"PRE-ICFES DIGITAL TOOL" to Improve English Competencies on the SABER 11 Test

for the English Module: Lessons from the Guimarc School

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Test for the English Module: Lessons from the Guimarc School

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NOTA DE ACEPTACIÓN

El trabajo de grado titulado
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A Dios por no abandonarme en los momentos

difíciles y cuando más miedo sentía.

A mis padres por su amor y apoyo

de manera incondicional.

"Cuando aceptas que la naturaleza de tu ser y la

realidad misma es cambiante y dinámica, empiezas a

pensar en tu vida como una oferta infinita de

oportunidades para comenzar a hacer las cosas de

manera diferente"

-Pema Chödrön

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Resumen

Esta investigación presenta la propuesta del diseño, implementación y evaluación de un material didáctico digital, en este caso un entorno virtual de aprendizaje denominado *Pre-ICFES Digital Tool* basado en la metodología B-learning flexible la cual, combina tanto el aprendizaje de manera virtual como el asesoramiento y las clases presenciales guiadas por un docente o tutor. Este material está enfocado en el fortalecimiento de las competencias evaluadas en las pruebas SABER 11 y busca familiarizar a los estudiantes con los diferentes tipos de preguntas específicas del módulo de Inglés, así como, brindar consejos que puedan ser útiles antes de la realización de este tipo de examen.

Palabras clave: Material didáctico digital; Pre-SABER; Entorno virtual de aprendizaje; B-learning; Pruebas SABER 11.

Abstract

This research proposes the design, implementation, and assesment of a digital educational resource using the flexible B-learning methodology. The material combines virtual learning, counseling, and face-to-face classes guided by a teacher or tutor. This material is aimed at strengthening the competencies evaluated in the English module of the SABER 11 test. It also seeks to familiarize students with the different types of questions as well as to provide useful guidelines for taking the test.

Keywords: Digital teaching material; PracticeSABER tests; Virtual learning environment; B-learning; SABER 11 test.

1. Introduction

Through the design and implementation of a digital didactic material, this research project sought to contribute to the strengthening of the competencies evaluated in the English module of the SABER 11 test for a group of high school students at the Guimarc Institute, a local school in Bosa. This research took considered the analysis conducted in 2021 by the Center for Research, Innovation and Technological Development Oriented to Academic Management (CEINFES), which found that between 2016 and 2020 average scores on the SABER tests experienced a significant drop, going from 260 to 250 points. The CEINFES´ study also found that English was the subject where Colombian students scored the lowest. This is worrisome considering that the Colombian government has implemented multiple educational programs to strengthen the learning of English as a foreign language, including the national bilingualism program. Although this is a multidimensional problem, one of the factors associated with low performance is the lack of familiarity that students have with test questions. As such, this research project sought to create a virtual learning environment in which students could practice all types of questions presented/assessed in the English module of the SABER 11 test (formerly known as ICFES test).

2. Identification of the Need

This project was formulated in response to the issue of low performance in the English module of the SABER 11 test among high scholars between 2016 and 2020. Similarly, this research was informed by the analysis conducted in 2021 by the Center for Research, Innovation and Technological Development Oriented to Academic Management (CEINFES), and the Ministry of Education, which revealed a decline in the performance in the SABER 11 tests. For instance, findings indicated that while performance in areas such as critical reading and mathematics reached levels just above the mean (52.39 and 51.29 respectively), performance in social sciences, natural sciences, and English was below average (48.48 points for social sciences, 48.46 for natural sciences with 48.46, and 47.41 points for English). From the data, it is evident that English was the subject with the lowest performance in the SABER tests between 2016 and 2020 in the Colombian context. Another finding from the CEINFES´ analysis is the decrease in the number of students who took the SABER 2020 tests. Precisely, 49,218 students did not take the exam, probably due to the Covid 19 crisis.

In addition, this project is aimed at the students of Guimarc High School, where a Bilingualism project is being carried out in collaboration with a company called Pro Bilingual, with the objective that in 5 years the students will obtain a B2 in the SABER 11 test at the end of their schooling. Also, in the institution there are reinforcement classes in the English area on Sundays with a company called Pythagoras. Within the bilingualism program, a PRE ICFES was projected and it was there where the proposal and this material was presented to the Guimarc's English teacher as well as to the rector of the school who gave their approval to carry out the

interventions, since this project was in harmony with what was projected in the bilingualism program. Thus, the platform test was conducted with 14 students, 7 of 11A and 7 of 11B courses, who are about to take the SABER 11 test and agreed to participate voluntarily because they wanted to prepare themselves in an extra way for the state test.

Furthermore, this research proposes the design and implementation of an English Foreign Language (EFL) digital tool to improve English competencies, exclusively focused on the SABER test. This tool seeks to provide a platform that allows students who are close to taking this test to practice with SABER-type questions and receive feedback on each of them. Therefore, this project aims at the creation of a web portal entitled "PRE-ICFES DIGITAL TOOL" to help students practice for SABER 11 English exam questions. The tool is composed of two modules. The first module encompasses general information about the test and tips to guide students in the completion of the English module. This will help students familiarize themselves with the ICFES components, methodology, and types of questions that are assessed in the the SABER 11 test for the English module. Similarly, the platform will help students overcome issues such as managing time and anxiety because many students arrive without having had previous experience with this kind of test. The second module contains the different types of practice questions that are assessed in the SABER test for English. This platform seeks to benefit students who are about to take this exam by providing a space in which they can practice for free and obtain feedback without having to go anywhere; the only requirement is to have an Internet connection.

3. Exploration of Difficulty

In the Decree 1290 of 2009, the Ministry of National Education (MEN in Spanish) established that students in the last year of high school have to take a standardized test called SABER 11, which assesses student's cognitive and know-how skills in certain knowledge areas. Obtaining good results in this test is of great importance because it increases the chances of admission to higher education and it is a requirement to access public universities. This research centers on the results of the SABER 11 test between the period 2016 - 2020 because research on this area suggests a decline in the performance during those years. For example, when examining the results obtained by 2,778,454 students belonging to 67,558 schools that took the SABER 11 test between 2016 and 2020, it was found that the average global score in 2016 was 260 points, while in 2020 it was 250, revealing a 10-point drop. Similarly, in 2017 the global score was 257 points, and, in 2018, it was 252; and, in 2019, it was 248. In addition to the decline in performance, 2020 marked a significant decrease in the number of students who took the test about 2019. As such, in 2020, 49,218 students did not take the exam, a decrease of 8.7%. Nascent research in this field pinpoints the effects of the pandemic not only on school attendance but on student motivation as well. Examining the results across subjects, English has been the subject that over multiple years has registered the lowest scores on the SABER 11 test, with an average score of 47.41 points. Thus, this project seeks to help students strengthen their learning of the different English skills evaluated in the SABER 11 test by creating a virtual environment that allows them to familiarize with this type of exam.

4. Contextual and Pedagogical Framework

The concept of Virtual Learning Environments (VLE) was a fundamental aspect to take into

consideration for the design and implementation of this digital tool. It is important to define

some terms that highlight the most relevant characteristics that make up these learning

environments. For example, Turoff, Harasim, Hiltz and Teles (1995) affirm that a VLE is a

teaching and learning environment inserted in a system of communication mediated by a

computer where students learn together not in one place, in the ordinary sense, but in a shared

space, a "cyberspace".

Similarly, UNESCO (1998) in its world report on education states that:

> Virtual Learning Environments constitute a new form of educational technology
>
> that offer a complex series of opportunities and tasks to educational institutions
>
> around the world, the virtual learning environment defines as an interactive
>
> computer program of a pedagogical nature that has an integrated communication
>
> capacity, this means, that it is associated with New Technologies. UNESCO
>
> (1998)

In accordance with the previous postulates:

> EVA is "a space to teach and produce learning, it is an environment that is
>
> pedagogically modeled for that purpose, with different components such as the
>
> spaces of the platform, activities and materials seek to generate learning, which is
>
> enriched by interaction within the learning community. This interaction is
>
> mediated by computer tools". (Silva, 2011, p. 77)

Bearing in mind that this project focused on the creation of a digital platform that allows 11th grade students to practice SABER-type questions associated with the English module, it was necessary to identify what a virtual learning environment (VLE) is and what conditions are necessary for its implementation. The rationale for this is that it can influence students´ learning, which is precisely what Pulkkinen & Ruotsalainen (1998), and Salinas (2005) talk about relation to the importance of interdisciplinary perspectives:

> For a (VLE) to take place in learning it must have the following components: Model and pedagogical functions (learning activities, teaching situations, learning materials, support, and tutoring, evaluation, among others). The appropriate technologies (the selected tools are related to the pedagogical model). Organizational and institutional framework: (space, calendar and community management). (Pulkkinen and Ruotsalainen, 1998; Salinas, 2005)

With this in place, we can say that Virtual Learning Environments are spaces generated from virtuality in which the ideal conditions are created for the individual to appropriate new knowledge, experiences, and elements that generate processes of analysis and reflection through technology. Therefore, educators, when creating learning environments, must ensure that these are effective so that both teachers and students can work together to co-construct knowledge, skills, and learning outcomes related to a particular topic. This research project refers to the SABER 11 test for the English module.

As we have seen in the previous definitions, Virtual Learning Environments are online spaces pedagogically modeled with the purpose of teaching and producing learning through the interaction of the teacher and the community of students mediated by technology. Using virtual

tools allows the teacher to develop flexible materials and to focus on the specific content areas of grade 11th. Hence, this type of platform can be used both as an additional resource for the teaching and learning of English in grade 11th or as an interactive course to prepare for the SABER test in the English module.

Some of the benefits that this platform may have on the SABER 11 test for the English module are the flexibility of schedules, access to materials, and collaboration. Regarding schedules, this platform allows students to complete the work at their own pace and continue with their learning process not only in class, but also outside if they have Internet access). In relation to accessing materials, the platform houses all the drills and test questions. This entails that students do not have to print materials, which makes it appealing from a financial point of view. In addition, the platform can help students become familiar with the structure of the test and the competencies that will be evaluated. In terms of collaboration, one of the greatest benefits of this type of virtual learning environment is the possibility of dialogue and exchange of ideas based on the in-class work performed by the students. One key component of this platform is that it will provide students with an assistant case manager to solve questions and to interact with other students through spaces such as forums, meetings, classes (virtual or face-to-face,) and consultancies.

4.1. What is Assessed in the English Module?

According to the SABER Pro 2016-2 English Module Orientation Guide, the English module assesses the competence to communicate effectively in English. This competence is aligned with the European framework which allows examinees to be classified into the following four performance levels A1, A2, B1, and B2. In the first level, A1, students can understand and use simple sentences to satisfy needs of an immediate type, for example, to introduce oneself and

provide basic personal information. In A2, students understand and use simple sentences that address exchanges about everyday topics such as basic information about themselves and their families, places of interest and occupations. Students are also able to describe simple aspects of his past and his environment. In Level B1, students are able to understand the main points of simple texts in the English language in the standard form that address known topics such as study, work, or leisure. In addition, students can describe experiences, wishes, aspirations as well as briefly justify opinions and plans. Additionally, students can produce simple texts in the English language about topics of interest or family. In Level B2, students can understand the main ideas of complex texts that deal with abstract topics and even if they are of a technical nature within his specialty, and can interact with native speakers fluently without effort on the part of the interlocutor. Finally, students can produce clear texts that deal with various topics and defend their position on general topics indicating the pros and cons.

4.2. Module Structure

The module developed for this project contains 45 questions to be answered in one hour. The questions are organized in 7 parts. The first part talks about the pragmatic knowledge of students through the recognition of the communicative purpose of an advertisement and the place where they may find it, according to that specific purpose. To do this, students find five advertisements and must decide in which place it would be more likely to find this type of advertisement. In each question, there are three options, A, B, or C, one of which students must mark on their answer sheet. The second part assesses students' lexical knowledge, which allows them to understand a series of descriptions that relate to them to a list of words. In this part, students find a list of eight words classified from A to H. Each of the options describes one of the eight words

and the student must find the relationship between the two and mark the correct letter (A to H) on their answer sheet.

In the third part, students are evaluated on their communicative knowledge. In this part, students have to choose the most appropriate intervention that an interlocutor X would face when asked something or engaged in a conversation by an interlocutor Y. The above is related to the relevance of the language used in particular situations recreated in small conversations. As such, in this part students find five short conversations that they must complete by selecting the correct answer from the three options, A, B or C, on their answer sheet. The fourth part is based on a text, whereby student's grammatical knowledge is evaluated by choosing the most appropriate words and completing the text. To do this, they must read the text with the spaces, and in each space they must select the correct word among the three (3) options, A, B or C, on their answer sheet. In the fifth part, which is completed in a text, students must do a literal reading comprehension exercise, making use of the paraphrasing included in each of the answer options corresponding to each question. Students must select the correct answer for each question among three choices, A, B, or C, on their answer sheet. In the sixth part, which is based on a text, students must do an inferential reading process, so that among different questions they find questions about the author's intention and the general and aspects of the text to be highlighted. Students must select the correct answer, for each question, among four options, A, B, C or D, on their answer sheet. In the seventh and last part, which is completed from a text, students are assessed on their knowledge of both grammar and vocabulary by choosing the most appropriate words to complete it. To do this, they must read the text with the spaces, and in each space, they must select the correct word from the four options, A, B, C, D on their answer sheet.

5. Related Pedagogical Contexts

This project builds on different studies that analyze the effect of alternative learning

methodologies for the teaching and learning of English. For example, an important research

study that is related to this project is entitled "B-learning as a methodological strategy to improve

the teaching-learning process of English students of the blended modality of the specialized

department of languages of the Technical University of Ambato" conducted by Elsa Hernández

Chérrez in 2014 from the Complutense University of Madrid, Spain. The purpose of this study

was to identify the incidence of the "B-learning model" in the academic performance of the

students who participated in the experience, as well as the level of satisfaction of the students

and teachers who participated in the B-learning training process. A quantitative and qualitative

methodology was used, through student statistical tests, questionnaires, and interviews, to

understand the training process that was done with 433 university students. One of the

conclusions of this study was that the "B-learning model" adopted has allowed innovations in the

teaching-learning process of English in the modality semi-face-to-face. This has enhanced

training and learning, the study suggests, as well as increased levels of satisfaction among

teachers and students, particularly in terms of participation, interaction, and communication. As

for the limitations, the author highlights the need for continuous teacher training, allocating more

time for the activities, as well as the need to create a "Technical Didactic Pedagogical Support

Center" to guide teachers and students in this field, and the training activities.

The aforementioned study is important for the present project because it applied Information and

Communications Technolgy (ICT) as a didactic strategy in the teaching of English as a foreign

language to analyze student performance. It is important to highlight that the present study

employed a qualitative approach for the creation and implementation of a didactic digital resource.

