



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE IDIOMAS

Perfil de investigación previo al informe final de trabajo de graduación y obtención del Título de Licenciada en Ciencias de la Educación Mención: Inglés.

Theme: “METACOGNITION STRATEGY IN READING COMPREHENSION”

Author: Karla Lizbeth Miranda Cueva

Tutor: Lcda. Mg. Dorys Maribel Cumbe Coraizaca

Ambato- Ecuador

2020

SUPERVISOR APROVAL CERTIFY:

I, Lcda. Mg. Dorys Maribel Cumbe Coraizaca, with I.D number 180369456-9, in my capacity as supervisor of the Research dissertation on the topic “**METACOGNITION STRATEGY IN READING COMPREHENSION**” investigated by Ms. Miranda Cueva Karla Lizbeth with I.D number 180502845-1 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission by the Board of Directors.

DORYS
MARIBEL
CUMBE
CORAIZACA

Firmado digitalmente
por DORYS MARIBEL
CUMBE CORAIZACA
Fecha: 2021.01.06
16:17:13 -05'00'

.....
Lcda. Mg. Dorys Maribel Cumbe Coraizaca

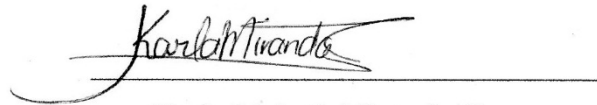
C.I

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled “METACOGNITION STRATEGY IN READING COMPREHENSION” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

A handwritten signature in black ink, reading "Karla Lizbeth Miranda Cueva", is written over a horizontal line. The signature is cursive and includes a large flourish at the end.

Karla Lizbeth Miranda Cueva

I.D. 180502845-1

AUTHOR

TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION

The board of Directors which has received the defense of this research dissertation with the purpose of obtaining the academic degree with the topic “METACOGNITION STRATEGY IN READING COMPREHENSION” which is held by Karla Lizbeth Miranda Cueva undergraduate student from Carrera de Idiomas, academic period March-September 2020, once the research has been reviewed, it is approved because it complies with the basic, technical, scientific, and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, January, 2020

REVISION COMMISSION



Firmado electrónicamente por:
**WILMA ELIZABETH
SUAREZ MOSQUERA**

Mg. Wilma Suárez
REVISER



Firmado electrónicamente por:
**LORENA FERNANDA
PARRA GAVILANEZ**

Mg. Lorena Parra
REVISER

COPYRIGHT REUSE

I, Karla Lizbeth Miranda Cueva with I.D. 180502845-1, confer the rights of this undergraduate dissertation entitled "METACOGNITION STRATEGY IN READING COMPREHENSION", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of Ambato Technical University, without any kind of profit from it.

A handwritten signature in black ink, reading "Karla Lizbeth Miranda Cueva", is written over a horizontal line.

Karla Lizbeth Miranda Cueva

I.D. 180502845-1

AUTHOR

DEDICATION

I do believe we are never alone, that is why this research is dedicated to all of those who have been with me along my life. First, to God, for lifting me up in the hardest times.

To my father, for sharing the best of him before passing away. I wish he had lived a little longer until these days. I miss him so much.

To the bravest and kindest woman, I've ever met, my mother for teaching me to strive and to never give up easily and for making me a better person.

To my sister Vicky, for being my calm and my friend, and most of all for being there with me.

To uncle Jimmy, who despite the distance is like a father to me, for his love, and for staying when everybody left.

To Valery, my best friend, for being always there when I needed it.

Karla

AKNOWLEDGMENTS

I would like to thank God for helping me every time I needed it.

To mommy for all her sacrifice, unconditional love, and for giving us the best childhood ever despite of the circumstances.

To all the professors at Carrera de Idiomas but especially to Lcda. Mg. Dorys Cumbe for her infinite patience and guidance during this process.

To uncle Jimmy for all his support, love, wisdom, and for being always there, I love him so much.

To my dearest friends Sarita, Denise, Daniel, Belen, Cris, Pam for making me feel at home when I was far from mine. I'm deeply in debt with you.

To my roommate, Andrea F. for becoming part of my family.

Karla

TABLE OF CONTENT

SUPERVISOR APROVAL.....	i
TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION	iii
DEDICATION	v
AKNOWLEDGMENTS.....	vi
Abstract	ix
Resumen	x
CHAPTER I.....	1
THEORETICAL FRAMEWORK.....	1
1.1 Investigative Background	1
1.2 Theoretical framework.....	3
1.2.1 Metacognition	3
1.2.1.1 Metacognitive Components	3
1.2.1.2 Metacognitive phases.....	5
1.2.1.3 Metacognitive Strategies.....	6
1.2.1.4 Benefits of metacognition.....	9
1.2.2 Reading.....	10
1.2.2.1 Reading comprehension.....	10
1.2.2.2 Levels of processing in Reading Comprehension.....	11
1.2.2.3 Reading comprehension models.	12
1.2.2.4 Reading comprehension strategies.....	12
1.2.2.5 Tasks to develop comprehension.....	13
1.3 OBJECTIVES.....	14
1.3.1 General Objective	14
1.3.2 Specific Objectives	14
CHAPTER II.....	15
METHODOLOGY	15
2.1 RESOURCES	15
2.2 METHODS.....	16
2.1.1 Basic Method of research	16

2.1.2	Research Modality	16
2.1.3	Research Type.....	17
CHAPTER III		19
ANALYSIS AND DISCUSSION		19
3.1	Analysis and discussion of the results	19
3.2	Verification of the hypothesis.....	20
3.1	Analysis and discussion of the results	20
CHAPTER IV		22
CONCLUSIONS AND RECOMENDATIONS		22
4.1	Conclusions.....	22
4.2	Recommendations.....	22
References.....		24
ANNEXES		28
Annex 1:		28
Annex 2:		29

INDEX OF FIGURES

<i>Figure 1 Metacognitive Components</i>	<i>4</i>
<i>Figure 2 Metacognition Process</i>	<i>5</i>
<i>Figure 3 Ten Metacognitive Teaching Strategies.....</i>	<i>9</i>
<i>Figure 4 Factors of Reading Comprehension</i>	<i>11</i>

INDEX OF TABLES

<i>Table 1 Pre-test and post Test Reading Comprehension</i>	<i>19</i>
---	-----------

**UNIVERSIDAD TECNICA DE AMBATO FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACION CARRERA DE IDIOMAS**

TOPIC: “METCOGNITION STRATEGY IN READING COMPREHENSION”

AUTHOR: Karla Lizbeth Miranda Cueva

TUTOR: Lcda. Mg. Dorys Maribel Cumbe Coraizaca

DATE:

Abstract

Along the years, educators have searched a variety of strategies in order to foster reading comprehension, especially in foreign languages as English. The present research enlightens to verify the influence of Metacognition Strategy in the reading skill development, identifying reading comprehension improvements. For this purpose, 22 college students from the first semester at Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros participated in planning, monitoring, and evaluating their reading comprehension while completing some tasks that were applied for a month through virtual classes. For this study, a pre-experimental modality was applied, which means all the participants performed a pre-test, treatment, and a post-test. Eventually, the findings revealed that there was not a significant difference between pre-test and post-test results that according to the Wilcoxon test corresponds to 0,9625 accepting the null hypothesis, which states that Metacognition did not influence on reading comprehension.

Key words: Metacognition, strategies, reading comprehension

**UNIVERSIDAD TECNICA DE AMBATO FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACION CARRERA DE IDIOMAS**

TEMA: “METCOGNITION STRATEGY IN READING COMPREHENSION”

AUTOR: Karla Lizbeth Miranda Cueva

TUTOR: Lcda. Mg. Dorys Maribel Cumbe Coraizaca

FECHA:

Resumen

A lo largo de los años, educadores han investigado diferentes variedades de estrategias con la intención de fortalecer la comprensión lectora, especialmente en lenguas extranjeras como el inglés. La presente investigación se enfoca en verificar la influencia de la estrategia de metacognición en el desarrollo de la habilidad lectora, identificando las mejoras en la comprensión de la misma. Para este propósito, 22 estudiantes universitarios del primer semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros participaron en la planificación, monitoreo y evaluación en su comprensión lectora al mismo tiempo que completaban algunas actividades que se aplicaron por el período de un mes a través de clases virtuales. En este estudio se aplicó una modalidad preexperimental, por lo cual todos los participantes realizaron un primer test, tratamiento y un test final. Al finalizar la investigación, los resultados revelaron que no existe una diferencia significativa entre el primer test y el test final. De acuerdo a la prueba Wilcoxon, el resultado corresponde a 0,9625 por lo que se acepta la hipótesis nula, la cual menciona que la estrategia de metacognición no influye en la comprensión lectora.

Palabras clave: Metacognition, strategies, reading comprehension

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

The research conducted by Alcas Zapata et al. (2019), whose main aim was to determine the influence of metacognition on reading comprehension. Additionally, this study pursued to remark the importance of developing comprehensive skills in the academic field. For this research, 62 students from a University in Lima actively participated, they were divided in two groups; the control group and the experimental group. First, the experimental group performed a pre- test and a post- test at the end. On the other hand, the control group performed a pre-test at the beginning of the treatment, followed by the development of reading activities such as texts, individual and collaborative assignments was in some cases supported by multimedia resources. In the end, these students had to take a post-test exam to establish the efficiency of the hypothesis they had set. As well, the paradigm the research led was a quantitative approach describing the procedure. As consequence, the results through a non-parametric test called the Man-Whitney U test showed that metacognition strategies had influenced reading comprehension at the organizational, literal, inferential, and critical level.

