and outside of a classroom. Question 1 is called an "independent speaking task" because it requires you to draw entirely on your own ideas, opinions, and experiences when you respond. Questions 2–4 are called "integrated speaking tasks" because they require you to combine your English-language skills — listening and speaking, or listening, reading, and speaking — just as you would in or out of a classroom” (ETS TOEFL, 2022e).

Oral expression gives the TOEFL applicant the possibility of expressing all their cultural, academic and professional background, since they can express opinions, arguments, thoughts

regarding a topic that interests them or that they fully master through speech. In addition, this ability contains a wide degree of difficulty since it demands mastery of the other linguistic faculties —reading, writing and listening— in the academic and everyday sphere.

Finally, the ***Writing*** section requires the candidate to:

“The *TOEFL iBT*[®] test Writing section is designed to measure your ability to write in English in an academic setting, and you're expected to be able to present your ideas in a clear, well-organized manner. There are 2 writing tasks. Integrated writing task (20 minutes) — read a short passage and listen to a short lecture, then write in response to what you read and listened to. Independent writing task (30 minutes) — write an essay based on personal experience or opinion in response to a writing topic” (ETS TOEFL, 2022f).

In writing, the applicant demonstrates the writing capacity within the academic space, with the correct and adequate use of the linguistic resources of grammar, spelling, coherence, cohesion, semantics and syntax. Also, it requires that the discursive way of expressing ideas in English be evidenced.

State of the Art

Study 1: Teaching of English language skills and achievement of communicative competence

This epistemological inquiry article was commissioned to make a compilation of the "main concepts related to teaching, integrated or segregated, linguistic skills and warns about the need to redirect the way in which it is taught, *promoting integration* of these in order to achieve levels of communicative competence. (Acosta G., 2020, pág. 5). This article is a documentary review on ESL linguistic competences, and it is based on the CEFR and Hermer (1999), indicating that "speaking and writing imply linguistic production, and, therefore, are often called productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often called receptive skills" (p. 16).

In the discussion, the reflexive contrast of the importance of not separating the competences of English, is evidenced because "the segregated teaching of linguistic skills focuses on the teacher more than on the students and this emphasizes the achievement of linguistic competence more than that of communicative competence, which represents a contradiction" (Acosta G., 2020, pág. 15). And, it is concluded that the four skills complement each other since "reading is good for the development of useful vocabulary and that students have a better performance in writing when other skills and linguistic sub-skills have also been integrated" (Acosta G., 2020, pág. 20).

The contribution of this study is configured in the distinction between productive skills and receptive skills, since the aim of this thesis project is to comprehensively address language skills at the levels of secondary and higher education, it coincides in the position that the learning of ESL English must be *interactive and articulated*.

Study 2: The development of linguistic skills in English, in students whose professional profile belongs to other areas of knowledge.

This article was in charge of presenting the research results of a project carried out at the University of Guayaquil, in the Faculty of Administrative Sciences, in order to:

"[...] improvements in the teaching-learning process of the English language, aspects such as the management level of the Languages department, the treatment given to the content of the texts in the modules in relation to the workload, the essence of the English courses taught at the faculty, the level of knowledge of the content that the teachers show in the classes, the knowledge of the Common European Framework of Reference" (Ordóñez León, Hernández Magallanes, & León Toledo, 2018, pág. 1).

With this project, results were reflected in which the key elements of the academic content for the teaching of English as a Foreign Language stand out, in terms of learning English for Academic Purposes (IFA). The article proposed alternatives based on the learning deficiencies of EFL students, through a statistical study, with different analysis of variables, with the participation of 412 students between 18 and 25 years old.

Among the results, the causes around the time invested by the students to return to the knowledge learned in English classes were presented, highlighting reasons such as: lack of motivation; work related responsibilities, lack of time; and the process being of non-importance. Additionally, from the student population surveyed, it was obtained, regarding the essence of the ESL teaching, in the Faculty of Administrative Sciences that:

"[...] 34.02% expressed that the courses are based on explanations of grammar and vocabulary learning, 10.85% answered that they are based on the development of listening skills, 24.41% considered that the courses focus on the development of listening skills. of reading, 9.82% marked the development of oral skills option and 22.43% marked the development of written skills, while

1.47% did not match any of the options included in the survey” (Ordóñez León, Hernández Magallanes, & León Toledo, 2018, pág. 7).

From these results, the prevalence of the grammatical component stands out, as well as the lack of knowledge of the articulation of integrated skills, thus, it is evident that orality is only important in 9.82% within the development of the language, which implies an area of opportunity that needs to be attended.

Also, 57 teachers were interviewed regarding knowledge about the Common European Framework of Reference for Languages (CEFR), where it was highlighted that 26.86% of teachers had little knowledge of it, in contrast to 55.24% with sufficient knowledge. From this, a certain distinction is inferred between knowing or lacking knowledge of the CEFR, where the minority percentage, would urge priority attention in this regard; in addition, the importance of ICT in the teaching process of EFL and ESL L2 is expressed (Ordóñez León, Hernández Magallanes, & León Toledo, 2018). The need for improvement in the Faculty of Administrative Sciences with the use of ICT and management of the teaching of English with the support of effective and efficient computer systems is concluded.

The contribution of this article is significant, since it statistically presents the perception of teachers and students of a faculty, evidencing the need to *integrate all language skills* through ICT's in the learning of the English language, in addition to knowledge and curricular, didactic and pedagogical involvement from the CEFR guidelines; and the assessment from the example of how students inhabit the learning of English in the face of the disarticulation of integrated linguistic skills.

Study 3: Standardized tests as a way of measuring English in Colombian education

This article built a scheme on the value, measurement and meaning of the standardized EFL tests in Colombia, based on the references and guidelines of the Common European Framework of Reference for Languages (CEFR). It was based on the importance and need to evaluate the learning and teaching of EFL, including standardized tests with "criteria consistent with the objectives and/or general and specific considerations of what it is to 'know English' (use of the language), and are aimed at people who have completed a program of instruction in the target language" (Benavides Burgos, 2020, pág. 36). Consequently, the tests allow the observation of the degree and level of acquisition of linguistic knowledge in English within the same scale, and have been standardized in Colombia through the ICFES, by means of the Saber 11 and the Saber PRO tests.

In addition, standardization was understood as "an evaluation and measurement mechanism that is administered and graded in a standard or predetermined way and compared with the results of a group" (Benavides Burgos, 2020, pág. 38). Therefore, in this framework there are criteria that reflect the results of the linguistic level of English of the participants in a general and individual way, evidencing the strengths and areas of opportunity.

The existing tests are the "TOEFL (Test of English as a Foreign Language) from the Educational Testing Service, those of the University of Cambridge U.K. (KET, PET, FCE, CAE, and CPE), and those of the University of Oxford such as the OPT (Oxford Placement Test)" (Benavides Burgos, 2020, pág. 43); which are required by different universities to demonstrate the level of linguistic competence of students at different educational levels, specially but not only in higher education.

In the *discussion*, it is emphasized that the results of the English level of the students in the Colombian educational system are proportional to the degree of training/capacitation of the teachers, which is closely related to the training processes of the educational institutions of the whole country. Also, it was established that the tests revolve around the ways in which linguistics is educated, the relationship between teaching, evaluation and research.

The *contribution* of this article lies in the visualization of the importance of *standardized tests*, which are in accordance with the guidelines of the Common European Framework of Reference for Languages (CEFR), and that operationally are evidenced in the different opportunities to which ESL students speak, that is, not only Secondary Educational students but professionals graduated from Higher Education Institutions would have to continue their training. In addition, an analysis is made of the tests that are worldwide references, with a trajectory to evaluate the aspects that are developed in this thesis.

Study 4: Learning strategies to improve SABER PRO test results in the English section.

This research article was framed in the Saber Pro Test evaluated by the ICFES in Colombia, with the objective of "proposing learning strategies related to the SABER PRO test to improve the results of the students of the Bachelor's program in English from the Universidad La Gran Colombia" (Rojas Castillo, 2018, pág. 1).

Student-centered education was based on the contributions that define "Learning strategies as special ways of processing information that enhance understanding, learning, or retention of the information" (O'Malley, 1995). Therefore, these strategies need to be transversal and integrated into the development of effective and efficient communication skills.

For the development of the strategies, a qualitative survey methodology was applied to 22 students from the last semesters in 2017, with voluntary participation "finding that most of them consider that the performance in the test depends on the learning strategies, and that these should focus primarily on integrating reading comprehension, vocabulary, and grammar" (Rojas Castillo, 2018, pág. 1), from the perspectives of the students in correlation with the standardization of the Common European Framework of Reference for Languages (CEFR), at the level of B2 in the English Module. And, the sampling was based on some inclusion parameters that allowed the students to have 70% achievement of their undergraduate program.

The results showed that "only 50% of students reach the B+ level, according to the basic standards of foreign language skills established by the Ministry of National Education" (Rojas Castillo, 2018, pág. 2), from the English Module in the ICFES tests, which is related to the fact that "Colombia ranked 50th in the 2012 English Proficiency Index (EPI) ranking below Latin American countries such as Guatemala and El Salvador" (Rojas Castillo, 2018, pág. 5). Currently, Colombia was placed at 81 (Low Proficiency) in the 2021 English Proficiency Index, which means that the country is not improving, in fact, it has dropped 31 places in 9 years.

It was concluded that "learning strategies should work on the development of Reading and Writing integrated skills" (Rojas Castillo, 2018, pág. 7), aspect that reveals the importance of promoting integrated curricular structures for language skills in access to EFL undergraduate students in Languages, which not only focuses on the grammatical component, but also on the approach and progress in the speech and listening integrated development.

The *contribution* of these results coincides with the importance that the different undergraduate programs analyze, from the internal structure, the results in the Colombian standardized ICFES Saber exams at a secondary and higher level, with a view to identify the

areas of opportunity and the strengths in the test, an aspect that should be addressed at the different academic levels, with clear pedagogical interventions within the study plans.

Study 5: External factors in the performance of generic State tests (Saber Pro) in English in administration and related students in Colombia.

This article had the objective of "explaining and classifying the results of the generic State tests in higher education institutions (Saber Pro), in the English module, in administration and related programs in Colombia" (Cabeza, Lombana, & Castrillón, 2020, pág. 182), from the ICFES standardized tests.

In the foundation, the background of works developed by Spada (2006), Scott and Hinton (2012) and Miyamoto (2012) were taken into account, in terms of those that are necessary in learning English a Second Language (ESL) where the "cost-benefit analysis equivalent to human capital, which is: 1) intangible and non-transferable, 2) when created, resources are sacrificed (in time and financial) and 3) the returns are seen in the labor market" (Cabeza, Lombana, & Castrillón, 2020, pág. 184), aspects that are evidenced, for example, in the results of standardized tests to which high school and Higher Education students are subjected.

The quantitative methodology used within the presentation of the conceptual structure, the importance of bilingualism in Colombia where it was established in a binary logistic regression study with independent variables related to the institutional, economical and family aspects. In this, "two groups of students were taken into account: those who obtained scores above the average and those who obtained scores less than equal to the average; dichotomous variable $Y=0.1$ " (Cabeza, Lombana, & Castrillón, 2020, pág. 186).

In the statistical results of external order that impact the performance of the standardized test applied by the ICFES, an overview was managed by geographical regions in Colombia, in the use of the SPSS 24 software with its respective coding of 10 categorical variables, and the variables of the model were structured according to: the parent's education, family income, the annual value of the previous year's enrollment, economical stratum, academic nature of the institution, sources of income for the payment of enrollment (scholarship or subsidy), region of program location, dependents, and method of educational program (Cabeza, Lombana, & Castrillón, 2020).

It was concluded that "administration programs and programs related to learning a foreign language, and that the State and educational institutions, must review the methodology of the program" (Cabeza, Lombana, & Castrillón, 2020, pág. 197), which is closely related to external factors to the EFL teaching, where for example, the most outstanding affectation is in the Andean region of Colombia.

The *contribution* of these results are valuable for this research, based on the statistical and quantitative description of the external variables that impact the results of standardized tests in Colombia, an aspect that is intended to be addressed with the *Instructional Design* that will be displayed later.