Another article that is related to the present project is entitled "Development of reading comprehension strategies for the high school Icfes (Supérate) tests, eleventh grade" by Alejandro Toro Criollo and Rosana Ramírez Toro 2019. The purpose of this study was to design a reading comprehension strategy that could improve the performance in the analysis of texts in English among high school students and to assess the effectiveness of the training in the performance of the students. The study was carried out with a group of 11th graders from the Santa Teresa de Jesus school from the city of Armenia, Quindío. Using a pre-test assessment method, the authors identified that participants had low levels of comprehension of texts in English. The pre-test was used to design a reading comprehension strategy to strengthen students´ reading and reading comprehension skills, followed by a training course in the type of questions that appear in the SABER 11 test. A post-test was used to measure the performance of the students after having completed the training in reading strategies.

This article is relevant for this project because it touches upon similar research elements such as its focus on the SABER tests for the English module, the target population (aimed at 11th-grade students), and the research design, which consisted of performing a diagnostic test first, implementing strategies to improve English skills, and conducting a post-test to assess the effectiveness of the intervention.

6. Overall Objective

Strengthen the skills evaluated in the English module on the SABER 11 test through the application of a virtual learning environment.

6.1 Specific Objectives

6.1.1   Identify the levels of difficulty that students may have when completing each part of the English module in the SABER 11 test.

6.1.2   Provide high school students with an interactive tool to practice SABER 11-type questions in the English module.

6.1.3   Assess the effectiveness of the virtual learning environment designed for this project.

7. Legal and Policy Framework

In this section we will discuss the legal and policy frameworks that were used to understand how English is taught within the school curricula in Colombia. This project considered the following laws and decrees:

a) Law 1324, which gives the Colombian Institute for Educational Evaluation (ICFES) the power to evaluate, through standardized external exams, the training offered in the educational service at different levels. It also establishes that the Ministry of National Education (MEN) defines what must be evaluated in these exams.

b) Decree 1290 of 2009 enacted by the Ministry of Education. This law declares that students in the last year of high school must complete a test (SABER 11) to assess their competencies in different knowledge areas. The test is also used as an instrument to monitor the quality of education provided throughout schools in the country and it is used for admission to the higher education system.

c) Notion of competencies according to the MEN. The Ministry of Education (2006) defines competencies as "knowing how to do in context" or "knowing how to do in specific situations that require the creative, flexible and responsible application of knowledge, skills and attitudes" (p.12), a concept that encompasses not only knowing how to do but also knowing how to be. Likewise, UNESCO considers the concept of competence as a pillar of curricular development and the stimulation of the processes of change that occur in education. For example, Cecilia Braslavsky defines competences as "the development of complex capacities that enable students to think and act in various domains" (Extracted from the UNESCO page: http://www.ibe.unesco.org/es/comunidades/comunidaddepractica-cop/approach-by-competences.html)

d) The English Test, by order of the Ministry of National Education. Since 2007, the teachings of English at the school level as well as its mechanisms for assessment were adjusted to include the guidelines outlined in the Project of Bilingual Education. This project contemplates the adaptation of the Common European Framework for the teaching and assessment of English at the elementary and secondary education levels. This international framework has been adapted by the Ministry of Education of Colombia with the purpose to set forth a benchmark so that cross-country comparative assessments

can be completed. This framework offers a series of levels that allow the classification of

students according to their level of performance in the English language. It considers six

levels, namely: A1, A2, B1, B2, C1, and C2.

8. Methodological Design

The methodology that was carried out for the completion of this project is known as hybrid

methodology, B-learning, or Blended Learning. Currently, there is a methodology or approach to

teaching and learning called Blended Learning (BL), also known as hybrid learning, which

consists of the integration of in-person teaching and the use of new technologies such as virtual

platforms, the Internet, and everything that cyberspace offers. As stated by Khan (2005), BL is a

combination of learners' needs, technological feasibility, and teacher instruction in class. This

combination creates an environment that favors learning because it takes the best of both the

instruction that takes place in the classroom and the benefits that ICTs offer.

8.1. Typologies of B-learning

Graham (2006), Graham, (2013), Henrie and Gibbons (2014), Horn and Staker (2011), Salinas,

Pérez, Darder, Orell and Negre (2008), and Staker and Horn (2012), provide typologies or

models of B-learning that respond to distribution criteria of the activities between the face-to-

face and distance environment or areas of implementation, which provide current patterns of use

of B-learning in education.

Taking as reference Horn and Staker (2011) and Graham et al. (2014), the combination of media distribution modalities, the combination of didactic methods, or the combination of face-to-face instruction with online instruction encompass B-learning. From these, different groups of B-learning models can emerge, as follows:

8.1.1. Rotation. Students rotate between learning modalities either following a fixed or an unfixed sequence at the discretion of the teacher. Rotations include online learning, while others may entail group activities, projects, individual tutorials. This rotation can be of different types:

8.1.2. Class or site rotation. The student rotates through several of these activities within the same class, one of which is online learning. All students go through all activities.

8.1.3. Laboratory rotation. Laboratory for online learning is included in the rotation and the class for other types of activities.

8.1.4. Flipped classroom. Here the rotation is between practices or projects guided by the teacher face-to-face (during school hours) and access to the content and resources of the subject distributed online (predominantly from home) and outside of school hours.

8.1.5. Single rotation. The teacher (or an algorithm) organizes the work program. Not all students go through each of the sites or each modality.

8.2. Flexible model. It is characterized by the fact that most of the time student access the proposed lessons through the internet and can move completely through the curriculum using personalized modules with the help of an online tutor. The instructor supports the process through work groups, projects, and tutorials.

8.2.1. Flexible. This modality focuses on online learning, which is the backbone of the training process, even directing students to do offline activities. Students change modality in a personalized way. They may have more or less face-to-face support and may lead to:

8.2.2. A la carte model. Students take one or more courses entirely online with a remote teacher and at the same time continue to have experiences in an institution in person. They can take the courses online, either in the same institution in person or outside of it. These are course-by-course experiences.

8.2.3. The fourth version of hybrid learning. It is a virtual enriched learning in which the student is involved full time in online activities with regular meetings with the tutor in order to present exams and tutorials. Learners rarely attend the institution.

This project focused on the flexible modality because it is more adapted to the current context and needs of the student population. Similarly, given that over the past two years education worldwide was delivered through ICT it is possible that students are more versed in the use of technological platforms for education, hence making the learning curve faster.

9. Digital Production

To carry out this project, the goal was to create an EVA or virtual learning environment (see the contextual and pedagogical framework section) through the Wix.com page. This page has two sections. The first section encompasses the structure of the test, which provides general information about the test as well as tips for taking it such as time management, anxiety control trips, among others. It also has a forum for solving general questions about the test. The second

section, which is called *English module of the SABER 11 test*, contains information about the skills that are assessed in the test, examples of all the types of questions that appear in the SABER 11 test for the English component, and tips for getting started. Each question has multiple answers and a short explanation for the correct answers. Thus, if students fail a question, they will be prompted to a review box that will inform them not only about what the correct answer is, but the rationale behind it. Likewise, a forum was created for students to post any questions or doubts that may arise during the practice rounds. Other students can participate in the forum as well as the principal investigator.

Two platforms were used to carry out this project: Teachable and Quizizz. While teachable was used for the creation of the course (general information and tips for taking the exam), Quizizz was utilized to complete all the questions of the SABER 11 test for the English component. The rationale for this is that these two platforms are free of charge and provide friendly user experience.

9.1. Steps to log in

In what follows, I will explain the different steps needed to access the platforms and the test questions. To begin with, students must create an account in Techable.

Here you can find the direct link to the official page: https://teachable.com/

Click on *Join for free*
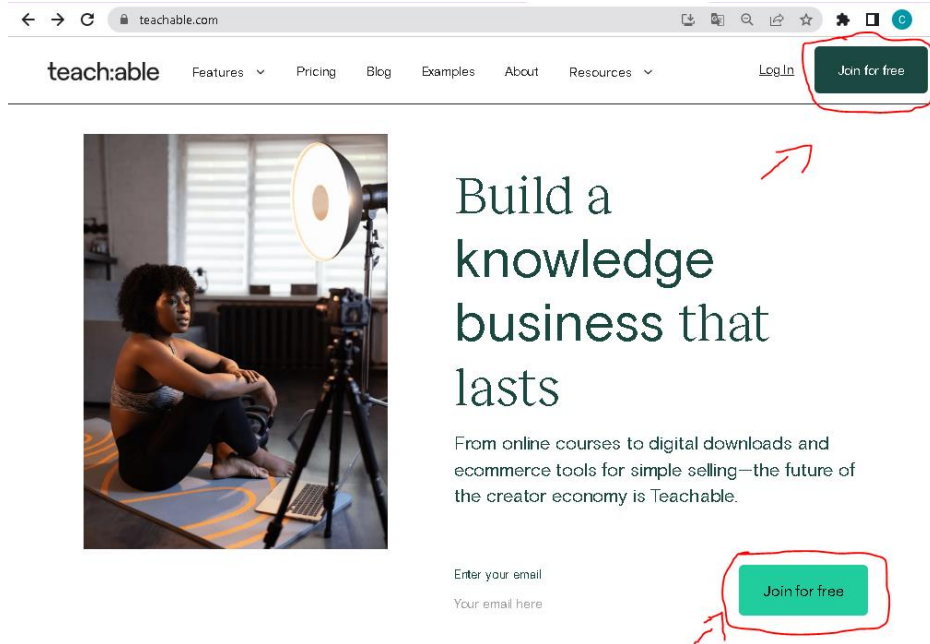
Figure 1. Teachable Homepage

Complete the following information then click on the *I agree to the Terms of Use and Privacy Policy* and *Create an Account* buttons

Figure 2. Get Started with Teachable

After creating the account, users will be prompted to fill out a *Tell us a little more about yourself*

section. To facilitate this process, users can select the following answers and then click on next.

Figure 3. Information about your Interests

After creating the account, a confirmation email will be sent to the newly registered users. Users should click on the *confirm your email* button.
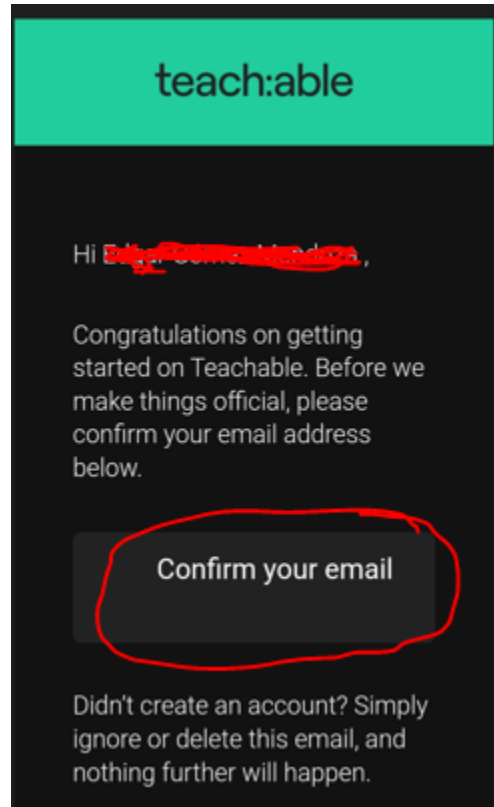
Figure 4. Confirm your Email to Teachable

Once you have confirmed your email, you will be prompted to the platform. Please look for your name in the lower left-hand side corner of the screen and click on the three dots and then click on log out.
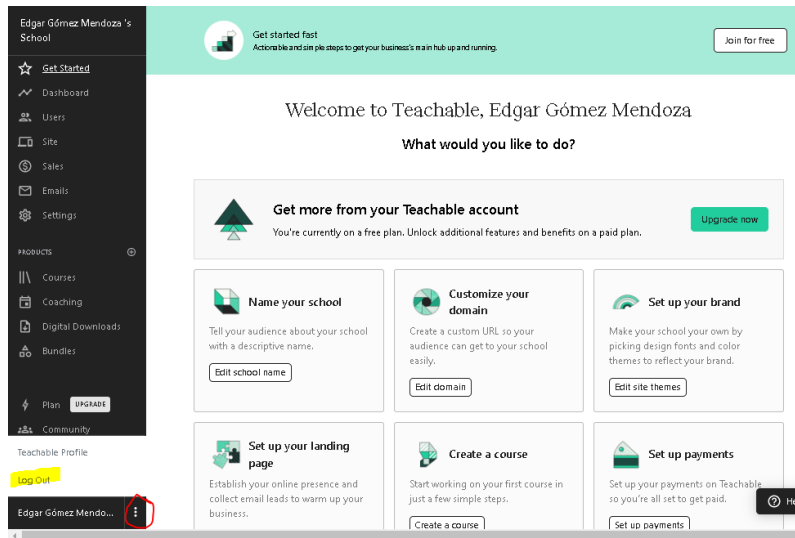
Figure 5. Welcome to your Teachable Account

After this you will receive a message via email confirming your teachable account from teacher *Carolina Gómez* inviting you to join the course.
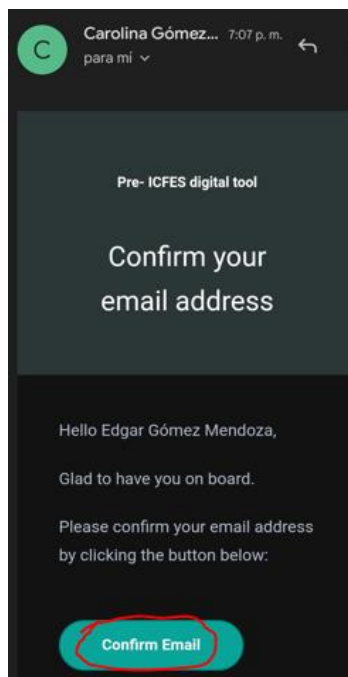
Figure 6. Teacher's Email to Join the Course

When confirming your email address to start the course, the following statement will appear on the screen, asking you to enter your *password*, which is the one you previously entered when creating the *Teachable account* in the first step.

Figure 7. First Access to the Course

After entering your password and clicking on continue, you will be able to access the course for the first time.

Figure 8. Pre-ICFES English Module Digital Tool Homepage

The steps explained above must only be completed to register and enter the course for the first time.