A research developed by Razi and Çubukçu (2014), whose aim was to investigate the impact of metacognitive reading strategy training program on reading comprehension, carried out in a six-week program involving 93 Turkish freshmen students of the English Language Teaching at Mart University. For this research, a quasi-experimental study was conducted through, pre-tests and post-tests along with a metacognitive reading strategy questionnaire to disclose the metacognitive strategies employed by learners. At the end of the treatment, a t-test was applied, revealing that metacognition accelerates their awareness in metacognitive strategies, giving learners a wide repertoire of metacognitive strategies that might be used concerned to their current tasks, which implies to improve their abilities at controlling their reading

process and fostering their declarative, conditional, and procedural knowledge and allowing them to achieve better results in reading comprehension.

The study led by Shikano (2016), aimed to analyze the relation between metacognition and reading comprehension through margin note strategy. Participants were 44 college students from Social Study majoring but who mandatory received English as a foreign language. The procedure that led this investigation consisted of two parts. First, answering a TOEFL reading containing 7 paragraphs in 15 minutes. Second, to write notes about what they understood whether in English or Japanese, this also include to underline, divide, circling, and make modifications in the text using their own words. This investigation was based on a qualitative approach. The results found that students, especially less proficient readers marked the text several times in different ways in their mother tongue, which means they had not shown comprehensive control.

In another study, developed by Dardjito (2019), aimed to explore the correlation between metacognitive reading awareness and reading comprehension in academic readings. This research was composed of two parts. In the first part, 373 students from five different departments from Humanities Faculty (including TESOL) at an Indonesian University were selected to perform paraphrasing protocol, which means to assess reading comprehension by rewriting any detail they understood. In the second part, only 23 students participated through a qualitative approach which consisted to read texts of 100-150 length to eventually answer a Metacognitive Awareness Inventory survey (MAI). It was found that there was no significant difference between metacognitive reading awareness and academic reading comprehension. Besides, results also showed that despite learners' metacognitive awareness was high their reading comprehension was low.

The research carried out by Zhussupova and Kazbekova (2016), aimed to examine the effectiveness of metacognitive strategies to reading comprehension through a quantitative approach in which 60 participants were involved. The researcher developed a three-stage course a) preparation b) active work and c) analysis and lasted 15 weeks (three classes per week). First of all, participants took an FCE exam as a pre-test in order to know their proficiency in English and a post-test in order to remark any

improvement. Then both students and instructors worked with a guide of metacognitive strategies created by the researchers that included thinking aloud while performing a task, making graphic representations, and promoting self-questioning. At the end of the study, the dropped results showed that the control group maintained their record. On the other hand, the experimental group considerably improved their reading comprehension skill.

1.2 Theoretical framework

1.2.1 Metacognition

As a simple definition, metacognition is the ability to choose and use accurate cognitive strategies effectively when it is required. This term was coined for the first time in 1971 by psychologist John Flavell who after accomplishing an empirical study about the development of memory in children, he noticed children's memory knowledge was limited even though; they were able to recall the previously learned items. (Larson & Gerber, 1992). According to Flavell, metacognition is defined as "knowledge about cognition about cognitive objects" in which learners employ their high thinking order over other intellectual processes in order to optimize, and correct mistakes through cognitive mechanisms to improve complete tasks that increase with age (Flavell, 1979).

Similarly, Livingston (2003) states that metacognition plays an essential role in successful learning and how it is related to the activated control over the cognitive process which is involved in higher thinking engaged in that learning. Hence, it is crucial to study metacognitive activity and development in order to identify how learners are taught to apply better their metacognitive development and activity through metacognitive control.

1.2.1.1 Metacognitive Components

According to Flavell (1979), individuals are able to regulate their own learning process, to understand this in a better way, he designed a model that includes two

components; metacognitive experiences or also called regulation and metacognitive knowledge.

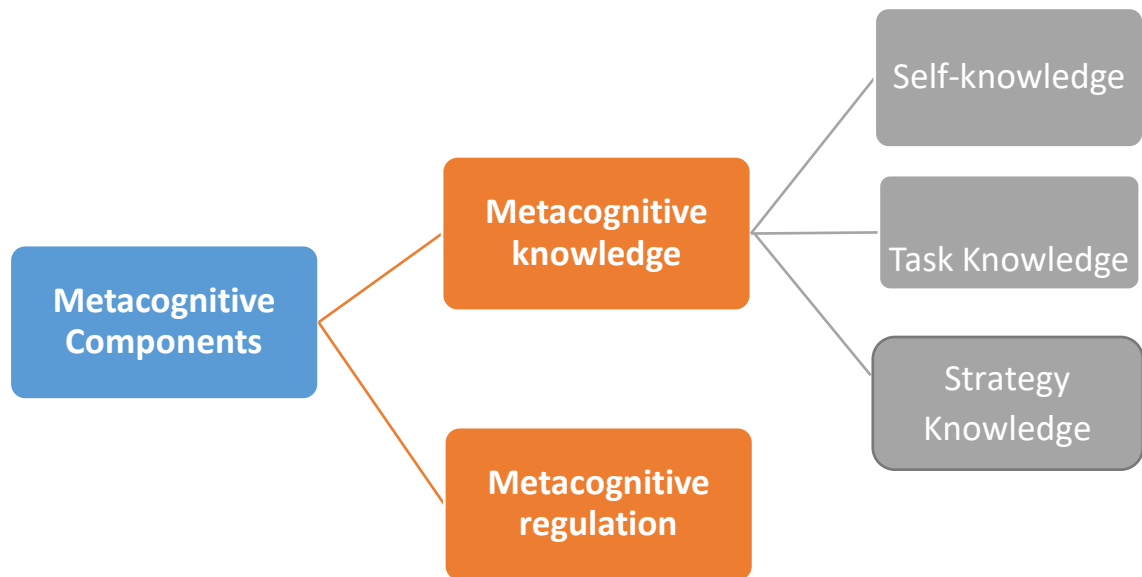


Figure 1 Metacognitive Components

Source: Flavell, J. (1979). *Metacognition and cognitive monitoring: A new area of cognitive developmental*; Kraayenoord, C. E. (2010). *The Role of Metacognition in Reading Comprehension*
Author: Miranda, K (2020)

- **Metacognitive knowledge:**

Flavell claimed that metacognitive knowledge was referred to one's accumulated knowledge and its performance depends on three main factors; *a) person's relevant attributes b) the task c) potential of the strategies* (Flavell, 1979). First, relevant attributes refer to human factors such as motivation, learning styles, and allusion to language knowledge in reading skills. (Victory & Lockhart, 1995). The second type of knowledge is the task, which basically comprises the appropriate repertoire of learning tasks, also when to use and enable them for a successful performance. Finally, the potential of strategies refers to the knowledge about what strategies are, how to use them, and selecting the accurate ones when necessary (Eda Ceylan 2015).

Similarly, Efklides (2009), states that metacognition knowledge is related to any representation of cognitive processes, which means it is a declarative knowledge that is based on the functions' purpose such as learning, thinking, learning attention, and language and stored in memory adjusted to be retrieved from it

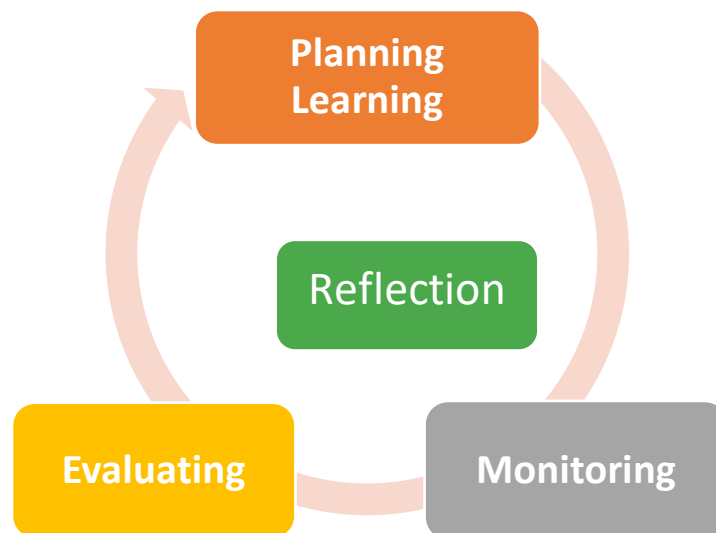
through process and tasks providing a database in which the learners are able to select the information that fits with their conceptions pursued goals.

- **Metacognitive regulation:**

Metacognitive knowledge is the awareness of the way how students learn. Metacognitive regulation is related to conscious affective and cognitive experiences, playing an important role in learners' daily cognitive lives (Flavell, 1987). Likewise, metacognitive regulation refers to analytic assessments or evaluation of their continuing progress in planning, checking, evaluating, and testing or revising tasks, describing how learners control and monitor those cognitive processes by themselves being alert if they fail and acting properly in order to reduce them (Kraayenoord, 2010; Efkilde, 2009).

1.2.1.2 Metacognitive phases

According to Fogarty (1994), it exists three phases in metacognition that learners must follow to be successful thinkers, for that reason, it is important to select specific strategies and tasks for specific purposes.



