

**UNIVERSIDAD CATÓLICA DE LA SANTÍSIMA CONCEPCIÓN**  
**FACULTAD DE EDUCACIÓN**  
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**THE INFLUENCE OF USING LEXICAL INFERENCE  
STRATEGIES ON L2 READING COMPREHENSION  
PERFORMANCE**

**Seminario de Investigación para optar al Grado Académico de  
Licenciado en Educación**

**PROFESOR GUIA:** Carolina Rojas Cruz.  
**ESTUDIANTES:** Elizabeth Navarrete.  
Walter Tapia Quezada.

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## **Abstract**

The way in which learners attempt to infer word meanings in L2 reading has gained significant attention in recent times. However, scant research has been conducted to find out if the inferencing of unknown words can lead to improving learners' reading comprehension. The study has been carried out at Universidad Católica de la Santísima Concepción, language faculty, with the participation of 24 students from the English Pedagogy program. This study examines the use of lexical inferencing strategies in Chilean students and its impact on L2 reading comprehension performance. The instruments used for collecting data were a checklist to identify the strategies' usage, a lexical inferencing strategy test and a reading comprehension test. These tests were applied to identify students' reading comprehension and inferencing strategy performance. The participants were randomly divided into two groups of 12 students each: the control group (CG) and the experimental group (EG). The EG was the only group treated to use lexical inferencing strategies and both groups were asked to read a previously carefully selected text. The independent samples *t*-test analysis was carried out using SPSS software. Even though participants from the EG obtained better results in reading comprehension than those in the CG, results were not statistically significantly higher. This data does not suggest that there is not any relation between lexical inferencing strategies and reading comprehension; nevertheless, further research needs to be conducted to examine which specific inferencing strategies could have significantly positive effects on students' reading comprehension.

Key words: Chilean EFL students, lexical inferencing strategies, L2 reading comprehension.

## **Resumen**

Como los estudiantes intentan inferir el significado de nuevas palabras mientras leen textos escritos ha obtenido gran realce en los últimos tiempos. No obstante, escasos estudios han sido realizados para conocer si la inferencia de palabras desconocidas puede propiciar mejoras en el desempeño de la comprensión lectora de estudiantes. El presente estudio examina el uso de estrategias de inferencia léxica en estudiantes Chilenos de la lengua inglesa y su impacto en su desempeño en comprensión lectora. Este fue desarrollado en la Facultad de Educación de la Universidad Católica de la Santísima Concepción, con la participación de 24 estudiantes pertenecientes a la carrera de Pedagogía Media en inglés. Los instrumentos usados para recolectar los datos fue una lista de chequeo para identificar las estrategias usadas, dos test para medir el desempeño en el uso de las estrategias de inferencia léxica y comprensión lectora. Los participantes fueron aleatoriamente divididos en dos grupos de 12 estudiantes en cada uno; grupo control (GC) y grupo experimental (GE). El GE fue el único grupo condicionado para usar las estrategias de inferencia léxica y a ambos grupos se les solicitó leer el texto previa y cuidadosamente seleccionado. El análisis de datos fue realizado mediante la prueba independiente t de estudiante usando el programa informático SPSS. A pesar de que los participantes del grupo experimental obtuvieron mejores resultados en comprensión lectora que el grupo control, los resultados no fueron significativamente superiores. Este estudio no sugiere que no existe una relación entre el uso de estrategias para inferir y el desempeño en la comprensión lectora; sin embargo, futuros estudios necesitan ser realizados para examinar cuáles estrategias de inferencia en específico pueden tener un efecto positivo en la comprensión lectora de los estudiantes.

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# Chapter 1 — Theoretical framework

## 1.1 Introduction

Throughout history, educational literature has been the subject of constant research, attempting to figure out the complex processes involved in the students' language acquisition. One of the most relevant elements associated with the learning of a second language has been the reading ability which not only contributes to the development of students' competences, but also has significant repercussions on the entire society. In fact, studies have claimed that reading comprehension positively affects the labor market as well as other different areas in human life (Anderson, 1985). Furthermore, Grasser (2007) has stated that a variety of theories have arisen in the attempt to uncover a greater level of understanding of the reading process. Through this research some reading theory models are studied, such as; the construction- integration model and constructionist model. These models have been widely used to explain the cognitive processes students undergo when reading a text. Moreover, diverse studies have been carried out in light of identifying the factors that might have an influence in reading Haastrup (1991), Nassaji (2003), Sanhueza (2019). It has been determined that readers' size of vocabulary knowledge, a variety of knowledge sources and inferencing strategies are crucial aspects that contribute to the reading ability.

The following study sought to determine the impact lexical inferencing strategies might have on the reading comprehension performance. The findings of this study might lead other researchers to future investigate the pedagogical implications teachers ought to consider for the training of students in the use of lexical inferencing strategies which may ultimately lead them to improvements in their reading comprehension performance.

## 1.2 The reading comprehension

Throughout history, the concept of reading comprehension has been studied by different strands. The Reading Education Reports (1985) summarized how readability, cloze procedures and factor analytic studies served as sources of information and description in the reading comprehension literature available before the 70s. At that time, the language acquisition process was described under a behavioristic approach. Since then, reading comprehension has been studied in relation to the different theories and its components. Complex processes are required in the reading process as word decodification, access to lexical meaning, reading strategies usage and syntax awareness for inferencing, all of them play an important role in comprehension (Graesser, 2007). Several authors have provided a great variety of definitions to limit the concept of reading. In this study, reading is defined as a fluent cognitive process where the reader combines information from a text and their own background knowledge to construct meaning (Nunan, 2003), similar to Anderson (1985), Carter and Nunan (2001), (Snow, 2002). Before the reading process is described, important elements that take part need to be characterized such as the reader, the text and the activity (Snow, 2002). The reader is described as the individual that does the comprehension process, who has knowledge, experiences, capacities and skills that take an important role at the moment of reading (Snow, 2002). The reader brings to the comprehension process the meaning of the words which are based on the background knowledge and individual experience in a particular social context (Anderson, 1985). Among the tasks faced by readers are to differentiate new information from what is implicitly acknowledged, to identify rhetorical structures, narrator, genre, the approaches of different characters and the attitude of the narrator. Graesser (2007) argues that a proficient adult reader can code, interpret, and build these mentioned levels at a rate of 250 to 400 words per minute. The cognitive developmental level of the reader does affect the interaction process (Galda, 2001, Soiferman, 2016).

Moreover, the text described as written content, printed or digital, which can be comprehend (Snow, 2002) has different factors that influence reader's comprehension. Soiferman (2016) mentions style, form, genre, themes and the age of the characters. The words from the text represent graphemes, morphemes and phonemes. Also sentences contain

propositions, syntactic composition, and stylistic features. The text demands from the reader a deep syntactic knowledge (Graesser, 2007). Lastly, another general characterization of a text provides Brown (2000) with the following features: permanence, processing time, distance, orthography, complexity, vocabulary and formality. The activity is an act of reading where comprehension is involved. In this section, the purpose, processes and consequences are considered (Anderson (1985), Snow (2002)).

### **1.2.1 Reading comprehension theories**

In the last decades different theories have arisen which explain text comprehension. However, the construction-integration model and the constructionist model are only exposed due to their contribution to the study of lexical inferencing.

#### **The construction integration Model**

In 1988, Kintsch proposed the construction-integration model which is based on bottom-up processing and has been widely accepted among researchers. It is composed of two stages: firstly, the construction phase, which consists of the activation of knowledge from textual input in long-term memory. Then the integration phase which is the knowledge that has been activated, placed in working memory (Graesser, 2007). In the process, four different levels of representation work: the surface code, the text-base, the situation model and the text genre. The construction of all mentioned levels means that comprehension has been successful. In the surface code, the construction of knowledge is related to wording and syntax of the sentences from the text. Subsequently, in the Text based level, explicit propositions are extracted and break down into simplest forms. The situational model integrates basic meaning processed in text based level into reader prior knowledge. The situational model is constantly changing as the individual reads, meaning is extracted from text based and more concepts are activated in the brain (Graesser, 2007).

The construction-integration model proposes a connectionist network that is constantly creating, modifying and updating for comprehension. In-long term memory exists as a set of concept nodes and propositions nodes that are activated by explicit elements of the text. Furthermore, other concept and propositional nodes can be activated by inferencing. The inferential activation is due to the information stored in long term memory, and refers to world

knowledge, rules and other representations. In this model, comprehension is driven by node activations, memory retrieval, a connectivity matrix, and entrances for transport node content across sentences, and other mechanisms (Graesser, 2007).

### **The constructionist Model**

The second theory considered, the constructionist model, was proposed by Graesser in 1994. It is based on three main assumptions: reader goals, coherence and explanation. In the reader goal assumption, the reader has previously established or has been guided to focus on the objective while reading. Then, the reader builds meaning representations which relate to local and global levels, a process called Coherence. Frequently, coherence problems appear, and the reader is challenged by the text, and is required to think actively. The inferences and reinterpretations help the reader to create solutions. In the explanation assumption, the reader will create explanations for the situations mentioned in the text, thus every cause and justification presented will be analyzed by the reader (Graesser, 2007).

### **1.2.2 Word recognition in reading**

Since the late 70s and the beginning of the 80s word recognition has gained a great interest among researchers and it has led to be mainly studied in relation to the reading skill. Readers possess an exceptional ability to recognize words, “When we read, we actually focus visually on almost all (about 80%) of the content words that we read and about 50% of the small function words” (Grabe, 2009, p. 23). From these statements it can be clearly observed the importance of word recognition in L2 reading as it is defined in Table 1.