Once students are already registered, they must only click on the following link:

https://carolina-gomez-mendoza-s-school.teachable.com/p/pre-icfes-digital-tool?preview=logged_in

This link will take students to the following page. Here, students must click on Pre-ICFES digital tool or on login.
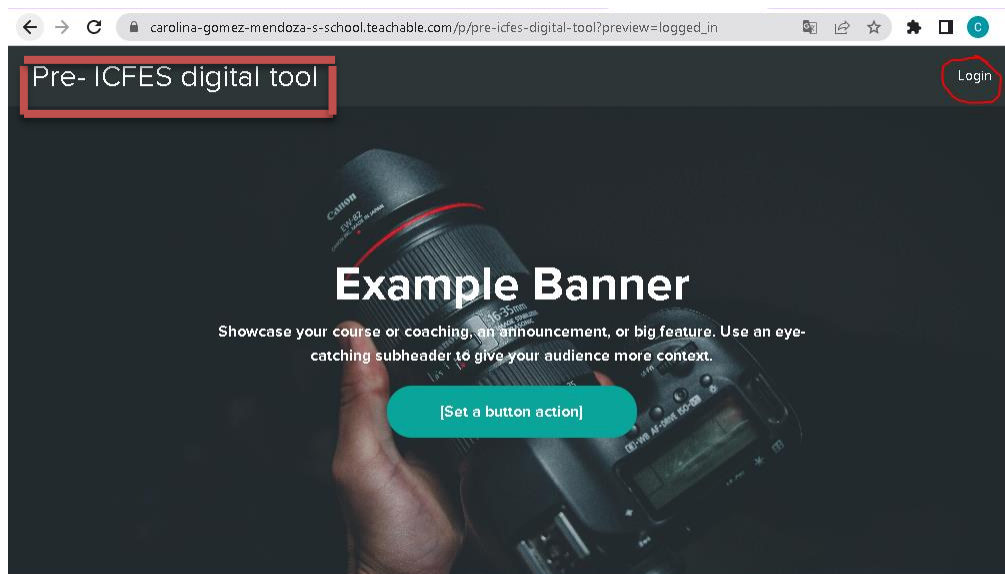

Figure 9. Pre-ICFES Digital Tool Log in

The student will log in to the platform with the email and password of his/her Teachable account.

Figure 10. Pre- ICFES Digital Tool Identity/log in and Password

Once the student has logged in to the platform, he/she will be able to access the different sections of the English module.
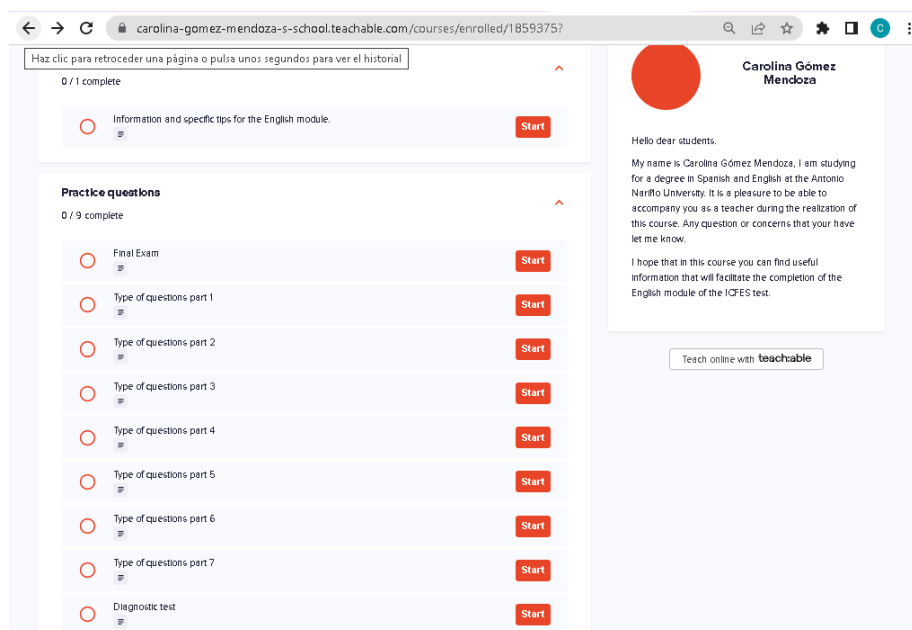

Figure 11. Course Homepage

Figure 12. Course Content

Students will be able to complete the sections on **Understanding the structure of the ICFES test: 1 / 1 General tips for taking the test and Specific information and tips for the English module** by clicking on **start.** At the end of this activity you will be able to leave a comment.

To take the Quizzis contained in the **practice questions sections**, students must create a Quizizz account with the same email address they registered in their Teachable account.

9.2. How to Create a Quizizz Account?

The first step is to click on the following link:

https://quizizz.com/admin

and go to login "iniciar sesión" .

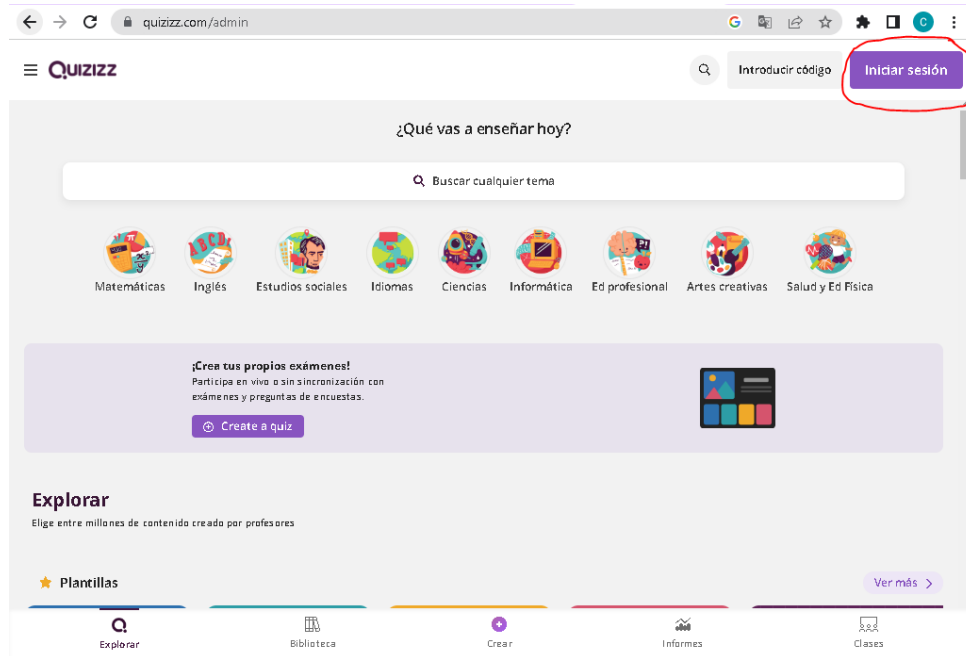Figure 13. Quizizz Homepage

The second step is to choose the **email address. This email address must be the same as the one used on the Teachable's account**
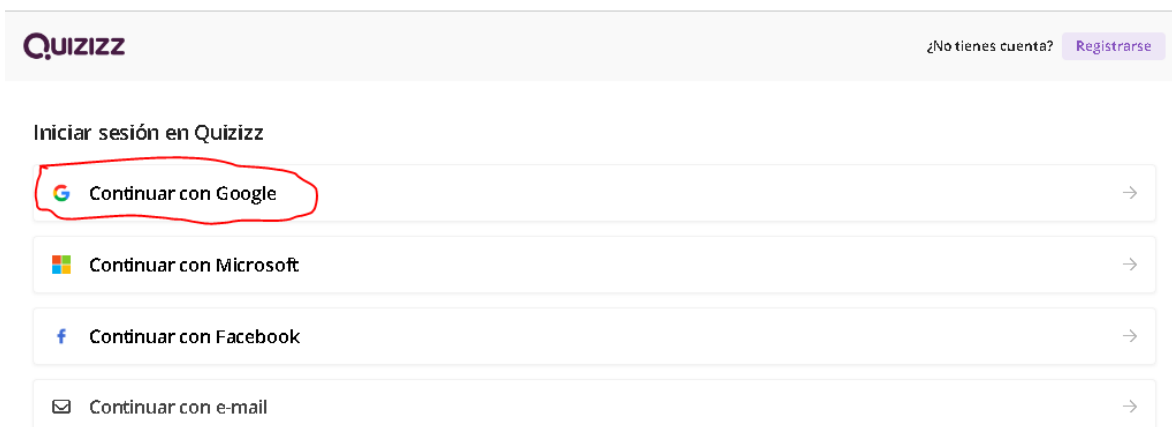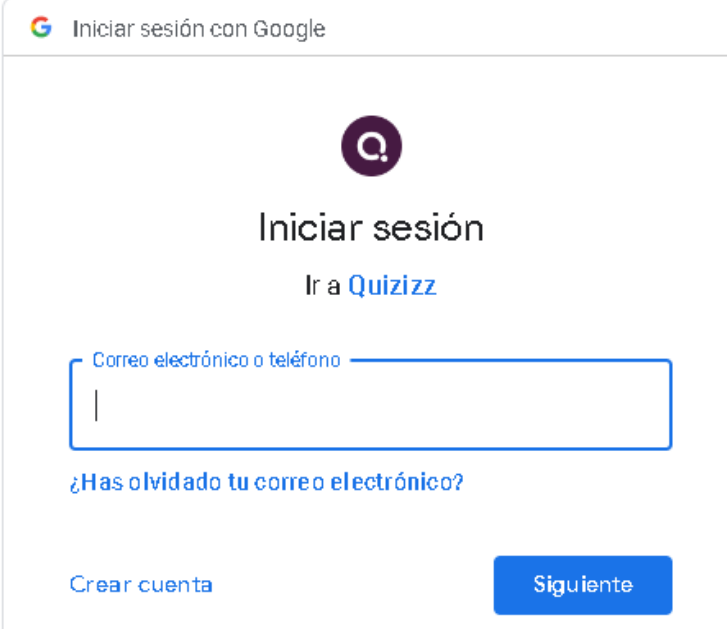
Figure 14. Email Address
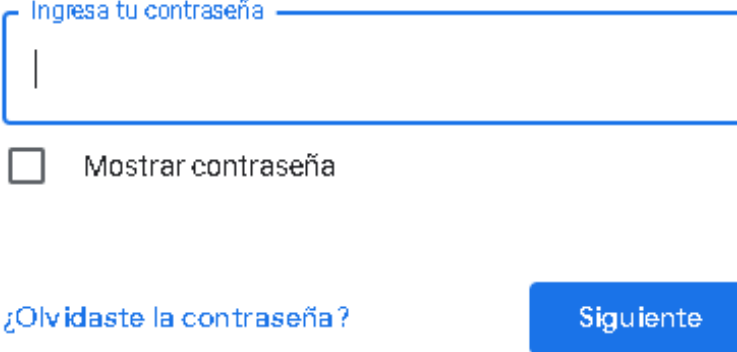
Figure 15. Email Address to Log in Quizizz

Figure 16. Quizizz Password

The third step is to choose "escuela" (school)
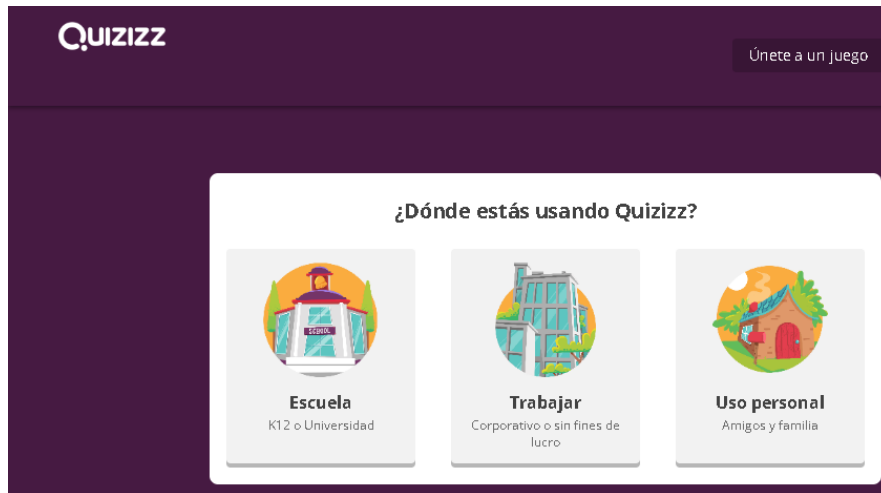
Figure 17. Select the Reason to use Quizizz

The fourth step is to choose "estudiante" (student)
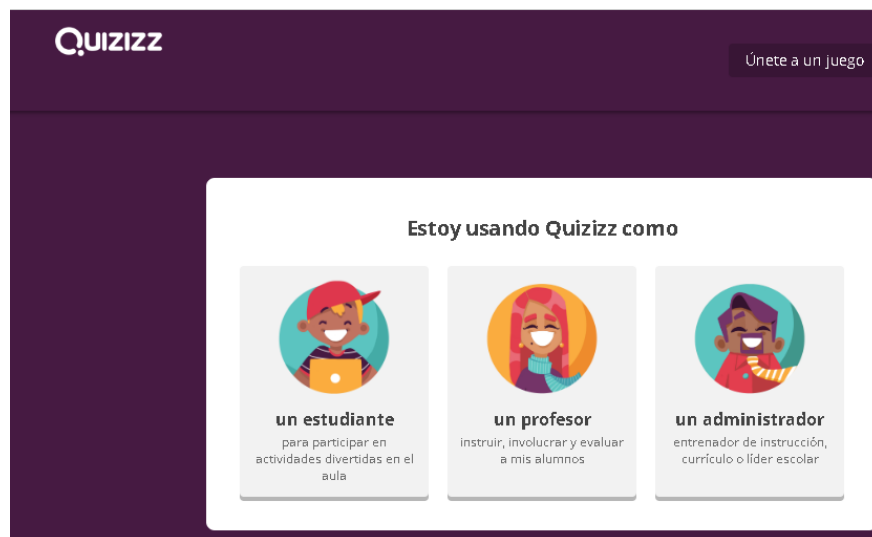
Figure 18. User Profile on Quizizz

In the fifth step students must fill in the blanks with their date of birth

Figure 19. Personal Data – Date of Birth

Once students have created the account on the Quizizz website, they can access the course by clicking on the following link: https://carolina-gomez-mendoza-s-school.teachable.com/p/pre-icfes-digital-tool?preview=logged_in

Then, they must log in with their teachable username and password and take practice tests by clicking on the "Type questions" option that they wish. There they will find a link that will direct them to the test and an access code that only be valid for few days.