Source: ((EEF), 2019) Metacognition and self-regulated learning; Cambridge Assessment. (2020). *Getting Started with Metacognition*
Author: Miranda, K (2020)

Figure 2 Metacognition Process

- **Planning learning:** It refers to the choice of suitable tasks for the processing comprehension and to allocate resources that affect performance activating their prior knowledge (Schraw, 2001). At this stage, learners assume the responsibility for asking themselves what they were asked to do, if the tasks they experienced were useful or not (Cambridge Assessment, 2020). Planning appropriate tasks, stipulating time of performance, scheduling, and organizing material in accordance to their thinking about explicit mid- and long-term learning goals set by themselves and in relation to achieve these goals they need to consider the way they will approach the task (Education Endowment Foundation [EEF], 2019)
- **Monitoring:** Metacognitive regulation and knowledge imply an awareness of comprehension, performance, and application (Schraw, 2001) for appropriate tasks that assure successful learning, within an explicit instruction that concludes independent practice structured reflection improved with practice and training ((EEF), 2019). It also allows for detection errors or delays of execution of themselves and it identifies and some needs learners may have (Efklide, 2009).
- **Evaluating:** It refers to the assessment and the efficiency of their own outcomes that described the process from the beginning until the end (Baker, 1989) through implemented tasks across different domains, considering whether had a positive impact in the learning process and if those tasks have helped to reach the set goals and noticing what it needs to maintain or change (Cambridge Assessment, 2020).

1.2.1.3 Metacognitive Strategies

Flavell stated that that cognitive strategies are used for task accomplishment purposes while metacognitive strategies are used for monitoring one's progress and regulating knowledge (as cited in Larson & Gerber, 1992).

Likewise, Miller, cited in Garner states that metacognitive strategies are commonly planned, flexible, deliberated, and consciously engaged with activities used to monitor cognitive process thus, learners will be able to control and know when and how to use them (Garner 1988) through the actions learners take in order to achieve them.

- Evaluating their learning process.
- Learning from mistakes.
- Identifying goals.
- Planning learning tasks.
- Selecting materials.
- Organizing
- Striving on concentrate (Bonilla Traña & Díaz Larenas , 2018).

Characteristics of Metacognitive strategies

As mentioned before, metacognitive strategies not only enhance learning but also need to accomplish some characteristics for their effectiveness.

- Metacognitive strategies must be learned appropriately.
- Strategies could be used consciously or unconsciously during the learning process whether it is or not satisfactory.
- Controllable during the learning process.
- Strategies should be transferable from one to another situation or content if required.
- Consolidated to acquire and apply on specific content is needed (Allueva, 2002).

According to Knaack and Robertson (2018), metacognitive strategies are:

- **Concept Mapping and Visual Study Tools:** A concept map is a representative relationship between ideas, images, and also words that helps to develop logical thinking and study skills.
- **Reflective writing:** It helps learners to make connections between previous knowledge and the integrated content. As well, writing also allows them to observe their process during and after their reading experience.

- **Retrospective Post-Assessment:** It consists to ask learners almost at the of the course to reflect about what was their previous and post opinion and concept of the reading, if there was any change in their knowledge, skills and attitudes.
- **Pre-assessment (Self-Assessment) of Content:** The aims of this strategy are to teach students how their brains are connected for learning and how to use simple activities, in order to find out what already know about a specific topic and elicits students to think about how the learning process works, what they know about the topic or content which would help them to identify possible misconceptions they hold on the topic and create thoughtful planning associated with their learning strategies.
- **Think Aloud for Metacognition:** This strategy proposes to think aloud about any topic, picture, and text. It is ideal to work in pairs because they can receive feedback from each other to become more metacognitive in their own approaches to reading.
- **Metacognitive Awareness Inventory:** Also known as (MAI), this strategy was developed by Schraw and Dennison in 1994, and addressed specifically for adult learners. The main purpose was to bring awareness of metacognitive knowledge and metacognitive regulation through 52 questions in which learners are able to control and monitoring their learning.
- **Self-Assessment of Self-Regulated Learning Skills:** In this strategy, learners evaluate themselves along with a survey which contains 21 statements that come from ASSIST (Approaches and Study Skills Inventory for Students) that was designed to evaluate college students' conceptualizations of learning, approaches identifying three main approaches to study: deep, strategic (greater success) and surface (poorer performance).
- **Classroom Assessment Tools:** To promote metacognitive thinking, it is necessary to use some short activities during class time (Knaack & Robertson, 2018).

Assessment Method	Description	How To Use
Ticket-Out-The-Door	During last few minutes of class, students write response to a question or two about class concepts. Hand in as exit class.	Review/read all before next class and use to clarify, correct or elaborate more for students.
One Minute Paper	During the last few minute of class, students write response to "Most important thing I learned today" and "What I understood the least today".	Review/read all before next class and use to clarify, correct or elaborate more for students.
Muddiest Point	Similar to One-Minute Paper – but only ask students to describe what they didn't understand during class and what they think might help them.	Same as One-Minute Paper but if many students have same problem, reteach concept another way.
Student-Generated Test Questions	Divide the class into groups and assign each group a topic on which they are to each write a question and answer for next test.	Use as many of the questions as possible on next test.
Memory Matrix	Students fill in cells of a two-dimensional diagram with instructor-provided labels such as a comparison chart outlining similarities and differences in two columns against a variety of concepts in the discipline.	Tally the number of correct and incorrect responses. Look for patterns amongst the incorrect responses. Address in class.
K-W-L Chart	Label three charts K (What I KNOW Already), W (What I WANT to Know) and L (What I have LEARNED). Complete the first two before a unit/topic and the last one at end.	Discuss with students perceptions of what they thought they knew, what they have come to know etc.
Directed Paraphrasing	Ask students to write a layperson's "translation" of something they have just learned (geared for a non-expert audience) to assess their ability to comprehend/transfer concepts.	Categorize student responses according to characteristics you feel are important. Address in class.

Source: Ten Metacognitive Teaching Strategies

Author: Knaack & Robertson, 2018

Figure 3 Ten Metacognitive Teaching Strategies

Despite that Djudin (2017), agrees on most of the strategies stated before, the author boosts some other strategies such as:

- **Wrapper Strategy:** It is used to increase learners' monitoring skills. It consists of a short intervention that encloses an existing activity and integrates a metacognitive practice.
- **Journals:** It fosters learners to monitor their own thinking is through personal learning journals. The instructor might assign questions weekly to help them reflect on how rather than what they learned. Furthermore, it encourages to development of creative expressions including diaries, mind maps e-tools, etc.

1.2.1.4 Benefits of metacognition

- Some researches indicate that metacognition is a powerful learning prognosticator that contributes to learning over and above the influence of cognitive ability improving a learner's metacognitive practices compensating any cognitive limitations they may have (Veenman et. al., (2004).

- Metacognitive practices may help learners to improve their academic achievement across a range of ages, cognitive abilities, and learning domains. Including reading comprehension, writing, reasoning, and problem solving, and memory (Dunlosky & Metcalfe, 2009).

- Metacognitive skills led students to transfer their previous knowledge from one context to the next, or from a primary task to a new task (Cambridge Assessment, 2020).

1.2.2 Reading

Spratt et. al (2005) defines reading as a receptive skill because it is acquired rather than produced. Another definition states that reading is the ability to convert words into mental representations that learners can use when they interact with the written text Wolf (2007).

1.2.2.1 Reading comprehension

Over the years, reading comprehension has received many definitions providing a wide perspective and opportunities to study it especially in learning a language. Most of the researchers agreed that reading comprehension is a complex process that involves receiving and interpreting encoded information (Urquhart & Weir, 1998).

Similarly, Monroy and Gómez (2009) defined reading as an active process in which analysis of ideas is involved and generate a higher thinking process that brings comprehension thus comprehension is defined as the understanding of reading texts leading to reflection, analysis, interpretation, and investigation about what it is read and to associate it with previous knowledge.

According to McKay (2006), there are three main factors. The first factor is knowledge or cultural background, that helps to enhance the reading process in order to construct and extract meaning. Bringing learners' experiences, capacities, abilities, and knowledge to the act of reading through interaction, between them and the written

language. Another factor is first language literacy centered on readers' first language reading ability which allows them to transfer it to another language context based on the text genre (Alderson, 2000). Finally, the oral language that involves phonological knowledge and awareness

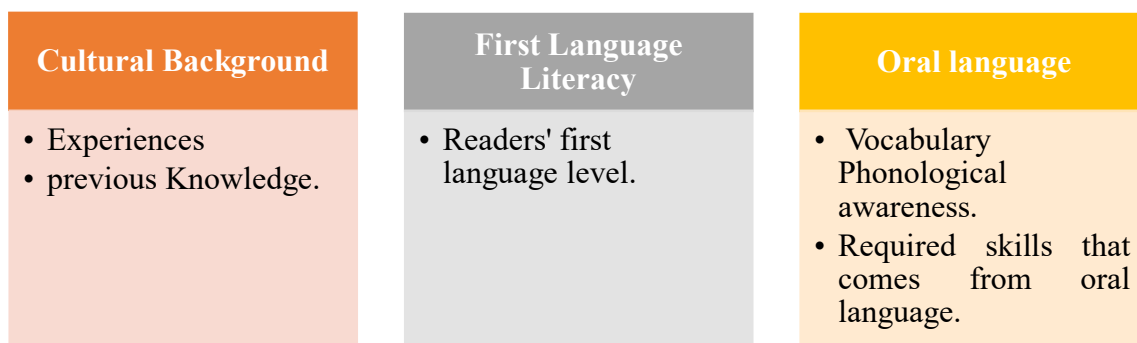


Figure 4 Factors of Reading Comprehension

Source: Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual; Cameron, L. (2001). Teaching Languages to Young Learners.

Elaborated by: Miranda, K (2020).

1.2.2.2 Levels of processing in Reading Comprehension

According to Goodman (1970), there are two types of processing in reading comprehension: “bottom-up” and “top-down”. These processing increases the memory resources use.

Bottom-up: At this level, learners must recognize several linguistic signals such as phrases, words, morphemes, etc., that can be processed into one phrase or several phrases into one idea. At this phase, comprehension at the idea level or phrase could be a literal comprehension (Brown, 2007).