**Table 1:**

**Definitions of word recognition by Harris & Hodges (1995), Wolf & Katzi-Cohen (2001).**

Author	Definition
Harris & Hodges (1995)	“the process of determining the pronunciation and some degree of meaning of a word in written or printed form (p. 283).”
Wolf & Katzi-Cohen (2001)	“word recognition is concerned with both accuracy and speed to recognize meaning by decoding printed words (p.159).”

Literature suggests that the word recognition process is an extremely elemental and crucial process in reading. Thus, an extensive amount of studies in L1 word recognition have been carried out in order to gather relevant information to be acknowledged by teachers and researchers. Notwithstanding, Koda (2005) argued that “word recognition, despite its significance, has received scant attention in L2 research” (p. 37). The reasons behind this may be connected to the unfavorable results obtained in L2 in comparison to L1 word recognition studies. Word recognition skills in L2 learners are acquired slower; previous researchers have determined that foreign language readers have lower results in word recognition than native speakers (Koda, 1994; Haynes & Carr, 1990; Mulikano, Koda, Moates, 1998). In order to revert this situation, FL learners have to read more and be more oftenly exposed to new foreign language words (Segakiwutz & Segalowtiz, 1993). In fact, reading can diminish the

error rate, along with increasing learner's word recognition speed and automatization to recognize foreign language words (Segalowitz, Segalowitz, & Wood, 1998).

### **1.2.3 Reading comprehension Strategies**

Strategies are ways of processing information, their use have a positive impact and influence in the learning process. (O'Malley. J, Chamot. A 1990). Furthermore, researchers have proved that most successful learners use a great amount of active learning strategies (Nassaji ,2014). Brown (2000) offers strategies for reading comprehension, those strategies are connected to bottom-up or top –down processing. The author supports that second-language students, who are literate in their L1, will increase proficiency in reading comprehension if they include efficient and appropriate comprehension strategies. Among the strategies mentioned are the identification of the purpose, bottom-up decoding using grammar knowledge as aid, silent reading technique for reducing time and succeeding in comprehension , skimming and scanning the text for main ideas and specific details respectively, guessing and vocabulary analysis.

In addition, Gower.R, Philips. D and Walters (2005). S emphasizes on strategies as choosing appropriate forms of reading in relation to the purpose and the text (as skimming or scanning), the use of strategies for inferring meaning of new words, and also the efficient use of dictionaries.

### **1.3 L2 Lexical inferencing**

Inferencing studies have been carried out by Nation (2001), Nassaji (2004), Hu & Nassaji (2014), among others. A variety of names have been given to the lexical inferencing process, such as; ‘lexical guessing’ (carton (1971), Fan 2003) or ‘informed lexical guesses’ Bensoussan and Laufer (1984). Whichever the name given to the process of inferencing word meaning, one of the most accurate definitions to the term has been proposed by Haastrup (2008:13) who defines the process of lexical inferencing in the following way (as mentioned below):

“The process of lexical inferencing involves making informed guesses as to the meaning of a word in the light of all available linguistic cues in combination with the learner’s general knowledge of the world, their awareness of the co-text and their relevant linguistic knowledge.”

This definition not only combines components that exist in the text but also incorporates those which are provided by the learner to construct a substantial whole of the inferences. However, in the early 80s the importance of context in L2 reading was a starting point that has led researchers to better understand the implications of inferring word meanings in written texts. As a result, they discovered that when reading English as Second Language (ESL) learners had to pay attention to the context, specifically to the words and sentences surrounding the unknown word in order to infer the meaning of it (Bruton & Samuda, 1981; Clarke and nation, 1980). However, recent literature has found consistent data supporting that L2 learners need to use far more than just context to make successful reading inferences

(Haastrup, 1991; Huckling and Bloch 1993; Nassaji, 2006). In fact, studies have revealed that not only context is used by successful L2 readers when attempting to infer the meaning of unknown words, but a variety of different aspects (Bengeleil & Paribakht, 2004; Fraser, 1999b; Nassaji, 2003; Paribakht & Wesche, 1999). This means that the lexical inferencing process can be pictured as a troublesome and complex activity which depends on diverse aspects to be successfully achieved.

Haastrup (1991) recognized at least three significant causes which play an important part in L2 lexical inferencing; First, the relevance of linguistic cues or linguistic knowledge, it refers to the knowledge the reader has regarding the linguistic context in which a word arises, such as; grammatical, syntactic or morphological knowledge, etc. Second, the extralinguistic knowledge or non-linguistic knowledge encourages learners to interpret the meaning of words based on their prior general knowledge of the world. Finally, the awareness of contextual cues help the reader to deduce the word meaning. From Haastrup (1991), it can be said that for lexical inferencing to be successfully achieved it is required a combination of L2 proficiency, Lexical knowledge, and general knowledge of the world. Furthermore, Bengeleil and Paribakht (2004) conducted a study which sought to understand what kinds of knowledge source intermediate and advanced ESL learners used, it was discovered that when inferencing in reading both groups applied much the same kinds of knowledge sources ranging from sentence-level, word-level, discourse-level, world knowledge, and L1 knowledge; nevertheless, intermediate students tend to mingle and use more knowledge sources than advanced readers.

According to Nassaji (2003), appeals to knowledge sources are defined as “Instances when the learner made an explicit reference to a particular source of knowledge, such as grammatical, morphological, discourse world or L1 knowledge” (p. 655). See Table 2 below:

**Table 2: Definitions and transcript examples of knowledge sources students used to make lexical inferences by Nassaji (2003).**

<b>Knowledge source</b>	<b>Definition</b>	<b>Example</b>
Grammatical knowledge	Using knowledge of grammatical functions or syntactic categories, such as verbs, adjectives, or adverbs	“curative effect of medicine.” . . . According to it is adjective . . . mmm . . . it is something before the effect.
Morphological knowledge	Using knowledge of word formation and word structure, including word derivations, inflections, word stems, suffixes, and prefixes	“unfathomable.” . . . I don’t know unfathomable . . . ‘un’ . . . it is negative of fathomable.

<p>World knowledge</p>	<p>Using knowledge of the content or the topic that goes beyond what is in the text</p>	<p>I think the “sewage” is like something that is produces, . . . because of some of some illness that these people have, they are talking about some problems that the people have in Africa.</p>
<p>L1 knowledge</p>	<p>Attempting to figure out the meaning of the new word by translating or finding a similar word in the L1</p>	<p>“assessing . . . .” I forgot the idea . . . Oh I got the meaning . . . I got it in Chinese, like if I want to apply for position of professional engineer I should pass the the assessment of some organizations like the professional engineering organization.</p>

Discourse knowledge	Using knowledge about the relation between or within sentences and the devices that make connections between the different parts of the text	<p>“far from being mysterious and unfathomable . . . .”</p> <p>unfathomable is like mysterious something that is not known for everybody. Because they are talking about the causes of some disease and they they are saying they are mysterious.</p>
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(Retrieved from Nassaji, 2003).

In concordance with the above framework, Huckling and Bloch (1993) carried out a think-aloud study with English as a second language learners where a lexical inferencing model was presented. The model was divided into two components, alike, Haastrup (1991) the first component was a knowledge module in relation to vocabulary, text schema, syntax & morphology and text representation knowledge. However, the second module included a metalinguistic strategic aspect that consisted of generating hypotheses of the meaning of unknown words through cognitive and decision making-strategies. According to Huckling and Bloch (1993) the metalinguistic strategic module is as relevant as the knowledge module since it would help learners to know what, how and when using their knowledge sources. To conclude, researchers have undoubtedly determined the relevance of knowledge sources, yet, it is important to make a distinction between knowledge sources students might rely on when attempting to infer the meaning of new words and meta-linguistic decision making strategies. These strategies will determine by what methods students try to accomplish the lexical inferencing process.

### 1.3.1 Lexical Inferencing Strategies

The above literature has already stated that various of factors involved in the process of lexical inferencing. Accordingly, Naggy (1997) examined these diverse knowledge sources and how they affect learners' decisions of which lexical inferencing strategies they use. Moreover, Naggy understood strategic knowledge as the awareness of the strategies learners use when attempting to infer the meaning of an unknown word from context. Subsequently, it was suggested that occasionally just after learners encounter new words in a text, they would voluntarily attempt to deduce the meaning of them. Similarly, Nassaji (2003) defined strategies as conscious cognitive or metacognitive activities that the learner used to gain control over or understand the problem without any explicit appeal to any knowledge source as assistance. Recently, Bingham & Paribakht (2010) argues that “*lexical inferencing* emerges as a complex cognitive process that plays an important role in both words and text comprehension, and at the same time it can result in initial learning of new words or otherwise contribute to vocabulary development” (p.45). Thus, it has been found that the use of lexical inferencing strategies is an arduous cognitive process which might contribute to uncovering the meaning of words, text comprehension and vocabulary acquisition.

In a study implemented by Hu & Nassaji (2014) a taxonomy of strategies was suggested. There were proposed twelve lexical inferencing strategies which can be used by learners when attempting to infer the meaning of unknown words: analyzing, associating, repeating, using textual clues, using prior knowledge, paraphrasing, making inquiry, confirming/disconfirming, commenting, stating failure or difficulty, suspending judgements and reattempting. Additionally, considering the nature of these strategies, they were grouped into four main categories; form-focused, meaning-focused, evaluating, and monitoring strategies (see table 3).