Once in the course click on *Start*, in any of the practical questions.
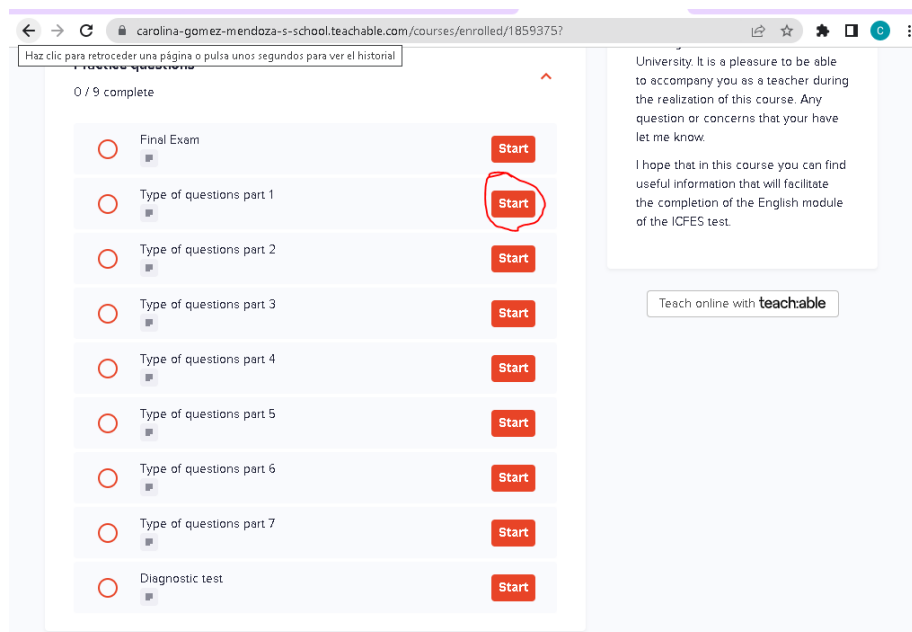
Figure 20. Practical Questions of the Course

There you will find the link and access code for each questionnaire.
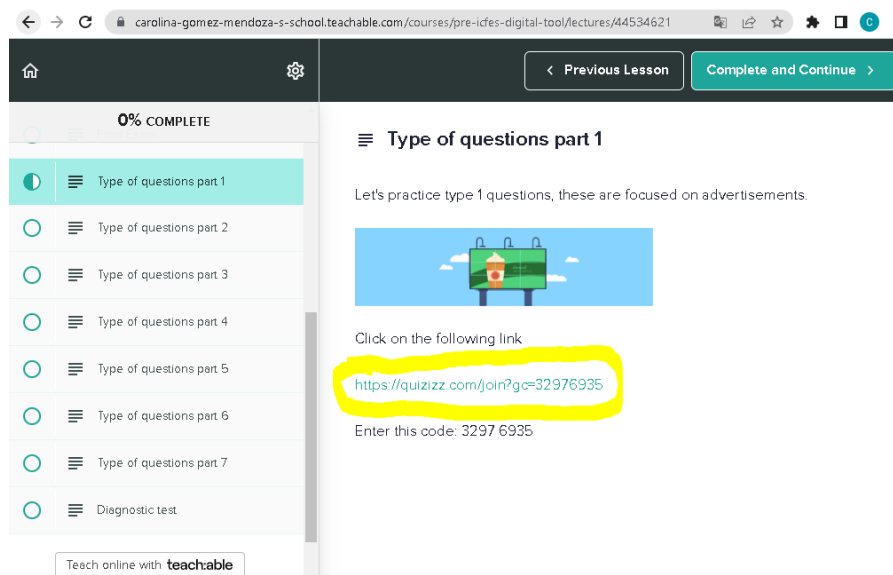
Figure 21. Access Code for the Questions

9.3. Platform ́s Content

> *Module 1: Understanding the structure of the ICFES test*. In this module, students will be able to find infographics with information about the SABER 11 exam and general advice to carry out the test.

> *Module 2: Information and specific tips for the English module*. In this module, students will find info graphics with information about the English module of the SABER 11 test and its seven components. In addition to the description of the seven types of questions, the levels evaluated, and a PDF that shows two sample tests.

> *Module 3: Practice questions*. In this module students will find seven sections associated with the seven types of questions assessed in the SABER 11 test for the English component. Each section contains a questionnaire students can solve to become familiar with the test. When answering each question, an explanation box will appear telling students the rationale for the correct answer.

> *Note:* In each of the modules and sections students can leave comments or pose questions.

10. Evaluation of the Materials

For the implementation of this material, a diagnostic test was carried out in Google forms. This test was composed of 31 questions making up a total possible score of 70 points. This diagnostic test included the seven types of questions encompassed in the SABER 11 test for the English module. Below is a summary of the results.

10.1. Diagnostic Test Results

Normal	Valor medio	Intervalo
38,85/70 puntos	34/70 puntos	27-64 puntos

Distribución de las puntuaciones totales
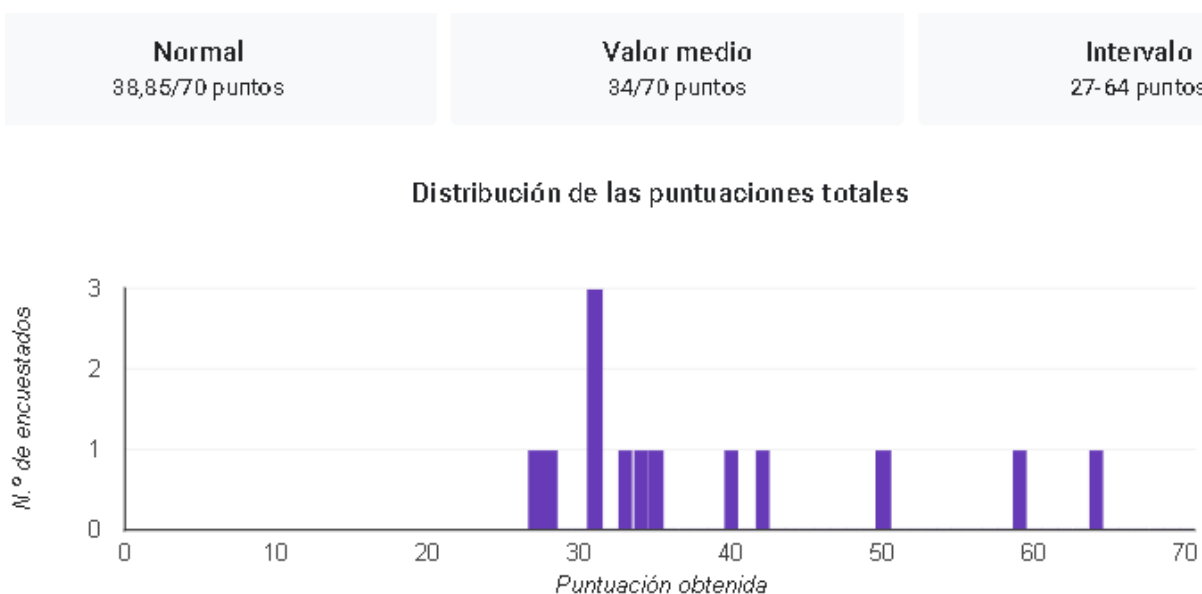
Figure 22. Results of the Diagnostic Test

This test was carried out by 13 high school students from the Guimarc Institute, a school in Bosa. The maximum possible score was 70 points. Following that, I will describe the different scores obtained by the participants. The lowest scores on the diagnostic test were 27 and 28 points, obtained by two students. Three students obtained 31 points on the test, and, eight students scored above 32 points, in the following order: 33,34,35,40,42,50,59 and, 64 points. The latter result was the highest score obtained on the diagnostic test.

Next, I will show the questions that most students got wrong on the diagnostic test. For example, when asked about why people may cry in a given situation, only five students responded "sad", which was the correct answer.

6. People often cry when they feel like this   ▯ Copiar

5 de 13 respuestas correctas
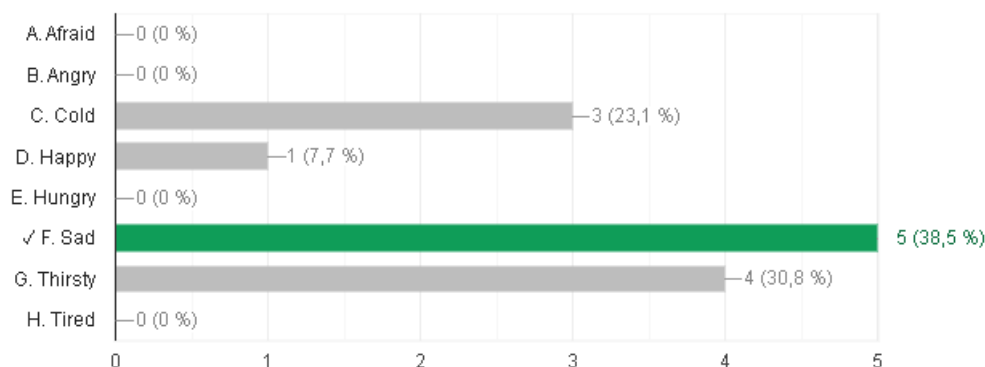
Figure 23. Results of the Diagnostic Test - Question 6, Type 2.

Similarly, when asked about how someone would feel when it's hot and they need to drink something, only four students responded "thirsty", which was the correct answer.

9. Some people usually feel like this when it's hot, and need to drink something   ▯ Copiar

4 de 13 respuestas correctas
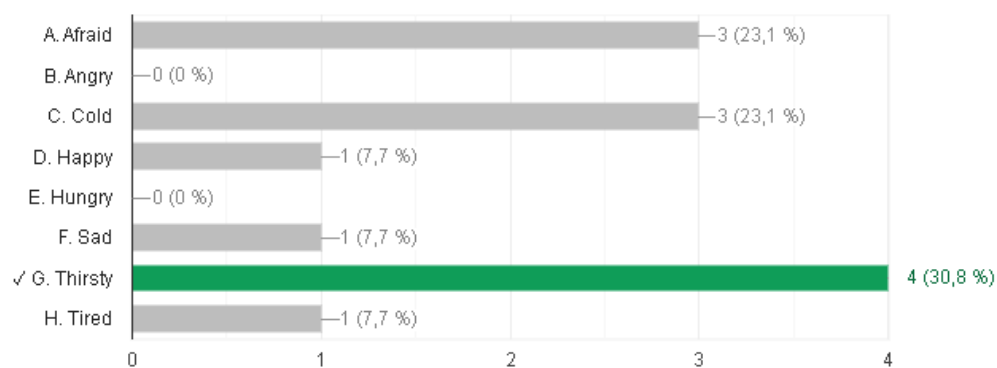
Figure 24. Results of the Diagnostic Test - Question 9, Type 2

Moreover, most students had difficulties answering reading comprehension questions,

particularly fill in the blank and interpretation texts. In the forthcoming sections, I will show the

different reading comprehension questions that students got wrong on the diagnostic test.

The Ethiopian Wolf

It is an African animal, (0)_____ is called the Simien Jackal. Some scientists have |16. _____ it is not a real wolf. But studies show that 17._____ close relationship to grey wolves and coyotes is evident. 18. _____ 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 |19. _____ group of Ethiopian wolves exists 20. _____ 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.

Figure 25. Reading The Ethiopian Wolf

18.

4 de 13 respuestas correctas

Figure 26. Results of the Diagnostic Test – Question 18, Type 4

As observed, four students chose the correct answer while nine chose the wrong answer. Based on the results of this question, it is evident that students are confused when it comes to the proper use of demonstrative pronouns and adjectives in English.

19

5 de 13 respuestas correctas

Figure 27. Results of the Diagnostic Test – Question 18, Type 4

As observed, five students chose the correct answer while eight chose wrong answers. From this, it can be inferred that some of the students do not recognize and differentiate comparatives and superlatives and their specific uses.

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.

Figure 28. Reading My artistic adventure

21. Where was the painter from ?   Copiar

5 de 13 respuestas correctas

A. Ireland — 5 (38,5 %)
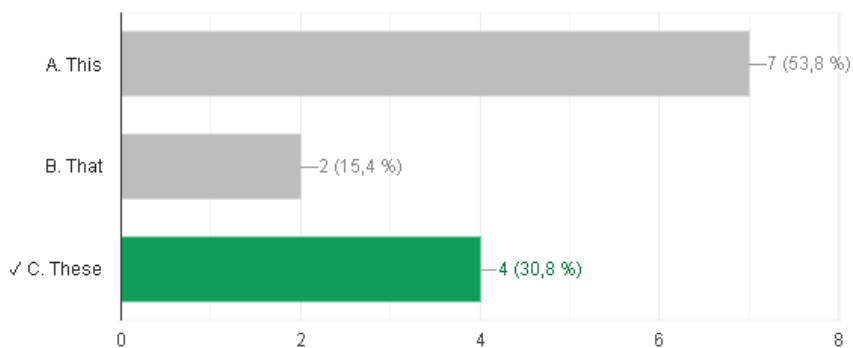B. Spain — 3 (23,1 %)
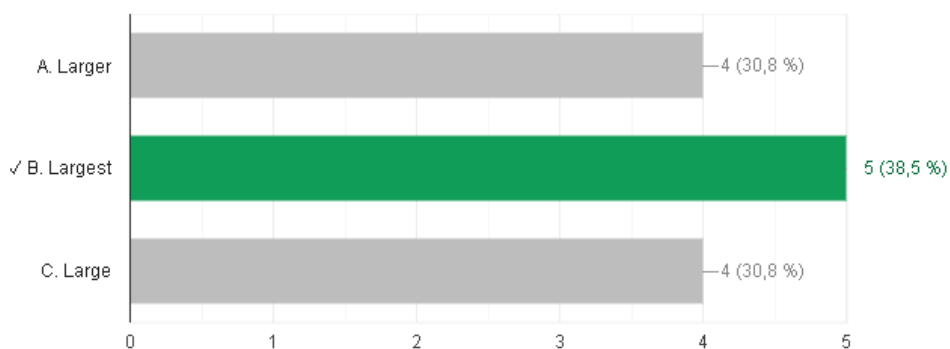✓ C. France — 5 (38,5 %)

Figure 29. Results of the Diagnostic Test – Question 21, Type 5.

As observed, five students chose the correct answer while eight chose wrong answers.

23. How often did she watch the show ?

6 de 13 respuestas correctas

A. Three times a week — 4 (30,8 %)
√ B. Once a week — 6 (46,2 %)
C. Twice a week — 3 (23,1 %)

Figure 30. Results of the Diagnostic Test – Question 23, Type 5

As shown, six students chose the correct option while seven chose the wrong option.