Top-down: It refers to a process that occurs when higher-level information or knowledge aids the reader to identify lower-level information. Both levels conform an interactive processing but the higher processing levels require prior knowledge in order to decide what is important, and especially to analyze deeper the implications of the text (Kirby 2007).

1.2.2.3 Reading comprehension models.

O'Malley and Chamot (1990), state that the models proposed by Gough and Tunmer in 1986 were:

- a) the simple view of reading that comprehension
- b) the simple view development.

The first model is defined as a simple way of conceptualization of reading in other words it is a variation in reading ability that it condenses in two components: language comprehension and word reading (decoding). As consequence, there is no overall comprehension if one of the components is zero.

On the other hand, simple view development model states that despite having good reading skills, poor readers could face troubles in comprehension (Oakhill, Cain, & Elbro, 2015). Thus, comprehension is not just a simple matter of recognizing individual words or individual sentences in a text, learners also need to integrate a range of source information from lexical features through knowledge to build up a representation of a text to be arranged as the ultimate goal of reading (Nation, 2008).

1.2.2.4 Reading comprehension strategies

According to Brown (2007), for most foreign language learners who had literate before in a preceding language, reading comprehension is essentially to develop appropriate and efficient, comprehension strategies such as:

- **Identifying the purpose of reading:** knowing the purpose of their readings, learners remove the potential distracting information in order to develop an efficient reading.
- **Use efficient silent reading techniques for relative reading comprehension:** It is referred by teaching some silent rules that improve learners' efficiency, those rules are:
 - a) Do not pronounce every written word.
 - b) Try to visualize and perceive some phrases.
 - c) Guess the meaning of words from context when they are important to global understanding.

- **Skim the text for main ideas:** It relates to a quick movement of eyes over the text to find the gist it also gives the advantage to learners to predict some possible supporting ideas, message, and purpose.
- **Scan the text for specific information:** Scanning may help learners to find the specific pieces or pieces of details such as names, dates, in that way they can find a key concept without reading the whole text.
- **Use clustering:** This strategy aids learners to organize their ideas from the chaos to eventually have a clearer idea of the text.
- **Distinguish from literal and implied meanings:** Most of the time, language can't be understood from literal meaning sometimes texts include implied meaning that should be processed through pragmatic information.

Willis, (2008) states that increased comprehension boosts appreciation of reading for knowledge as well as for delectation.

1.2.2.5 Tasks to develop comprehension

K-W-L

It is an instructional graphic organizer used to guide students through a text setting a purpose for reading and helping them to monitor their comprehension. K-W-L chart starts with a short brainstorming recalling all they know about the text, then they generate a list of questions in the Want column, after reading with the obtained information, students record in the L column (National Educational Association, 2020).

Brainstorming

It is an organized way that supports the mind to exposure of ideas related to a topic or a problem through a mind map or writing down brief ideas and it aims to stimulate creativity boosting autonomy, originality in a short time. This task allows students to activate their prior knowledge which enhances learners' reading comprehension and help them to avoid predetermined judgments about a specific topic (Zargham & Saeedeh , 2014).

Summary

It is condensed writing that contains key ideas from a text in an organized way. For this task is important first, to identify the writer of the original text. Then select the main idea and supporting ideas omitting irrelevant details to eventually present it neutrally (Academic Integrity at MIT, 2020).

1.3 OBJECTIVES

1.3.1 General Objective

- To verify the influence of metacognition strategy in reading skill development identifying the way that improves reading comprehension.

1.3.2 Specific Objectives

- To analyze metacognition strategy theoretical support in the reading comprehension level of students from first semester at Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.
- To identify metacognitive activities used by the teacher to improve reading skills.
- To determine the metacognitive activities to increase reading comprehension when learning English language.

CHAPTER II

METHODOLOGY

2.1 RESOURCES

Pre-test

- First, it was compulsory to take the Cambridge KET exam which is aligned with the Common European Framework (CEFR), for this research only the reading part was considered and the aim of the current research. This reading section is formed by five parts and 30 questions that include multiple-choice, multiple matching, and multiple-choice cloze in which learners used their comprehensive abilities to answer in the estimated time of an hour through the Google forms site.

Book

- As well, it was also necessary to choose a book according to learners' level to develop the Metacognitive strategy, for that reason, the book used in this research was "The Little Prince" written by Antoine de Saint Exupéry, published by G.K Hall &CO in 1995 and translated from French into English by Katherine Woods.

Lesson plans

- In order to guide students to develop their comprehension skills, it was important to design lesson plans, which contain all the procedures such as: planning their activities, monitoring their reading, and evaluating themselves related to the aims of this research and activities in order to help them be aware of their own learning. All the lesson plans are annexed at the end and they were applied in a period of a month.

Activities:

- For this research three main activities were applied in order to foster metacognition; K-W-L chart, summary, and brainstorming. Those activities were interchangeable according to the development of their comprehension based on the metacognitive phases.

Zoom meetings:

- Due to the current circumstances, it was compulsory to apply metacognitive strategy through Zoom Meetings instead of regular classes. The treatment was applied to 22 students from first semester of Carrera de los Idiomas Nacionales y Extranjeros on Fridays for an hour each session in a month, it means that students attended to 5 meetings in which the researcher followed the stages presented in lesson plans.

Post-test:

- At the end of the strategy application, results were compared in order to establish the progress learners had. For this purpose, the Cambridge KET exam was taken as a post-test through Google forms, focusing on the reading section and the same estimated time as the first one which main aim is to determine whether learners eventually improved or not their comprehension in reading.

2.2 METHODS

2.1.1 Basic Method of research

Quantitative

This research is quantitative due it follows a sequence before, during, and after the treatment in order to find a solution to the stated problem, as well, it is probative because it pursues to accept or reject the stated hypothesis through measurable data to eventually establish whether metacognition significant influences on reading comprehension or not. (Hernandez , Fernandez, & Baptista, 2014),

2.1.2 Research Modality

Field Research

Field research focuses on direct contact with the subjects of study and those are seen as the main source of information. For that reason, the current investigation is field research because of the direct participation from students of Carrera de Pedagogía de

los Idiomas Nacionales y Extranjeros through technological Apps such as Zoom Meetings.

Pre- Experimental

This research is pre-experimental because there is an absence of a control group and it is necessary to measure the progress of the strategy as a result of a comparison between a pre-test and post-test in the complete group.

First of all, a pre-test was applied to 22 students from the first semester of Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros in order to perceive the level of comprehension in reading. After that, the Metacognitive strategy was applied and presented for a month. This strategy consisted on set personal goals and start to employ tasks such as brainstorming, K-W-L chart, or summaries monitoring their efficiency and changing them if necessary, simultaneously reading “The Little Prince Book” to subsequently self-evaluate. In the end, a post-test was applied to notice whether they improved or not.

2.1.3 Research Type

Exploratory

According to Hernandez-Sampieri (2014), exploratory studies are aimed to examine not well-known or less investigated topics in order to get familiarized with unknown phenomena and obtain information whether there is or not possible to carry out exhaustive research.

This research is exploratory since it is important to look for innovative strategies in favor of Reading comprehension improvement and afterward determine if the Metacognition strategy is feasible or not.

Descriptive

The following research is descriptive because it details without any omission or modifications in all the followed steps until specifying the most important characteristics and aspects previously investigated in time-space as well it pretends to collect independent or collective information about certain concepts and establish

which components are going to be measured as well on whom will be applied (Hernandez , Fernandez, & Baptista, 2014).

Bibliographic

This research is bibliographic it was necessary to do exhaustive scrutiny to get background information from different sources such as books, websites, magazines, articles to conceive a complete perspective to understand and amplify knowledge about the topic of this research and carry on its development.

CHAPTER III

ANALYSIS AND DISCUSSION

3.1 Analysis and discussion of the results

Results:

The average of the scores obtained from students from 18 to 21 years old after applying the Metacognitive Strategy in order to improve reading comprehension, released no significant difference ($p = 0,9625$) in accordance with the previous scores (22,14/30) before applying the strategy. (Table 1).

The Metacognitive strategy did not improve reading comprehension in the evaluated students.

Table 1. The Obtained scores from the KET examination focused on the reading section over 30 points after applying Metacognitive Strategy in students from 18 to 21 years old.

Table 1. Results of the obtained scores from KET examination focused on reading section over 30 points after applying Metacognitive Strategy in students from 18 to 21 years old.

Table 1 Pre-test and post Test Reading Comprehension

Statistics	KET EXAM pre test	KET EXAM post test
Mean	22,68	22,14
Median	21	22,5
Mode	14; 19	17; 24
Standard deviation	6,39	4,54
N	22	22
W	497	
p (2 queues)	0,9625	

Source: Pre- test and post- test results.

Author: Miranda, K (2020)

Analysis and Interpretation: The mean score of the group of 22 students in which the strategy was applied is 22.68 in the pre-test meanwhile the score of the post-test is 22.14, the value of the test equivalent to 0.9625 is greater than the level of significance (0.05). This indicates that the alternative hypothesis is rejected and the null hypothesis is accepted, therefore it is interpreted that “Metacognition Strategy does not improve

reading comprehension is students from the first semester of Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros”

3.2 Verification of the hypothesis

H_0 : The mean results from the reading comprehension evaluation before applying the Metacognitive strategy is greater equal to the evaluation taken after applying the strategy.

$$H_0: M_1 \geq M_2$$

H_1 : The mean results from the reading comprehension evaluation before applying the Metacognitive strategy is lower than the mean reading comprehension evaluation after applying the strategy.

$$H_1: M_1 < M_2$$

Significance level:

$$\alpha = 5\%$$

Decision level:

$$H_0: p > 0,05$$

$$H_1: p \leq 0,05$$

Statistic Method:

Data from the current research is quantitative and did not pass the Shapiro – Wilk test, it compares related samples through the Wilcoxon test.

