



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**Proyecto de Investigación de Titulación previo a la obtención del Título de Licenciado/a  
en Pedagogía del Idioma Inglés.**

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Theme: Critical thinking strategies and reading skill

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Ambato – Ecuador

2022

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I, Mg. Wilma Elizabeth Suárez Mosquera holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic: “**CRITICAL THINKING STRATEGIES AND READING SKILL**” investigated by Maicol René Guamán Zosoranga with I.D No. 1150590527, 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 appointed by the Directors Board.

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

A handwritten signature in blue ink, enclosed in a blue oval. The signature appears to read "Maicol René Zosoranga".

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## **DEDICATION**

**TO:**

God who has been my guide and helped me every day, my parents José and María who with their love, patience and effort have allowed me to fulfill my dream. My family because of their prayers, advice and words of encouragement.

Maicol.

## **AKNOWLEDGEMENTS**

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# UNIVERSIDAD TÉCNICA DE AMBATO

## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

### PEGAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**TOPIC:** “Critical thinking strategies and Reading skill”

**AUTHOR:** Guamán Zosoranga Maicol René

**TUTOR:** Mg. Wilma Elizabeth Suárez Mosquera

#### **Abstract**

The main purpose of the current investigation is to analyze the influence of critical thinking strategies in the reading skill. This study was based on a pre-experimental design and exploratory study which was focused on a quantitative approach. The research involved 39 students there were 18 men and 21 women, whose ages were between 14-16 years old. The instrument used to get data collection was the standardized test PET (Preliminary English Test) designed by Cambridge Assessment English. This instrument contains two texts with five questions each one with a total of 10 questions, the pre-test was applied at the beginning of the treatment while the post-test after the treatment to analyze if the critical thinking strategies helped students in the reading skill section. The results obtained were analyzed through the SPSS software, the T-student statistical test was applied in order to analyze the data gathered from both tests. These results revealed that students got 4,3 over 10 in the average score of the pre-test, while in the post-test the average score was 5,6 over 10. As a result, there was not a great improvement in the students reading comprehension after applying the critical thinking strategies because the time of the treatment was not enough to obtain better results. However, the results of the post-test were higher than the pre-test. Therefore, the alternative hypothesis (H1) with a P-value, of 001 was accepted and it is concluded that these strategies were effective to increase the reading comprehension level of the students.

**Keywords:** Critical thinking, strategies, reading skill, English as a foreign language

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#### Resumen

El objetivo principal de la presente investigación es analizar la influencia de las estrategias de pensamiento crítico en la habilidad lectora. Este estudio se basó en un diseño pre-experimental, estudio exploratorio con un enfoque cuantitativo. En la investigación participaron 39 estudiantes, 18 hombres y 21 mujeres, cuyas edades oscilaban entre los 14-16 años. El instrumento utilizado para obtener la recolección de datos fue la prueba estandarizada PET (Preliminary English Test) diseñada por Cambridge Assessment English. Este instrumento contiene dos textos con cinco preguntas cada uno con un total de 10 preguntas, el pre-test se aplicó al inicio del tratamiento y el post-test después del tratamiento para analizar si las estrategias de pensamiento crítico ayudaron a los estudiantes en la destreza lectora. Los resultados obtenidos se analizaron a través del software SPSS, en el cual se aplicó la prueba estadística T-student para analizar los datos obtenidos de ambas pruebas. Estos resultados revelaron que los estudiantes obtuvieron 4,3 sobre 10 en el puntaje promedio del pre-test, mientras que en el post-test el puntaje promedio fue de 5,6 sobre 10. Como resultado, no hubo una gran mejora en los comprensión lectora de los estudiantes después de haber aplicado las estrategias de pensamiento crítico debido a que el tiempo del tratamiento no fue suficiente para obtener mejores resultados. Sin embargo, los resultados del post-test fueron superiores a los del pre-test. Por lo tanto, se aceptó la hipótesis alternativa (H1) con un valor P, de 001 y se concluye que estas estrategias fueron efectivas para incrementar el nivel de comprensión lectora de los estudiantes.