24. She could not get oil paints because she

5 de 13 respuestas correctas

A. Didn't speak Spanish — 2 (15,4 %)
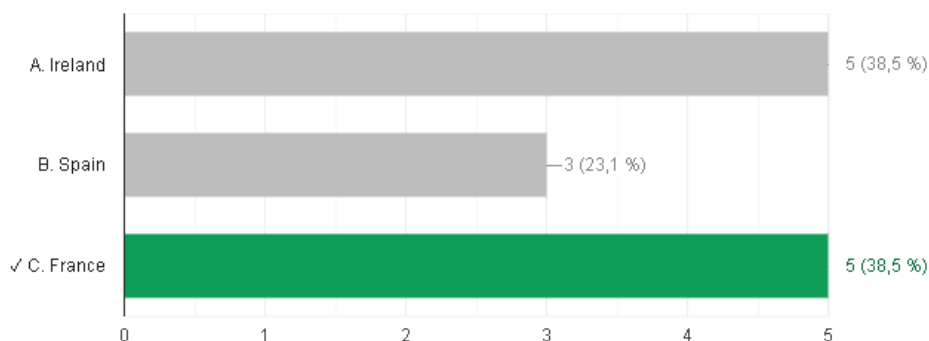√ B. Was too young — 5 (38,5 %)
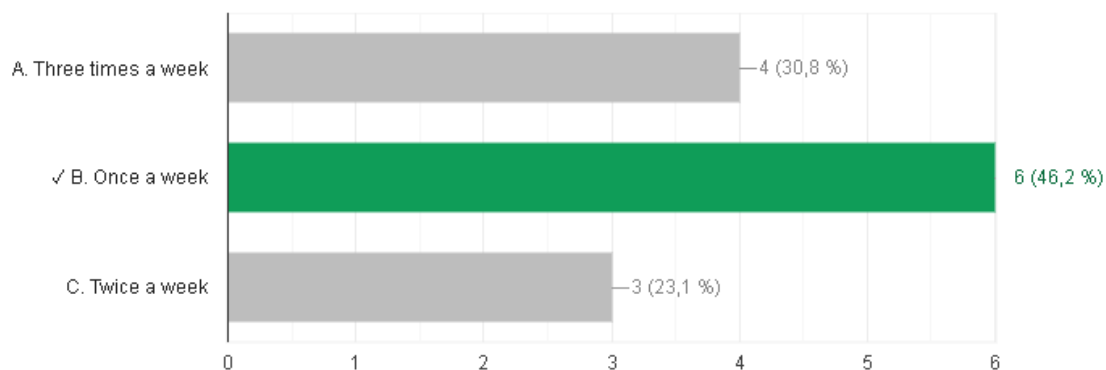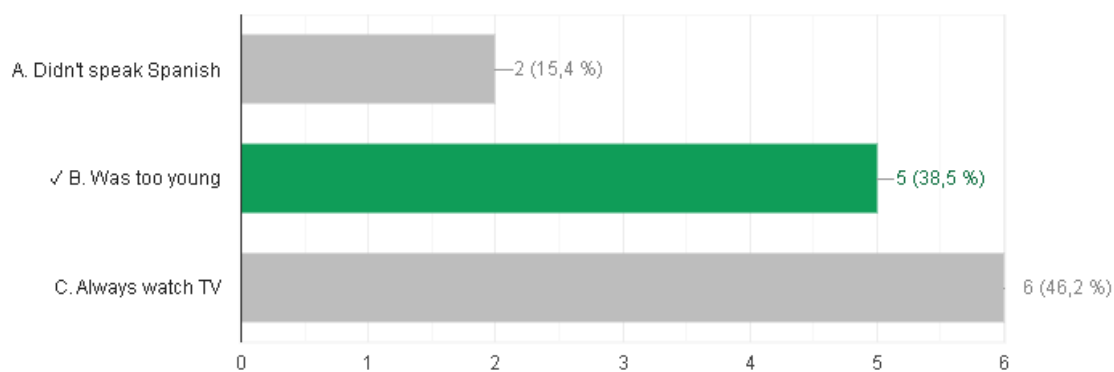C. Always watch TV — 6 (46,2 %)

Figure 31. Results of the Diagnostic Test – Question 24, Type 5

As observed, five students chose the correct option while eight chose the wrong options.

The answers to the 3 previous questions were explicitly stated in the text, so it may be inferred that some students did not read carefully or have certain reading comprehension problems with English texts.

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 an area 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 three 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 and 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.

Figure 32. Reading Jonathan's Trip to Colombia

PARTE 6.RESPONDA LAS PREGUNTAS 26 Y 27 DE ACUERDO CON EL SIGUIENTE
TEXTO. Lea el texto y responda las preguntas. En las preguntas 26 - 27, marque A, B,
C o D en su hoja de respuestas. 26. What is the writer trying to do in this article?

3 de 13 respuestas correctas

A. Convince people to buy a Colombian Coffee farm — 2 (15,4 %)
B. Tells readers to run a Coffee business in Colombia — 1 (7,7 %)
C. Invite tourists to write about places they visit in Colombia — 7 (53,8 %)
✓ D. Encourage tourists to visit Colombia — 3 (23,1 %)

Figure 33. Results of the Diagnostic Test – Question 26, Type 6

As shown, three students chose the correct answer while 10 chose wrong answers.

27. What can a reader find out from this text?   Copiar

3 de 13 respuestas correctas

A. Which activities tourists prefer to do at the farm — 3 (23,1 %)
B. When the best time is to visit the farm — 5 (38,5 %)
✓ C. What the accommodation price includes — 3 (23,1 %)
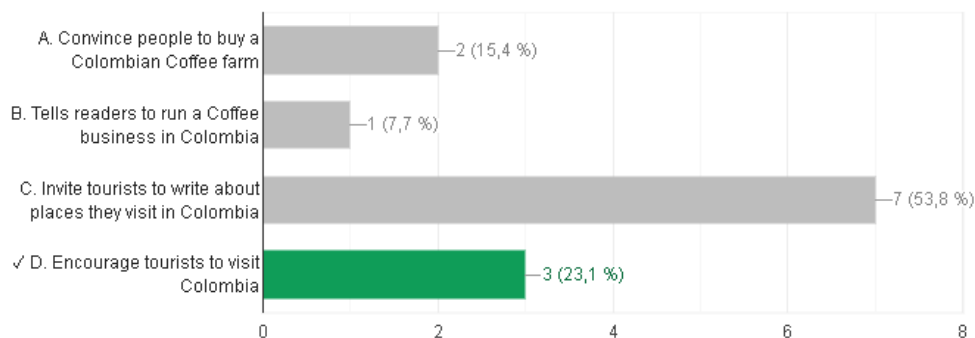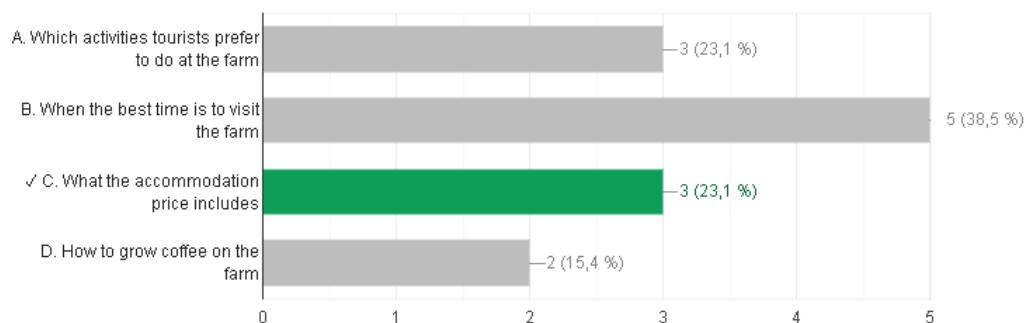D. How to grow coffee on the farm — 2 (15,4 %)

Figure 34. Results of the Diagnostic Test – Question 27, Type 6

As observed, three students chose the correct answer while 10 chose wrong answers.

In the 2 previous questions, students had to do an inferential reading exercise to understand the communicative intention of the author of the text, which was difficult for most of them.

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 **28.**_____ do we do this? There is a lot of mystery about this day.

One of the **29.** _____ 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 **30.** _____, he ordered soldiers to kill Valentine!

Valentine's Day is now the second biggest holiday for cards and gifts. Women buy **31.** _____ 90% of the cards, but gentlemen still buy the most chocolates and flowers to give as a Valentine's Day present.

Figure 35. Text to Complete Valentine's Day

30.

6 de 13 respuestas correctas

A. Off — 2 (15,4 %)
B. In — 2 (15,4 %)
C. At — 3 (23,1 %)
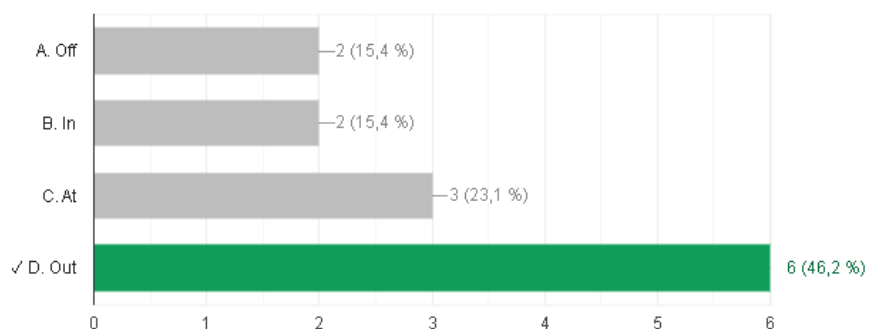✓ D. Out — 6 (46,2 %)

Figure 36. Results of the Diagnostic Test – Question 30, Type 7

As shown, six students completed the text with the correct option, while seven completed the text with the wrong option.

31

Copiar

4 de 13 respuestas correctas
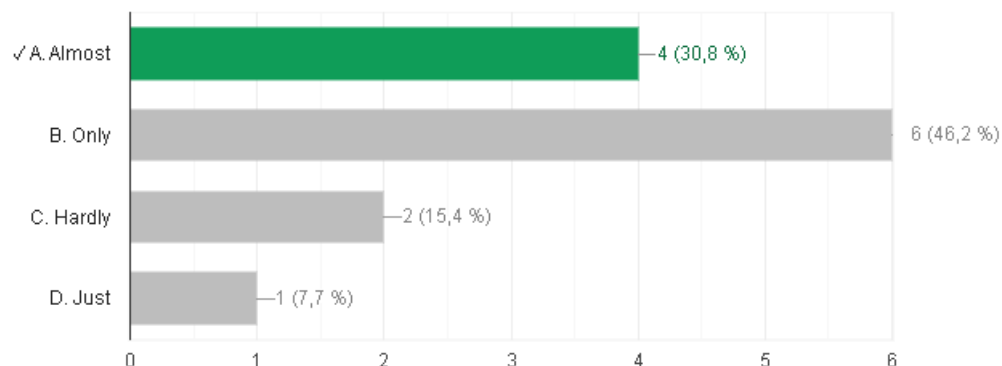
Figure 37. Results of the Diagnostic Test – Question 31, Type 7

As observed, four students completed the text with the correct option, while six completed the text with the wrong option.

As shown in the two previous questions, it is evident that most of the students have difficulties recognizing and using some adverbs and prepositions.

After the diagnostic test was completed, students were prompted to use the platform to practice the different types of questions that make up the SABER 11 test for the English module. Subsequently, I will show the results of the implementation of this project.

10.2. Practice Test Results

Questions Type 1: In these types of questions, students must answer where they might see certain advertisements. Eleven students were able to correctly answer 50% of the question while seven students achieved more than 70% of correct answers. This was one of the question types in wich students obtained the highest score as they were able to recognize the vocabulary used in

advertisements and the vocabulary related to different places, making it easier for them to answer this type of questions. On the contrary, two students obtained scores below the aforementioned percentages.
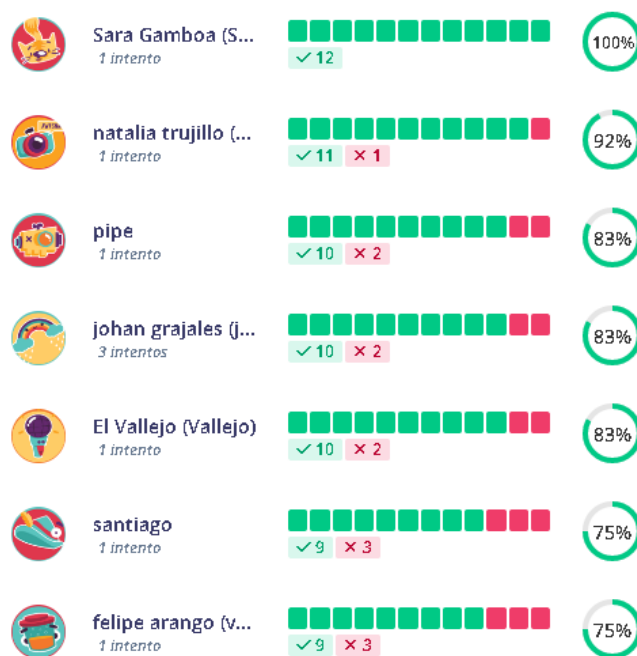
Figure 38. Results of the Practice Questions – Type 1 A

Figure 39. Results of the Practice Questions – Type 1 B

Questions Type 2: In these types of questions, students must match the description of an object, profession, or concept with one of the given options from A to H. Results indicate that some students were confused or unaware of the meaning of the given options, which affected their responses. Only three students were able to surpass 50% or correct answers, two students obtained 42% of correct answers while the rest of the results were below the previously mentioned percentages.
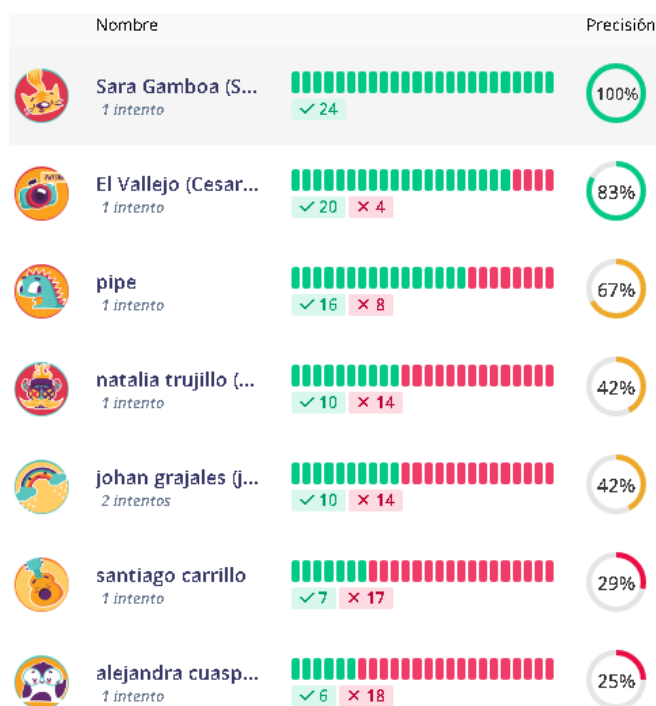
Figure 40. Results of the Practice Questions – Type 2

Questions Type 3: These types of questions, consist of completing some conversations or dialogues in the most appropriate way. Therefore, these questions assess the student's ability to use language in context, including appropriate expressions and grammar. The conversations may involve different topics such as ordering food, asking for directions or making plans with friends. These questions are designed to evaluate the student's communicative competence, which goes beyond just knowing vocabulary and grammar rules. In this sense, the student's ability to understand and produce language appropriately in different contexts is evaluated. It is important to note that these questions are not only based on knowledge of the language, but also on the ability to apply it in real life situations. It was observed that seven students scored 50% or more of the correct anwers, and three students obtained less than 48% of the correct answers, while the

rest scored below the percentages mentioned above. One possible explanation for this result is that the questions in this format tend to rely on commonly used expressions and idiomatic language, which students may have already encountered in their daily interactions in English, in interactions in series, or previous English classes. Additionally, the short format of the questions may be more familiar and easier to comprehend for students, compared to other types of questions that require more critical thinking or analysis. However, it should be noted that not all the students performed equally well in this type of question, and some may still struggle with certain aspects such as understanding the nuances of idiomatic expressions or selecting the most appropriate option in context.
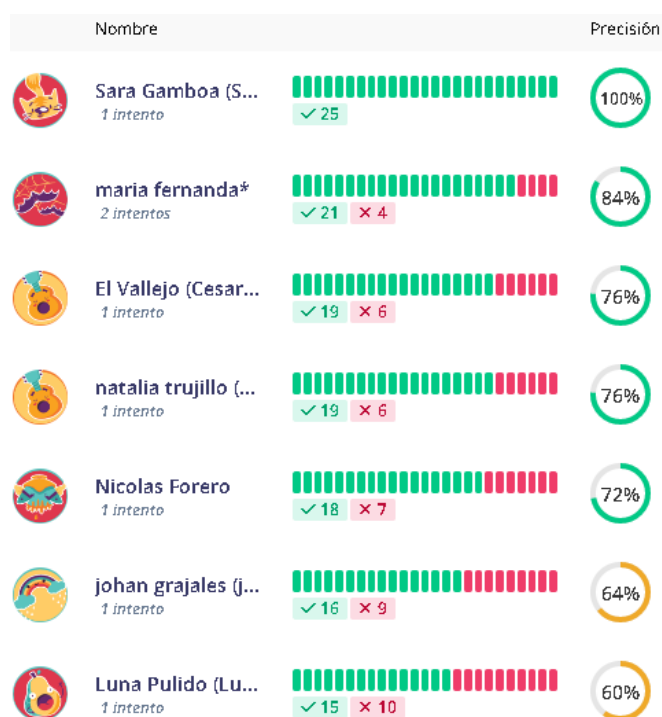

Figure 41. Results of the Practice Questions – Type 3

Figure 42. Results of the Practice Questions – Type 3.1

Questions Type 4: These types of questions evaluate the grammatical knowledge of students

through a text. They must select the most appropriate word to complete the text from three

options (A, B, or C) provided in each space. This was one of the question types where students

began to have more difficulty choosing the correct answer, as this type of question requires that

the students not only recognize the words presented in the options, but also their uses. For

example, the most appropriate connector to give continuity to the text or the correct preposition

to show direction, time, place, location, spatial relationships or to introduce an object. Some

common examples of prepositions include words like "in", "at", "of", and "to". Depending on

the context presented in the text and the meaning and uses of each word, the student must choose

the best option to complete the text. Findings suggest that students misinterpret or do not know

the meaning and uses of some prepositions, connectors, comparative and superlative adjectives.