3.1 Analysis and discussion of the results

For the compilation of measurable results, the standardized reading exam from Cambridge was adopted and taken as a pre-test and post-test, followed by metacognitive strategies reflected on activities as a K-W-L chart, summarizing, and brainstorming. According to several studies, metacognition plays an important role in enhancing comprehension in reading. However, in the context of this research, it is found that metacognition did not improve considerably reading comprehension accepting the null hypothesis instead of the alternative hypothesis. Probably, one of the main factors that accepted the null hypothesis might be lack of time during the application (5 weeks in total). It has demonstrated that cognitive strategies require

more time in order to see the expected results. On the other hand, reading proficiency depends on the ability of each student how fast they decode the text and the activities they choose in order to comprehend the text (Magogwe, 2013). Finally, the aim to analyze the metacognitive strategies teachers use was no possible to achieve, due to the current circumstances.

CHAPTER IV

CONCLUSIONS AND RECOMENDATIONS

4.1 Conclusions

Based on bibliographic research, metacognition is a powerful predictor of learning that aids students to improve their reading comprehension. However, the efficiency of this strategy in students from the first semester at Carrera de Pedagogía de los Idiomas Nacionales y extranjeros was barely remarkable that it might be due to lack of time during the treatment of this research. According to the results of this research, there was not a significant difference between the pre-test and post-test results equivalent to 0.9625 accepting the null hypothesis.

- Generally, activities foster learners' confidence and performances, which were unclear to notice in this research due to the current circumstances. However, it is fair to emphasize that these activities might be able to appear in the current teaching because of their versatility.

- The tasks taken in this research were: brainstorming, K-W-L chart, and summaries which were applied in metacognition strategy starting from setting goals, monitoring those tasks and changing them according to their needs and the way they understand texts to eventually do an evaluation to check whether they comprehend or not what they read. Those activities indicated that students were able to recognize important information.

4.2 Recommendations

- Teachers must encourage students to identify the way they learn, their strengths and weaknesses to find the most adequate activities for them, and letting them

keep accepting or changing them practicing when reading different types of texts for a long period of time.

- It is necessary that teachers self-analyze the strategies that could be useful for students to enhance their reading comprehension, which allows them to practice this skill and to be aware which of those strategies are efficient and which ones are not.

- It is recommendable to practice K-W-L chart, brainstorming, and Summary activities frequently in reading tasks, so that, students might be able to associate ideas, activate prior knowledge, and improve their comprehension skills.

References

- (EEF), F. E. (2019). *Metacognition and self-regulated learning*. Retrieved April 16, 2020, from <https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>
- Academic Integrity at MIT. (2020). Retrieved November 5, 2020, from <https://integrity.mit.edu/handbook/academic-writing/summarizing#:~:text=A%20summary%20is%20a%20synthesis,wording%20of%20the%20original%20source.>
- Alcas Zapata, Noel, Mitchell Alberto Alarcón Diaz, Henry Hugo Alarcón Diaz, Rosa Gonzáles LLontop, and Antonio Rodríguez Fuentes. 2019. “Estrategias Metacognitivas y Comprensión Lectora En Estudiantes Universitarios.” *Apuntes Universitarios* 9(1):36–45. doi: 10.17162/au.v9i1.348.
- Alderson, J. (2000). *Assessing Reading*. Cambridge University Press. Retrieved March 10, 2020
- Allueva, P. (2002). Conceptos básicos sobre la metacognición. Programa de intervención . Retrieved December 18, 2020
- Baker, L. (1989). Metacognition, Comprehension Monitoring, and the Adult Reader. *Educational Psychology Review*, 3-38. doi:<https://doi.org/10.1007/BF01326548>
- Bonilla Traña , M., & Díaz Larenas , C. (2018). La metacognición en el aprendizaje de una segunda lengua: Estrategias, instrumentos y evaluación. 42(2). doi:<https://doi.org/10.15517/revedu.v42i2.25909>
- Brown, D. (2007). *Teaching by Principles*. San Francisco, United States of America: Pearson Longman. Retrieved March 12, 2020
- Cambridge Assessment. (2020). *Cambridge Assessment International Education*. Retrieved August 10, 2020, from <https://cambridge-community.org.uk/professional-development/gswmeta/index.html>
- Cambridge University Press. (2020). *Cambridge Dictionary*. Retrieved October 31, 2020, from <https://dictionary.cambridge.org/es/diccionario/ingles/task>
- Dardjito, Hanandyo. 2019. “Students’ Metacognitive Reading Awareness and Academic English Reading Comprehension in EFL Context.” *International Journal of Instruction* 12(4):611–24. doi: 10.29333/iji.2019.12439a.
- Djudin, Tomo. 2017. “Using Metacognitive Strategies to Improve Reading Comprehension and Solve a Word Problem.” *JETL (Journal Of Education, Teaching and Learning)* 2(1):124. doi: 10.26737/jetl.v2i1.151.

- Dunlosky, J., & Metcalfe, J. (2009). *Metacognition*. Thousand Oaks, CA: Sage Publications, Inc. Retrieved March 18, 2020
- Eda Ceylan, Leyla Harputlu. 2015. "The Literacy Trek Volume 1, Issue 1(2015)28-36." *Metacognition in Reading Comprehension* 1(1):28–36.
- Efklide, A. (2009). The role of metacognitive experiences in the learning process. *Psicothema*, 21. Retrieved March 19, 2020
- Flavell, J. (1979). Metacognition and cognitive monitoring: A new area of cognitive developmental. Retrieved March 18, 2020
- Flavell, J. (1987). Speculations about the nature and development of metacognition. Retrieved December 17, 2020
- Fogarty, R. (1994). How to teach for metacognition. *Palatine*. Retrieved April 29, 2020
- Garner, Ruth. 1988. *Verbal-Report Data on Cognitive and Metacognitive Strategies*. ACADEMIC PRESS, INC.
- Hernandez , R., Fernandez, C., & Baptista, M. (2014). Metodología de la Investigación. Mexico: MCGRAW-HILL / INTERAMERICANA EDITORES, S.A. DE C.V. Retrieved October 4, 2020, from <https://www.uca.ac.cr/wp-content/uploads/2017/10/Investigacion.pdf>
- Kirby, John R. 2007. "Reading Comprehension: Its Nature and Development." *Encyclopedia of Language and Literacy Development* (August):0–8.
- Knaack, L., & Robertson, M. (2018). Ten Metacognitive Teaching Strategies Helping Students Learn How to Learn. Vancouver: VIU. Retrieved December 18, 2020
- Kraayenoord, C. E. (1992). The Role of Metacognition in Reading Instructi. *Scandinavian Journal of Educational Research*, 36. Recuperado el 19 de March de 2020
- Kraayenoord, C. E. (2010). The Role of Metacognition in Reading Comprehension. *Scandinavian Journal of Educational Research*. Retrieved March 19, 2020, from https://www.researchgate.net/publication/46401318_The_role_of_metacognition_in_reading_comprehension/citation/download
- Larson, K., & Gerber, M. (1992). Disorders of Human Learning, Behavior, and Communication. New York, United States of America: Springer. doi:https://doi.org/10.1007/978-1-4613-9133-3_5
- Livingstong, J. A. (2003). *Metacognition: An Overview*. New York, United States of America. Retrieved October 12, 2020, from https://people.ucsc.edu/~gwells/Files/Courses_Folder/documents/Livingston_Metacognition.pdf

- Magogwe, J. M. (February de 2013). ‘Metacognitive awareness of reading strategies of University of Botswana English as Second Language students of different academic reading proficiencies’. *Reading & Writing*, 4(1), 8. doi:<https://doi.org/10.4102/rw.v4i1.29>
- McKay, P. (2006). *Assesing Young Language Learners*. In J. C. Alderson, & L. F. Bachman (Eds.). United Kingdom: Cambrige University Press. Retrieved July 16, 2020
- Monroy Romero, J. A., & Gómez L, B. E. (2009). *Comprensión Lectora. REMO, VI(16)*, 42. Recuperado el 26 de FEBRUARY de 2020, de <http://pepsic.bvsalud.org/pdf/remo/v6n16/v6n16a08.pdf>
- Nation, K. (2008). Children's Reading Comprehension Difficulties. (M. J. Snowling, & C. Hulme, Eds.) *The Science of Reading: A Handbook*, 248-265. Retrieved March 17, 2020
- National Educational Association. (2020). *National Educational Association*. Retrieved October 31, 2020, from [http://ftp.arizonaaea.org/tools/k-w-l-know-learned.html#:~:text=K%2DW%2DL%20\(Ogle%2C%201986\)%20is,column%20of%20a%20K%2DW%2DL%20chart](http://ftp.arizonaaea.org/tools/k-w-l-know-learned.html#:~:text=K%2DW%2DL%20(Ogle%2C%201986)%20is,column%20of%20a%20K%2DW%2DL%20chart).
- O'Malley, J., & Chamot, A. (1990). *Learning strategies in second language acquisition*. Cambridge, United Kingdom: Cambridge University Press. doi:<http://dx.doi.org/10.1017/>
- Oakhill, J., Cain, K., & Elbro, C. (2015). *Handbook, UNDERSTANDING AND TEACHING READING COMPREHENSION: A*. New York: Routledge. Retrieved 5 August, 2020
- Razı, Salim, and Feryal Çubukçu. 2014. “Metacognition and Reading: Investigating Intervention and Comprehension of EFL Freshmen in Turkey.” *Procedia - Social and Behavioral Sciences* 158:288–95. doi: 10.1016/j.sbspro.2014.12.090.
- Schraw, G. (2001). METACOGNITION IN LEARNING AND INSTRUCTION Theory, Research and Practice. In H. J. Hartman (Ed.). Lincoln, Nebraska: Kluwer Academic Publishers. doi:https://doi.org/10.1007/978-94-017-2243-8_1
- Shikano, Midori. 2016. “Metacognition in Reading Competence.” *Departmental Bulletin Nanzan University* 13–26.
- Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKTcourse*. United Kingdom: Cambridge University Press. Retrieved May 25, 2020, from <https://assets.cambridge.org/052160/9925/sample/0521609925ws.pdf>
- Urquhart, S., & Weir, C. (1998). *Reading in a second language: Process, product and practice*. London: Longnman. Retrieved December 21, 2020