**Palabras clave:** Pensamiento crítico, estrategias, habilidad lectora, inglés como lengua extranjera.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Investigative background

The present study involves previous research such as academic papers, thesis, and journals. All of these documents are on the internet some of them such as the journals and academic papers can be found on the websites such as Scielo, Scopus, and the thesis can be found in the repository of Universidad Técnica de Ambato. To find all of these documents it had to read and search similar documents with the same topic or writing keywords. The information found comes from countries such as The United States, London, Canada and Spain. Finally, these documents are crucial in the research since it shows how critical thinking strategies improve reading skill.

Morgado et al. (2016) led a study to examine the relationship between critical thinking and reading comprehension in a course of English as a foreign language. The study was based on an exploratory study focused on a quantitative approach. The research involved 94 students between 18 and 20 years where 60% were men and 40% were women. The evaluation instrument was based on two exams, one was taken in the middle and the other at the end of the period, each with 20 questions of simple multiple choice. Both tests examine skills such as identifying the main idea, identifying the opinion of the author, identifying the purpose of the author, selecting a word-sentence or a final appropriate paragraph, concluding, inferring or predicting, what is next, answer questions about explicit information in the text and deduce the meaning of words from the context. Finally, the findings showed that it did not reveal the presence of the dispositions and skills characteristic of critical thinking.

Arifin (2020) conducted research to evaluate the role of critical reading to stimulate critical thinking in the students. The investigation was focused on qualitative research where the researcher used the purposive random technique to get information which involved 7 students. The test was based on three short argumentative texts, a semi-structured interview and the student's answers in their forms. As a result, the students showed that they developed their critical thinking skills and also they increase their reading comprehension through the application of various tasks.

Jie et al. (2014) researched the critical thinking ability in EFL reading students. The main objective was to analyze the status quo of critical thinking ability in EFL reading class. The project was focused on a mixed approach (qualitative and quantitative) that involved 224 non-English majors. There were 119 females and 114 males divided into 114 art, 110 science majors, 109 freshmen, and 115 sophomores. The instruments to recollect data were questionnaires and interviews. It had the main objective to compare the level of thinking critically in the reading skill between students, majors, genders and also grades. The result showed that there is a lack of thinking critically in the university non-English majors students. For that reason, it was necessary to train teachers in order to increase students' critical thinking ability.

Okasha (2021) carried out research aimed at investigating the efficacy of critical thinking skills for enhancing EFL reading abilities. The study focused on quasi-experimental research and pre-post reading in order to evaluate critical thinking practice using a task related to the reading skill. There were two groups, the first one was the experimental group involved 35 students and the other one that was the control group which involved 35 students making a total of 70 students. The experimental group had correspondent training which made the use of the techniques of critical thinking. The control group was the one that did not receive any training. Data collection was through a reading test and a rubric for correcting it. This research confirmed that students improved their reading skills due to the application of critical thinking techniques.

Garcia and Villon (2018) developed an investigation that analyzed the influence of critical thinking skills on reading comprehension. The research used a mixed-method qualitative and a quantitative design. It was based on a descriptive and explorative approach with the participation of 82 students. This investigation used observation, survey and interviews to collect data. The finding proved that the main reason for the lack of comprehension in the reading skill in the students is because of the teachers' scarcity of training and also because the students do not apply their critical thinking skills when they have to read.

Aghajani and Gholamrezapour (2019) led an investigation with the objective to find the predictive power that critical thinking has in the critical reading in Iranian EFL learners. The research was carried out with the help of 177 male adults' people. The instruments to collect data were the Michigan Test of English Language Proficiency this

test was conformed of 100 questions dived into 40 questions of grammar, 40 vocabulary and reading passages with 20 comprehension questions. It was applied to obtain a homogenous group and control the students in terms of observing their language proficiency. The other test was the California Critical Thinking Skills Test. It was conformed by 34 multiple choice questions with only one correct answer, each question with 5 alternatives. This test was applied in order to identify the critical thinking skills of participants. The results revealed that there was a significant predictive of critical thinking skills in the learners.