**Table 3: Categorization and definition of the lexical inferencing strategies**

	Strategies	Definition
Form-Focused Strategies	Analyzing	Analyzing a word using knowledge of prefixes, suffixes, punctuations, or grammar.
	Associating	Attempting to infer the meaning of the target words with other similar words.
	Repeating	Repeating the target words or part of the text containing the TW out aloud.
Meaning-Focused Strategies	Using textual clues	Guessing the meaning of the TW by using the surrounding context clues.
	Using prior knowledge	Using prior knowledge or experience to infer the word meaning.
	Paraphrasing	Paraphrasing or translating part of the text that contains the target words.
Evaluating Strategies	Making inquiry	Questioning their own inferences.
	Confirming/disconfirming	Confirming/disconfirming the inferences made by using the information on the text.

	Commenting	Making evaluative comments about the TW.
Monitoring Strategies	Stating the failure/difficulty	Making statements about the failure of inferencing or the difficulty of the TW.
	Suspending Judgement	Postponing the inference making and leaving it for a later time.
	Reattempting	Discarding the old inference and attempting to make a new one.

(Adapted from Hu & Nassaji, 2014).

### 1.3.2 Lexical inferencing as a comprehension strategy in L2 reading

Lexical inferencing has been demonstrated to be highly used by L2 learners when facing unknown words in reading. Indeed, in a study conducted by Fraser (1999), it was found that (58%) of the time learners decided to use the lexical inferencing strategy, (39%) consulting a dictionary, ignoring (32%) and (3%) they did not even pay attention to the word. Similarly, Paribakht and Wesche (1999) found that (80%) of the students used lexical inferencing strategy when facing a new word.

There are many studies that have been focused on revealing the undoubted relationship between lexical inferencing, vocabulary knowledge and reading comprehension. According to Hirsh & Nation (1992), lexical inferencing relies on the number of known and unknown words, successful lexical inferencers have shown to have the ability to comprehend at least 95% of the words in the text. In turn, Nation (2001: 144): stated that “vocabulary knowledge can help reading, and reading can contribute to vocabulary growth.” Nation (2012) identified

three main categories ranging from high-frequency, mid-frequency and low-frequency word levels, as it is shown in Table 4:

**Table 4: Vocabulary size by Nation (2012) .**

<b>Level</b>	<b>1000 word family lists</b>	<b>Learning procedures</b>
High-frequency	1000-2000	Reading graded readers Deliberate teaching and learning.
Mid-frequency	3000-9000	Reading mid-frequency readers Deliberate learning.
Low-frequency	10,000 on	Wide reading Specialised study of a subject area.

(Retrieved from Nation, 2012).

Lexical inferencing has been remarkably found to depend on the reader's range of vocabulary knowledge. It is fair to say that the more skilled readers are in vocabulary recognition, the more successful lexical inferencers they are going to be, i.e., readers who range between the 3000 to 9000 word family would be more efficient inferencers than those between 1000-2000 words (Nassaji, 2006). Likewise, Schmitt (2010) claims that in the midst of all the strategies learners use in L2 reading, lexical inferencing has not only been considered

to be generally used but essential in the comprehension process. Accordingly, Haastrup (2008: 70) states, “just as general inferencing ability is considered essential for text comprehension and the reading process, lexical inferencing is crucial for word comprehension. Graesser, Singer, and Trabasso (1994) emphasized that L2 learners regularly make inferences trying to guess the meaning of unknown words both locally and globally. It means that the reading comprehension skill requires learners’ ability to understand the language of texts at different levels, such as; word, sentence, and whole-text.

Furthermore, Nassaji (2004) stated that vocabulary knowledge has been found to be deeply connected with L2 learners’ successfulness in the use of inferencing strategies when reading a text. Therefore, the lexical problem has been widely acknowledged to be the most serious issue among the variety of factors involved in L2 reading (Chi & Chern, 1988 cited in Tavakoli & Hayati, 2011). In fact, Kaivanpanah and Moghaddam (2012) stated that in reading lexical inferencing has a key role, as long as, whenever the learner attempts to comprehend a text decoding the meaning of unknown words becomes necessary.

## **Chapter 2 — Problem statement and research proposal**

### **2.1. Justification**

Educational literature has made great strides in understanding the students' process of learning a new language. Since the 70s reading has gained significant interest from researchers who have carried out multiple studies to understand more about this skill. Accordingly, the recognition of words in reading has been observed to be the greatest “recurring cognitive activity” (Perfetti, 2007, p. 357). Therefore, in recent years the lexical inferencing strategies used in reading have been widely linked to the acquisition of new vocabulary and reading comprehension performance. In fact, Lexical Inferencing Strategies are essential in the process of acquiring a language, Nassaji (2003) agrees that “inferencing can aid comprehension and contribute to, if not lead to, immediate learning and retention of lexical and semantic information about words” (quoted in Ellis, 1997; Hulstijn, 1992; Paribakht & Wesche, 1999, p.#2). However, under the premise that limited research has been conducted in Chile regarding lexical inferencing strategies, the urgency for investigating this topic is essential to figure out the advantages of using inferencing strategies in reading and how it might lead to improved learners' understanding of texts.

### **2.2. Research Questions**

- Do third year students from the English Pedagogy Program use lexical inferencing strategies to deal with unknown words in L2 reading?
- What lexical inferencing strategies do third year students from the English Pedagogy program use to deal with unknown words in L2 reading?
- Do participants under treatment for using lexical inferencing strategies perform significantly better results than those who were not encouraged to use lexical inferencing strategies in L2 Reading comprehension?

## **2.3 Objectives**

### **2.3.1. General objective:**

- To examine the influence of using Lexical inferencing strategies for dealing with unknown words in L2 reading comprehension performance.

### **2.3.2. Specific objectives:**

- To determine whether students from the experimental group use or not lexical inferencing strategies for dealing with unknown words when reading a text.
- To identify which lexical inferencing strategies are used to deal with unknown words when reading a text.
- To identify which lexical inferencing strategies participants from the experimental group use the most and least.
- To measure participants' level of achievement in inferencing and L2 reading comprehension.
- To determine if students from the experimental group outperform those in the control group in L2 reading comprehension.

## **2.4 Variables**

### **2.4.1 Independent variables:**

- EFL Upper Intermediate Students in the experimental group
- EFL Upper Intermediate Students in the control group

### **2.4.2 Dependent variables:**

- Student's L2 reading comprehension performance.

## **2.5 Hypothesis:**

- Participants in the experimental group who used lexical inferencing strategies will show significantly higher results in L2 reading comprehension than participants in the control group.

## **Chapter 3 — The Study**

### **3.1. Participants**

The participants were twenty-four L2 speakers whose native language is Spanish. All individuals were undergraduate Chilean students at the Universidad Católica de la Santísima Concepción. They were in their sixth semester at the English Pedagogy Program enrolled in the Communicative competence in English intermediate Level II class. Their average age was 22.5 (range: 20-27); participants were taken at random from the three sections that composed the English course. Afterwards, participants were divided into two groups; control group (CG) and experimental group (EG). According to the University requirements at the end of the semester all participants were expected to achieve the level of independent users (B1), as stated by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Council of Europe, 2001).

### **3. 2. Materials**

The current study used two news articles about an astronomical scientific discovery; a teaching and a main text both similar in length. The main text was 514 words long. Throughout the text 10 target words were highlighted in bold. As one of the tasks included reading for understanding the main idea of the text, all words considered were either adjectives, nouns or verbs. Furthermore, target words were determined to be unknown by a similar group of students with the same level of English proficiency. The results obtained in the pilot study were crucial to substitute the preliminary target words declared to be known with low frequency synonyms, as well as; to assure that all words in the text but the 10 target words were known by the participants. Their location within the text was carefully examined in order to grant that they were distant one to another, it was meant to provide enough contextual cues for participants to infer the meaning of the target words. Also, a lexical inferencing identification checklist was applied to determine what lexical inferencing strategies participants from the experimental group used. Afterward, two tests were implemented; lexical inferencing test and a reading comprehension test. Both instruments were carefully selected according to the above framework.

### 3.3. Procedures

The experiment took place in 1 day, for the EG it included a training procedure that lasted approximately 15 minutes and a testing procedure which included a checklist, a post lexical inferencing and reading comprehension tests.

#### Training procedure

Experimental group:

Participants were trained to use the think-aloud technique, for that reason, a text similar in length, type and content to the main one was given before, it contained 10 different target words. It aimed to encourage participants to orally report all their thoughts as they were trying to understand the text and infer the meaning of the unknown words in bold. The Think-aloud procedure was not only implemented to identify if individuals were actually using lexical inferencing strategies while reading, but also to determine which ones were used. When participants declared to feel comfortable with the think-aloud technique, the main text was delivered.

Control group:

Participants did not receive any training sessions.

#### Testing procedure

Experimental Group:

Participants were asked to read a text attempting to comprehend it and infer the meaning of 10 unknown words. Students orally reported all their thoughts throughout the procedure during the task; meanwhile a checklist was applied by the researchers to identify which strategies were being used (see Appendix 3). There were no time limits for the reading part. Individuals were given the chance of using the language they felt most comfortable with, either English or Spanish.