RESEARCH DESIGN

This research study is framed in a mixed research method (MRM). Hayes et al., 2013, cited in Halcomb & Hickman (2015) affirmed that “MRM involves the use of both qualitative and quantitative data in a single project, quantitative research involves the collection and analysis of numerical data, whilst qualitative research considers narrative or experiential data” (p.3). This research study uses both quantitative as qualitative data in order to provide reliability and validity in terms of the results presented to validate an instructional design as Johnson (2007) cited in Timans, Wouters & Heilbron (2019) claimed to refer that the combination of “elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purpose of breadth and depth of understanding and corroboration” (p.206). Hence, the preliminary results presented in this study provides the use of both type of data collection with the purpose of understanding the state of the problem in the light of this research design that fits better to analyze the findings.

This study was conducting in the action research (AR) approach. According to Mill (2003) cited in Lufungulo, Mambwe & Kalinde (2021) defines AR

As any systematic inquiry conducted by teachers, administrators, counsellors, or others with a vested interest in the teaching and learning process, for the purpose of gathering data about how their particular schools operate, how they teach, and how students learn (p. 116).

The intervention arose from the necessity of the improvement of the standardized tests results in EFL. The AR serves as a way of acting and intervening in the context where the phenomenon was identified. Riel (2019) “Action research provides a path of learning from and through one's practice through a series of reflective stages that facilitate the development of

progressive problem solving” (p.1). It was basically the reason why AR was used to conduct this research.

As part of the phenomenon identified, the researcher designed and implemented an instructional design to be validated with students from Gimnasio de Los Cerros. As a matter of fact, the methodology used in this research encompass an instructional design (ID) that was validated with a similar population of the school aforementioned in terms of English level, intensity of hours to study English and results in regard with the standardized tests. According to the Research field at LLEI, this study belongs to the research field 1 “The teaching and learning English as a Foreign Language”, research macroproject 1 “Innovate practices in English teaching and learning: practices of the LLEI preservice teachers”. This is part of the research subproject 1: Pedagogical innovations in EFL teaching and learning contexts.

The instruments to collect data were Pre-Tests and Post-Test. These instruments were used since their “designs are widely used in behavioral research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments” (Dimitrov & Rumrill, 2003, p. 159).

The implementation of the Pre-Test (See Appendix 1) was during February of 2021, it was taken directly from the SABER webpage and its sources, it was a bit more difficult than usual due to various psychological setbacks, for instance; returning to the schools’ grounds, attending class and having to wake up a whole lot earlier. The results found were not as bad as expected: 25.71% were in A1, 48.57% in A2, 17.14% in B1, which, as explained previously in chapter 1, is the countries’ objective (at this age group and for Secondary Education), and only 3 students in B2; 8.57%. The clearest result found was the lack of motivation and practice the students were showing, which was tackled by lowering the pressure from the grades, explaining that they still

had time to improve and by implementing meaningful integrated activities, to obtain the necessary lexical knowledge and explaining to them what was expected from the students in each of the sections of the test.

The implementation of the Post-Tests were during a period of 4 months, starting from August 2021, up until the actual SABER 11 date. The Post-Test was taken from various previous test, they were all found in the SABER webpage, the results of the first Post-Test (See Appendix 2) were: 14.29% in A1, 28.57% in A2, 34.29% in B1 (the government's objective), and 22.86% in B2, identifying a noticeable improvement and some positive steps towards the goal, based on the results of sections 1 and 2, a lack of lexical knowledge was identified thus, some meaningful integrated language activities were implemented into the ID, but, the main purpose was not to memorize the words, it was to use this new lexical knowledge in a meaningful and legitimate matter through some key activities (see tables 2 and 3).

Consequently, the use of pre-test and post-test in this study helped to measure how the educational interventional worked. Therefore, the validation of the instructional designed are based on the actual results of the national test SABER 11, and the results prove that this ID is valuable and worthy to be shared and implemented.

Following the instruments, the other one applied was Observation class, to be an accurate participant observation. Kawulich (2012) affirms that “participant observation involves being in the setting under study as both observer and participant” (p.3). The researcher was part of the context and through the class observation identified the problem. Besides, through the participation of the setting and the interaction with the participants, it was possible to analyze what the students' needs are and it was a fundamental key to start designing the instructional design.

The realization of this instructional design proposal takes into account the Instructional Design methodology for secondary and higher education, which will manage the strengthening of integrated linguistic skills —reading, writing, listening and speaking— for the English Module in the Saber PRO and the Saber 11 Tests.

Instructional Design

Instructional Design is "the structuring and organization of phases and elements for problem solving, it is a set of phases and stages that structure the curriculum" (Díaz Barriga, 2008, pág. 20). Thus, it is intentionally intended to address pedagogically problematic situations, addressed through a learning structure marked by strategies that allow significant educational achievement and use.

In the *Instructional design*, **four phases** are carried out, which can be developed in a flexible manner, these being “**1)** Study of the social and educational reality. **2)** Establishment of the diagnosis and prognosis regarding with social needs. **3)** Elaboration of a curricular proposal as a possibility of solving perceived needs. **4)** Internal and external evaluation of the proposal” (Díaz Barriga, 2008, pág. 21). From these stages, the educational contextualization of the Santo Tomás University was carried out regarding its need for training for educational achievement in the Saber Pro Test in the English Module, based on the problem statement; subsequently, the ICFES Saber Pro and Saber 11 exams were analyzed; and then the proposal for an educational solution is exposed through a training structure and its respective evaluation system.

Regarding the evaluation, Díaz Barriga (2008) asserts that the "curriculum plan is not considered static, it is based on needs that can change and on disciplinary advances, which makes it necessary to permanently update the curriculum according to prevailing needs and advances from such disciplines" (Díaz Barriga, 2008, pág. 50). This implies that the curricular design is transformed according to the demands and training needs of the educational population, and in relation to the progress of the areas of knowledge. In the case of this project, the curricular design specifically focuses on linking integrated language skills —reading, writing, listening and speaking—.

3.2 Intervention Project

In this sense, this work is presented as an *intervention project*, given that "its purpose is to diagnose and characterize a practical problem or a problematic situation to propose strategies that allow articulating actions to overcome it" (Stagnaro & Da Representação, 2012, pág. 157). This premise is completely consistent with the phases of the *Curricular Design* from Díaz Barriga (2008), and it is displayed in the analysis of the Saber Pro Test (Chapter III) and Chapter IV (Proposal for an educational solution). Therefore, an intervention project focuses clearly on "providing a new solution to the demands or problems identified in a specific population" (Stagnaro & Da Representação, 2012, pág. 160); for the sake of the transformation of an educational community, such as in the university population of the Santo Tomás University, where their training conditions are improved, and their professional development is contributed.

In effect, within the intervention project and the Instructional design, it is also taken into account that the curricular evaluation is "a broad process, which includes the evaluation of the learning of the students and everything that has to do with the academic apparatus, administrative, infrastructural that supports this curriculum" (Fernández Lomedín, s.f., pág. 18).

Consequently, the assessment of the curriculum is integral to a proposal for an educational intervention, where the different dimensions of the pedagogical structure and its participating actors are taken into account.

Of course, it is pertinent that the evaluation be consolidated in three different moments of the curricular design, in a diagnostic, formative and summative way:

“[...] The initial curricular evaluation or diagnosis corresponds to the proactive stage of the process and its main purpose is to determine if the conditions to execute the curriculum are given, if not, they must be created.

The formative or continuous curricular evaluation corresponds to the active stage of the teaching-learning process. This phase of the evaluation has an *important regulatory function* since it studies curricular aspects that are not working well and proposes *alternative solutions* for their improvement.” (Fernández Lomedín, s.f., pág. 18).

The diagnostic evaluation within the curricular design focuses on the identification of the needs of the educational context and, of course, of the student population that will be intervened.

This action is carried out in this project with the analysis of the Saber Pro and Saber 11 Tests and the contrast with the standards of the Common European Framework of Reference for Languages (CEFR) and the equivalences between the official⁶ EFL exams. The formative evaluation indicates the assessment of the curricular structure proposal in favor of the educational achievement of the students of the Santo Tomás University within the English Module of the standardized test; and the summative evaluation phase will be in another space of

⁶ University of Cambridge ESOL Examinations; International English Language Testing System (IELTS); Test of English as a Foreign Language Internet Based *iBT* (TOEFL).

analysis and development, for decision making regarding the pedagogical intervention, since due to the scope of this project and depending on the research objectives, it is only necessary to reach the summative formation or design stage (ADDIE) or structure stage (Díaz Barriga, 2008).

ANALYSIS, DESIGN, DEVELOPMENT and EVALUATION

Additionally, this project focuses on the first two sections of the Model of **Analysis, Design, Development, Implementation and Evaluation** (ADDIE), which focuses on the "analysis of the needs of students, for the pedagogical design of the contents to be studied". Regarding the learning materials, and the implementation, and the process of formative and summative evaluation of learning” (Belloch, s.f., pág. 10). Therefore, the design of instructions to attend to the development of integrated linguistic skills, will take into account the previous knowledge of the students in the Foreign Language, in order to maximize comprehension and usage.

In the field of **Analysis**, an example of the Saber Pro and the Saber 11 Tests is observed to identify the elements that can be used in the **design** of an educational proposal that addresses the four language skills.

For research interest purpose, this thesis document will only address the Analysis (Chapter III) and Design (Chapter IV) in the reference of the ADDIE Model, the Development, Implementation and Evaluation section is pending at the moment. This is because the development of a proposal of this nature involves undergraduate students fully developing the four integrated skills —reading, writing, listening and speaking—, which will take more than two academic semesters, taking into account the acquisition time of learning according to the independent user level (B2) based on the Common European Framework of Reference for Languages (CEFR), which corresponds to the level requested in the Saber Pro Test, in relation to the level indicated for Higher Education.

Description and analysis of the Saber Pro and the Saber 11 Tests

This section focuses on the *diagnostic* phase from the *Curriculum Design* methodology from Díaz Barriga (2008); and coincides with the stage of *analysis* of the ADDIE model (Belloch) for which the English module of the Saber Pro and the Saber 11 Tests is analyzed and its different sections reveal the areas of opportunity so that its domain transcends, that is, it does not remain only in the approval of the test, but, that it contributes to the professional performance of the students who take it at an EFL level in English that will allow them to expand their professional interests.

This is why the *Booklet of Questions of the English Module of the Saber Pro Test* and the *Booklet of Questions on the English Module of the Saber 11 test* were taken as a reference for the respective analysis.(ICFES, 2018).

Of the seven parts of the exams, the official ICFES study guide booklet is a fifteen-page document, which only accounts for five of the seven parts of the real test —parts three, four, five, six and seven, missing part one and two, —. Therefore, the test focuses only on reading comprehension, through the presentation of statements that require reading and inference to achieve a correct answer.

The document begins with the *presentation* of the booklet, emphasizing that questions used in previous exams are used, which will serve your students with the familiarization of the exam, and it is highlighted that competencies are evaluated, not specific concepts about the linguistics of the English language.

Subsequently, *part two* is presented, which indicates the correlation between statements and a column of words that describe them, since two of the words are left over. It is a section that

offers five reagents with eight multiple response options, from A to H; and in this example from ICFES (2018) the questions are about the topic of feelings.

On *part three*, in the example, an image of two people with a brief dialogue and three multiple-choice options is placed, but the five reagents do not present any visual representation; and are about a variety of topics—family, preferences, pets, and weekend activities.

Part four (Figure 7) presents a text on Greek and Roman culture with a small expository image and, with some blank spaces, where the correct words should go. Therefore, this section is not based on reagents, but on reading comprehension, which will give the guidelines to answer each of the eight questions with the correct option from the three possible alternatives.

In *part five* (Figure 8), instruction is given on reading a text about a social experiment in Oneida, New York, United States, in order to respond seven questions with three response options.

Figure 9. Examples of part 4 and 5 from the official ICFES practice booklet.