Hence, students' results decreased compared to previous tests. Only three students scored above

50% of correct anwers in these types of questions, four students obtained less than 47% of correct answers, while the rest scored below the mentioned percentages.
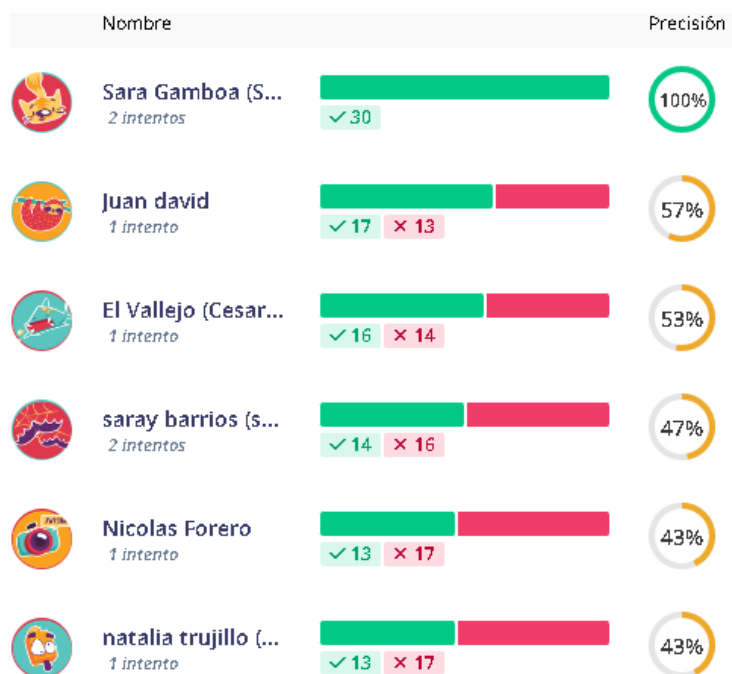

Figure 43. Results of the Practice Questions – Type 4 A
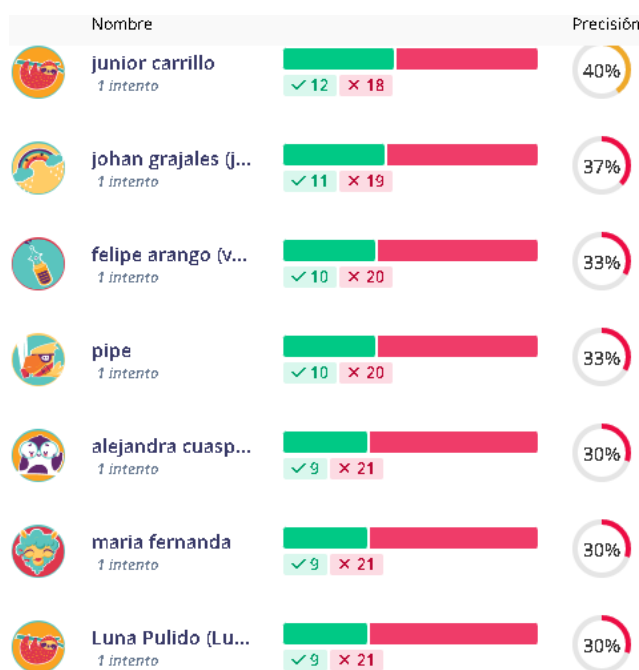
Figure 44. Results of the Practice Questions – Type 4 B

Questions Type 5: In these types of questions, students must engage in a literal reading comprehension exercise and answer some questions related to the given text. In this case, five students exceeded 50% of correct answers, another five obtained a result below 48% and the rest obtained a score lower than the aforementioned percentages. This decrease in results may be due to several factors. First, it may be due to the lack of knowledge of some key words to understand the text. Second, it is possible that they do not read carefully, hence ignoring important parts of the text. Third, it may be that students do not practice enough in class on strengthening reading comprehension of English texts.

Nombre		Precisión
Sara Gamboa (S...) *1 intento*	✓ 23 ✕ 6	79%
El Vallejo (Cesar...) *1 intento*	✓ 19 ✕ 10	66%
johan grajales (...) *1 intento*	✓ 17 ✕ 12	59%
alejandra cuasp... *3 intentos*	✓ 15 ✕ 14	52%
natalia trujillo (...) *1 intento*	✓ 15 ✕ 14	52%
Luna Pulido (Lu...) *1 intento*	✓ 14 ✕ 15	48%
Nicolas Forero *1 intento*	✓ 13 ✕ 16	45%

Figure 45. Results of the Practice Questions – Type 5 A

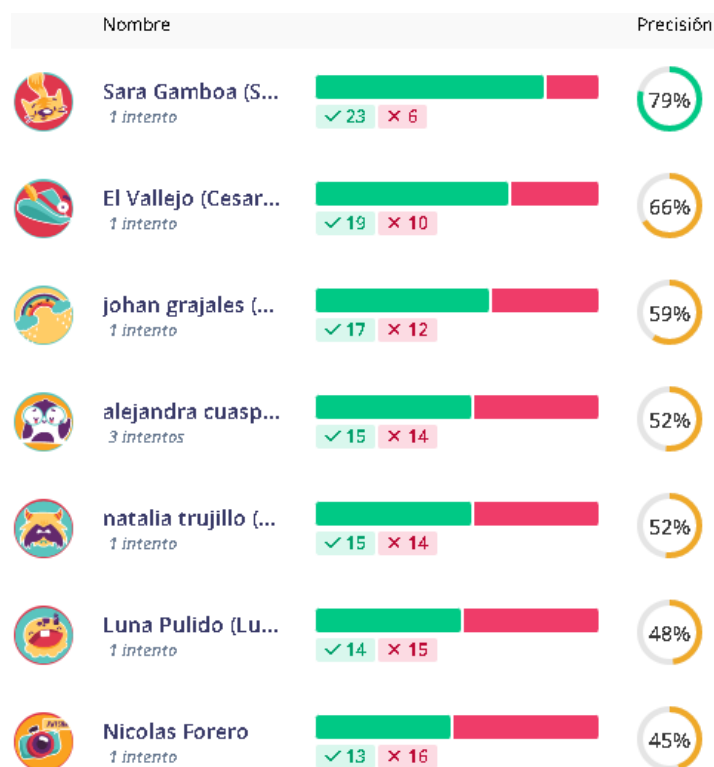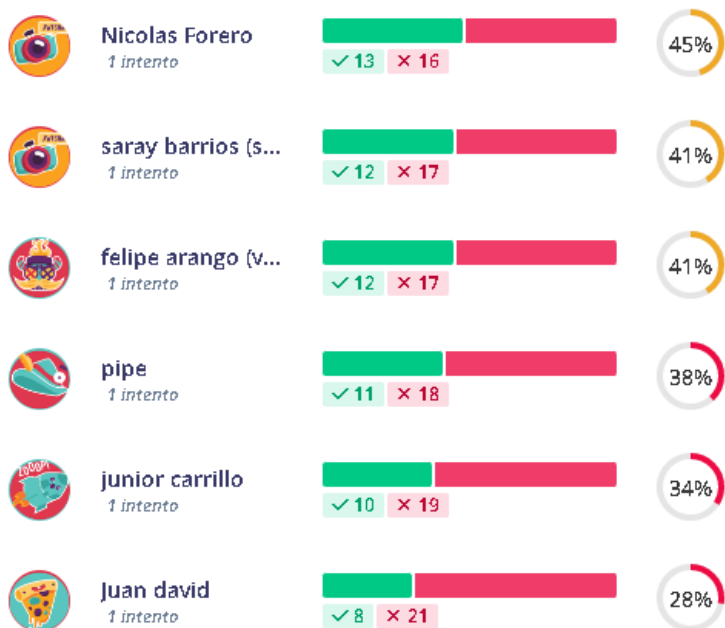|		
Nicolas Forero *1 intento*	✓ 13 ✕ 16	45%
saray barrios (s...) *1 intento*	✓ 12 ✕ 17	41%
felipe arango (v...) *1 intento*	✓ 12 ✕ 17	41%
pipe *1 intento*	✓ 11 ✕ 18	38%
junior carrillo *1 intento*	✓ 10 ✕ 19	34%
Juan david *1 intento*	✓ 8 ✕ 21	28%

Figure 46. Results of the Practice Questions – Type 5 B

Questions Type 6: These types of questions are centered around a text where students are required to engage in an inferential reading process and respond to a variety of questions, such as identifying the author's intention and highlighting general and specific aspects to the text. For each question, students must choose the appropriate answer.

Based on the results from the test, it was possible to identify that these types of questions were the ones where most students had significant challenges. Findings indicated that two students obtained less than 47% of correct answers, while the rest obtained a score lower than the aforementioned percentage.

These results may be due to the fact that these types of questions require that students go beyond literal reading. It is an exercise that focuses on inferential reading and even critical reading. Therefore, if the student is not familiar with doing critical reading exercises focused on text in English, these types of questions will be difficult for them.
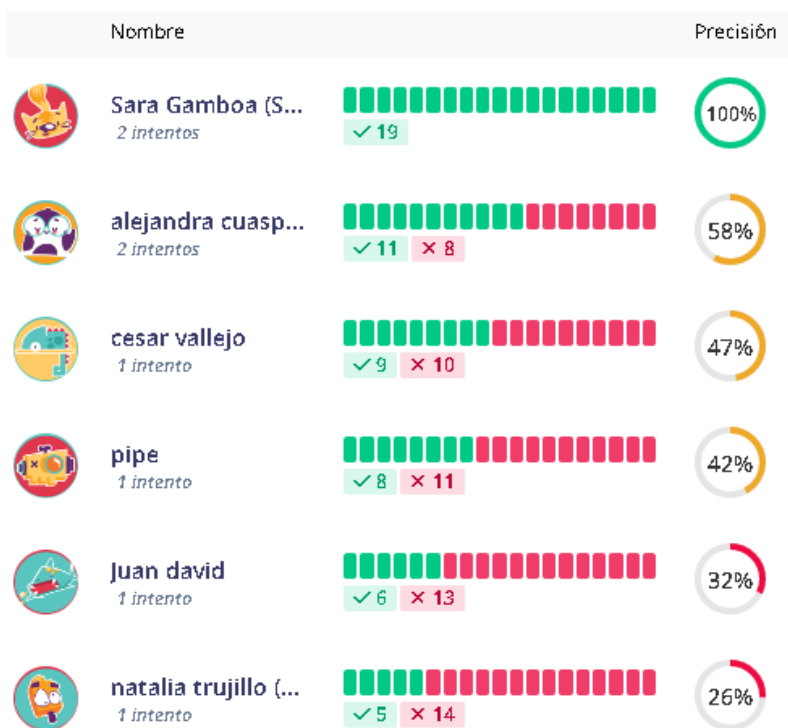
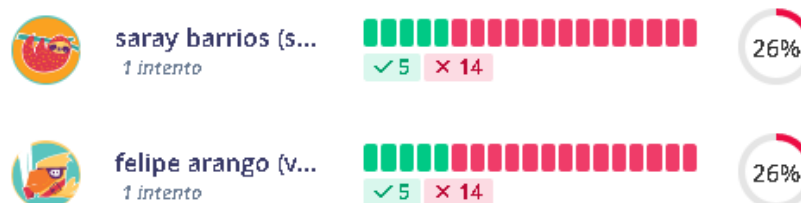Figure 47. Results of the Practice Questions – Type 6 A

Figure 48. Results of the Practice Questions – Type 6 B

Questions Type 7. These types of questions are found in the final part of the English Module of

SABER 11 test. In this section, students are required to fill in the blanks of a text by selecting the

most suitable words that fit the context. Proficiency in both grammar and vocabulary is evaluated

through this exercise, where they must choose the correct word from four options (A, B, C or D)

to complete each blanck space in the text. These types of questions proved to be the most

challenging for students: only one student exceeded 50% of correct answers, while the rest

obtained a result below 50%. This may be due to the fact that the four options presented to the

students seem similar in meaning, making it easy to get confused and choose the incorrect

answer. Therefore, it is essential and completely necessary that students recognize the meaning

of each word and also their different uses according to the context.

Figure 49. Results of the Practice Questions – Type 7

10.3.   Final Exam Simulation (SABER 11 test)

Results: Only three students scored over 50% correct answers, while another three students were

in the range of 41% to the 48% of correct answers, and the rest scored below the aforementioned

percentages. It should be noted that during the final exam simulation, there were some problems

with displaying pictures in some of the *type 5 questions*. However, upon reviewing the individually failed responses, the majority were found in *type 4 and type 7 questions,* which focus on completing texts with the appropriate words. There were also some difficulties in *type 5 questions,* which required inferential reading. Overall, it is important to highlight that the difficulties encountered in the diagnostic test in answering *type 4 and type 7 questions* persisted in students after using the platform.
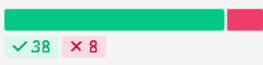

Figure 50. Results of the Final Exam Simulation A
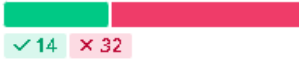
Figure 51. Results of the Final Exam Simulation B

11. Results Analysis of the Diagnostic Test

The results of the diagnostic test suggest that students have difficulties understanding questions type 2, 4, 6 and 7. In what follows, I will explain the specific difficulties that were identified in the diagnostic test.