- Veenman, M. J., Wilhelm, P., & Beishuizen, J. J. (2004). The relation between intellectual and metacognitive skills from a developmental perspective. *Learning and Instruction*. doi:<https://doi.org/10.1016/j.learninstruc.2003.10.004>
- Victory, M., & Lockhart, W. (1995). Enhancing metacognition in self-directed language learning. *23*, 234-235. doi:[https://doi.org/10.1016/0346-251X\(95\)00010-H](https://doi.org/10.1016/0346-251X(95)00010-H)
- Willis, J. (2008). *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. In D. Siegel (Ed.). Alexandria, Virginia, USA: Association for Supervision and Curriculum Development. Retrieved August 8, 2020
- Zargham, G., & Saeedeh, B. (2014). The Impact of Brainstorming on Reading Comprehension and Critical Thinking Ability of EFL Learner. *Procedia Social and Behavioral Sciences*, *98*, 514. doi:[doi: 10.1016/j.sbspro.2014.03.447](https://doi.org/10.1016/j.sbspro.2014.03.447)
- Zhussupova, Roza, and Meruyert Kazbekova. 2016. "Metacognitive Strategies as Points in Teaching Reading Comprehension." *Procedia - Social and Behavioral Sciences* *228*(June):593–600. doi: [10.1016/j.sbspro.2016.07.091](https://doi.org/10.1016/j.sbspro.2016.07.091).

ANNEXES

Annex 1: CARTA DE COMPROMISO

CARTA DE COMPROMISO

Ambato, 18 de mayo del 2020

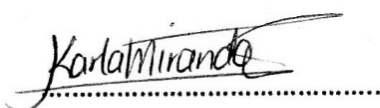
Doctor:
Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

De mi consideración:

Yo, **KARLA LIZBETH MIRANDA CUEVA** con C.I 180502845-1, estudiante de la Carrera de Idiomas, me comprometo a finalizar el trabajo de investigación denominado **"METACOGNITION STRATEGY IN READING COMPREHENSION"** en el periodo académico Abril-Septiembre 2020. Lo cual permitirá finalizar con mis estudios de pre-gado para poder acceder a un puesto de trabajo y de esta manera ser una persona independiente, poseer solvencia económica y contribuir con el progreso de mi país.

Particular que comunico a usted para los fines pertinentes.

Atentamente



Karla Miranda Cueva
180502845-1
(02) 3707-937
0969668925
kmiranda8451@uta.edu.ec

Annex 2: Lesson Plans

University's classroom link: <https://fche.uta.edu.ec/v3.2/aulas2020.html>

Intervention 1: The application of the Pre- test

Date:	July 31 st , 2020
Duration:	1 hour
Class:	First semester A
Number of students:	22
Teacher's Objective:	<ul style="list-style-type: none">- To determine students' reading comprehension by the application of the reading pre-test.- To explain students the process of the method.
Materials:	<ul style="list-style-type: none">- Reading pre-test is based on the KET sample exam. Google forms link: https://forms.gle/aYjYnbau8asY81q89 <ul style="list-style-type: none">- The explanation about the metacognition strategy was based on information collected from different sources and put together in a PPT presentation. PPT presentation link: https://docs.google.com/presentation/d/1rn1o_kc8rgikV_xK8w2xIDTkqI-488kv9fgeCaZwBA4/edit?usp=sharing

Intervention 2: The application of the strategy

Date:	August 7 th , 2020
Duration:	1 hour
Class:	First semester A
Number of students:	22
Teacher's Objective:	<ul style="list-style-type: none">- To apply metacognition strategy through reading activities based on the first 5 chapters from "The Little Prince" book.- To send the tasks to the teacher's email. Teacher's email: klmc@outlook.com
Materials:	<ul style="list-style-type: none">- "The Little Prince" book. Book link: https://freeditorial.com/es/books/the-little-prince

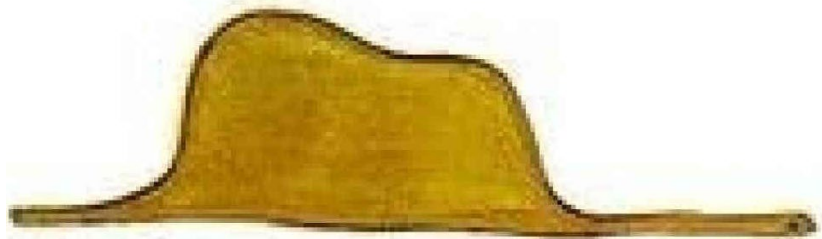
LITTLE PRINCE

CHAPTER I

Once when I was six years old, I saw a magnificent picture in a book, called True Stories from Nature, about the primeval forest. It was a picture of a boa constrictor in the act of swallowing an animal. Here is a copy of the drawing.

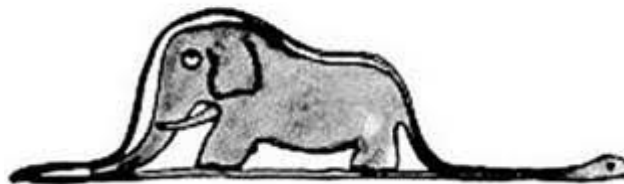
In the book it said: "Boa constrictors swallow their prey whole, without chewing it. After that they are not able to move, and they sleep through the six months that they need for digestion."

I pondered deeply, then, over the adventures of the jungle. And after some work with a colored pencil I succeeded in making my first drawing. My Drawing Number One. It looked something like this:



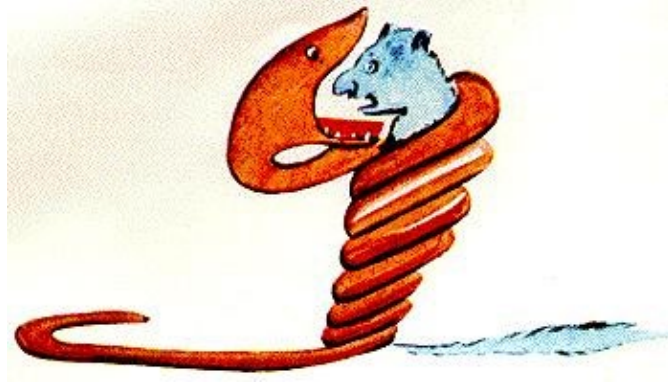
I showed my masterpiece to the grown-ups, and asked them whether the drawing frightened them. But they answered: "Frighten? Why should anyone be frightened by a hat?"

My drawing was not a picture of a hat. It was a picture of a boa constrictor digesting an elephant. But since the grown-ups were not able to understand it, I made another drawing: I drew the inside of a boa constrictor, so that the grown-ups could see it clearly. They always need to have things explained. My Drawing Number Two looked like this:



The grown-up's response, this time, was to advise me to lay aside my drawings of boa constrictors, whether from the inside or the outside, and devote myself instead to

geography, history, arithmetic, and grammar. That is why, at the age of six, I gave up what might have been a magnificent career as a painter. I had been disheartened by the failure of my Drawing Number One and my Drawing Number Two. Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them.



So, then I chose another profession, and learned to pilot airplanes. I have flown a little over all parts of the world; and it is true that geography has been very useful to me. At a glance I can distinguish China from Arizona. If one gets lost in the night, such knowledge is valuable.

In the course of this life I have had a great many encounters with a great many people who have been concerned with matters of consequence. I have lived a great deal among grown-ups. I have seen them intimately, close at hand. And that hasn't much improved my opinion of them.

Whenever I met one of them who seemed to me at all clear-sighted, I tried the experiment of showing him my Drawing Number One, which I have always kept. I would try to find out, so, if this was a person of true understanding. But, whoever it was, he, or she, would always say: "That is a hat."

Then I would never talk to that person about boa constrictors, or primeval forests, or stars. I would bring myself down to his level. I would talk to him about bridge, and golf, and politics, and neckties. And the grown-up would be greatly pleased to have met such a sensible man.