GREEK AND ROMAN CULTURES The Greek culture, together with the Roman one, (0) _____ fascinated humans for centuries. Sadly, many people today (11) _____ know the differences between Greeks and Romans. Some people think Romans are an extension of Greeks; others assume that the two are similar. In fact, the two are very different (12) _____ one another, and show opposite life values. (13) _____ Greeks and Romans were great architects. Greeks used to (14) _____ more about shape than function. They (15) _____ the most important thing was making beautiful buildings. (16) _____, Romans were perfect engineers. For (17) _____, street planning and use had the greatest importance. Greeks admired poets and philosophers, (18) _____ Romans admired their soldiers who were extremely brave and successful.	A SOCIAL EXPERIMENT IN ONEIDA, NEW YORK In the nineteenth century there was a village called Oneida in New York State where a "family" of 300 members lived together in a large beautiful house where they shared everything. A man named John Humphrey Noyes, and a small group of people moved there in 1848. They wanted a place where they could live according to their particular beliefs in their efforts to create a more equal society. Today, this place is touristic and, like me, many visitors come because they had relatives among those 19th century dreamers. Others just want to see for themselves the building where this successful social group in American history lived. "I don't know of anywhere else where you can live in a historical place," said the director of the Oneida site. "It's very unusual." The present owners share the building with guests who stay in large comfortably furnished bedrooms with private baths. There are eight guest rooms in the hotel area, and each guest pays \$100 for a big bedroom, a simple breakfast and a private tour of the 10,300-square-meter building, which also contains 35 apartments. The library and the building's grounds are also open to guests, as well as several of the public rooms. The 170-year-old library, unchanged from the original construction, holds a rich collection of 19th century books and magazines, which learners used to study Latin, Greek, algebra and astronomy. This place is open for everybody and it's worth a visit.
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Source: ICFES, 2018.

At the end of the booklet, the correct answers for the 25 reagents of 4 of the 7 parts are revealed, but not the explanation of these. Thus, this study and test preparation tool is incomplete

because not only does it not cover the seven sections of the Saber Pro and Saber 11 exams, but it also does not explain why the answers are correct or incorrect, leaving the students with many questions.

Observations and Areas of opportunity

It is appreciated within the benefits that the *topics* of the test items are *varied*, they are considering cultural and based on everyday activities, which is relevant for the students who present the exam, since this type of content from the questions generates familiarity and, of course, confidence to respond and demonstrate their language skills. Also, it is very valuable that each part presents an example in which the way to answer correctly is efficiently explained, since each part has different response methodologies.

Nonetheless, the *areas of opportunity* in this test lie in the *exercising* of the listening, speaking and writing skills. In addition, it is identified that the ability to speak is the most complete and the one that combines the linkage of the other linguistic abilities, because cognitively, it demands its domain and transcends towards the training and implementation of all of the skills from orality, since cerebrally, the use of the two hemispheres of the brain is required for reading and listening comprehension and for written and oral production.

Also, *interaction* between EFL practitioners is required, thus, the didactic proposal that will be expressed in Chapter IV will encourage such interactivity, which is intended to be exercised under genuine and everyday communicative situations.

In addition, it is vitally important that the *visual component* is present within the test, since the Saber Pro and the Saber 11 exams clearly favor written discourse and there are very few visual supports of images, which with a specific and intentional selection can contribute to a successful response from the reagents and greatly activate the inference capacity of the students.

Additionally, it is necessary for the student to be able to *produce written* and *oral* speeches based on their cultural, social, academic and professional background on topics that they know, are of interest to them or proposed by the ICFES structure. This will demonstrate the skills and understanding of the English Language with respect to grammar, spelling, and pragmatism, in communicative situations with the semantics of the language in various contexts.

Furthermore, the scope of *listening* to different accents in English is fundamental, so that the students participating in the test can interact, become familiar with, know and distinguish the linguistic variety, for example in audios with speakers from New Zealand, the United States, Australia, Canada, Barbados, Palau, Mauritius, Nigeria, Kenya, Jamaica, Dominica, Cameroon, Belize, Namibia, Malta, Ghana, South Africa, Tanzania, Sudan, Swaziland, Rwanda, Liberia, Malawi, Ireland, Uganda, Philippines, Zambia or Fiji. This exercise helps students sharpen their listening and be able to respond assertively to items despite the variety of accents, which will greatly strengthen their linguistic ability and receptive skills, even when they are not in a listening evaluation.

The aspect that the *texts* are *contextualized* in other cultures—for example, the text about a social experiment in New York, United States, from part 5 of the Saber Pro Test of the question book—, with jargons and linguistic codes different from Colombian, generates disconnection and lack of familiarity in students with respect to concepts or words of the context of the text, which is a huge disadvantage, which can be covered when the student has the possibility of living in the country which the text references or when he is genuinely exposed to them in a classroom. Therefore, it is essential that the texts refer to the immediate context of Colombian culture as part of the L1 (Spanish), which is the fundamental tool for accessing a foreign Language.

IMPLEMENTATION OF THE INSTRUCTIONAL DESIGN

The Instructional Design proposal, for the strengthening of knowledge, that favors the results in the Saber PRO and or the Saber 11 Tests in the English Module, is based on the fact that the acquisition of a foreign language demands time. Thus, this project is expansive, which means that it requires time and space for its implementation, development and evaluation, in correspondence to the ESL levels of the Common European Framework of Reference for Languages (CEFR) —basic user, independent and competent user—; not only to obtain favorable results in standardized tests such as the Saber Tests, but also with the objective of the preparation and improvement in standardized test, managed by the Santo Tomás University, in the training of suitable and competent professionals, for their performance and contribution to our society in all areas.

It is *proposed* that the Universidad Santo Tomás integrate two modules into the Curriculum of all Undergraduate Programs that will help prepare students in the four language skills.

1.1. Modality

The modules will be developed virtually, with the full advice, accompaniment and assistance of the teacher for all students. In addition, interaction processes will be generated between the students of the different campuses of the Santo Tomás University, who unite in order to master the skills that will serve with excellence the English Module of the Saber Pro Test. In this sense, it is proposed the use of the following digital tools:

- ***Class sessions:*** Virtual platform Zoom⁷.

⁷ Recurso de <https://zoom.us/>

- **Evidence from learning activities:** Google Classroom⁸.
- **Learning portals in the teaching of English:** La Web del Inglés⁹, British Council¹⁰, Word Reference¹¹, y Lingo Kids¹².
- **Consultation databases:** Redalyc, Google Académico, Latindex, Dialnet, DOAJ, Scielo, EBSCO, La Referencia y ERIC.
- **Content layout generators:** Canva¹³, Prezi¹⁴, Goconqr¹⁵, Powtoon¹⁶, Flyer Maker, Genially, Padlet¹⁷, Nearpod¹⁸, Power Point (Paquetería Office), Organizadores gráficos¹⁹, Nubes de palabras²⁰, y Loom²¹.
- **Apps:** Memrise²², Duolingo²³, Cambly²⁴, Tongo²⁵ y MovieMethod²⁶.

1.2. Duration of the Instructional Design

The Instructional design is proposed for a period of one year, two intensive academic semesters in order to try to obtain the equivalent of level B2, in the standardized ICFES tests, counting that undergraduate students will enter this curricular program with language proficiency of A2—B1.

⁸ Recurso de <https://classroom.google.com/u/0/h?hl=es>

⁹ Recurso de <https://www.lawebdelingles.com/speaking-nivel-b2-ingles/>

¹⁰ Recurso de <https://www.britishcouncil.es/>

¹¹ Recurso de <https://www.wordreference.com/>

¹² Recurso de <https://lingokids.com/english-for-kids>

¹³ Recurso de https://www.canva.com/es_us/

¹⁴ Recurso de <https://prezi.com/es/>

¹⁵ Recurso de <https://www.goconqr.com/>

¹⁶ Recurso de <https://www.powtoon.com/>

¹⁷ Recurso de <https://es.padlet.com/>

¹⁸ Recurso de <https://nearpod.com/>

¹⁹ Recurso de <http://www.organizadoresgraficos.com/>

²⁰ Recurso de <https://www.nubedepalabras.es/>

²¹ Recurso de <https://www.loom.com/>

²² Recurso de <https://www.memrise.com/es/>

²³ Recurso de <https://es.duolingo.com/>

²⁴ Recurso de <https://www.cambly.com/english?lang=es>

²⁵ Recurso de <https://aplicacionesparaaprenderingles.com/tongo/>

²⁶ Recurso de <https://moviemethod.com/>

Each module will be developed on a semester basis, this implies that in the generality of the ten semesters of an undergraduate, two of them will be in charge of offering their students a very complete and intentional preparation in two vital objectives:

- 1) Obtain favorable and **POSITIVE** results in the *Saber Pro* Test
- 2) **ENHANCE** English learning in its *four language skills*, equivalent to an independent user (CEFR).

Each module will have a duration of 15 weeks per semester (Table 1). The learning time is directly proportional to the level of access that is intended (B2). The intensity will be 4 hours per week —Tuesday two hours and Thursday two hours— of orientation in real time with the teacher and 6 hours of independent study. Therefore, the weekly study is combined with virtual assistance to consultancies with the teacher and autonomous study, for an intensive weekly total of 10 hours, and 160 hours per semester. In this sense, there would be 40 hours of teaching support and 100 hours of autonomous learning per semester, for a total of 360 hours of objective learning to try to reach level B2 and obtain favorable results in the Saber Pro Test.

Table 1. *Hourly Intensity Scheme.*

HOURLY INTENSITY	Semester I Module 1		Semester II Module 2	
	Weekly	Semester	Weekly	Semester
Weeks	1	15	1	15
Hours of class time with teacher	4 hrs	60 hrs	4 hrs	60 hrs
Hours of autonomous learning	6 hrs	100 hrs	6 hrs	100 hrs
TOTAL	10 horas	160 hrs	10 hrs	160 hrs
	Semester I: 160 hours		Semester II: 160 hours	
	Semester I & II: 360 hours			

Source: Own elaboration.

1.3. Curricular Structure

The proposal implies the comprehensive approach to the linguistic skills of Acosta (2020), who proposes a basic level for the mastery of two skills, and the complete level for the insertion of three or all four skills.

Module one will address reading and writing skills; and module two will develop speaking and listening. The contents of each module in Table 2 have been taken from the teaching reference in English (La Web del Inglés, 2021).

Table 2. Curricular Structure.

CURRICULUM		
Teaching and learning strategies for L2 English		
CRITERIAS	SEMESTER I	SEMESTER II
Module	MODULE 1	MODULE 2
Integrated Skills	Reading Writing	Listening Speaking
Objective	Develop learning skills from reading and writing L2 English for the undergraduate students at Santo Tomás University	Address knowledge of L2 English through listening and speaking skills, for the undergraduate students at Santo Tomás University
Content	• Diagnosis (Previous knowledge) • Article The • Compound adjectives • Before and After • Be used to, get used to and used to • Connectors: As well as, whereas, while, as a consequence despite and in spite of • Another and other • Alike and like • Probably and likely • Especially and specially • Present perfect • Reporting verbs • There is and there are • Sentence transformation • Wish • Letter/Email of complaint • Essay, report and review • Word stress • Newspaper headlines	• Conferences • Cookery Programs • Job Interviews • Speeches • Series of interest (Netflix) • Agreement and disagreement • Idioms, accents, phrases, sayings and aphorisms from different cultures
Final Project (Usage of all linguistic skills)	Options: • Gallery • Performance • Theater play (roll play)	

	• Debates • Video • Interactive and didactive material • Music (Song elaboration and singing)
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Source: Own elaboration

1.4. Teaching-Learning Strategies

Based on the contents expressed in Table 3, the following teaching-learning strategies are proposed for the development of integrated linguistic skills in English:

Table 3. Teaching-Learning Strategies in English.