Karimi and Veisi (2016) carried out an investigation whose main objective was to know the impact of teaching critical thinking on reading skills. It was based on a quasi-experimental approach since it had an experimental and control group. There were 50 students who participated in the investigation. To obtain the data collection the authors used the preliminary test for homogenization of ESOL and two IELTS reading parallel tests to evaluate the student's reading comprehension. Moreover, it applied a treatment to the experimental group in which they taught critical thinking skills. On the other hand, the control group was exposed to traditional methods of teaching reading comprehension. Thanks to the post-test it could know that teaching critical thinking skills positively affects the level of reading comprehension in the EFL students.

Mbato (2019) conducted a study to determine the Indonesian students' level of critical thinking in reading. The research had the participation of 55 students, and it was focused on a mixed approach (qualitative and quantitative) The Likert scale was the instrument used to know the students' reflections and also to collect data. Finally, the result obtained indicated that there is a lack of critical thinking in the reading skill. As a result it was proposed that the students should get involved in an environment where both variables are intensively nurtured. Moreover, it had the intention to show teachers around the world about the importance of teaching, designing and carrying out an investigation where the teaching learning process enhances students' knowledge about critical thinking in reading.

Zare and Biria (2018) carried out the research with the aim to identify the possible relationship between the critical thinking ability of learners of ESP in reading comprehension. The study was based on a quantitative approach to determine if there is a relationship between those both variables and it had a descriptive approach in order to

examine if there was a possible correlation. The number of students involved in this study was 248. In order to collect data it made the use of three instruments, Cambridge First English Test, The Critical Thinking Questionnaire and IELTS Reading Test. The results obtained showed that there was a high and significant correlation between critical thinking and reading comprehension. Moreover, the results gave very useful implications to language teachers as English learners indicating that the strategies of critical thinking play a significant role in the reading skill.

Muslem, et al. (2017) led a study about the critical thinking skills used among university students in reading comprehension. The study had an objective to determine the frequency of critical thinking skills such as interpretation, analysis, evaluation, inference, explanation, and self-regulation in the reading skill. The study was based on a quantitative approach. It involved 100 students; To collect data it used a questionnaire with a total of 22 statements. The students had around 45 minutes to complete the questionnaire. Finally the result obtained indicates that the most used critical thinking was the inference skill with a total of 54% and the least skill was the self-regulation skill with a total of 5%.

## **1.2 Theoretical framework**

**Independent variable:** Critical thinking strategies

### **Language learning**

It is the process where people acquire the ability to comprehend a language. Cate et al. (2004) affirmed that when a student develops knowledge about a topic or subject matter, this is referred to as learning through reading, listening, thinking, remembering data, connecting new facts to current knowledge, analyzing issues and gaining psychomotor skills. Therefore, language learning can be defined as a system for acquiring information, which is then replicated.

### **Methodological strategies**

Boix (2016) states that methodological strategies are integrated sequences of procedures and resources used by the teacher. These methodological strategies are those

that allow the identification of principles and criteria, through methods, techniques and procedures that constitute an ordered sequence. Hence, the methodological strategies can be interpreted as the identification of criteria, principles and procedures that configure the path to learning and the way of acting of teachers, in correspondence with the program, the implementation and evaluation of teaching and learning.

According to Santofimia (2011) the methodological strategies allow the identification of principles and criteria, through methods, techniques and procedures that constitute an ordered sequence. Further, methodological strategies are a set of procedures that teachers use to improve the teaching-learning process. These must be selected and applied according to the contents and particular characteristics of the students in a structured manner, which allow the development of comprehension skills generating significant learning.

### **Critical thinking**

Facione (2015) claims that critical thinking is a cognitive process of a rational, reflective and analytical nature, oriented to the systematic questioning of reality and the world as a means of access to the truth. Furthermore, critical thinking is an intellectual and reflective process, which operates through the careful examination, evaluation and analysis of a theme, matter or subject, after comparing and contrasting the results through observations using logical criteria to reach a valid conclusion.

According to McPeck (2016) critical thinking is a human quality that includes the skills and abilities required for involving learners in activities. Therefore, critical thinking is understood as the ability to analyze and evaluate the consistency of reasoning since this ability helps to solve problems in a better way, it makes people more analytical, and also it helps people to know how to classify information as viable and non-viable. Moreover, it is important that teachers take into consideration some techniques and strategies that help students to develop their critical thinking and become more analytical and higher thinkers (Chinedu, Kamin, & Olabiyi, 2015).