Control group:

Participants were delivered exactly the same text as the EG; however, there were not target words in bold. Afterwards, they were asked to read it for comprehension purposes.

### Lexical inferencing test

#### Experimental group:

After reading the text and encountering all target words, a post lexical inferencing test was delivered. It consisted of a ten multiple-choice vocabulary task meant to identify which one was the best definition of an underlined target word previously encountered in the text. All target words were included in this test. Participants were instructed that there was no time limit to do the task and only in case they did not have any idea of which one was the correct answer they could leave it in blank. The purpose of this test was to identify the degree of achievement in determining the meaning of the unknown words after using lexical inferencing strategies.

#### Control group:

The post lexical inferencing test was not delivered.

### Reading comprehension test

Afterwards, the experimental and control group were requested to answer a post reading test which included six multiple-choice reading comprehension questions to assess the performance of both groups.

### **3. 4 Results and data analysis**

The data analysis collected from the twenty-four participants that took part in the study was analyzed conducting independent-samples *t*-test. The results were divided into 3 sections; lexical inferencing strategies, reading comprehension, and the lexical inferencing strategies' impact on the reading comprehension performance (RCP). The independent samples *t*-test was carried out to compare the RCP of the control and experimental group.

The following steps were executed to collect the necessary data for the statistical analysis:

#### Inferencing strategies

1. Classification of the lexical inferencing strategies. This classification was made on the basis of the categorization proposed in Nassaji's taxonomy.
2. Quantification of the number of each lexical inferencing strategy used by the total number of participants in the EG.
3. Quantification of the categories of lexical inferencing strategies used by the total number of participants in the EG.
4. Quantification of answers in the lexical inferencing test made by the participants in the EG.
5. Classification of the participants according to their level of achievement in the lexical inferencing test.

#### Reading comprehension

1. Quantification of the answers in the reading comprehension test made by the participants in the CG and EG.
2. Classification of the participants from both groups according to their level of achievement in the reading comprehension test.

#### T-test analysis

1. Correlation between the results obtained by the controlled and experimental group in the reading comprehension test.

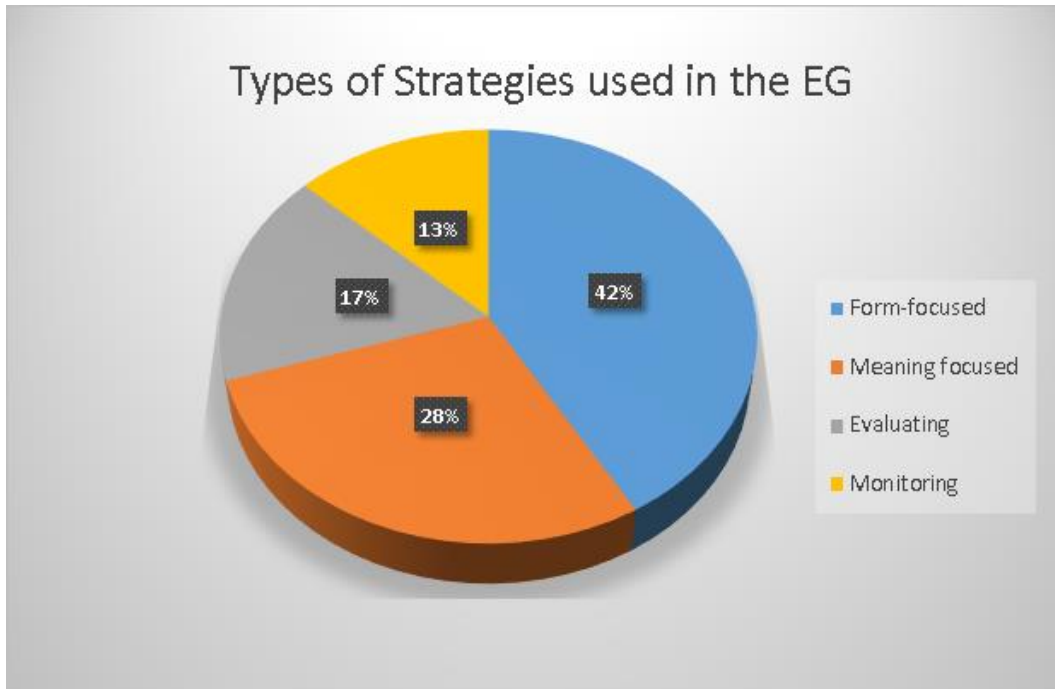
### 3. 4. 1 Lexical inferencing strategies analysis

The lexical inferencing strategies analysis sought to identify the strategies used by the students from the EG who participated in the study. It was also done to classify participants' level of achievement in the lexical inferencing task.

**Table 5: Lexical inferencing identification**

The lexical inferencing analysis was performed to identify the strategies' frequency used by the total number of participants in the EG (P12 = 100%).

Type of strategies	Strategies	Frequency	Percentage
Form-focused	Analyzing	11	92%
	Associating	10	83%
	Repeating	11	92%
<b>Subtotal</b>		<b>32</b>	<b>89%</b>
Meaning focused	Using textual clues	10	83%
	Using prior knowledge	7	58%
	Paraphrasing/ translating	5	42%
<b>Subtotal</b>		<b>22</b>	<b>61%</b>
Evaluating	Making inquiry	3	25%
	Confirming/disconfirming	3	25%
	Commenting	7	58%
<b>Subtotal</b>		<b>13</b>	<b>36%</b>
Monitoring	Stating failure/difficulty	4	33%
	Suspending judgment	3	25%
	Re-attempting	3	25%
<b>Subtotal</b>		<b>10</b>	<b>28%</b>



**Figure 1:** Overall percentages of strategies used by category according to the total amount of participants in the EG (P12 = 100%).

**Table 6: lexical inferencing results**

Number of correct and incorrect answers in the lexical inferencing test obtained by each participant in the EG (see table 2 below).

Participant	Correct	Incorrect	Total	Classification
1	2	8	10	Less successful
2	7	3	10	Successful
3	9	1	10	Successful
4	7	3	10	Successful
5	8	2	10	Successful
6	6	4	10	Successful
7	10	0	10	Successful
8	4	6	10	Less successful
9	6	4	10	Successful
10	5	5	10	Less successful
11	6	4	10	Successful
12	7	3	10	Successful

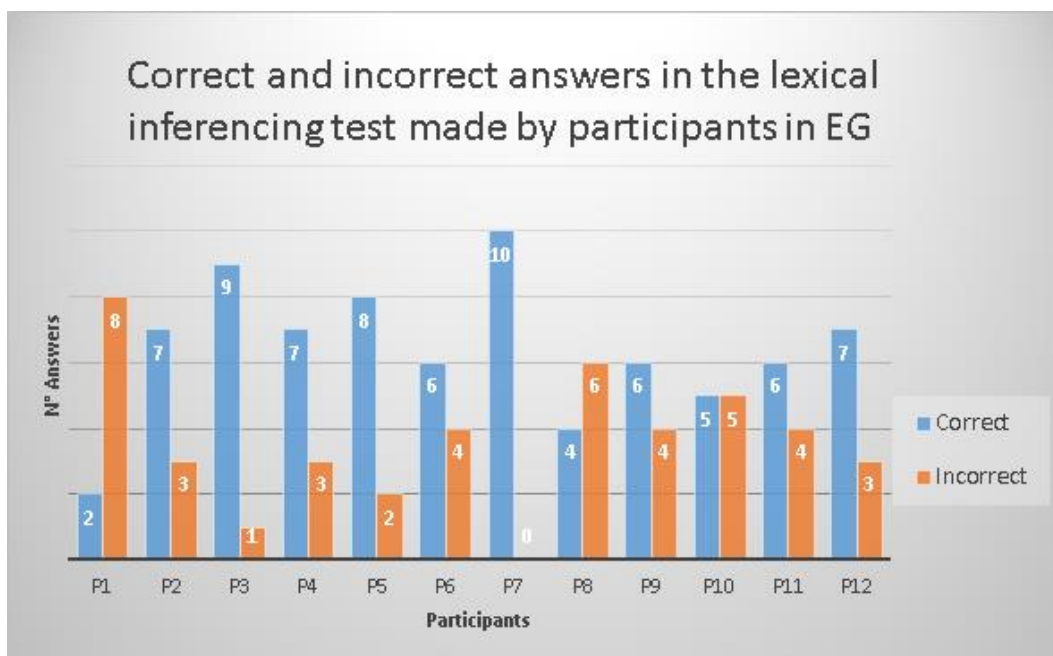


Figure 2: Number of correct and incorrect answers made each participant from the experimental group (N = 12) in the lexical inferencing test.