Teaching-Learning Strategies						
N	Ability / Module	Activity	Objective	Evaluation Criteria	Competence	Resources
1	Reading- Writing Listening– Speaking	Placement of knowledge Through a placement activity, students will be able to show previous knowledge regarding their level of English. The teacher, through an evaluation scale, will be able to identify the areas of opportunity to improve throughout the Learning Modules	Identify the previous knowledge of the students in L2 English, in order to address the linguistic areas of opportunity.	Text Production Oral Expression	Linguistic competence Sociolinguistic competence Pragmatic competence	Online English Tests (Oxford House Language Course, 2022) (EF English Live, 2022) (ABA English, 2022) (EAFIT, 2022) (UNAM, 2022) (TrackTest, 2022) (Penfield Institute, 2020) (ESL, 2022)
2	Reading- Writing <i>Module I</i>	Emails/Letters Classmates from Module I will send letters to those from Module II in a constant and interactive way during the semester, that is, every week. The content of the letters is an exchange of thoughts, positions and ideologies about their Undergraduate programs. The selection of the peer classmates who will write will be carried out with the support of the facilitator teacher from the list of those registered for the Modules.	Interact between the students of the two Learning Modules from the exchange of Email/letters about their undergraduate programs.	Text production Writing Grammar	Linguistic Competence	Content Design Apps Google Classroom

3	Listening– Speaking <i>Module II</i>	Interview In groups, students will prepare an interview script and apply it to one of their classmates on a disciplinary topic of their undergraduate degree. There must be 5 questions and the interview must last 10 minutes.	Carry out an interview in which an undergraduate disciplinary topic was developed	Collaborative work Drafting Grammar Oral expression	Sociolinguistic Comprehension	Interview script Apps Zoom platform
4	Reading– Writing <i>Module I</i>	Digital wall newspaper In teams of 3 students studying the same Undergraduate, they will prepare a wall newspaper that discloses the main characteristics and labor approaches of the Undergraduates, using writing and previous research.	Design a digital wall newspaper that represented the main characteristics and work approaches of an Undergraduate program based on the practice of writing.	Creativity	Pragmatic Competence	Content Design Apps Learning portals in the teaching of English Query databases
5	Listening– Speaking <i>Module II</i>	Debate With the support of the teacher, the class will be divided into two groups, one of the proposed topics will be selected (sustainability, environment, Agenda 2030, migrations, education, languages or cultures), and they will have time to structure the advantages or disadvantages as appropriate. Subsequently, the debate will take place with the convergences and divergences of the topic selected by each group.	Expose with respect within the class a topic that has different positions, through its characterization, advantages and disadvantages	Argumentative capacity Reflective ability Respect Oral expression	Pragmatic Competence	Zoom platforms
6	Reading– Writing <i>Module I</i>	Collage Starting from a topic of interest, each student will elaborate a design in which they can compile their	Create a collage that compiles personal interests through writing practice	Creativity Drafting Grammar	Sociolinguistics Competence	Content design Apps

		personal inclinations of interest, using writing. For this activity, it is recommended to investigate the topics of interest (sports, hobbies, food, music, lifestyle, etc.), to later translate them into the design.				
7	Listening– Speaking <i>Module II</i>	Literary Presentation Each student chooses an audiobook ²⁷ from the ones proposed, they will listen to it and present its synopsis to their classmates. The synopsis should last between 5 and 10 minutes.	Synthesize the selected audiobook exposing the respective synopsis to the class.	Oral expression Argumentative capacity Critical capacity Reflective ability Synthesis Textual production	Linguistic Competence	Audiobooks (Digital Book, 2019).
8	Listening– Speaking <i>Module II</i>	Short film As a group, they will select one of the Undergraduate programs, and a short film will be developed, in which the analytical response to an academic question is represented. The duration must be 5 minutes.	Produce a short film that represents the analytical response to an academic question.	Collaborative work Drafting Creativity Oral expression	Pragmatic Competence	Content Design Apps Video edition Query databases
9	Reading– Writing <i>Module I</i>	Secret friend Within the students of the class, there will be an exchange of scriptural gifts (poems, phrases, aphorisms, neologisms, anagrams, calligrams, etc.) with classmates for a period of	Interact with classmates through an exchange of scriptural gifts in L2 English.	Drafting Grammar Written expression	Linguistic Competence	Content Design Apps Google Classroom

²⁷ **Audiobooks:** *The Wind in the Willows* (Kenneth Grahame). *Time Machine* (H. G. Wells). *Pride and Prejudice* (Jane Austen). *Robinson Crusoe* (Daniel Defoe). *Alice's Adventures in Wonderland* (Lewis Carroll). *Howards End* (E. M. Forster). *The picture of Dorian Gray* (Oscar Wilde). *Romeo and Juliet* (William Shakespeare). *Jungle Book* (Rudyard Kipling). *Dracula* (Bran Stoker). *The adventures of Pinocchio* (Carlo Collodi).

		one consecutive month and the intensity of once a week. The selection of the secret friend will be random with the support of the facilitator teacher.				
10	Reading- Writing <i>Module I</i>	Diary (emotions) Each student individually will prepare a diary in each class in which they will compile specific aspects of how they felt in the class, what they learned and what contribution they could make to its development. During the activity it is possible to socialize with classmates through the work platform.	Express the emotions generated by the learning process of L2 English through writing, using common expressions and the advanced use of logical connectors.	Drafting Grammar Written expression	Linguistic Competence	Content Design Apps Google Classroom Word processor
11	Reading- Writing Listening- Speaking <i>Module I & Module II</i>	Special and commemorative international dates²⁸ As a remembrance on the special international dates suggested by the UN (2022), a writing or exhibition will be made on the history and impact on humanity of said date. Writing and oral production can be used.	Remember the cultural tradition and international memory on different commemorative dates.	Textual production Oral expression Creativity Design Ingenuity	Linguistic Competence Sociolinguistic Competence	Content Design Apps Google Classroom Word processor High quality audio/video recorder
12	Reading- Writing	Environmental campaign In contribution to the Sustainable Development Goals (SDG) of the United Nations Organization (UN),	Support the university's sustainable development, based on the presentation of campaigns that	Textual production Oral expression Creativity Design	Linguistic Competence sociolinguistics Competence	Content Design Apps Video edition

²⁸ *Día Internacional de la Educación* (A/RES/73/25) 24 enero. *Día Mundial de la Cultura Africana y de los Afrodescendientes* (UNESCO) 24 enero. *Día Internacional de Conmemoración anual en memoria de las víctimas del Holocausto* (A/RES/60/7) 27 enero. *Día Mundial de los Humedales* (A/RES/75/317) 02 febrero. *Día Internacional de la Fraternidad Humana* (A/RES/75/200) 04 febrero. *Día Internacional de la Mujer y la Niña en la Ciencia* (A/RES/70/212) 11 febrero. *Día Mundial de la Justicia Social* (A/RES/62/10) 20 febrero. *Día Internacional de la Lengua Materna* (A/RES/56/262) 21 febrero.

	Listening– Speaking <i>Module I & Module II</i>	work teams will prepare an environmental campaign which will be distributed by students in the university community through social networks. The specific themes of the campaign will focus on water care, sustainable development, waste production, energy consumption, industrial production and its pollution practices.	contribute to the reduction and mitigation of environmental impact.	Ingenuity		
13	Listening– Speaking <i>Module II</i>	Recovery of oral tradition In work groups, the compilation of the oral tradition of its context will be carried out, taking into account the different oral typologies: Rhymes, story, riddles, strings, poetry, proverbs, aphorisms, legends, myths, proverbs, spells, anecdotes, among others. This compilation will be recorded in L2 English and may be preserved as a digital resource for cultural and linguistic study.	Recover contextual oral tradition, based on cultural conservation.	Oral expression Argumentation Synthesis	Linguistic Competence Pragmatic Competence	Content Design Apps Video edition High quality audio recorder Query databases
14	Reading– Writing Listening– Speaking <i>Module I & Module II</i>	UN Model Languages Universidad Santo Tomás It is an integral project from both Modules. The purpose is the construction of a L2 English Congress that will last a week, in which the participating students will be able to present on their topics of interest regarding the	Contribute to the social construction of knowledge, from L2 English based on the SDGs.	Textual production Oral expression Argumentation Synthesis	Linguistic Competence Sociolinguistic Competence Pragmatic Competence	Content Design Apps Video edition Zoom platform Query databases

		Sustainable Development Goals (SDG) of the United Nations Organization (UN). It is a project that will require all the institutional support so that other universities and their students also participate, in favor of an English L2 linguistic culture.				
15	Reading– Writing Listening– Speaking <i>Module I & Module II</i>	Cultural Fair In work teams, students will expose the culture and elements of interest of a country where L2 English is spoken. It is an event that requires prior preparation, with reference research in the selected country —elements such as: population, currency, secondary languages apart from the official one, geography, economy, cultural trends, gastronomy, religion, political processes, etc. At the fair, each group will exhibit in a Zoom stand or room, with all the information that I considered, they will prepare support posters or posters.	Interact culturally with the university community, based on the exchange of cultural notions in favor of the development of communication skills.	Textual production Oral expression Creativity Design Ingenuity	Linguistic Competence Sociolinguistics Competence Pragmatic Competence	Content Design Apps Video edition Zoom platform Query databases

Source: Own elaboration

Evaluation Scheme

The evaluation process of the learning strategies will be applied in each one of the Learning Modules, using some resources²⁹ available for spaces that are dedicated to the teaching of English. In addition, it is important to underline the three moments of evaluation within the curricular proposal.

- a) The ***Diagnostic Evaluation*** will be applied at the beginning of each Learning Module, since it is a survey that will allow addressing the areas of opportunity to access the knowledge of the four integrated linguistic skills.
- b) The ***Formative evaluation*** (and of utmost importance) will correspond to all the aspects mentioned in Table 4, where processes of teacher-evaluation, co-evaluation and self-evaluation will be highlighted.
- c) The ***Summative Assessment*** is the weighting of the two Learning Modules.

Evaluation System

Assessment is “an interpretive practice of learning outcomes” (Ortíz Uribe & Leyva Castillo, 2011, pág. 5). It implies a progressive process of time, it is inherent that the four linguistic abilities are evaluated through integral learning evidences, which are active, generate proactivity in the students and, of course, the knowledge acquired from a preparation and evaluation that implies co-evaluation, hetero-evaluation and self-evaluation.

²⁹ (Oxford House Language Course, 2022) (EF English Live, 2022) (ABA English, 2022) (EAFIT, 2022) (UNAM, 2022) (TrackTest, 2022) (Penfield Institute, 2020) (ESL, 2022).

For a comprehensive evaluation, the use and implementation of "evaluation criteria or indicators that guide and orient the evaluation process and that are directly related to the objectives to be evaluated" is required." (Castillo Arredondo & Cabrerizo Diago, 2004, pág. 40). In the case of integrated skills, mastery of the skills is assessed systemically.

In this sense, the process of ***Teacher-Evaluation*** demands that "one agent evaluates another, using procedures such as Mock tests, interviews or surveys." (Castillo Arredondo & Cabrerizo Diago, 2011, pág. 219). For this reason, it is proposed that in accessing the language the teacher can generate the contributions from the students' areas of opportunities, which will be the route for a transversal mastery of the English Language.

Co-evaluation implies a process in which "certain persons or groups evaluate each other mutually and exchange their roles alternatively" (Castillo Arredondo & Cabrerizo Diago, 2004, pág. 49). This greatly enriches knowledge and favors the interactivity that an ESL student requires, given that languages are acquired in a social way and are used for assertive communication purposes.

Finally, ***self-assessment*** is an individual process that allows the student to "evaluate his own work, analyzing and knowing the progress of the intervention process that he has developed and the final results of it, through a process of self-reflection" (Castillo Arredondo & Cabrerizo Diago, 2004, pág. 48). It is a way in which from introspection the progress and areas of attention in access to the language are observed from the learning and mastery of integrated linguistic skills.

Now, the *teacher's evaluation*, of each of the two proposed modules, will be formative and summative, so, for each one, the following scheme is proposed (Table 4), which varies only

in the final project of the two modules, but, contemplates the three sources of evaluation — evaluation, co-evaluation and self-evaluation—.

Table 4. Learning Evaluation system.

N	Modules	Learning Activities	Percentage	
1	Reading Writing	1. Participation and discussion in forums	10%	50%
		2. Practice Activities Teaching Learning activities from Table 3 ³⁰	15%	
		3. Final task Semester Project Integral Comprehensive Language Skills	25%	
2	Listening Speaking	1. Participation and discussion in forums	10%	50%
		2. Practice Activities Teaching Learning activities from Table 3	15%	
		3. Final task Semester Project Integral Comprehensive Language Skills	25%	
TOTAL			100%	

Source: Own elaboration

The final project of each module will involve the integration of skills - reading, writing, speaking and listening - from a 20-minute virtual presentation in which a topic of interest is presented that takes into account the themes and strategies addressed in the module. Each project must be innovative and can use Information and Communication Technology (ICT) and its various resources.

Feasibility of the proposal

The *Santo Tomás University* makes available to this proposal all its technological and technical resources —institutional platforms, software, computers, institutional database and

³⁰ Estrategias de enseñanza-aprendizaje de la Tabla 3: Correo postal, entrevista, periódico mural digital, debate, collage, tertulia literaria, cortometraje y amigo secreto.

other tools that are required—, so that its development is consolidated in optimal conditions, with the accurate support from the facilitating teachers.