Type 2 questions. In these types of questions, the description of one of the eight proposed options is given. Therefore, students must decide which of the given options is related to the description of the statement. As such, students need to recognize most of the vocabulary presented in the options and read the statement carefully in order to be able to answer appropriately. It was found that the students were confused about the meaning of some of the words that refer to emotions and sensations such as *thirsty, cold, afraid.*

Type 4 and 7 questions. These types of questions encompass texts that students must complete with the most appropriate word. Therefore, students must read carefully, recognize the vocabulary, and identify their applications. Thus, it was possible to identify that students have greater difficulties when completing the text by choosing the correct option when the options refer to prepositions, demonstrative pronouns, comparative and superlative adjectives.

Type 6 question. These types of questions focus on assessing the student's ability to recognize the author's communicative intention in a text, as well as their ability to infer information from both explicit and implicit details in the text. These questions are designed to evaluate the student's reading comprehension as well as their ability to analyze and evaluate information on a given context. These questions may also assess the student's knowledge of vocabulary and grammar on a specific context and their capacity to make connections and summarize information from a given text. Overall, these questions are designed to evaluate critical thinking and reading comprehension in English. Taking into account the above information, it was found that students do not have major problems answering questions referring to texts if the answers appear literally or explicit in the text, while type 6 questions focus on assessing student's inferential reading process, which proved to be the most difficult for them. Thus, students have a lot of difficulties answering questions that are related to infer the communicative intent such as *What can the reader find out about the text?* or *What was the writer trying to do in this article?*

11.1. Results Analysis of the Practice Tests

In what follows, I will explain the main findings from the implementation of the practice tests. Firstly, most students do not seem to have much difficulties answering *type 1* questions related to advertisements and *type 3 questions* associated with completing conversations.

Students scored highest on *type 1 and 3 questions* on the SABER tests due to their ability to recognize specific vocabulary for places where advertisements can be found and common expressions used in everyday situations. The vocabulary for places, such as school, shops, gardens, malls, among others can be more easily recognized by students because they may have seen it and heard it in other English classes or because it is a more common and basic vocabulary in their context.

In *type 3 questions*, students must complete a conversation using the most appropriate option among three given options. These types of questions assess the student's skills to recognize and use common expressions in every day situations taking into account the context of each situation. Some examples of expressions that can be found in these types of questions are: "Be careful" "have a nice day" "sorry" "I'm glad for you" and other similar expressions used in everyday conversations.

To summarize, students scored highest on *type 1 and 3 questions* due to their knowledge of specific vocabulary of places and their capacity to recognize and use common expressions in English in everyday situations. This is important for building a foundation of English as a second language and for understanding the questions on the English module of the SABER 11 test.

Nonetheless, some difficulties are evident when answering the *type 2 questions*, which entail associating descriptions of objects or places with a specific word. This may be due to the lack of knowledge about the meaning of certain words, concepts or lack of vocabulary. Similarly, a type of question that seemed to have given students a lot of difficulties is the one related to inferential reading (type 6), where students have to interpret the meaning of a text and make inferences about specific situations. Furthermore, the questions that posed the greatest challenge to students

were questions type 4 and 7, where students must complete a text with the most appropriate word. This is probably due to the lack of knowledge related to the vocabulary used in the texts as well as its applications.

Secondly, considering the results of both the practice tests and the simulation test it is clear that students have grave difficulties interpreting information from texts and making inferences about them. One potential explanation may be that students do not have a lot of opportunities to read in English and talk about what they read in class. As such, it may be difficult for them to interpret information from a text that they only read for a test. From the implementation of this didactic material, it was possible to identify that students have some minor difficulties answering type 2 questions, and moderate to severe difficulties understanding type 4, 6 and 7 questions.

12. Assessment of the Material

The materials put forth on this research project were evaluated by two experts on the field of teaching English as a Second Language. Their complete evaluations are presented below.

Assessment of the first peer evaluator: Roxana Rivas Suarez is an educator with a master's degree in teaching English as a Second Language.

A continuación, se explican los descriptores para la interpretación del puntaje obtenido.

5: Excelente (cumple con el aspecto evaluado)

4.5 - 4.9: Sobresaliente (el material debe ser ajustado en aspectos mínimos)

3.5 – 4.4: Aceptable (el material requiere de ajustes sustanciales)

1 – 3.4: No cumple con los aspectos requeridos.

EVALUACIÓN PARA DISEÑO DE MATERIALES DE ENSEÑANZA	CATEGORÍA DEL MATERIAL:		
INDICADORES		VALORACIÓN	OBSERVACIONES
CONTENIDO			
El material presenta ampliamente el soporte de realización de pilotaje In situ.		1 2 3 4 5	
La estructura del material presenta contenidos de modo secuencial que permiten la apropiación del conocimiento y su respectiva evaluación.		1 2 3 4 5	
Son congruentes los contenidos y la presentación del material.		1 2 3 4 5	
La información ofrecida es relevante y de interés para la población seleccionada.		1 2 3 4 5	
El material diseñado permite mejorar procesos de aprendizaje.		1 2 3 4 5	
Está identificado correctamente con: título, población a quien va dirigido y área disciplinar correspondiente.		1 2 3 4 5	
FUNDAMENTACIÓN PEDAGÓGICA			
Presenta objetivos claros y coherentes en función de los procesos de aprendizaje.		1 2 3 4 5	
Existe interrelación de contenidos con nueva información.		1 2 3 4 5	
El material desarrollado permite al estudiante reflexionar críticamente sobre el nuevo conocimiento.		1 2 3 4 5	
El nuevo conocimiento permite el manejo de estrategias de búsqueda e indagación en el estudiante.		1 2 3 4 5	
El material permite transversalidad con otras asignaturas.		1 2 3 4 5	

Figure 52. Assessment of Material: Content and Pedagogical Basis

DISEÑO		
El material es atractivo, preciso y claro para la comprensión del estudiante.	1 2 3 **4** 5	
La articulación de diversos textos (icónicos, fílmicos, gráficos, etc.) impactan favorablemente y generan interés.	1 2 3 **4** 5	
Presenta las respectivas citaciones de textos, contenidos o imágenes propias de derechos de autor.	1 2 3 **4** 5	
MATERIALES DIGITALES Y ENTORNOS VIRTUALES DE APRENDIZAJE		
Instructivo: Se presenta un instructivo (video, manual) que da cuenta detalladamente de los diferentes pasos para su ingreso, manejo y sus respectivas recomendaciones y técnicas en relación con este tipo de aprendizaje.	1 2 3 **4** 5	
Accesibilidad: El ingreso a la página, blog, App o plataforma es de fácil acceso. Si es necesario una clave, esta es recuperable mediante un procedimiento muy simple. Funciona en cualquier equipo de cómputo, navegador etc....	1 2 3 **4** 5	
Navegación: Los enlaces para la navegación están claramente etiquetados, colocados consistentemente, y permiten al lector desplazarse fácilmente de una página a otras páginas relacionadas (hacia delante y atrás), y llevan al lector donde él o ella espera ir. El usuario no se pierde.	1 2 3 **4** 5	
Contenido: Toda la información provista por el estudiante en el sitio web es precisa y todos los requisitos de calidad han sido cumplidos.	1 2 3 **4** 5	
Interactividad: La OVA, App, Blog, Web, etc manifiesta desde el diseño, diversidad de estrategias para facilitar la interacción del estudiante con la plataforma, los recursos y objetos de aprendizaje, así como con el tutor, los pares y con los materiales educativos en general. .	1 2 3 **4** 5	

Nota 4.0

Figure 53. Assessment of Material: Design of Digital Materials and Virtual Learning Environments

OBSERVACIONES:
1. El material mantiene una coherencia en el nivel evaluado. Eso es positivo.
2. El material tiene preguntas claras y usa el lenguaje coloquial real.
3. El diseño y el contenido del material propicia que el estudiante quiera terminar de hacer la evaluación, porque genera expectativa como un reforzador.
4. El material podría usar solamente el idioma inglés como única lengua.
5. Las aclaraciones o explicaciones podrían estar puestas de una forma más llamativa y con menos texto.
6. Es positivo que se pida un feedback al finalizar.
7. Se podría usar fotografías también, no solo texto.

Figure 54. Assessment of Material: Remarks

The first peer evaluator pointed out the following positive aspects of the material: 1) it maintains coherence in the level evaluated, 2) it has clear questions, and 3) it uses real colloquial language. Similarly, the peer evaluator indicated that the design and content of the material encourages the student to take the evaluation because it generates positive expectations. One positive comment from the evaluator is the fact that the platform asks students for feedback.

The educator also suggested that the explanations that appear after each of the questions in the practice test could be done with less text and more graphic displays. Additionally, the evaluator recommends the use of English as the only language throughout all the modules of the platform.

Assessment of the second peer evaluator: Willow Hecht, M.Sc., certified TEFL Instructor.

A continuación, se explican los descriptores para la interpretación del puntaje obtenido.

5: Excelente (cumple con el aspecto evaluado)
4.5 - 4.9: Sobresaliente (el material debe ser ajustado en aspectos mínimos)
3.5– 4.4: Aceptable (el material requiere de ajustes sustanciales)
1 – 3.4: No cumple con los aspectos requeridos.

EVALUACIÓN PARA DISEÑO DE MATERIALES DE ENSEÑANZA	CATEGORÍA DEL MATERIAL:		
INDICADORES		VALORACIÓN	OBSERVACIONES
CONTENIDO			
El material presenta ampliamente el soporte de realización de pilotaje In situ.		1 2 3 4 5	
La estructura del material presenta contenidos de modo secuencial que permiten la apropiación del conocimiento y su respectiva evaluación.		1 2 3 4 5	
Son congruentes los contenidos y la presentación del material.		1 2 3 4 5	
La información ofrecida es relevante y de interés para la población seleccionada.		1 2 3 4 5	
El material diseñado permite mejorar procesos de aprendizaje.		1 2 3 4 5	
Está identificado correctamente con: título, población a quien va dirigido y área disciplinar correspondiente.		1 2 3 4 5	
FUNDAMENTACIÓN PEDAGÓGICA			
Presenta objetivos claros y coherentes en función de los procesos de aprendizaje.		1 2 3 4 5	
Existe interrelación de contenidos con nueva información.		1 2 3 4 5	
El material desarrollado permite al estudiante reflexionar críticamente sobre el nuevo conocimiento.		1 2 3 4 5	
El nuevo conocimiento permite el manejo de estrategias de búsqueda e indagación en el estudiante.		1 2 3 4 5	
El material permite transversalidad con otras asignaturas.		1 2 3 4 5	

Figure 55. Assessment of Material 2: Content and Pedagogical Basis

DISEÑO		
El material es atractivo, preciso y claro para la comprensión del estudiante.	1 2 3 4 5	
La articulación de diversos textos (icónicos, fílmicos, gráficos, etc.) impactan favorablemente y generan interés.	1 2 3 4 5	
Presenta las respectivas citaciones de textos, contenidos o imágenes propias de derechos de autor.	1 2 3 4 5	
MATERIALES DIGITALES Y ENTORNOS VIRTUALES DE APRENDIZAJE		
Instructivo: Se presenta un instructivo (video, manual) que da cuenta detalladamente de los diferentes pasos para su ingreso, manejo y sus respectivas recomendaciones y técnicas en relación con este tipo de aprendizaje.	1 2 3 4 5	
Accesibilidad: El ingreso a la página, blog, App o plataforma es de fácil acceso. Si es necesario una clave, esta es recuperable mediante un procedimiento muy simple. Funciona en cualquier equipo de cómputo, navegador etc....	1 2 3 4 5	
Navegación: Los enlaces para la navegación están claramente etiquetados, colocados consistentemente, y permiten al lector desplazarse fácilmente de una página a otras páginas relacionadas (hacia delante y atrás), y llevan al lector donde él o ella espera ir. El usuario no se pierde.	1 2 3 4 5	
Contenido: Toda la información provista por el estudiante en el sitio web es precisa y todos los requisitos de calidad han sido cumplidos.	1 2 3 4 5	
Interactividad: La OVA, App, Blog, Web, etc. manifiesta desde el diseño, diversidad de estrategias para facilitar la interacción del estudiante con la plataforma, los recursos y objetos de aprendizaje, así como con el tutor, los pares y con los materiales educativos en general. .	1 2 3 4 5	

Nota 3,6

Figure 56 Assessment of Material 2: Design of Digital Materials and Virtual Learning Environments

Figure 57 Assessment of Material 2: Remarks

The second peer evaluator highlighted the positive aspect of the practical test concept and how they can be enjoyable, but pointed out some issues with the content such as confusing instructions and mistakes when showing some pictures related to the questions.

13. Conclusions and Recommendations

1) This research project successfully identified the levels of difficulty that eleventh grade students at the Guimarc Institute may have when completing each part of the English module in the SABER 11 test. Through the implementation of a virtual learning environment, students were able to practice all types of questions presented in the English module, and the results indicate that the majority of students had difficulties with questions types 4, 6 and 7.

2) This research project has demonstrated that a virtual learning environment, such as Pre-SABER11 test Digital Tool, can effectively strengthen the competencies evaluated in the English module of the SABER 11 test, particularly in questions types 1 to 3. In the same

vein, the virtual learning environment allowed students to familiarize themselves with the format and content of the exam.

3) The results of the implementation revealed that students faced difficulties in *questions type 4 and 7,* where they needed to interpret and complete texts with the most appropriate option. Similarly, type *6 questions,* which focus on reading comprehension and where the students must perform inferential and critical reading exercises to understand the author's communicative intent and the information implicit in the text, proved to be challenging for the students. For the aforementioned reasons, it is necessary to create some remedial classes focusing on reinforcing vocabulary and content knowledge related to prepositions, relative pronouns, and demonstrative adjectives, comparative and superlative adjectives.

4) This research project aligns with the findings of UNESCO (1998) that highlight the potential of virtual learning environments as a pedagogical tool. The implementation of the virtual learning environment designed for this project provided students with a space to practice SABER 11-type questions in the English module. The integrated communication capacity of the virtual learning environment facilitated interaction within the learning community, allowing students to engage in learning activities, access learning materials, and receive support and tutoring as needed.

5) According to Silva (2011), a virtual learning environment serves as a pedagogically modeled space for teaching and learning, enriched by interaction and mediated by computer tools. The PRE- ICFES 11 test Digital Tool used in this research project encompassed various components such as learning activities, teaching situations, and

learning materials. These components were designed to generate learning and enhance students' understanding of the English module in the SABER 11 test.