### **Critical thinking strategies**

Bález (2003) states that if the learning of a language is combined with critical thinking it can result in a more meaningful learning experience because critical thinking strategies help to discern between what is true and what is false, what is important and



what is superficial, evidence and opinions. Therefore, it allows to become aware of our thoughts to analyze and evaluate them effectively.

Pithers and Soden (2000) affirm that critical thinking strategies will help students to get a better understanding when they are reading something, since these strategies also help to get a meaningful learning experience creating a context in which it is easy for the students to identify what the book is about. In addition, learning strategies are decision-making processes in which the student chooses and retrieves, in a coordinated manner, the knowledge he needs to meet a certain demand or objective, depending on the characteristics of the educational situation in which the action occurs and depending on personal conditions and especially self-knowledge.

Lynch (1995) claims that there is a lot of definition of critical thinking however almost all of them emphasize the ability to analyze, evaluate and use information in an effective way. On the other hand, the strategies are made up of sequences of procedures or activities that are chosen with the purpose of facilitating the acquisition or use of the information used by the student to successfully address the learning task, including cognitive, metacognitive and affective, motivational and cognitive-behavioral elements.

Five essential strategies are detailed below:

- **Comparing.** Silver (2010) defines the comparing strategy as one of the most effective way to improve the students learning. It is also considered as a key strategy due to at the moment of discussing the main idea, the facts, and analyzing the ending of any reading written by two authors offers students the opportunity to criticize directly the author's problems.
- **Contrasting.** According to Silver (2010) the contrasting strategy works with the ability of natural persons to create comparisons. Therefore, it is called contrasting because of the difference or opposition between two elements, whether they are people, objects, colors, or concepts.
- **Analyzing.** Xu (2011) affirms that analyzing is differentiating, arranging, and assigning material into constituent parts and identifying how these parts are related to each other. Therefore analyzing strategy can be considered the evaluation of the approach or proposals of an author which include inferences, reasoning, comparisons, arguments, deductions, and conclusions.

- **Categorizing.** According to Potts (1994) categorizing strategy is an inductive and active learning strategy since it helps students to discover the rules rather than just memorize them, making the students get a better understanding and better retentions of concepts.
- **Evaluating.** Hulme (2004) says that critical evaluation is the process of evaluating the relative merit of findings, journals, articles, books, and others. This strategy is not just about identifying the faults, it is about looking for, asking, and deciding how useful the article or other kinds of findings are.

**Dependent variable:** Reading skill

### **English as a foreign language**

Nowadays, it is very important to learn English as a foreign language. Since it allows you to communicate with new people. It helps you see things from a different perspective or gain a deeper understanding of another culture. In addition, English as a foreign language is considered as a fundamental tool to stimulate the brain because it promotes memory and concentration, among other benefits. Moreover, it opens the doors to a greater number of possibilities and expands the possibilities of studying and working in a foreign country.

Lee and Heinz (2016) state that English has become a kind of universal language of the scientific academy that allows researchers from all over the world to share ideas, discoveries and opinions. Therefore, learning English is important for human beings because it will give access to better education. It also allows not only to study in a foreign county but also to have the access to academic information such as essays and scientific texts published in English and therefore the possibility of a better job.

### **English language skills**

Department for Education of the United Kingdom (2018) states that to develop a complete communication the students must have develop the four skills such as listening, reading, speaking and writing skill those are used in order to comprehend and produce language.

Spratt, Pulverness and Williams (2011) claim that when learning a new language like English it is important to know what are the essential skills that it is needed to learn.

These skills, also known as communication skills are a set of linguistic processes that allows participation skillfully and efficiently. These skills are speaking, listening, reading, and writing. Developing these skills facilitates the understanding of a language and improves the communication skills, even the cognitive skills of the speaker. Learning how to speak a foreign language helps to improve the understanding of the mother tongue because during the learning process the linguistic structures are reviewed and our brain takes the current language (Spanish) as a reference, relates it to the new one and adopts it more easily.

P'Rayan (2020) affirms that the English level of a human depends on the language skills they have previously developed in that language, but also on how they relate to each other and the context in which they are being used. The development of each skill allows them to be able to understand, express themselves, argue and analyze. The domain of the four skills determines whether the understanding of the language is basic, intermediate, advanced or mastered as a second language in other words if the fluency is equal to the mother tongue.