Resource: <https://freeditorial.com/es/books/the-little-prince/readonline>

Intervention 3: The application of the strategy

Date:	August 14 th , 2020
Duration:	1 hour
Class:	First semester A
Number of students:	22
Teacher's Objective:	<ul style="list-style-type: none">- To apply metacognition strategy through reading activities based on the chapters from chapter 10 until chapter 15 from “The Little Prince” book.- To send the tasks to the teacher’s email. Teacher’s email: klmc@outlook.com
Materials:	<ul style="list-style-type: none">- “The Little Prince” book. Book link: https://freeditorial.com/es/books/the-little-prince

Intervention 4: The application of the strategy

Date:	August 21 st , 2020
Duration:	1 hour
Class:	First semester A
Number of students:	22
Teacher's Objective:	<ul style="list-style-type: none">- To apply metacognition strategy through reading activities based on chapter 20 until chapter 24 from “The Little Prince” book.- To send the tasks to the teacher’s email. Teacher’s email: klmc@outlook.com
Materials:	<ul style="list-style-type: none">- “The Little Prince” book. Book link: https://freeditorial.com/es/books/the-little-prince

Intervention 5: The application of the post- test

Date:	August 28 th , 2020
Duration:	1 hour
Class:	First semester A
Number of students:	22
Teacher's Objective:	- To determines students' improvements in reading comprehension by the application of a post- test.
Materials:	- Reading pre-test is based on the KET sample exam. Google forms link: https://forms.gle/eyzE9DA5BNeEHZDZ7

ACTIVITIES:

K.W.L Chart.jpeg Descargar Pantalla completa Imprimir Guardar en OneDrive Ocultar correo electrónico

Topic: Mulan

What I know	What I want to know	What I learned
<ul style="list-style-type: none"> • She is a "princess" • She is from China • She is a different princess. • She was a warrior. 	<ul style="list-style-type: none"> • The whole Mulan's story • What happened in the end of the story. 	<p>I knew the whole story</p> <p>I learned some new words as a user of sword</p> <p>I learned that it doesn't matter that if a woman is a lider. It was so brave.</p>

K-W-L Chart / Annette Viter / Primero A Idiomas

Traducir mensaje a: Español | No traducir nunca de: Inglés

Viteri Soto Annette Dom enica <aviteri9699@uta.edu.ec>
 Vie 24/07/2020 16:40
 Para: Usted

K.W.L Chart.jpeg
224 KB

Hi! Here is my chart of the today's class.

My three expectatios are:

Word The little Princess- Chapter 1.docx Editar Descargar Guardar en OneDrive Ocultar correo electrónico

Word Modo de accesibilidad Imprimir Buscar Lector inmersivo

The little Princess / Chapter 1
Bryan Alexander Gordon Fiallos

What I know	What I want to know	What I learned
<ul style="list-style-type: none"> -The little prince is a well-known book. -This is a bestselling. - This book has got a deep value. 	<ul style="list-style-type: none"> -I'd like to know who the little princess is. -His background. -His story -His personal features. -Why is he such a famous character around the world? -His expectations. 	<p>Regarding this first chapter I learnt that the little princess is a boy who wants to become an artist, actually he designed his first piece of art. In this piece of art, his concept is based on a an elephant in the bowels of a boa constrictor However, as a first sight it seems to be a hat, so the little prince feels a</p>

The little princess-Chapter 1

bryan gordon <bryangfia.illos@hotmail.com>
 Vie 31/07/2020 11:06
 Para: Usted

The little Princess- Chapter 1....
12 KB

Responder Reenviar

Word Brainstorming.docx [Editar](#) [Descargar](#) [Guardar en OneDrive](#) [Ocultar correo electrónico](#)

Word [Modo de accesibilidad](#) [Imprimir](#) [Buscar](#) [Lector inmersivo](#)

Name: Victor Quezada

Chapter 1

- A book, called True Stories from Nature, about the primeval forest.
- It was a picture of a boa constrictor in the act of swallowing an animal.
- Boa constrictors swallow their prey whole, without chewing it.
- Pondered deeply, then, over the adventures of the jungle.
- It is true that geography has been very useful to me.
- I have seen them intimately, close at hand. And that hasn't much improved my opinion of them.
- I would try to find out, so, if this was a narcon of
- It is tiresome for children to be always and
- Devote myself instead to
- It was a picture of
- I showed my masterpiece to the grown-ups, and asked them whether the drawing frightened them.

Brainstorming 1

Victor Quezada <victor_quezada19@hotmail.com>
 Vie 31/07/2020 10:58
 Para: Usted

Brainstorming.docx
 44 KB

Chapter 1

[Responder](#) | [Reenviar](#)

THE LITTLE PRINCE.pdf [Descargar](#) [Imprimir](#) [Guardar en OneDrive](#) [Ocultar correo electrónico](#)

Summarizing

Name: Nicole Segura
 Grade: 1 "A"
 Date: 31/07/2020
 Activity: read the chapter 1

Topic: The little prince.

The story begins when a 6-year-old boy looks at a picture of a boa digesting an animal and is so shocked that he decides to draw a picture of it. At first he tried to draw a very animated picture and indicate to the adults that I imagine were his parents, but they told him a negative response when he expected a positive response and could encourage him to draw more pictures.

On the second attempt, he was told that he should not draw but rather do something like geography

The little prince summarizing 1

Traducir mensaje a: Español | No traducir nunca de: Inglés

NS Nicole Segura <nicosegura1612@gmail.com>
 Vie 31/07/2020 10:59
 Para: Usted

THE LITTLE PRINCE.pdf
 163 KB

Hi teacher, have a nice day!! 😊

[Thank you!](#) [Thank you! You too!](#)
[Got it, thanks!](#)

¿Las sugerencias anteriores son útiles? [Sí](#) [No](#)

[Responder](#) | [Reenviar](#)



**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS**



INSTRUMENT VALIDATION

SURVEY N°1

Purpose: The aim of this survey is to gather information to determine the strategies that teachers use to aid students improve their reading comprehension.

Part 1: Reading strategies

1. Do you ask daily to your students something related to the previous class?

Yes ()

No ()

2. Do you encourage to your students to investigate about a topic?

Yes ()

No ()

3. How often do you establish learning goals with your students?

At the beginning of every class ()

At the beginning of the course ()

4. Which of the following strategies do your students use to understand texts?

You can choose more than one option.

- Mental Maps ()
- Summaries ()
- Taking notes ()
- Inferring ()
- Getting the main idea ()
- Reading journals ()
- Others

()

5. Which of the following benefits do you consider using reading strategies?

Mark 1,2,3,4 or 5 being 1 the lowest and 5 the highest

- | | | | | | |
|--|---|---|---|---|---|
| a. It improves my students' reading comprehension. | 1 | 2 | 3 | 4 | 5 |
| b. It increases my students' interest to learn new vocabulary. | 1 | 2 | 3 | 4 | 5 |
| c. It improves my students' language and literacy skills. | 1 | 2 | 3 | 4 | 5 |
| d. It improves my students' reading comprehension. | 1 | 2 | 3 | 4 | 5 |
| e. It improves my students' speaking skills. | 1 | 2 | 3 | 4 | 5 |
| f. It Increases my students' range of vocabulary. | 1 | 2 | 3 | 4 | 5 |

Source: Miranda, K (2020).

Thanks for your cooperation!

KET PRE-TEST

Reading and Writing • Part 1

Questions 1 – 5

Which notice (A – H) says this (1 – 5)?

For questions 1 – 5, mark the correct letter A – H on your answer sheet.



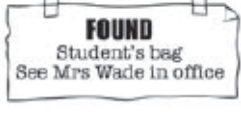
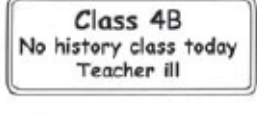
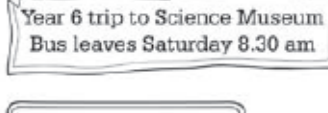
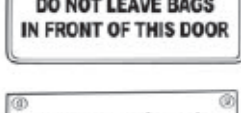
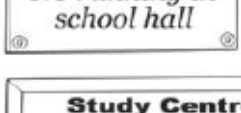
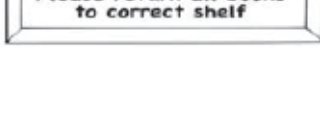
Example:

0 You cannot use your phone.

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1 You should put things back in the right place.
- 2 Go here if you have lost something.
- 3 You must walk in this place.
- 4 These students do not have a lesson.
- 5 You cannot go in through here.

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

Reading and Writing • Part 2

Questions 6 – 10

Read the sentences about an internet café.
Choose the best word (**A**, **B** or **C**) for each space.
For questions **6 – 10**, mark **A**, **B** or **C** on your answer sheet.



Example:

0 Last month an internet café near Ivan's house.

A opened **B** began **C** arrived

Answer:

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

6 The internet café quickly became with Ivan and his friends.

A favourite **B** popular **C** excellent

7 It only Ivan five minutes to get to the café.

A takes **B** has **C** gets

8 Ivan often his friends there after school.

A waits **B** meets **C** goes

9 The café has different of computer games that they can play.

A things **B** ways **C** kinds

10 Ivan thinks there is a lot of information on the internet.

A certain **B** sure **C** useful

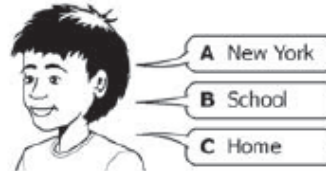
Reading and Writing • Part 3

Questions 11 – 15

Complete the five conversations.
For questions 11 – 15, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Answer: 0

A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 11** Why didn't you come to the pool yesterday?
- A** I didn't see them there.
B It was a great time.
C I was doing something else.
- 12** I have to go home now.
- A** Have you been before?
B It's still quite early.
C How long was it for?
- 13** Whose phone is that?
- A** It's not there.
B Wasn't it?
C I'm not sure.
- 14** There weren't any more tickets for the match.
- A** That's a pity.
B It isn't enough.
C I hope so.
- 15** Shall we play that new computer game?
- A** It's all right.
B Yes, it is.
C If you'd like to.

Questions 16 – 20

Complete the telephone conversation between two friends.
 What does Josh say to Matt?
 For questions **16 – 20**, mark the correct letter **A – H** on your answer sheet.

Example:

Matt: Hi, Josh. It's Matt.

Josh: 0 **C**

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Matt: Oh, sorry. I'm phoning about the skateboarding competition this afternoon.

Josh: **16**

Matt: Really? There was some information about it in our club magazine.

Josh: **17**

Matt: Just from 2.30 till 5 pm. They give out the prizes at 6 pm.

Josh: **18**

Matt: The prizes are better this time. The top prize is a skateboard.

Josh: **19**

Matt: You're much better than you were last year!