The *Students* enrolled in this course will have the institutional support of the computer rooms, for the development of activities and taking classes. The facilitating teachers will have the digital classrooms of the Santo Tomás University available for class sessions through the Zoom platforms.

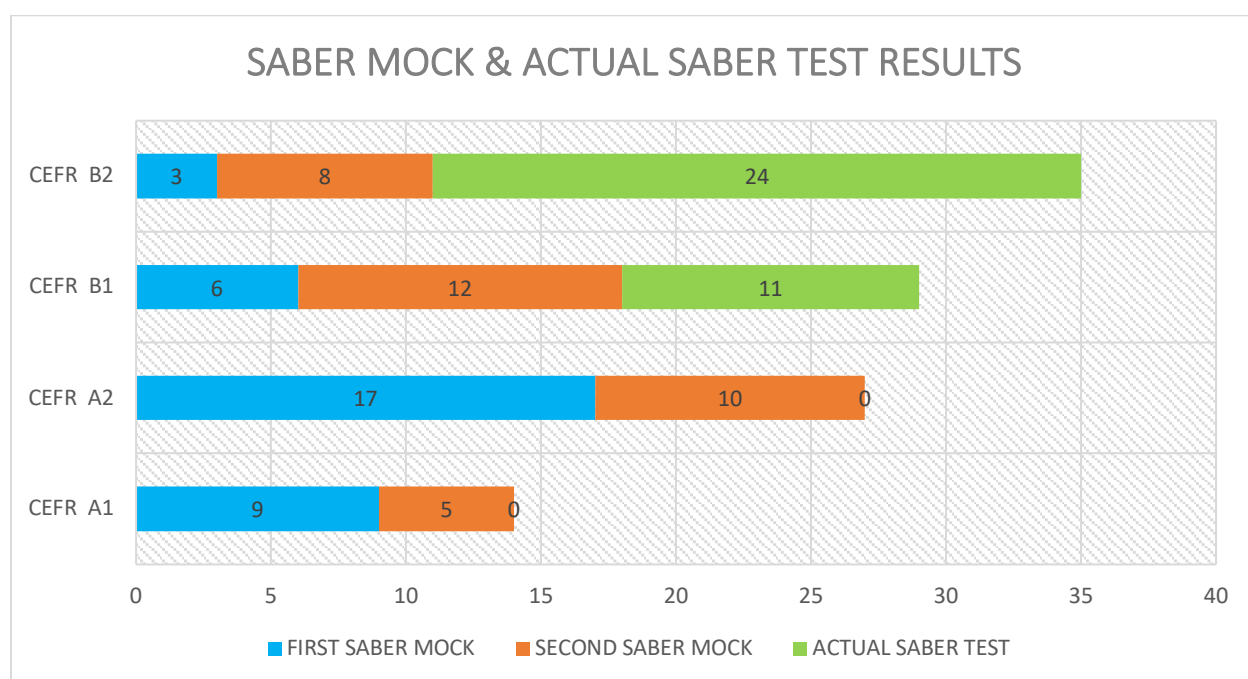
The technological resources will be complemented with the use of the Google Classroom platform, the Learning Portals in the teaching of English, the Consultation Databases, the Content Design Generators and EFL English learning Apps.

Furthermore, the full support of the Language Department will be needed for the development of this proposal, in order for the training offered to reach excellence, with quality and up-to-date teaching, in order to implement the learning strategies.

RESULTS

This section reports the preliminary results of the implementation of the integrated language skills method proposed with students from Gimnasio de Los Cerros. Therefore, the results show the findings that are part of piloting the aforementioned method and validate it in order to be used with similar population or contexts.

Table 5: Saber mock and final Saber test results.



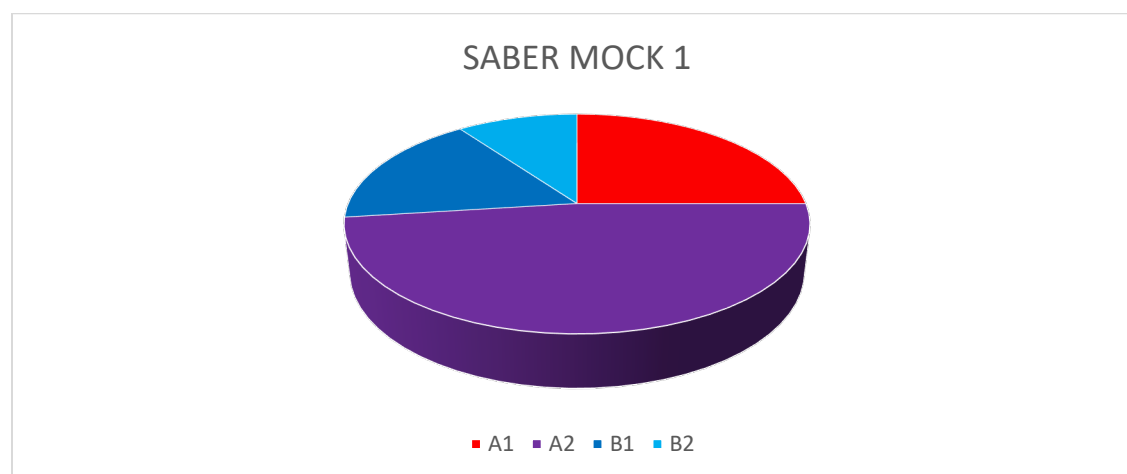
Source: Own elaboration

The *Integrated Language Skills Curriculum Design* has been implemented on 35, 11th grade students, at Gimnasio de Los Cerros, it is a Catholic high school at the northern section of Colombia's capital, these students have an intensity of 5 hours a week of English class, the Instructional Design was implemented in the classroom and via Zoom, with an emphasis on the constant contact and the genuine *integrated* usage of the language. The students' ages are

between 17 and 19 years old, it is a male only group, their linguistic level is from A1 to B2 according to the CEFR.

Table 5 demonstrates the results based on 3 SABER tests, two of them were mock test, the first SABER mock (see appendix 1), shown in the color blue, was implemented at the beginning of the process, the second SABER mock (see appendix 2), shown in the color orange, was implemented half ways through the process, and the last one was the *actual SABER results* (see appendix 3), shown in the color green, where the results were *evaluated externally* by the ICFES and the National Colombian government. For the actual SABER test, there is no access to the original exam that was presented, nonetheless, the students' result information from the ICFES has been added as evidence of the *positive results* that were acquired (see Appendix 3).

Figure 10: SABER Mock 1 results



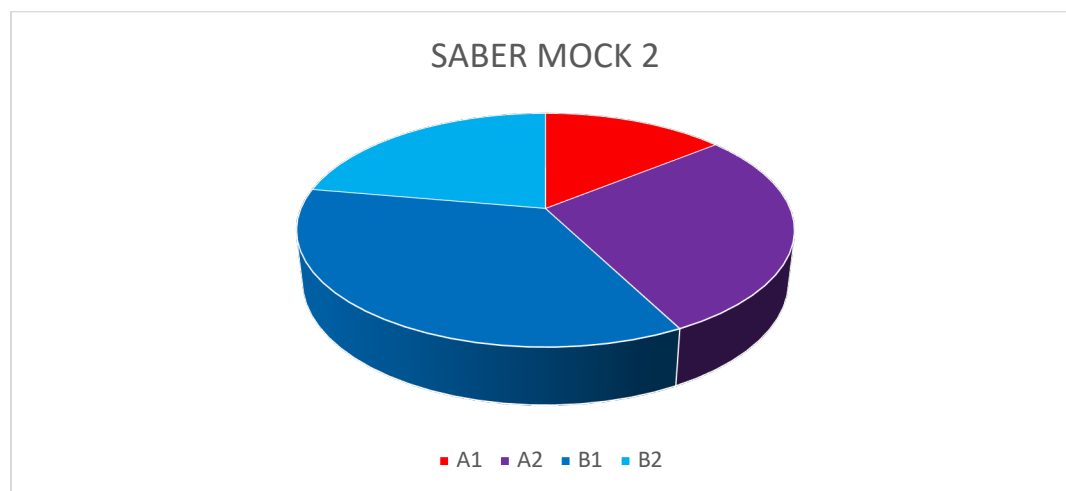
Source: Own elaboration

The first SABER mock (figure 10), was given on February of 2021, the students were in the process of coming back to school and attending class semi-presential, the students' attention and participation was difficult to obtain, for various reasons, the most noticeable one would be

coming out of quarantine due to the COVID pandemic. The group was down in morale and it lacked motivation, this was confronted by camouflaging the curriculum (table 2) through the implementation of fun, didactic, accurate and meaningful group and integrated linguistic activities; where everyone participates (table 3). A special clarification was made that the grade did not matter, what mattered was the participation, the actual summative grade wasn't of importance (yet) or how precise your production was, emphasizing that they had a year to prepare for the actual Saber test.

The students' results for the first Saber mock were not as bad as expected (table 5, blue), 25.71% were in A1, 48.57% in A2, 17.14% in B1, which, as explained previously in chapter 1, is the countries' objective (at this age group and for Secondary Education), and only 3 students in B2; 8.57%. The students had difficulties in sections 2, 4, 5, 6 and 7, displaying the need to reinforce not only the lexical part but the morphosyntax as well, again, something that was treated by staying away from the grammar tittle and focusing on the integral and meaningful usage of the language (tables 2 and 3) giving special attention, not on the accuracy of the production, but on the constant usage and contact with the English language, of course, with the guidance and correction of the teacher, in other words, the concentration was on the *formative evaluation* or the process, and not necessarily on the production.

Figure 11: SABER Mock 2 results



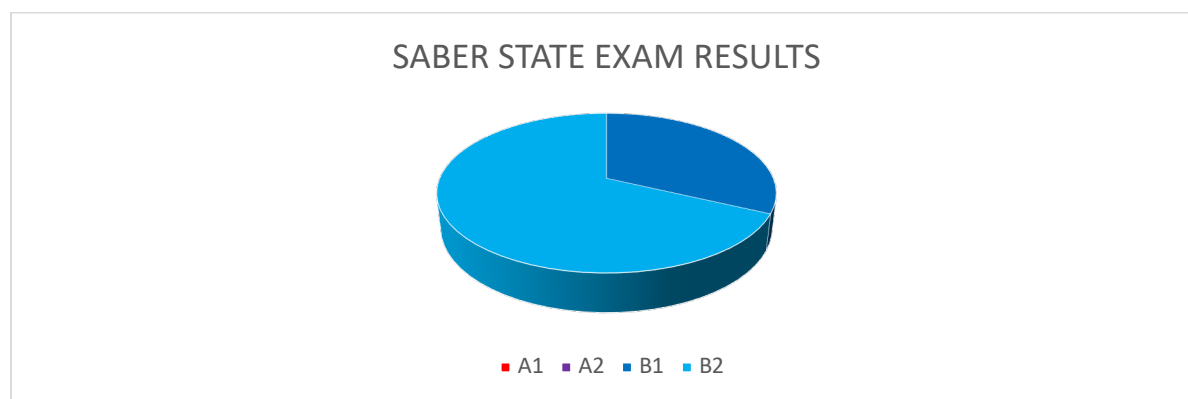
Source: Own elaboration

The second SABER mock (figure 11) was given on August 2021, even though this Mock was longer and a more demanding than the first one, their mind-set was completely different, they were motivated, interested and willing to work on their own time, which is essential for this process to be successful, even though the results were not drastically better, the class environment had improved noticeably, I believe for two reasons, the first, the lack of emphases on the accuracy of the production, which minimized the psychological pressure and, secondly, the change of their mind-set, the students were seniors now, they had entered 11th grade and knew that in a blink of an eye, they would be facing the University life and challenges.

The students' results for the second SABER mock were: 14.29% in A1, 28.57% in A2, 34.29% in B1 (the government's objective), and 22.86% in B2, through these results, it was evidenced that they had the basis of the language a bit clearer, there were very few mistakes in sections 1, 2 and 3, which are mainly demonstrated by lexical knowledge and some basic usage of the language, the focus from this point on was to emphasize and implement the *integrated*

language skills at all times, nothing secluded or isolated, with the same motif on *formative evaluation* where the process, and the correction during the process, is much more important than the result.