### **Receptive skills**

Receptive skills such as listening and reading allow students to acquire and produce the proper language. They do not have to produce language to do this, they receive it and understand it. In addition, reading skill is a method of improving vocabulary understanding and spelling in the English language. These receptive skills have differences but, they are fundamental in the language learning process. Moreover, listening and speaking have some similar characteristics for example when the students are listening or reading, so to understand the idea they have to infer meaning (Spratt et al., 2011).

### **Reading skill**

Harmer (2010) establishes that reading skill has become an important basic life skill due this skill helps people increase their vocabulary and to experience new experiences as well as build new knowledge. Moreover, reading is a habit that can improve the social and human conditions of any reader, reading allows to think with reflection and develop the cognitive aspects of the brain. Therefore, students should not consider reading skills as a requirement or homework but as a chance that helps with the English language learning process.

Gokhan (2017) claims that reading skill have to do some stuff when these are related to reading texts. Students must put it into practice when they know the information they are looking for and the global information from the text is not needed. The teachers are the people who must be in charge of teaching the reading skill in order to make students improve them, using questions, summaries or interpretations. Consequently, it is important that the teacher teach strategies such as:

- **Skimming.** It allows learners to have the chance to go over the text in a quick way to obtain a general idea of what is about the text. Moreover, skimming is used to find the main ideas of a text, reading the first and last paragraphs.
- **Reading for detail.** It is another skill in where the students are focus on get the meaning of each word and the relationships between words and phrases. This is used for the students when they read an important letter or must answer comprehensive questions for reading.
- **Inferring.** It means reading between lines where the students can use their knowledge in order to get a conclusion. Therefore, infer meaning from a text, it is vital to take notice that infers refers to the deduction that is made with respect to something that is observed or of what is known.

According to Kress (1969) there are three stages of intensive reading at the moment of processing a reading lesson plan. These stages are pre-reading, while-reading and post reading. The goal of develop these types of lessons is to increment understanding of texts where the students must be able to develop the necessary skill for each stage.

### **Pre-reading**

Pre-reading is a strategy that allows students to understand a text in a more comprehensive and detailed way as well as to increase their interest in a text. The objective of pre-reading is to generate some ideas before starting a reading. Moreover, the teacher must motivate students to participate by asking questions or presenting their assumptions or hypothesis that they have about the text. Further, it will increase the students' curiosity and get more information that the text offers.

### **While-reading**

In this section, the reader begins reading the written text , the reading skill can be carried out using different ways for example: silent, oral, individual or group. Consequently, the students will be able to think about the purpose of the reading by using their prior knowledge.

## **Post-reading**

The purpose of post-reading is to clarify the interpretation of the text and help students remember what they had created in their minds from it. In addition, the teachers should be creative when designing a reading lesson plan and use some strategies that help students comprehend a reading or check the content. Therefore, at this stage, critical thinking strategies such as Comparing, Contrasting, Categorizing, Analyzing and Evaluating are carried out in order to increase the student's reading comprehension as well as identify if the students understood the reading text. Those are ideal strategies because it facilitates the acquisition and use of the information used by the student to successfully get a better understanding of a text. Moreover, these strategies produce a meaningful learning experience since it creates a context in which it is easy for the students to identify what the book is about. Finally, all of these activities are content-driven to help students increment their understanding of texts as well as increment their level of critical thinking.

## **1.3 Objectives**

### **1.3.1 General objective**

To analyze the influence of critical thinking strategies in the reading skill.

### **1.3.2 Specific objectives**

- To identify the critical thinking strategies used by students from Unidad Educativa “La Salle” from first B.G.U level of education.
- To evaluate the reading comprehension level of the students before and after applying the critical thinking strategies.

- To determine the effectiveness of critical thinking strategies with students from the first baccalaureate at Unidad Educativa “La Salle” in the reading skill.

#### **1.4 Description of the fulfillment of objectives**

In order to aim the established objectives a serie of steps were followed:

To achieve the first objective which is to identify the critical thinking strategies used by students, with the application of the treatment process the researcher identified that the students from 1st BGU were able to use some critical thinking strategies such as: comparing, contrasting, analyzing, categorizing, and evaluating.