6) The appropriate selection of technologies, as emphasized by Pulkkinen and Ruotsalainen (1998) and Salinas (2005), played a crucial role in the effectiveness of the virtual learning environment. The digital tools incorporated into the Pre-ICFES11 test Digital Tool were carefully chosen to align with the pedagogical model and support the learning objectives. This selection ensured that students had access to the necessary resources and functionalities to practice and improve their performance in the English module of the SABER 11 test.

7) Overall, this research project successfully identified the levels of difficulty in each part of the English module, provided high school students with an interactive tool for practice, and assessed the effectiveness of the virtual learning environment. The findings highlight the importance of addressing specific challenges in question types 4, 6, and 7 and suggest the implementation of remedial classes to reinforce relevant vocabulary and content knowledge. Additionally, the project aligns with the perspectives of UNESCO (1998), emphasizing the potential of virtual learning environments, and the insights of Silva (2011), stressing the importance of pedagogically modeled spaces enriched by interaction and mediated by computer tools. By incorporating these postulates, the research project contributes to enhancing students' preparation for the SABER 11 test and promoting effective learning experiences in the context of modern educational technologies.

13.1.   Recommendations Regarding the General Process

This research project has shown that it is possible to strengthen the competencies evaluated in the English module of the SABER 11 test by using a virtual learning environment where students can practice all the questions. Results from the implementation indicate that the vast majority of students had difficulties in the same types of questions. For example, students agreed that the easiest questions to solve were type 1, 3, and 5. Some students had some difficulties answering type 2 questions. In the same vein, most students agreed that the type of questions that are most difficult to solve, and where they had the lowest scores, were question types 4, 6, and 7, which are associated with interpretation of texts (including fill in the gaps).

One recommendation stemming from this research project is to include a section in the virtual learning environment that focuses on improving students' reading comprehension skills in English. This can serve as a valuable tool for strengthening vocabulary acquisition, critical thinking, and interpretative reading skills, potentially leading to better performance in questions types 4,5,6 and 7 of the SABER 11 test. For example, vocabulary associated with places, clothing, professions, objects of the home, and content knowledge related to the use of prepositions, relative pronouns, demonstrative adjectives, comparatives, and superlatives. Having a class where students review these topics may solve the issue of confusion when choosing the correct word in question types 2, 4 and 7.

In addition, it is necessary to create spaces or learning environments aimed at improving students' reading comprehension of texts in English. This will not only serve as a tool to strengthen vocabulary acquisition, but also critical thinking and interpretative skills in English,

This will hopefully help students do better in type 4, 5, 6, and 7 questions of the SABER test for the English component.

13.2. Recommendations Regarding Methodological Aspects

From a methodological standpoint, it is necessary to increase the time of the sessions for the completion of the tests. One recommendation is to have a minimum of an hour and a half and a maximum of two hours. Similarly, it is important to reduce the number of questions per *type of question* to 25 so that students have more time to carefully read the explanations of the answers and to provide feedback, and resolve doubts at the end of each test. Another recommendation is to add a face-to-face class (or classes) to solve questions and have multiple virtual exercises to practice the content of the platform, particularly in relation to vocabulary and grammar.

13.3. Recommendations Regarding the Platforms Used

The main tool in which the learning environment was created was Teachable. It is a very useful tool for creating courses with a wide variety of options where the user can add text, images, videos, gifs, etc. However, if the free version is used, it only allows 19 students to be added to the course. This is a drawback because if the course is aimed at a larger number of students, the user will have to pay a premium service or use a different platform.

Regarding the platform that was used for the tests, Quizizz, there are several recommendations that stem from the implementation of this research project. This platform is colorful, interactive, and allows the user to write explanations about the correct answer. This was one of the main reasons why this platform was chosen. It also allows the user to assign the tests to be completed on certain days, which turned out to be few if you only have the free version. For this project, I

used the free version, which had multiple drawbacks. For instance, sometimes more than one

attempt was needed to save the answers if there was a problem with the Internet connection or if

there were errors when submitting the answers. As such, I would recommend platforms like

Google Forms for prioritizing the accuracy of the results, or Kahoot to keep the form interactive

or buy the premium version of Quizizz to have a broader catalog of options and corrections for

the forms. All in all, the free version of Quizizz allowed me to conduct my research and obtain

useful results.

14. Appendix

Photos:

Figure 58. Students taking practice tests

Figure 59. Group of Students Taking Practice Tests

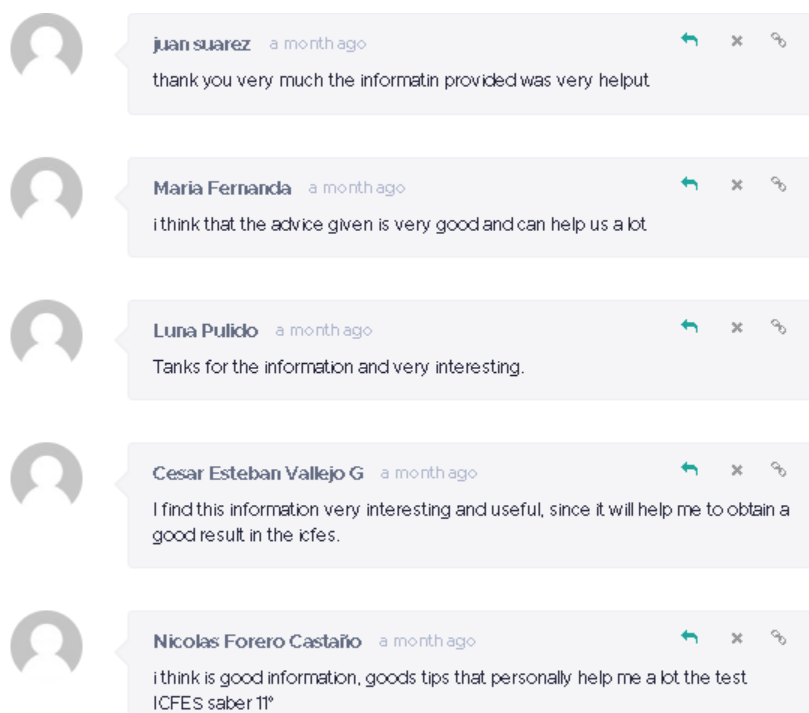Figure 60. Students in the Computer Room

Comments on the platform:

Figure 61. Comments about the platform information
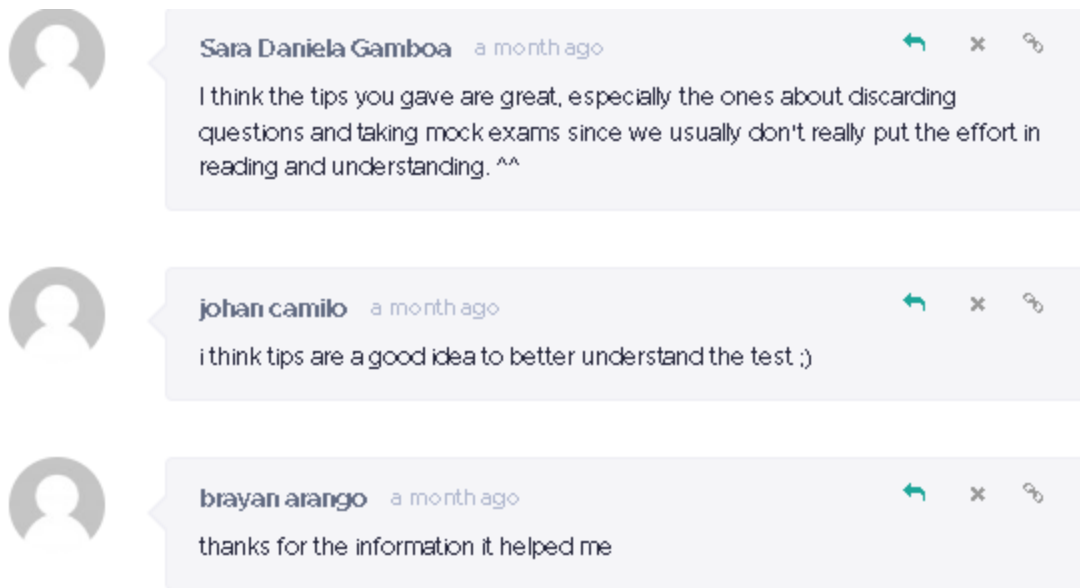
Figure 62. Comments about the Teachable Platform

Figure 63. Thank you Comments

Maria Fernanda a month ago

i did pretty well on this one, and it was easy to answer

Sara Daniela Gamboa a month ago

I think these type of questions are great to learn how to ubicate ourselves so we don't get lost when they show up in the icfes.

vanesa gamba lara a month ago

thanks

brayan arango a month ago

thanks

Figure 64. Comments about some Questions

johan camilo 15 days ago

very good

brayan arango a month ago

WOW it was a super test in which i learned a lot

Maria Fernanda a month ago

at the beginning it was difficult for me to understand the modality of the game and it was difficult for me to respond, but the i was able to improve

Sara Daniela Gamboa a month ago

These type of questions are my favorite since they're pretty easy.

Figure 65. Comments and Reflections about some Types of Questions

Figure 66. Comments in the Course about the Level of Difficulty of some of the Questions

Figure 67. Comments on the Difficulty of the Questions
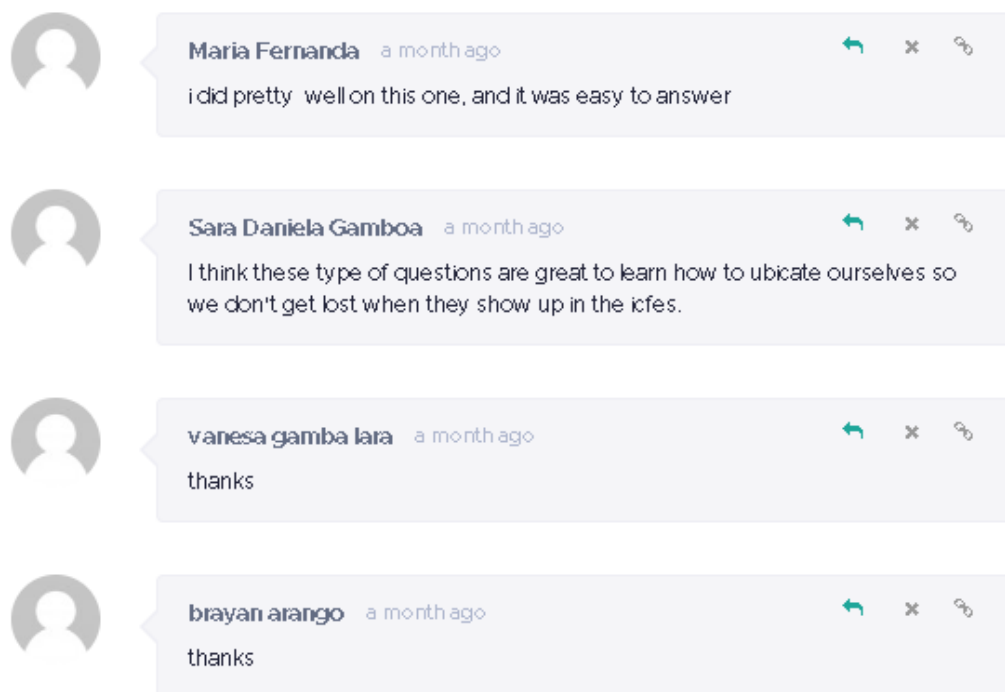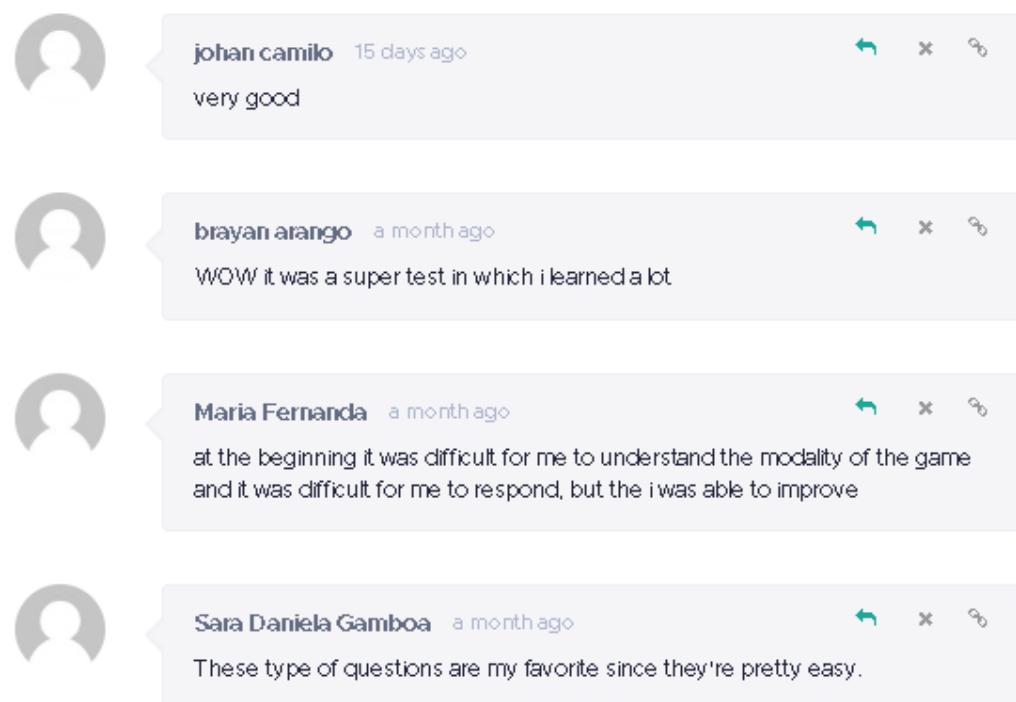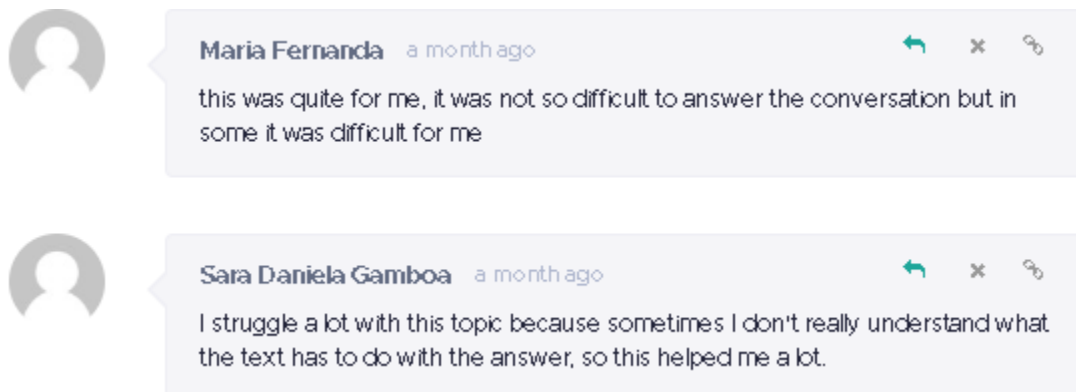
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