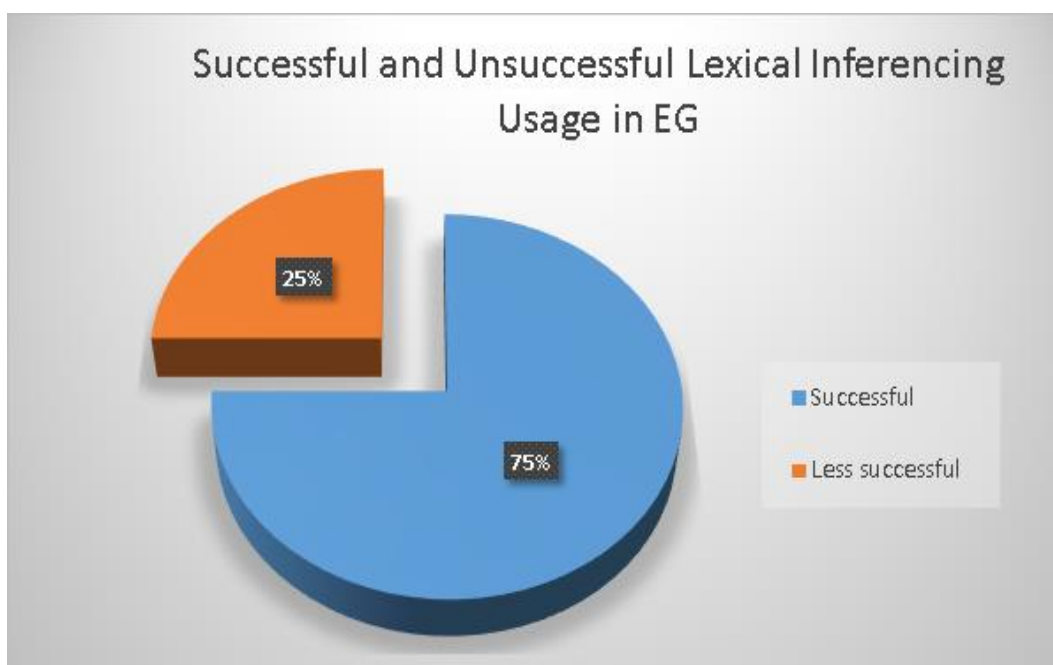


Figure 3: Overall percentages of successful (75%) and less successful (25%) participants in the lexical inferencing test.

### 3. 4. 2 Reading comprehension analysis

Reading comprehension analysis classified the level of success of each participant in CG and EG, and compared results between both groups.

**Table 7: Reading comprehension task**

Number of correct and incorrect answers in the reading comprehension test made by each participant in the CG (1-12) and EG (13-24). According to participants' correct answers they were classified into the following categories; deficient (1-2), average (3-4) and outstanding (5-6).

Participant	Correct	Incorrect	Total	Classification
<b>Control Group</b>				
1	4	2	6	Average
2	5	1	6	Outstanding
3	5	1	6	Outstanding
4	5	1	6	Outstanding
5	6	0	6	Outstanding
6	2	4	6	Deficient
7	4	2	6	Average
8	1	5	6	Deficient
9	3	3	6	Average
10	2	4	6	Deficient
11	3	3	6	Average
12	2	4	6	Deficient
<b>Experimental Group</b>				
13	5	1	6	Outstanding
14	6	0	6	Outstanding
15	4	2	6	Average
16	4	2	6	Average
17	2	4	6	Deficient
18	3	3	6	Average
19	4	2	6	Average
20	5	1	6	Outstanding
21	4	2	6	Average
22	6	0	6	Outstanding
23	5	1	6	Outstanding
24	3	3	6	Average

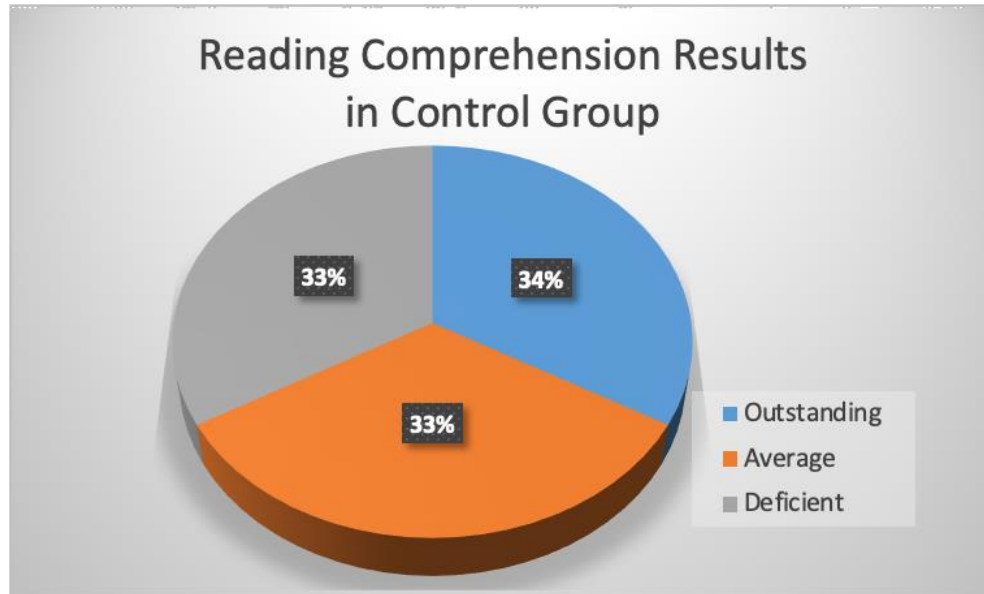


Figure 4: Participants' percentages classified into deficient (33%), average (33%) and outstanding (34%) performance in the reading comprehension test (CG).

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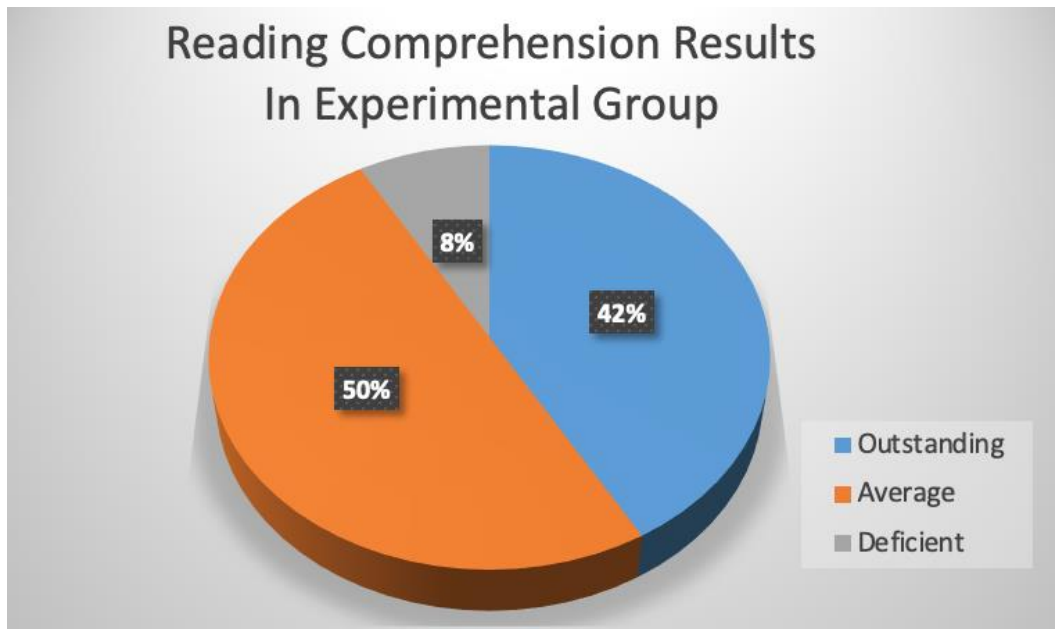


Figure 5: Participants' percentages classified into deficient (8%), average (50%) and outstanding (42%) performance in the reading comprehension test (EG).

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### 3. 4. 3. Lexical inferencing strategies' impact on the reading comprehension performance

The experimental Group ( $N = 12$ ) associated with the reading comprehension performance  $M = 4.29$  ( $SD = 1.215$ ). By comparison, the control group ( $N = 12$ ) was associated with a numerically smaller result in the reading comprehension test  $M = 3.50$  ( $SD = 1.567$ ), see table 2. Moreover, a Shapiro-Wilk test was done,  $W(12) = 0.94$ ,  $p = .498$ , it was accepted that these data are not different from normal, see table 1. To test the hypothesis that both groups were associated with statistically significantly different means in the reading comprehension performance, an independent sample  $t$ -test was implemented. Additionally, the assumption of homogeneity of variances was tested and satisfied via Levene's  $F$  test,  $F(22) = 1.704$ ,  $p = .205$ . The independent sample  $t$ -test was not associated with a statistically significant effect,  $t(34) = -1.310$ ,  $p = .204$ . Therefore, participants who went under the treatment for using lexical inferencing strategies were not related with statistically significantly higher results in reading comprehension than those participants that were not encouraged to use the lexical inferencing strategies. A representation of the means and the 95% confidence intervals is shown in table 10.

**Table 8 : Shapiro-Wilk Tests of Normality**

	EFL Students	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Reading Comprehension Success	Control group	.164	12	.200*	.940	12	.498
	Experimental group	.169	12	.200*	.940	12	.495
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The table 8 shows that  $p\text{-value} > 0.05$ ; thus, the null-hypothesis of population normality is retained.

**Table 9: Independent sample t-test**

Group Statistics					
	EFL Students	N	Mean	Std. Deviation	Std. Error Mean
Reading Comprehension Performance	Control group	12	3.50	1.567	.452
	Experimental group	12	4.25	1.215	.351

An independent sample *t*-test was conducted on the data, which shows the differences of mean values between the Experimental group  $M = 4.29$  ( $SD = 1.215$ ) and the Control group  $M = 3.50$  ( $SD = 1.567$ ).

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Reading Comprehension Performance	Equal variances assumed	1.704	.205	-1.310	22	.204	-.750	.572	-1.937	.437
	Equal variances not assumed			-1.310	20.720	.204	-.750	.572	-1.941	.441

Data show that EG did not have statistically significant higher results on reading comprehension,  $t(34) = -1.310$ ,  $p > 0.05$ .