Josh: **20**

Matt: Great! See you then.

- A** I'd like a new one but I don't think I'm good enough to win.
- B** I didn't see it. Is the competition on all afternoon?
- C** Hi. You're calling early!
- D** Do the winners get CDs like last year?
- E** I wasn't very good then.
- F** I didn't know that was today.
- G** I haven't got one of those.
- H** Maybe, we'll see. Shall we meet in the park at 2.00?

Reading and Writing • Part 4

Questions 21 – 27

Read the article about a young swimmer.

Are sentences **21 – 27** 'Right' (**A**) or 'Wrong' (**B**)?

If there is not enough information to answer 'Right' (**A**) or 'Wrong' (**B**), choose 'Doesn't say' (**C**).

For questions **21 – 27**, mark **A**, **B** or **C** on your answer sheet.

Ana Johnson



Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.

She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'

Example:

0 Ana's home is in Melbourne.

- A** Right **B** Wrong **C** Doesn't say

Answer:

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

21 Ana hopes she will become an Olympic swimmer.

- A** Right **B** Wrong **C** Doesn't say

22 Ana knows that she is better at short races than long ones.

- A** Right **B** Wrong **C** Doesn't say

23 Ana has won a lot of swimming competitions.

- A** Right **B** Wrong **C** Doesn't say

24 It is difficult for Ana to make friends with other people who swim.

- A** Right **B** Wrong **C** Doesn't say

25 Ana likes doing the same things as other teenagers.

- A** Right **B** Wrong **C** Doesn't say

26 Ana has met people from different countries at swimming competitions.

- A** Right **B** Wrong **C** Doesn't say

27 Ana prefers speaking to journalists to being on television.

- A** Right **B** Wrong **C** Doesn't say

Reading and Writing • Part 5

Questions 28 – 35

Read the article about a circus.
Choose the best word (**A**, **B** or **C**) for each space.
For questions **28 – 35**, mark **A**, **B** or **C** on your answer sheet.

A famous circus



The circus, Cirque du Soleil, began **(0)** Montreal, Canada.
It was started **(28)** the Canadian Guy Laliberté in 1984.
When he left college, Laliberté travelled around Europe and earned
money **(29)** music in the streets. Not long after he returned home, he started Cirque
with **(30)** friend, Daniel Gauthier. During the 1990s, Cirque grew quickly. It now
does shows **(31)** over the world and the number of people working for it has grown
from 73 to **(32)** than 3,500.

The Cirque does not have any animals, but **(33)** is music and dance and each show
tells a story. **(34)** show, which is called Varian, is about a man who could fly. The
show starts with him falling from the sky and tells the story of how he **(35)** to learn
to fly again.

Example:

0 **A** in **B** at **C** to

Answer:

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

28 **A** from **B** by **C** of

29 **A** played **B** plays **C** playing

30 **A** their **B** his **C** its

31 **A** some **B** all **C** enough

32 **A** more **B** much **C** most

33 **A** this **B** it **C** there

34 **A** One **B** Each **C** Both

35 **A** need **B** must **C** has

Post-test

Part 1

Questions 1 – 5

Which notice (A – H) says this (1 – 5)?

For questions 1 – 5, mark the correct letter A – H on your answer sheet.

Example:

0 We can sell you a ticket if you want to go to a concert.

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1 If you want to learn to play this, call this number.

A

MUSIC SHOP

New and used CDs – great for the car!

2 Buy these here and listen to them while you are travelling.

B

Play the Guitar

Classes for children and adults
Beginners welcome

3 You do not have to pay to go to these concerts.

C

Pop group needs new singer

Call Andy on
020 8746 9902

4 You will learn about the history of music in this class.

D

Live music here every Friday –
get your free ticket today!

5 Your age is not important for these lessons.

E

PIANO FOR SALE

LOOKS AND SOUNDS BEAUTIFUL –
ONLY £300

F

Piano lessons

(only for people who can read music)
Phone 020 4998 3664

G

Buy concert tickets here –
Pop, Rock – even classical piano!

H

New Course!

1000 years of Music
12.30, Mondays and Wednesdays

2

Part 2

Questions 6 – 10

Read the sentences about going camping.
Choose the best word (A, B or C) for each space.



For questions 6 – 10, mark A, B or C on your answer sheet.

Example:

0 Adrian and Martin their school holiday last week.

A opened B joined C began

Answer:

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

6 They to go camping for their holiday.

A decided B thought C felt

7 They wanted to somewhere near the sea.

A stand B put C stay

8 It three hours to drive to the campsite.

A had B took C got

9 They put their tent in a of the field.

A centre B corner C back

10 They some postcards to their friends.

A bought B chose C sent

Part 3

Questions 11 – 15

Complete the five conversations.

For questions 11 – 15, mark A, B or C on your answer sheet.

Example:

0



Where do you come from?



A New York

B School

C Home

Answer:

0

A B C

11 I'm sorry we don't have your size.

A What a pity!

B I hope so.

C I'll take it.

12 How long are you going to stay in Bangkok?

A For another three weeks.

B For the last three weeks.

C It took three weeks.

13 See you tomorrow.

A That's all right.

B I can't see.

C Don't be late.

14 Can I leave early?

A Before 4.30.

B Yes, that's fine.

C Not at all.

15 I don't like this programme.

A I'll turn it on.

B Let's turn it off then.

C You didn't take it off.

Questions 16 – 20

Complete the conversation between two friends.
What does Anita say to Kim?

For questions 16 – 20, mark the correct letter A – H on your answer sheet.

Example:

Kim: What are you going to do at the weekend, Anita?

Anita: 0 H

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Kim: Well, I'm going to go to London. Would you like to come as well?

Anita: 16

Kim: Yes. I need to study on Sunday. Great! It'll be good to go together.

Anita: 17

Kim: First, I'd like to go shopping.

Anita: 18

Kim: Oh, I can help you choose them. Is there anything else you want to do?

Anita: 19

Kim: OK. There's a good one in Oxford Road. It always has the newest films.

Anita: 20

Kim: I'm not sure, but I'll phone and ask. I know we'll have a good day.

- A Me, too. I need some books for school and a pair of shoes.
- B Yes, I have to work on Saturday.
- C I'd love to. I suppose you want to go on Saturday?
- D Fine. Do we need to book tickets?
- E I have some money for a new jacket.
- F What do you want to do there?
- G Yes, I'd like to go to a cinema afterwards.
- H I don't know.

Part 4

Questions 21 – 27

Read the article about a sailing trip.

Are sentences 21 – 27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21 – 27, mark A, B or C on your answer sheet.

Round the World

Jonathan and Claire Spencer both had very busy jobs and didn't have enough time to spend with their young children. They wanted to change this and, because their hobby was boats, they decided to sail round the world together.



It took six years to prepare everything for the trip. First, they bought a new boat. Then, both adults had to take advanced sailing lessons and learn all about the sea and the weather. Jonathan also did several courses in repairing engines and Claire spent an hour in a restaurant learning to cut up fish.

In October, they took a one-year break from their jobs and sailed away from England with their two children. The next year, in August, their long journey ended in Australia.

The boat was quite small, but Jonathan and Claire took a teacher for the children with them. None of them found the trip boring because there were three computers, many CDs, a television and a DVD player on the boat.

The family loved being at sea and seeing the stars in the sky. But, most of all, Jonathan and Claire enjoyed spending time with their children while they were still young.

Example:

0 Before their trip, Jonathan and Claire Spencer spent a lot of time working.

A Right B Wrong C Doesn't say

Answer:

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

21 The Spencers were soon ready to travel round the world.

A Right B Wrong C Doesn't say

22 Jonathan learnt to do the work of a mechanic.

A Right B Wrong C Doesn't say

23 Claire knew a lot about cooking before the trip started.

A Right B Wrong C Doesn't say

24 The trip took longer than twelve months.

A Right B Wrong C Doesn't say

25 When the trip ended, Jonathan and Claire decided to stay in Australia.

A Right B Wrong C Doesn't say

26 There was a lot for the children to do on the boat.

A Right B Wrong C Doesn't say

27 For Jonathan and Claire, the best part of the trip was being with their family.

A Right B Wrong C Doesn't say

Part 5

Questions 28 – 35

Read the article about penguins.
Choose the best word (A, B or C) for each space.

For questions 28 – 35, mark A, B or C on your answer sheet.

PENGUINS

There (0) seventeen different types of penguins.
They can be (28) forty centimetres to more than
one metre tall. They all (29) in the south part of
the world. In winter, they swim (30) long way to find warmer weather.



In spring, (31) penguins come together on the beaches of Antarctica. The
female penguin has one or two eggs. She puts (32) eggs on the ground and
sits there to keep (33) warm. But she doesn't sit all the time because
penguins can move with one egg between their legs.

(34) the female penguin is sitting on the eggs, the male penguin brings her
food. He also (35) this after the baby penguins are born.

Example:

0 A is B are C be

Answer:

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

28 A from B by C between

29 A lives B live C lived

30 A one B the C a

31 A lots B much C many

32 A her B hers C she

33 A it B them C their

34 A When B How C Who

35 A does B do C doing

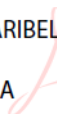
ANNEX 3: Urkund Analysis



Document Information

Analyzed document Miranda_Karla_TrabajodeTitulación.docx (D84007508)
Submitted 11/6/2020 4:05:00 AM
Submitted by
Submitter email karlitta_96mc@outlook.es
Similarity 2%
Analysis address dm.cumbe.uta@analysis.orkund.com

DORYS MARIBEL
CUMBE
CORAZACA



Firmado digitalmente
por DORYS MARIBEL
CUMBE CORAZACA
Fecha: 2020.11.10
09:19:26 -05'00'