Figure 12: ACTUAL SABER 11 STATE Exam Results



Source: Own elaboration

When the actual SABER test results (Appendix 3) were received, it was of much satisfaction and pleasure, not only for the students, but, for the institution as well, the results were; 0% at A1, 0% at A2, 31.43% at B1 (the Colombian government and institution's principal objective) and a whopping 68.57% at B2 surpassing the expectations and the demands from the institution. We can notice that with this group of students, the *integrated process* worked for their advantage and satisfaction, some students could not believe it, for example Benjamin, who is not the best user of the language, but was one of the students that had to overcome the most challenges, I know that it was his dedication and resilience that caused him to obtain 100% in the SABER test. I repeat, he is not the best user of the language, but, he was the one that asked the most questions, the one that always wanted to participate and the one that did not mind making mistakes when using the language in a meaningful and genuine matter, critical factors to implement, and keep in mind when learning a foreign and or a second language.

CONCLUSIONS AND SUGGESTIONS

The answer to the research question: *what the results of the implementation of an Integrated Language Skills method are in order to improve the score of standardized State tests with students from Gimnasio de Los Cerros, in Bogotá, Colombia??* Is that the implementation is functional and accurate, and it helped the target audience to achieve **positive results** in their Standardized State Test Saber 11, which, as stated in the previous section, were 0% at A1, 0% at A2, 31.43% at B1, the MEN, the ECAES, the ICFES and the teaching institution's objective, and 68.57% surpassed that objective at B2.

It was found that through the implementation of the Instructional Design and through the constant usage of genuine, integrated language skills, the students tend to participate, learn and use the English language, not only in the classroom, but, in other environments as well, enhancing the teaching-learning process and improving their scores in standardized test.

In addition, as proven in previous chapters, the English Module of the SABER PRO and the SABER 11, are completely the same, giving a clear pathway for the **instructional design** to be implemented and piloted at Santo Tomás University.

It can be done through the implementation of this **Instructional Design** and didactic proposal that favors the comprehensive learning of English as a Foreign Language and its linguistic skills —speaking, listening, reading and writing— in the space of Higher Education at the Undergraduate level at the Santo Tomás University, it is important to underline the importance of creating the environment for the development of skills that contribute to favorable results in the Saber Pro Test, based on the quality and excellence of said educational level. For this reason, the international reference of agents specialized in the evaluation and quality English teaching are the fundamental components that guarantees quality, such as the Common European

Framework of Reference for Languages (CEFR), and tests such as TOEFL iBT and the Cambridge ones.

To conclude, with the use of Information and Communication Technologies (TICS), all pedagogical strategies for teaching and learning can be consolidated from the perspective of Acosta (2020), based on gradually addressing linguistic skills, that is, in an integrated sense, with two skills and then progressively integrating the others. Therefore, with the technological support of digital platforms and the great geographical coverage of Universidad Santo Tomás, the students learning English, will have at hand, the necessary and sufficient resources to make its teaching and learning process much more pleasant, effective and accurate, in consequence, increasing the scores in the Saber Pro test.

Suggestions

In order to develop the strategies proposed in the Instructional Design and the pedagogical structure described in this thesis, it is essential that there be a prior process of regulation of the English level in the participating students. Therefore, the development of a background preparation is suggested, through English seedbeds in the previous semesters, which may be aimed at strengthening the curricular structure of linguistic integrated skills in an integral and meaningful way.

Santo Tomás University is required to gradually include teaching-learning strategies in English in its undergraduate curricula, so that educational achievement in standardized tests is satisfactory, through intentional training processes in the development of skills and the integration of linguistics skills. This link must be contextualized and must correspond to the missionary values of the university, since it requires responding to excellence, quality and, above

all, the professionalization of its students, given that with an outstanding performance of the English standardized test, they can adhere to the social scenario and work much more assertively.

In addition, it is essential that vital, and constant practices, in adequate spaces, be generated in the university educational spaces, with the purpose of building a real linguistic culture, which generates processes of interaction between the educational community. For this, the extension of learning through interactivity in Congresses, forums and debates become a fundamental tool for the usage of the English language and the contribution to the construction of knowledge in all areas.

The constant training of teachers is essential for the strategic achievement of this proposal, for the sake of quality and the development of innovative educational processes, which take into account pedagogical trends, international references and structures, the educational needs of students, the university's training project, and the guidelines of the Ministry of National Education through ICFES.

Furthermore, the evaluation processes of the English language are of vital importance so that the learning process is progressive and consecutive, with the support of diagnostic evaluation, *formative evaluation* and summative evaluation, throughout the training process. Without neglecting the interaction of the actors that are part of language learning, that is, that everyone participates through teacher-evaluation, co-evaluation and self-evaluation.

Additionally, the process of training in English must be comprehensive, not only because of the approach of the competences in the four linguistic skills —speaking, listening, reading and writing—, but, also, because it must respond pedagogically to the social construction of knowledge through the contribution of assertive and meaningful interaction. Given that, the

students of the Santo Tomás University, beyond the objective of acquiring outstanding results in standardized tests, will be able to face the external and social scenarios in which they will demonstrate the usage of all the linguistic competences learnt and overachieve their professional skills through English.

Now, there is the exhortation to questions regarding the learning and teaching of the English language; How to permanently integrate language skills into the study plans in all the Undergraduate programs of the Higher Education Institutions of the country, based on the social construction of knowledge? What pedagogical strategies contribute to the acquisition of English being woven interactively in constant spaces of linguistic exchange? And finally, how to permanently generate a linguistic culture in the scenario of Higher Education Institutions?

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APPENDIX 1: SABER MOCK Tests 1

PRUEBA DE INGLÉS

PARTE 1

RESPONDA LAS PREGUNTAS 101 A 103 DE ACUERDO CON EL EJEMPLO

¿Dónde puede ver estos avisos?

En las preguntas **101 - 103**, marque **A**, **B** o **C** en su hoja de respuestas.

Ejemplo:

0.

Lunch for teachers
from 12:00 to 1:00 p.m.

- A.** at a school
- B.** on a street
- C.** in a flat

Respuesta:

0. ☒ A ☐ B ☐ C

101.

How do I drive?
Phone: 0152067

- A.** on a plane
- B.** on a bus
- C.** on a boat

102.

New Toys: Green
monsters, angry dolls,
and black helicopters

- A.** in a house
- B.** in a shop
- C.** in a zoo

103.

Please, choose
the one you want to read

- A.** on a board
- B.** on a computer
- C.** on a bookcase

PARTE 2

RESPONDA LAS PREGUNTAS 104 A 106 DE ACUERDO CON EL EJEMPLO

Lea las descripciones de la columna de la izquierda (**104 - 106**) 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 (**104 - 106**)?

Tenga en cuenta que sobran cinco (**5**) palabras de las ocho (**8**) opciones (**A - H**), una de las cuales se usa en el ejemplo (**0**).

En las preguntas **104 - 106**, marque la letra correcta **A - H** en su hoja de respuestas.

Ejemplo:

0. You often learn to ride it when you are a child.

Respuesta:

0. ☒ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

Continúa en la siguiente página

Continuación INFORMACIÓN

104. People drive it on a road and it carries big things.

105. This is for only one or two people to go by road.

106. Many people fly on it to go to a place.

- A.** bike
- B.** boat
- C.** bus
- D.** helicopter
- E.** motorbike
- F.** plane
- G.** truck
- H.** train

PARTE 3

RESPONDA LAS PREGUNTAS 107 A 109 DE ACUERDO CON EL EJEMPLO

Complete las tres conversaciones.

En las preguntas **107 - 109**, marque **A**, **B** o **C** en su hoja de respuestas.

Ejemplo:



I think I am getting sick.

A. I am sorry.
B. I can too.
C. I need it.

Respuesta: **0.** ☒ **A** ☐ **B** ☐ **C**

107. I can't eat a cold sandwich. It is horrible!

- A.** I hope so.
- B.** I agree.
- C.** I am not.

108. I am going on vacation to Vancouver!

- A.** That's great!
- B.** I like swimming!
- C.** You are first!

109. It rained a lot last night!

- A.** Did you accept?
- B.** Did you understand?
- C.** Did you sleep?

PARTE 4

RESPONDA LAS PREGUNTAS 110 A 114 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto de la parte inferior y seleccione la palabra correcta para cada espacio.
En cada pregunta 110 - 114, marque A, B o C en su hoja de respuestas.

The Ethiopian Wolf



It is an African animal, (10)_____ is called the Simien Jackal. Some scientists have (110)_____ it is not a real wolf. But studies show that (111)_____ close relationship to grey wolves and coyotes is evident. (112)_____ Ethiopian wolves are more similar to grey wolves and coyotes than any other African canines. Scientists also believe there are about 450 of them living in wild conditions. The (113)_____ group of Ethiopian wolves exists (114)_____ the Bale Mountains National Park.



The Ethiopian wolf has a special red coat with a white part in the front of the body. It is in size from 1,1 to 1,4 meters. By nature, the Ethiopian wolf looks for food by day, but it is sometimes nocturnal in areas where other animals follow it.

Ejemplo:

0. A. which B. where C. who

Respuesta:

0.

A

B

C

- | | | |
|----------------|------------|----------|
| 110. A. saying | B. said | C. say |
| 111. A. its | B. his | C. your |
| 112. A. This | B. That | C. These |
| 113. A. larger | B. largest | C. large |
| 114. A. in | B. at | C. on |

PARTE 5

RESPONDA LAS PREGUNTAS 115 A 119 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el artículo y luego responda las preguntas.
En las preguntas 115 - 119, marque **A**, **B** o **C** en su hoja de respuestas.

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.

Ejemplo:

0. When she was seven, she slept

- A. for some hours.
B. very well.
C. a lot.

Respuesta:

0.

A

B

C

115. Where was the painter from?

- A. Ireland
B. Spain
C. France

116. She was mostly excited by the

- A. painter's ability.
B. painter's voice.
C. painter's show.

117. How often did she watch the show?

- A. three times a week
B. once a week
C. twice a week

118. She could not get oil paints because she

- A. didn't speak Spanish.
B. was too young.
C. always watched TV.

119. Stopping painting was

- A. the painter's idea.
B. her mother's order.
C. her own decision.

PARTE 6

RESPONDA LAS PREGUNTAS 120 Y 121 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y las preguntas de la siguiente parte.
En las preguntas **120 - 121**, marque **A, B, C** o **D** en su hoja de respuestas.

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

PARTE 7

RESPONDA LAS PREGUNTAS 122 A 125 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el artículo y seleccione la palabra adecuada para cada espacio.

En las preguntas 122 - 125, marque la letra correcta A, B, C o D en su hoja de respuestas.

VALENTINE'S DAY

Do you know what **(0)**_____ on February 14th every year? Many people exchange gifts, chocolates, cards, and flowers. This is done to celebrate Valentine's Day. It's always a lot of fun to get a card or some chocolates, but **(122)**_____ do we do this? There is a lot of mystery about this day.

One of the **(123)**_____ says that the original Valentine was a priest. It is said that the king, Claudius II, had forbidden marriage because he thought that only unmarried men made the best soldiers. However, Valentine continued to hold weddings for a lot of young couples in secret. When the King found **(124)**_____, he ordered soldiers to kill Valentine!

Valentine's Day is now the second biggest holiday for cards and gifts. Women buy **(125)**_____ 90% of the cards, but gentlemen still buy the most chocolates and flowers to give as a Valentine's Day present.

Ejemplo:

0. A. happens B. appears C. shows D. passes

Respuesta:

0. ☒ A ☐ B ☐ C ☐ D

122. A. where B. why C. when D. what
 123. A. essays B. stories C. reports D. letters
 124. A. off B. in C. at D. out
 125. A. almost B. only C. hardly D. just

APPENDIX 2: SABER MOCK Tests 2

PARTE 1

RESPONDA LAS PREGUNTAS 1 A 5 DE ACUERDO CON EL EJEMPLO

Lea las descripciones de la columna de la izquierda (1 - 5). ¿Cuál palabra de la columna de la derecha (A - G) concuerda con cada descripción?

La opción **H** se usa para el ejemplo. Sobran dos opciones más.

En las preguntas 1 - 5, marque la letra correcta **A - G** en su hoja de respuestas.

Entertainment

Ejemplo:

0. People can watch the news on this.

Respuesta:

0. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☒ H

1. You use this to watch videos or movies.
2. You can read exciting stories that have many drawings on their pages.
3. People go to the cinema to see one of these.
4. People use it to find an address.