**Figure 6:** Reading comprehension performance in the control and experimental group

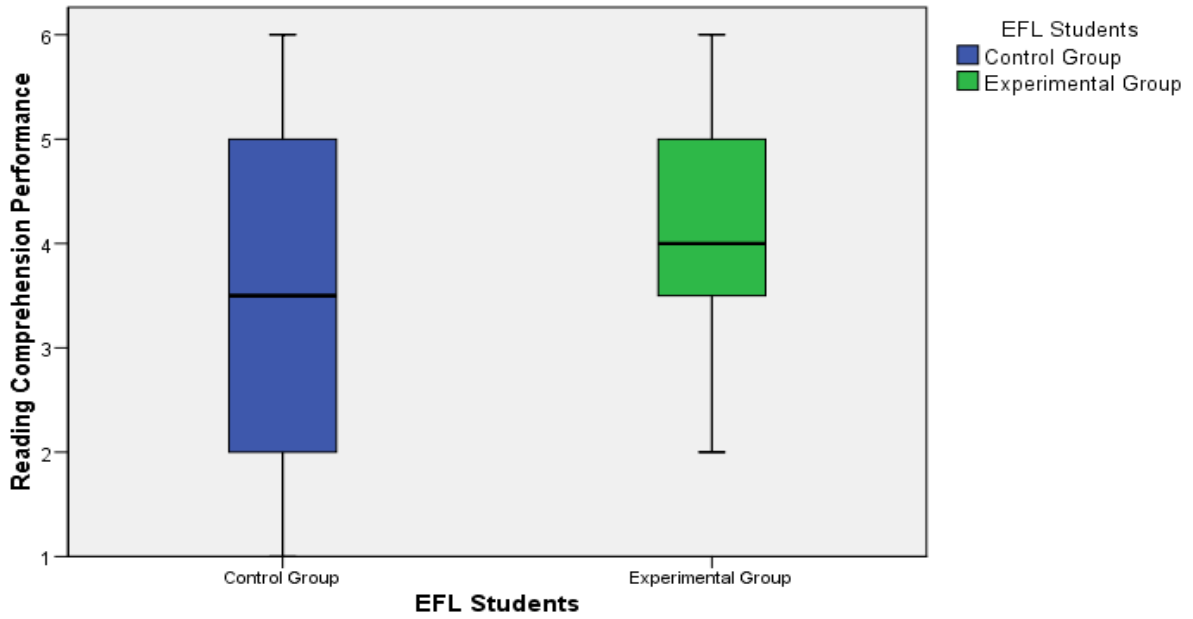


Figure 6 shows the respective medians of both box plots corresponding to the CG and EG. The middle line of the EG box lies inside the middle line of the CG box plot. Thus, it is accepted that there is not a significant difference between the two groups' results.

## **Chapter 4 — Discussion, Conclusions, Limitations and Further Studies**

### **4.1 Discussion**

The present study examined the lexical inferencing strategies that EFL learners use when encountering unknown words in a reading text. It also attempted to explore the impact of using lexical inferencing strategies on the reading comprehension performance of EFL students.

#### **Inferencing strategies use**

The data collected showed that learners from the experimental group (EG) did use lexical inferencing strategies when dealing with unknown words in a text. This study used the categorization proposed by Hu & Nassaji (2014) to identify among all strategies which strategies were applied by each participant. Data shows that the most employed strategies, by the total amount of students, were analyzing (92%), repeating (92%), associating (83%) and using textual clues (83%). Except from textual clues (meaning-focused) all others responded to the same category (form-focused). Furthermore, data shows that the other two categories were used in small-scales, evaluating (36%) and monitoring (28%) and the last used strategies corresponded to these categories; reattempting (25%), suspending judgement (25%), confirming/disconfirming (25%) and making inquiry (25%). Hu & Nassaji (2014) identified that less successful inferencers are those who rely on the very surface level meaning of the word which is related to the target word's local context. On the contrary, they claimed that successful inferencers usually make a deeper conceptual framework; they tend to go beyond the local context using their background knowledge and attempting to verify their inferences. Finally, Sanhueza (2019) claimed that teachers should expose students to more reading activities, as long as; these activities can enrich students' vocabulary knowledge and improve their performance at inferencing.

#### **Reading comprehension**

The analysis regarding reading comprehension results collected from the experimental group (EG) & controlled group (CG) are not statistically significant ( $p$ -value = 0,680). Thus, it can be stated that the mere use of lexical inferencing strategies to deal with unknown words

has not a significant correlation with reading comprehension success. However, Sanhueza (2019) researched strategy by strategy the correlation with reading comprehension performance (RCP); she found that 2 out of 8 strategies had a significant correlation with RCP. Those strategies are “I guess word meaning from prior knowledge by examining the title or illustration” & “I guess word meaning from context utilizing semantic cues (i.e. synonyms, restatement, comparison and contrast”. The contrastive results might be explained by the fact that Sanhueza (2019) used her own categorization of strategies which are slightly different from Hu & Nassaji (2014).

However, despite the fact that the findings of this study are not statistically powerful to assure that just by the use of lexical inferencing strategies students will significantly improve their reading comprehension results, this data do not suggest that lexical inferencing strategies cannot have any influence on reading comprehension, as it has been claimed by several authors (Nassaji, 2002; Puילו, 2007; Wesche & Paribakht, 2010; Sanhueza 2019). Reading comprehension is a process which is affected by several factors, where lexical inferencing strategies are one aspect.

## **4.2 Conclusions**

According to the results of this investigation, the lexical inferencing strategies most utilized by Upper-intermediate students are analyzing, repeating, associating, and using textual clues. All of them are characterized by belonging to the surface level meaning of a word. Data was collected through reading comprehension texts, thinking-aloud reports, and checklists from Nassaji’s categorization.

As regards reading comprehension of the participants, both groups EG and CG were similarly proficient in reading comprehension. Statistically, there is no significant correlation in the use of lexical inferencing strategies and reading comprehension success (Data in this section was collected through multiple choice questionnaires). However, other studies have established a direct correlation with reading comprehension, and researchers suggest the implementation of reading comprehension activities for practicing lexical inferencing strategies at school.

Our findings might become relevant to EFL teachers and Chilean educators in general since results show that EFL students enrolled in the English Pedagogy program at UCSC have

a tendency to use more form-focused strategies than evaluating and monitoring strategies. It is necessary to work specifically on the last strategies mentioned, for the reason that provides a better understanding of the text and their application might improve results in reading comprehension.

Therefore, Lexical inferencing strategies are elemental for word recognition and vocabulary knowledge and consequently reading comprehension success. It becomes necessary to promote and train lexical inferencing strategies; thus, future teachers will be able to be successful in reading comprehension, use lexical inferencing strategies, and teach them to their students.

### **4.3 Limitations**

During the process of this study, some limitations were identified. The first limitation is the number of students considered in the study, results are based on 24 students divided into 12 individuals per group, sample data made it difficult to establish a solid position or tendency. However, quantitative studies are characterized by a larger number of tested participants that give major support to their findings. Another limitation found is students' world knowledge about the topic of the reading comprehension task. In the study, texts for reading comprehension tasks were selected and adapted for containing only ten unknown words so EFL responders would have sufficient context, a favorable environment for the use of lexical inferencing strategies and reading comprehension achievement. However, world knowledge of the topic might influence students' performance, a factor which is relatively subjective and more difficult to measure.

### **4.4 Further studies**

The investigation that has been undertaken in this study has worked on the relation between lexical inferencing strategies and reading comprehension. Therefore, more research is suggested in the following subfields:

Research on the acquisition or development of evaluating and monitoring strategies in the lexical inferencing process for text comprehension. Studies have highlighted the importance of vocabulary knowledge in reading comprehension, and how important is the efficient use of high-level lexical inferencing strategies. Moreover, qualitative research is

suggested on the lexical inferencing strategies types and the relation with the student's reading profile. We considered that an accurate description of students as reading motivation, historical experiences with reading, and the knowledge possessed by students about reading comprehension would help to identify each lexical inferencing strategy and find possible supporting arguments that relate them with a better understanding of reading comprehension success.

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## Appendices

### Appendix 1: Teaching text

NEWS PLANETARY SCIENCE, ASTRONOMY, AGU 2017

## Saturn's rings are surprisingly young and may be from shredded moons

Data from the Cassini spacecraft show that the gas giant didn't always have its iconic icy bands BY

LISA GROSSMAN

3:30PM, DECEMBER 14, 2017

NEW ORLEANS — Saturn's iconic rings are a recent addition. Final data from the Cassini **spacecraft**, which flew between the planet and the rings this year before **plunging** into the gas giant's atmosphere, show the rings are around a few hundred million years old and less massive than previously thought.

Those findings suggest the rings are probably the remnants of at least one moon, rather than ancient remains of the stuff that formed the planet. The results were presented at the fall meeting of the American Geophysical Union on December 12 and 13.

For decades, scientists puzzled over the age and origins of Saturn's rings (SN: 11/12/16, p. 10). If the rings had formed with Saturn some 4 billion years ago, a constant bombardment of debris from the more distant solar system should make the icy bands appear darker than they do. But scientists thought the rings were too heavy to have formed relatively recently, when there was less material available than in the solar system's youth for Saturn to pull into the rings.

Cassini's final orbits may have settled the issue. In the lead-up to the end of its mission in September, Cassini **swooped** between Saturn and its rings 22 times (SN Online, 9/15/17). Those daredevil moves let astronomers measure the difference in the gravitational **tug** the probe experienced from Saturn alone and from the rings and the planet together.

Those measurements reveal that the B ring, which makes up 80 percent of the total ring mass, is about 15 billion billion kilograms, or 0.4 times that of Saturn's moon Mimas, planetary scientist Luciano Iess of Sapienza University of Rome said at the meeting on December 12.

That's **lightweight** enough to be young, says planetary scientist Larry Esposito of the University of Colorado Boulder, a longtime old rings proponent who wasn't involved in the new work. In 1983, Esposito used data from the Voyager spacecraft to estimate the rings' mass and got a similar answer. "But I always thought that was an underestimate," he says. "I'm disappointed that they're not more massive."

Iess noted that there was an extra gravitational force **nudging** Cassini that is still not explained, so the B ring could actually be as massive as two Mimas. But that's still lighter than Esposito had hoped.

The last look at the dust raining down on the rings supports the rings' youth, too, planetary scientist Sascha Kempf of the University of Colorado Boulder reported on December 13. Using all the measurements from Cassini's dust-counting instrument since the spacecraft arrived at Saturn in 2004, Kempf and colleagues showed that the still-bright rings collect too much dust pollution to have maintained their youthful shine for billions of years. "Our data

implies that the ring can only have pollution age of a few hundred million years or so,” Kempf said. “The rings are young.”

Taken together, the two results “really argue for young rings,” Esposito says. “That’s sent me back to square one.”

How the rings formed remains a mystery. Esposito’s best guess is that a single moon about half the mass of Mimas was ripped up around 200 million years ago. That perfect timing is about as likely as hitting the jackpot in Las Vegas, he says. “We’re just really lucky to have developed intelligent life on Earth and launched a spacecraft to Saturn during the 200 million years when it happens to have rings around it,” he says.

Paul Estrada of the SETI Institute in Mountain View, Calif., one of Kempf’s coauthors, thinks ring formation might not be a one-off event. Instead, Saturn might go through cycles of moons and rings. In 2016, Matija Čuk, also of the SETI Institute, and colleagues calculated that if a former outermost moon of Saturn had moved inward a bit, that motion could have destabilized the whole moon system and forced the orbs into orbits where Saturn’s gravity would have shredded them into rings. Those rings could **accrete** into new moons and eventually go through the whole process again. “It could have happened many times,” Estrada says.

Retrieved on July 20, 2018 from: <https://www.sciencenews.org/article/saturn-rings-age-young-moons>

## Appendix 2: Main text

# An oddball moon, called Valetudo, may collide with its neighbors within a billion years

LISA GROSSMAN

10:00 AM, JULY 17, 2018

Astronomers have found 12 more moons around Jupiter, and one is really weird. While 11 orbit in the same direction as their nearest neighbors, one doesn't, potentially putting it on a fatal collision course.

"It's driving down the highway on the wrong side of the road," says planetary scientist Scott Sheppard of the Carnegie Institution for Science in Washington, D.C.

Sheppard and colleagues found the moons while looking for something else entirely: a **putative** planet that could exist beyond the orbit of Neptune, known colloquially as Planet Nine (SN: 7/23/16, p. 7). During a survey in 2017 of the most distant objects in the solar system using the Victor Blanco 4-meter telescope in Chile, Jupiter happened to be visible in the same area of sky that the team was searching during one of its observing runs. "Might as well kill two birds with one stone," Sheppard thought.

The researchers found a dozen objects moving around the sun at the same rate as Jupiter. Follow-up observations confirmed the moons' existence and orbits: two **inner** moons that orbit in the same direction that Jupiter spins, nine external moons that orbit the planet in the opposite direction and one **oddball** traveler. The researchers announced two of the moons in 2017 and the remaining 10 on July 16.

The motions of all but the eccentric are normal for Jovian moons, which now number a **whopping** 79. Scientists think that's because the internal moons formed from a disk of gas and dust that orbited the giant planet in the solar system's early days, similar to how the planets formed around the sun (SN: 5/12/18, p. 28). The **outward** moons were probably free-floating space rocks captured when they came too close, and their opposite orbit was set by the direction that they approached Jupiter from.

But one moon broke the **mold**. This rock, which the team calls Valetudo for the Roman goddess of health and hygiene, is tiny, only about a kilometer across. It orbits in the same direction as Jupiter's spin, but alongside the farther-out retrograde moons. As a result, Valetudo is probably **doomed** to collide with one or more of the other moons someday. The researchers are still calculating when, but they expect it to occur sometime between 100 million and a billion years from now.

Valetudo may be the last remains of a bigger object that has already **withstood** several collisions, or of a family of moons that has since been smashed to **smithereens**. "It's probably the largest surviving member, if not the only one," Sheppard says.

Such **nonconformist** satellites are not rare, notes planetary scientist David Jewitt of UCLA, who was not involved in the new work. "But they are very interesting, because we know that they have been captured by their host planets, but we don't know how, or from where," he says. Figuring out what eccentrics like Valetudo are made of could help to specify those details down.

Retrieved on July 20, 2018 from: <https://www.sciencenews.org/article/jupiter-has-12-more-moons-and-one-is-bizarre>

### Appendix 3: Lexical Inferencing Strategies Identification

Participant N°..... Course: Communicative Competence Upper Intermediate level  
 Observer's Name: ..... Date: .....  
 Objective to evaluate: Inferencing strategy usage

Type of strategy	Strategy	Definition	Keywords	
Form-focused strategies	Analyzing	Analyzing a word using knowledge of prefixes, suffixes, punctuation, or grammar.	“preclude, myfirst impression was knowing in advance, conclude.but in this passage. “the assumption of perfect information precludes these changes because a firm knows how much it can sell at each price and what it can produce .that means it controls future. that is, the prices in the future.it knows these.based on my first impression.it knows in advance.”	<input type="text"/>
	Associating	Attempting to infer the meaning of the TW by associating the word with other similar words.	“so the assumption of perfect information precludes these changes, because a firm knows how much it can sell at each price and what it can produce . the assumption of perfect information” .conclude.it should be conclude .does it mean conclude?. “a firm know how much it can sell.the assumption”.I don't really understand what it means, conclude does not appear to make good sense here.”	<input type="text"/>

	Repeating	Repeating the TW or part of the text containing the TW out aloud.	“The assumption of perfect information precludes these changes.the assumption of perfect information precludes because a firm knows how much it can sell at each price and what it can produce, both now and in the future.the assumption of perfect information precludes.”	<input type="text"/>
Meaning-focused strategies	Using textual clues	Guessing the meaning of the TW by using the surrounding context clues.	“stipulate, I’m not sure of what it means, however, I found the clues from “something that prevents any individual from setting up a firm to produce any good.” So it can be some difficulties, some obstacles, to prevent from individual, that is, barriers.”	<input type="text"/>
	Using prior knowledge	Using prior knowledge or experience to infer the word meaning.	“each firm produces a very small allotment .allot.allotment of the total supply in the market, and no firm can influence the price of its product by increasing or decreasing the amount that it supplies”.I don’t know this word, and neither do I know what it means after reading the sentence for the first time.“Smallness, each firm produces a very small.” this word. “of the total supply in the market”.oh, the third point.each firm is small in scale, and it produces a very small part of the total supply in the market, so this word means small production or small something.”	<input type="text"/>
	Paraphrasing	Paraphrasing or translating part of the text that contains the TW	“All firms have freedom of entry to all markets, and they have freedom of exit so that they can suspend to produce a good at any time.so they can suspend to produce a good at any time. they can suspend to produce a good”.they can decide to produce any good at	<input type="text"/>

			any time because they have freedom of entry and exit so they can produce a good at any time at random.”	
Evaluating strategies	Making inquiry	Questioning their own inferences.	“Perfect information, each firm has all the information that it needs to make decisions without uncertainty on prices, wages and other issues that sway it”. “perfect information,” that is, each firm has sufficient information to decide. um. “without uncertainty on.” .these things sway.these things won’t influence .influence.these.” Am I right?	<input type="text"/>
	Confirming/disConfirming	Confirming or disconfirming the inferences made by using the information in the text.	“So a perfectly competitive firm does not hold stocks to allow for accidental events, and we assume that its sales equal its fabrication.its sales equal its fabrication. Because it says that it does not hold stocks, that means its production has to be sold out, so its sales.how much it is sold out equals its production. Fabrication should mean production here.”	<input type="text"/>
	Commenting	Making evaluative comments about the TW	I’ve no idea of this word (stipulation), but I think it means rules or restrictions.because of the subtitle, “freedom of action,” now I’m reading the third sentence “all firms have freedom of entry to all markets,” it says all firms have freedom of getting into and out of the market so the previous sentence must be talking about that there are no restrictions keeping any individual from producing, that’s what I think.so this word should mean restriction or some kind of .restriction, I think.	<input type="text"/>