- A. CD
- B. comics
- C. DVD
- D. films
- E. map
- F. messages
- G. ticket
- H. ☒ TV

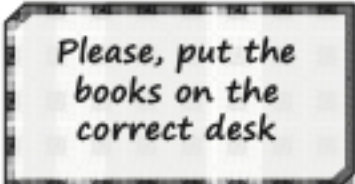
PARTE 2

RESPONDA LAS PREGUNTAS 6 A 10 DE ACUERDO CON EL EJEMPLO

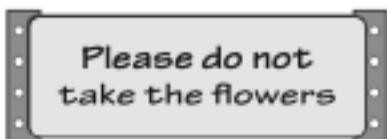
¿Dónde puede ver estos avisos?

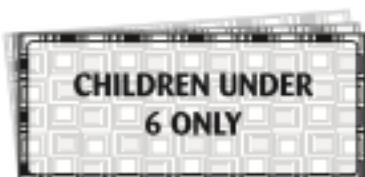
En las preguntas 6 - 10 marque **A**, **B** o **C** en su hoja de respuestas.

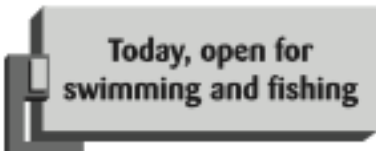
Ejemplo:

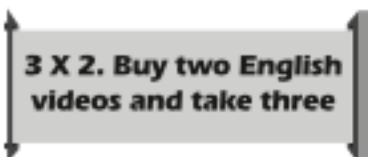
0.  **A.** in a school
B. in a clothes shop
C. in a toy store

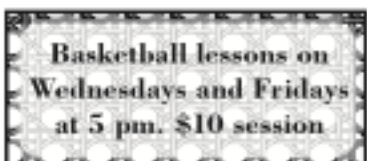
Respuesta: 0. ☒ A ☐ B ☐ C

6.  **A.** at a zoo
B. at a garden
C. at a beach

7.  **A.** by a soccer field
B. in a cinema
C. at a playground

8.  **A.** at a lake
B. in a pool
C. on a field

9.  **A.** in a classroom
B. in a library
C. in a bookstore

10.  **A.** in a sports center
B. in a bus station
C. in a shopping center

PARTE 2

RESPONDA LAS PREGUNTAS 2 A 6 DE ACUERDO CON EL EJEMPLO

Lea las descripciones de la columna de la izquierda (2 - 6). ¿Cuál palabra de la columna de la derecha (A - H) concuerda con cada descripción?

Una opción (A - H) se usa para el ejemplo. Sobran dos opciones más.

En las preguntas 2 - 6, marque la letra correcta A - H en su hoja de respuestas.

Clothes and accesories

Ejemplo:

0. When you wear this, people can't see your hair very well.

Respuesta:

0. ☐ A ☐ B ☐ C ☒ D ☐ E ☐ F ☐ G ☐ H

2. A woman carries her things in one of these.

A. pajamas

B. glasses

3. Many girls wear this when they don't want to wear trousers.

C. handbags

D. hat

4. With this, your neck won't be cold.

E. scarf

5. When people can't see well, they need them.

F. skirt

G. socks

6. These are for your feet.

H. watch

PARTE 3

RESPONDA LAS PREGUNTAS 7 Y 8 DE ACUERDO CON EL EJEMPLO

Complete las cinco conversaciones.

En las preguntas 7 - 8, marque **A**, **B** o **C** en su hoja de respuestas.

Ejemplo:



Can I use your printer?

A. Just a minute.
B. Do it this way.
C. Think about it.

Respuesta: **0.** ☒ **A** ☐ **B** ☐ **C**

7. Grandma, shall I hold those bags for you?

- A.** I'm not afraid!
B. What's the matter?
C. That's fine.

8. How much is that umbrella?

- A.** Anything else?
B. 50 dollars.
C. Cash only!

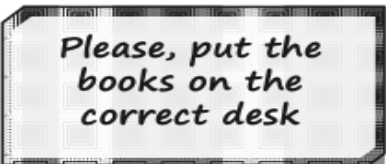
PARTE 1

RESPONDA LA PREGUNTA 1 DE ACUERDO CON EL EJEMPLO

¿Dónde puede ver estos avisos?

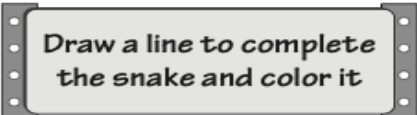
En la pregunta 1, marque **A**, **B** o **C** en su hoja de respuestas.

Ejemplo:

0. 

A. in a school
B. in a clothes shop
C. in a toy store

Respuesta: **0.** ☒ **A** ☐ **B** ☐ **C**

1. 

- A.** on a rug
B. on a test
C. on a bookcase

PARTE 4

RESPONDA LAS PREGUNTAS 9 A 16 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y seleccione la palabra correcta para cada espacio.

En las preguntas 9 - 16, marque **A**, **B** o **C** en su hoja de respuestas.

COFFEE

Coffee is popular around the world. (0)_____ the past centuries, few subjects have been as carefully studied as coffee. Its (9)_____ important component is caffeine and it has lots of benefits.



Coffee has been well-known (10)_____ the beginning of the 14th century, (11)_____ Sufi Yemenis started using coffee to stay alert during special activities. It became a popular medicine (12)_____ Europeans in the 1600s.

Caffeine was first (13)_____ in the 1800s by Ferdinand Runge, a doctor that found out some effects that coffee has on people.

Some people say (14)_____ coffee isn't good, but doctors say you (15)_____ believe this. Thanks to caffeine you don't get hungry. Coffee can also reduce headaches and blood problems. (16)_____ many people believe coffee is bad, studies show it is good for your heart.

Ejemplo:

0. A. Over B. By C. Across

Respuesta:

0.

A

B

C

- | | | | |
|-----|----------------|-----------------|-----------------|
| 9. | A. much | B. more | C. most |
| 10. | A. during | B. until | C. since |
| 11. | A. when | B. which | C. who |
| 12. | A. among | B. about | C. along |
| 13. | A. describe | B. described | C. describes |
| 14. | A. drink | B. drinking | C. drunk |
| 15. | A. mustn't | B. couldn't | C. wouldn't |
| 16. | A. while | B. if | C. because |

PARTE 5

RESPONDA LAS PREGUNTAS 17 A 23 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas.

En las preguntas 17 - 23, marque **A**, **B** o **C** en su hoja de respuestas.

JAMES SALTER'S DAYS IN FILM

James Salter was a pilot in the United States Air Force. He abandoned the military profession in 1957 after the publication of his first novel, *The Hunters*. He is best known as a novelist, but during the sixties and seventies, he worked in film making. Salter made documentaries, wrote texts for films, and even was the director of a film called *Three*, starring Charlotte Rampling and Sam Waterston.

In *Passionate Falsehoods*, which was adapted from Salter's book *Burning the Days*, published in *The New Yorker* in 1997, Salter tells the story of his life in film.

Salter's time in the film world is both good and bad. In Rome, he met directors and stars. In New York, he explored the city with Robert Redford and enjoyed being famous. Deborah Treisman and Michael Agger have talked about Salter. Nick Paumgarten in *The Last Book*, describes Salter's opinion about his film career:

"Of sixteen texts for movies, only four were popular. There was money, attractive women, and entrance into rooms where there were stories more for the dinner table than for the page." Salter thought he was wasting his time.

Perhaps he wasted his time in a larger artistic way, but it still makes for attractive reading. *The Last Book* is available to everyone in online stores.

Ejemplo:

0. James Salter is famous for

- A.** his books.
- B.** his movies.
- C.** his plays.

Respuesta:

0. ☒ **A** ☐ **B** ☐ **C**

17. James Salter played an important part in the making of movies from

- A.** 1960 to 1979.
- B.** 1960 to 1970.
- C.** 1960 to 1985.

18. *Passionate Falsehoods* is

- A.** a newspaper.
- B.** a play.
- C.** a movie.

19. Salter had nice and difficult times in his

- A.** acting years.
- B.** big screen work.
- C.** visit to one city.

20. *The Last Book* was written by

- A.** James Salter.
- B.** Deborah Treisman.
- C.** Nick Paumgarten.

21. James Salter thinks that his work in the cinema business was

- A.** not useful.
- B.** not hard.
- C.** not usual.

22. Reading about James Salter's years in the cinema could be

- A.** clever enough.
- B.** just fair.
- C.** quite interesting.

23. *The Last Book* can be found

- A.** in museums.
- B.** at a café.
- C.** on the web.

PARTE 6

RESPONDA LAS PREGUNTAS 24 Y 25 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas.

En las preguntas 24 - 25, marque **A**, **B**, **C** o **D** en su hoja de respuestas.

Swift Pizza and Sandwich House

Today we have the pleasure of showing you the best letter written by our customer Mark. He wins £25 for writing about us this week. He is so happy with the orders at Swift Pizza and Sandwich House that he wants to declare a holiday to celebrate his experience here: "Happy burgerday and Merry Sandwichmas to everyone!" he wrote.

Wednesday May 18, 2011.

One typical day I was too tired after working all day long to cook for myself, and I was very hungry. I really wanted something to eat, so I decided to find a burger.

I ordered a half-pound burger and a lamb and chicken sandwich. I also made some special orders for extra cheese and vegetables.

Food arrived very fast (less than twenty minutes) and was hot and fresh. The burger was delicious, and left me wanting more - fortunately I had the sandwich left. It felt as if it had been cut just a minute before I opened it - juicy, fresh, and great.

Every single special request I made was completely satisfied, 100%!

And the best thing was that all of the above and some drinks cost me ONLY 10 dollars! If that doesn't say value for money, I don't know what does.

*It certainly feels great to find new excellent food delivery companies for whenever you don't feel like cooking yourself. I recently had a sad experience with my usual take away restaurant, so I decided to change to something else - and on my first try I got what I wanted!
Order now from Swift Pizza and Sandwich House.*

Mark

24. According to the text, the customer
- A. left a £25 tip to the waiters who work there.
 - B. celebrated Christmas and New Year at this restaurant.
 - C. found this great restaurant after many attempts.
 - D. posted an excellent review about this restaurant.
25. It can be inferred from the text that Mark
- A. does not like cooking food for himself.
 - B. almost always eats hamburgers.
 - C. enjoys eating fast food sometimes.
 - D. is tired of going to restaurants.

APPENDIX 3: SABER 11 TEST RESULTS (2022)

GREGORIO ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



Puntaje general

Imprimir PDF

Puntaje global

308/500

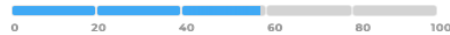
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

59

Tu puntaje superó al 59 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

64/100

Matemáticas

62/100

Sociales y Ciudadanas

62/100

Ciencias Naturales

55/100

Inglés

72/100

SIMON ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



Puntaje general

Imprimir PDF

Puntaje global

298/500

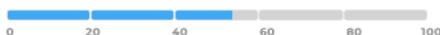
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

54

Tu puntaje superó al 54 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

56/100

Matemáticas

65/100

Sociales y Ciudadanas

57/100

Ciencias Naturales

56/100

Inglés

74/100

PABLO ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



orte general

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Puntaje
global**312/500**

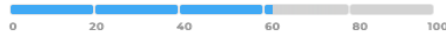
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

62

Tu puntaje superó al 62 % de los estudiantes a nivel nacional.



ntaje por pruebas

Lectura Crítica

61/100

Matemáticas

63/100

Sociales y Ciudadanas

63/100

Ciencias Naturales

59/100

Inglés

74/100

ANDRES ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



orte general

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Puntaje
global**303/500**

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

57

Tu puntaje superó al 57 % de los estudiantes a nivel nacional.



ntaje por pruebas

Lectura Crítica

62/100

Matemáticas

62/100

Sociales y Ciudadanas

57/100

Ciencias Naturales

57/100

Inglés

75/100

MIGUEL

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PD

Puntaje
global**318/500**

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

65

Tu puntaje superó al 65 % de los estudiantes a nivel nacional.

**Puntaje por pruebas**

Lectura Crítica

63/100

Matemáticas

62/100

Sociales y Ciudadanas

66/100

Ciencias Naturales

60/100

Inglés

75/100

JOSE ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



Reporte general

Imprimir PDF

Puntaje
global**364/500**

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

91

Tu puntaje superó al 91 % de los estudiantes a nivel nacional.