Monitoring strategies	Stating the failure/difficulty	Making statements about the failure of inferencing or the difficulty of the TW	I have seen this word but don't know what it means, so I can only infer its meaning, it should be a verb, that the loss.it explains loss, "loss made producing one type of good out of the profits made on another" .sub- means below, side means under something. It is my first impression that it means under something, and the explanation that follows "subsidize the loss." means miss, "one type of good out of the profits".from the context this word means.I think.I don't understand the last sentence.	<input type="text"/>
	Suspending judgment	Postponing the inference making and leaving it for a later time	"Perfect information.each firm has all the information that it needs to make decisions without uncertainty .certainty. on prices, wages and other issues that" .um .I don't know this word, sway. Nothing comes to my mind for the time being what this word means, I'll read over the following context to see if I can figure it out later on.	<input type="text"/>
	Re-attempting	Discarding the old inference and attempting to make a new one.	"unenvisioned changes in need" the words in parentheses, "for example, because of changes in tastes" I don't know this word but I can infer its meaning from the example in parentheses, it possibly means these changes are immediate, changes in tastes means people have different opinions about different issues and this situation creates fashion or unfashion, I think it means fashionable. (after making inferences about other words, the participant went	<input type="text"/>

			<p>back to the target word unenvisaged) unenvisaged changes, it makes me think about those accidental events may refer to changes or other.changes in tastes, for example, something fashionable becomes unfashionable or there is a stop in the supply of materials.unenvisaged changes mean accidental changes. something unpredictable or uncontrollable.</p>	
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Adapted from: H. M. Hu and H. Nassaji. (2014). *Lexical inferencing strategies; The case of successful and less successful infierencers*. [pdf file] Elsevier. Retrieved from <https://doi.org/10.1016/j.system.2014.04.004>

## Appendix 4: Lexical inferencing test

### Instructions:

Please complete the following quiz by putting a circle around the best definition of the underlined word. If you do not have any idea about the meaning of a word, please leave it blank.

1. A putative planet...

- a. **Assumed**
- b. Authentic
- c. Fake
- d. New

2. The inner part...

- a. Middle
- b. Main
- c) **Internal**
- d) Border

3. The oddball characters...

- a. Obedient
- b. Weak
- c. **Eccentric**
- d. Swift

4. A whopping number...

- a. Insignificant
- b. **Huge**
- c. Strange
- d. Critical

5. The outer moons

- a. Other
- b. **External**
- c. Foreign
- d. Little

6. One moon broke the mold...

- a. **Form**
- b. Spot
- c. Category
- d. Bacteria

7. Valetudo is probably doomed to collide...

- a. **Condemned**
- b. Blessed
- c. Forced
- d. Exploited

8. It has withstood several collisions...

- a. Received
- b. **Resisted**
- c. Originated
- d. Impacted

9. The world was bombed to smithereens during the war...

- a. Annihilation
- b. **Fragments**
- c. Misery
- d. Dust

10. Such nonconformist satellites are not usual

- a. Diverse
- b. Radical
- c. Organized
- d. **Unconventional**

## Appendix 5: Reading comprehension test

**Instructions:** According to the text “An oddball moon, called Valetudo, may collide with its neighbors within a billion years”. Read the statements below and circle the most appropriate alternative.

- 1) Valetudo moon is probably destined...
  - a) To stop orbiting Jupiter.
  - b) To change its actual orbit.
  - c) *To collide with the other moons.*
  - d) To become a free-floating space rock.
  
- 2) How Jupiter's moons could have been originated according to scientists?
  - a) *Same as planets formed around the sun from a disc of gas and dust.*
  - b) They were captured by an unspecified force to Jupiter.
  - c) Several collisions closed them to Jupiter.
  - d) A multiple collision of meteorites.
  
- 3) How did researchers discover Jupiter’s moons?
  - a) The researchers intentionally investigated Jupiter’s moons using the Victor Blanco 4-meter telescope.
  - b) *Researchers discovered Jupiter’s moons by chance.*
  - c) Parallel research, the investigation about Neptune and Jupiter’s Moons was planned.
  - d) None of the alternatives above.
  
- 4) It is possible to say about Valetudo Moon that:
  - a) It is tiny and located next to the farther-out retrograde moons.
  - b) In the future the moon will crash against other moons, due to his wrong direction.
  - c) It has been named Valetudo by the researchers in honor to the Roman goddess of health and hygiene..
  - d) *All the alternatives above*
  
- 5) Which of the titles best represents the main topic of the text?
  - a) Valetudo’s composition.
  - b) Jupiter's atmosphere.
  - c) *Valetudo’s fate*
  - d) Jupiter’s moons
  
- 6) Why did scientist David Jewitt find out the topic interesting?
  - a) *Because of the uncertainty of how satellites have been captured.*
  - b) Because the topic covers his academic interests.
  - c) Because the investigation will increase more information about Valetudo.
  - d) Because the host planets have been in uncertainty for a long time.



**PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN**

NOMBRE DEL EVALUADOR	Astrid Guerra A.
TÍTULO DEL SEMINARIO EVALUADO:	<b>THE INFLUENCE OF USING LEXICAL INFERENCE STRATEGIES ON L2 READING COMPREHENSION PERFORMANCE</b>
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	<b>Elizabeth Navarrete. Walter Tapia Quezada.</b>
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	<b>Carolina Rojas Cruz.</b>

**Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.**

**A. De La Formulación del Problema (25%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	5,8
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6,0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6,5
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	6,5
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6,6
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6,0
<b>Promedio</b>	<b>6,2</b>

**B. DEL MARCO TEÓRICO REFERENCIAL (20%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	5,0
2. Uso del lenguaje técnico coherente con la temática estudiada.	6,2
3. Calidad y precisión del marco teórico/ Conceptual.	6,0
<b>Promedio</b>	<b>5,7</b>

**C. Del Diseño Metodológico del Problema (20%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Precisión del enfoque o modelo de investigación.	4,5
2. Presentación del método de investigación y su diseño.	4,5
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	5,0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6,5
5. Precisión de las estrategias y técnicas de recogida de datos.	6,5
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6,5
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	5,0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	5,5
<b>Promedio</b>	<b>5,5</b>



**D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	5,5
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6,0
3. Discusión de los resultados de la investigación.	5,0
4. Conclusiones sustentadas en los resultados o hallazgos.	5,0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	6,5
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6,0
<b>Promedio</b>	<b>5,7</b>

**E. DE LOS ASPECTOS FORMALES (10%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Títulos pertinentes y sintéticos .	7,0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	5,0
3. Correcto uso de ortografía.	6,5
4. Coherencia en la redacción.	6,0
5. Sistematización en la formulación de citas y referencias bibliográficas.	6,5
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7,0
<b>Promedio</b>	<b>6,3</b>

**2. RESUMEN DE LA EVALUACIÓN**

<b>Aspectos</b>	<b>Ponderación</b>	<b>Nota</b>	<b>Puntaje porcentual</b>
A. De la Formulación del problema	25%	6,2	1,6
B. Del Marco Teórico referencial	20%	5,7	1,1
C. Del Diseño Metodológico de la investigación	20%	5,5	1,1
D. Del Contenido Temático y los Resultados	25%	5,7	1,4
E. De los aspectos formales	10%	6,3	0,6
<b>Nota promedio final</b>			<b>5,8</b>

**3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.**

Resume su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Me parece un tema de suma relevancia para el contexto chileno, que se caracteriza por el bajo rendimiento en esta habilidad, por lo que investigar al respecto es un aporte para el proceso educativo. Sugiero profundizar en el modelo de investigación y su diseño.

**Aprobada en Consejo de Facultad / abril de 2011**

**FIRMA PROF. EVALUADOR**

**Fecha:**



### PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Héctor J. Vega Pinochet
TÍTULO DEL SEMINARIO EVALUADO:	The influence of using lexical inferencing strategies on L2 reading comprehension performance
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Elizabeth Navarrete Walter Tapia Quezada
CARRERA	Ped. Educ. Media Inglés
PROFESOR GUÍA	Carolina Rojas Cruz

**Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.**

#### A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	5.0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7.0
<b>Promedio</b>	<b>6.33</b>

#### B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7.0
3. Calidad y precisión del marco teórico/ Conceptual.	6.0
<b>Promedio</b>	<b>6.66</b>

#### C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6.0
2. Presentación del método de investigación y su diseño.	6.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.0
5. Precisión de las estrategias y técnicas de recogida de datos.	7.0
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7.0
<b>Promedio</b>	<b>6.37</b>



**D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)**

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	7.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.0
3. Discusión de los resultados de la investigación.	7.0
4. Conclusiones sustentadas en los resultados o hallazgos.	7.0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	5.0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.0
<b>Promedio</b>	<b>6.33</b>

**E. DE LOS ASPECTOS FORMALES (10%)**

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7.0
3. Correcto uso de ortografía.	6.0
4. Coherencia en la redacción.	6.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	7.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7.0
<b>Promedio</b>	<b>6.66</b>

**2. RESUMEN DE LA EVALUACIÓN**

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6.33	1.58
B. Del Marco Teórico referencial	20%	6.66	1.33
C. Del Diseño Metodológico de la investigación	20%	6.37	1.27
D. Del Contenido Temático y los Resultados	25%	6.33	1.58
E. De los aspectos formales	10%	6.66	0.66
<b>Nota promedio final</b>			<b>6.4</b>

**3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.**

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

En trabajo desarrollado cumple con las exigencias de un Seminario de Investigación. El tema de investigación se vincula al área de formación de los candidatos. Se sugiere revisar la edición general del documento.

Aprobada en Consejo de Facultad / abril de 2011

*Héctor J. Vega Pinochet*

FIRMA PROF. EVALUADOR

Fecha: 10 Septiembre 2021