**Puntaje por pruebas**

Lectura Crítica

76/100

Matemáticas

78/100

Sociales y Ciudadanas

66/100

Ciencias Naturales

70/100

Inglés

76/100

JOSE ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

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Puntaje
global

315/500

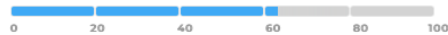
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

63

Tu puntaje superó al 63 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

55/100

Matemáticas

60/100

Sociales y Ciudadanas

70/100

Ciencias Naturales

62/100

Inglés

77/100

JUAN ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global

332/500

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

73

Tu puntaje superó al 73 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

66/100

Matemáticas

67/100

Sociales y Ciudadanas

64/100

Ciencias Naturales

65/100

Inglés

78/100

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global

293/500

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

51

Tu puntaje superó al 51 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

56/100

Matemáticas

55/100

Sociales y Ciudadanas

66/100

Ciencias Naturales

51/100

Inglés

78/100



ANDRES ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



Reporte general

Imprimir PDF

Puntaje
global

340/500

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

78

Tu puntaje superó al 78 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

71/100

Matemáticas

63/100

Sociales y Ciudadanas

68/100

Ciencias Naturales

67/100

Inglés

78/100

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



orte general

Imprimir PDF

Puntaje
global

340/500

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

78

Tu puntaje superó al 78 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

74/100

Matemáticas

69/100

Sociales y Ciudadanas

64/100

Ciencias Naturales

61/100

Inglés

79/100

ALEJANDRO

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



orte general

Imprimir PDF

Puntaje
global

341/500

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

79

Tu puntaje superó al 79 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

72/100

Matemáticas

71/100

Sociales y Ciudadanas

64/100

Ciencias Naturales

62/100

Inglés

80/100



ANTONIO ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



Reporte general

Imprimir PDF



317/500

[¿Cómo se calcula?](#)

¿En qué percentiles estás?

Estudiantes a nivel nacional

64

Tu puntaje superó al 64 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

64/100

Matemáticas

64/100

Sociales y Ciudadanas

65/100

Ciencias Naturales

55/100

Inglés

80/100

JERONIMO ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



Reporte general

Imprimir PDF

Puntaje global

333/500

[¿Cómo se calcula?](#)

¿En qué percentiles estás?

Estudiantes a nivel nacional

74

Tu puntaje superó al 74 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

60/100

Matemáticas

68/100

Sociales y Ciudadanas

67/100

Ciencias Naturales

67/100

Inglés

80/100

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



Resumen general

Imprimir PDF

Puntaje global **354/500**

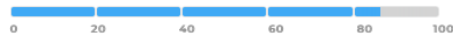
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

86

Tu puntaje superó al 86 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

72/100

Matemáticas

70/100

Sociales y Ciudadanas

67/100

Ciencias Naturales

71/100

Inglés

81/100

NICOLAS ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



Resumen general

Imprimir PDF

Puntaje global **365/500**

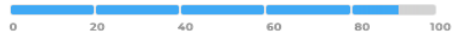
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

91

Tu puntaje superó al 91 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

79/100

Matemáticas

68/100

Sociales y Ciudadanas

71/100

Ciencias Naturales

71/100

Inglés

81/100

MIGUEL ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



orte general

Imprimir PDF

Puntaje
global**321/500**

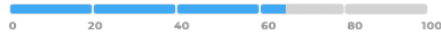
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

66

Tu puntaje superó al 66 % de los estudiantes a nivel nacional.



ntaje por pruebas

Lectura Crítica

62/100

Matemáticas

66/100

Sociales y Ciudadanas

61/100

Ciencias Naturales

62/100

Inglés

81/100

JUAN ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global**398/500**

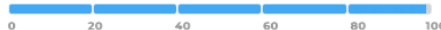
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

99

Tu puntaje superó al 99 % de los estudiantes a nivel nacional.



ntaje por pruebas

Lectura Crítica

71/100

Matemáticas

100/100

Sociales y Ciudadanas

72/100

Ciencias Naturales

75/100

Inglés

81/100

DANIEL ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



Reporte general

Imprimir PDF

Puntaje
global**368/500**

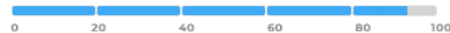
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

93

Tu puntaje superó al 93 % de los estudiantes a nivel nacional.

**Puntaje por pruebas**

Lectura Crítica

78/100

Matemáticas

72/100

Sociales y Ciudadanas

67/100

Ciencias Naturales

75/100

Inglés

81/100

SERGIO ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



Reporte general

Imprimir PDF

Puntaje
global**333/500**

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

74

Tu puntaje superó al 74 % de los estudiantes a nivel nacional.

**Puntaje por pruebas**

Lectura Crítica

66/100

Matemáticas

65/100

Sociales y Ciudadanas

66/100

Ciencias Naturales

65/100

Inglés

81/100

SEBASTIAN ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global**332/500**

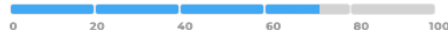
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

73

Tu puntaje superó al 73 % de los estudiantes a nivel nacional.



ntaje por pruebas

Lectura Crítica

65/100

Matemáticas

62/100

Sociales y Ciudadanas

68/100

Ciencias Naturales

65/100

Inglés

82/100

JULIAN ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global**364/500**

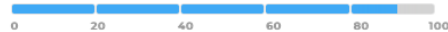
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

91

Tu puntaje superó al 91 % de los estudiantes a nivel nacional.



ntaje por pruebas

Lectura Crítica

79/100

Matemáticas

71/100

Sociales y Ciudadanas

69/100

Ciencias Naturales

69/100

Inglés

82/100

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global

348/500

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

83

Tu puntaje superó al 83 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

66/100

Matemáticas

77/100

Sociales y Ciudadanas

61/100

Ciencias Naturales

70/100

Inglés

83/100

SERGIO ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global

345/500

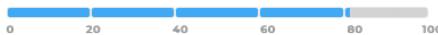
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

81

Tu puntaje superó al 81 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

69/100

Matemáticas

71/100

Sociales y Ciudadanas

64/100

Ciencias Naturales

67/100

Inglés

83/100

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global

380/500

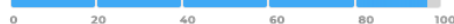
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

97

Tu puntaje superó al 97 % de los estudiantes a nivel nacional.



taje por pruebas

Lectura Crítica

83/100

Matemáticas

81/100

Sociales y Ciudadanas

67/100

Ciencias Naturales

71/100

Inglés

83/100

CARLOS

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global

342/500

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

79

Tu puntaje superó al 79 % de los estudiantes a nivel nacional.



taje por pruebas

Lectura Crítica

65/100

Matemáticas

68/100

Sociales y Ciudadanas

67/100

Ciencias Naturales

69/100

Inglés

83/100

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

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Puntaje
global

372/500

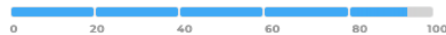
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

94

Tu puntaje superó al 94 % de los estudiantes a nivel nacional.



ntaje por pruebas

Lectura Crítica

72/100

Matemáticas

80/100

Sociales y Ciudadanas

72/100

Ciencias Naturales

70/100

Inglés

84/100

SEBASTIAN ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global

368/500

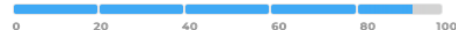
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

93

Tu puntaje superó al 93 % de los estudiantes a nivel nacional.



ntaje por pruebas

Lectura Crítica

75/100

Matemáticas

76/100

Sociales y Ciudadanas

70/100

Ciencias Naturales

70/100

Inglés

84/100

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global

388/500

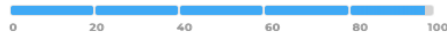
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

98

Tu puntaje superó al 98 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

73/100

Matemáticas

83/100

Sociales y Ciudadanas

74/100

Ciencias Naturales

78/100

Inglés

85/100

JUAN ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global

366/500

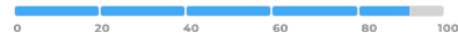
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

92

Tu puntaje superó al 92 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

72/100

Matemáticas

74/100

Sociales y Ciudadanas

66/100

Ciencias Naturales

77/100

Inglés

85/100

SEBASTIAN ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



orte general

Imprimir PDF

Puntaje
global**357**/500

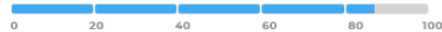
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

87

Tu puntaje superó al 87 % de los estudiantes a nivel nacional.



ntaje por pruebas

Lectura Crítica

74/100

Matemáticas

75/100

Sociales y Ciudadanas

66/100

Ciencias Naturales

65/100

Inglés

87/100

JUAN ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



orte general

Imprimir PDF

Puntaje
global**379**/500

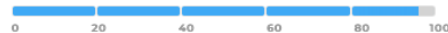
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

96

Tu puntaje superó al 96 % de los estudiantes a nivel nacional.



ntaje por pruebas

Lectura Crítica

72/100

Matemáticas

77/100

Sociales y Ciudadanas

76/100

Ciencias Naturales

74/100

Inglés

88/100

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



rte general

Imprimir PDF

Puntaje
global

372/500

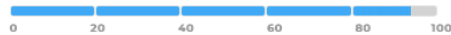
¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

94

Tu puntaje superó al 94 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

70/100

Matemáticas

74/100

Sociales y Ciudadanas

76/100

Ciencias Naturales

73/100

Inglés

88/100



TOMAS ▾

Resultados del Examen Saber 11°

Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.



Reporte general

Imprimir PDF

Puntaje
global

439/500

¿Cómo se calcula?

¿En qué percentiles estás?

Estudiantes a nivel nacional

100

Tu puntaje superó al 100 % de los estudiantes a nivel nacional.



Puntaje por pruebas

Lectura Crítica

77/100

Matemáticas

100/100

Sociales y Ciudadanas

100/100

Ciencias Naturales

74/100

Inglés

88/100



Resultados del Examen Saber 11°
Este examen no se pasa ni se pierde. Es una herramienta clave para que identifiques tus habilidades, las fortalezcas, y puedas construir tu proyecto de vida.


Examen
Saber 11°
icfes

Reporte general

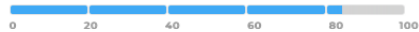
Imprimir PDF

Puntaje global

350/500[¿Cómo se calcula?](#)

¿En qué percentiles estás?

Estudiantes a nivel nacional

84

Tu puntaje superó al 84 % de los estudiantes a nivel nacional.

Puntaje por pruebas

Lectura Crítica

68/100

Matemáticas

76/100

Sociales y Ciudadanas

57/100

Ciencias Naturales

69/100

Inglés

100/100

APPENDIX 4: CONSENT FORM

Bogotá, enero 31 de 2021

Señores padres de familia.

ASUNTO: CONSENTIMIENTO INFORMADO

Apreciados padres de familia

Reciban un cordial saludo.

Por medio de la presente quiero informarles que el docente Steve Alzate, quien está vinculado al colegio, adelanta actualmente sus estudios en la Universidad Santo Tomas y como parte de ésta, adelantará un proyecto investigativo que busca mejorar la calidad de enseñanza del inglés en nuestro colegio.

Este trabajo requiere escoger el grupo de estudiantes de undécimo grado de bachillerato para aplicar pruebas estrictamente relacionadas con el idioma inglés.

No se solicitarán nombres, ni documentos de identidad o ningún otro tipo de datos y los resultados obtenidos serán utilizados únicamente para los fines establecidos por los investigadores, en aras del aprendizaje del inglés.

El colegio previamente revisará y autorizará las pruebas a realizarse. Para lo anterior es necesario tener la aprobación por parte de ustedes, los padres de familia, por lo que les solicitamos diligenciar el desprendible adjunto y enviarlo al director de grupo de sus hijos.

Contamos con su apoyo.

Cordialmente

Alfonso Fernández
Vice-rector

IMPLEMENTATION OF INTEGRATED SKILLS METHOD TO IMPROVE
STANDARDIZED TEST SCORES.

Autorización

Yo _____
_____ padre/madre del estudiante

_____ del grado UNDÉCIMO

Autorizo al docente STEVE ALZATE a realizar la recolección de datos necesarios para el proyecto de investigación.

FIRMA DEL PADRE/MADRE

FIRMA DEL ESTUDIANTE