To fulfill the second objective, which is to evaluate the reading comprehension level of the students, the standardized test PET (Preliminary English Test) was applied. It allowed the evaluation of the reading comprehension level of 39 students.

Finally, to achieve the third objective, which is to determine the effectiveness of critical thinking strategies with students it made the use of pre-test and post-test. Through it, it was possible to determine if the critical thinking strategies helped students to increase their level of reading comprehension or not.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

##### **2.1.1 Population**

This research was carried out with 39 students from the 1st BGU. There were 18 men and 21 women, whose ages are between 14-16 years old from Unidad Educativa “La Salle” during May - September 2022.

##### **2.1.2 Instruments**

- A pre-test and post-test to identify the student’s reading comprehension. This test was taken from the standardized PET (Preliminary English Test) designed by Cambridge Assessment English. The instrument contains 2 texts with 5 questions each one with a total of 10 questions, it was applied at the beginning to identify the student’s level of comprehension in the reading skill. The post-test was applied after the treatment to analyze if the critical thinking strategies helped students in the reading skill section.
- The book called Achievers B1+ was used in order to develop reading comprehension activities. The units used were from unit 6 until unit 8.

##### **2.1.3 Procedure**

The procedure was based on 3 stages

###### **Stage 1**

In the first stage, the researcher did and sent to the director of the Unidad Educativa “La Salle” a formal request in order to obtain permission to develop the project. The director accepted the request and assigned the researcher the academic tutor of the

1st level of BGU. Then, the topic, the days that were used to carry out the research, and all the implications of the project were socialized and coordinated with the tutor.

## **Stage 2**

The second stage was carried out in 3 weeks with a total of 7 interventions. In the first week, the researcher designed the lesson plans according to the strategies (Comparing, Contrasting, Analyzing, Categorizing and Evaluating).

On the first day of the second week, the teacher started by applying the pre-test which lasted 30 minutes. After that, from the second day of the second week until the fourth day of the third week the researcher started with the treatment where it was applied the five strategies such as comparing, contrasting, analyzing, categorizing, and evaluating. All the strategies followed the same process. First, the researcher started the class by explaining the strategy by giving students practical examples. Second, the researcher started with the reading part following the three stages of the reading process: pre-reading, while-reading and post-reading. Finally, the teacher put into practice the strategy with the participation of all the students. The teacher and students corrected the activity together and then the teacher asked some comprehension questions about the reading.

## **Stage 3**

The third stage the researcher reviewed all the strategies regarding critical thinking strategies and proceeded to the application of the post-test which was administered on the last day of the third week.

## **2.2 Methods**

### **Research approach**

This research had a quantitative method because it is considered the best way to collect numerical data as well as analyze and interpret them (Creswell, 2014). Moreover this research was based on it since it measured the information such as collecting data using the pre-test and post -test that made it possible to compare and analyze the data obtained from them to see if the critical thinking strategies improve the reading skill in the students.



## **Research design**

According to Hernández and Mendoza (2018) say that a pre-experimental modality occurs when a group is previously selected and the independent variable can be manipulated in order to determine the cause-effect that arises in the dependent variable. Furthermore, this research had only one group that received the treatment. It was based on a pre-experimental design because it involved 39 students from 14 to 16 years old at Unidad Educativa “La Salle” from first B.G.U level of education.

## **Field research**

According to Leyva (2020) field research is developed in a real environment where it allows the researcher to interact and analyze the problem. Therefore, this research was focused on a field study because this modality offers the chance to interact with reality and involve the students of first B.G.U at Unidad Educativa “La Salle”. Finally, the study was carried out in an adequate way since it allowed the direct interaction with the students of “La Salle” High school during the development of the research.

## **Bibliographic – documentary**

McCulloch (2004) states that bibliographic research involves two types of documents that can be used in an investigation: primary and secondary such as books, magazines, journals, articles, and websites. Therefore, this investigation was bibliographic documentary because all the information related to the research was based and taken from all of the previous resources. Being it crucial in the project since it allow to identify the importance of this investigation.

## **Level or type of the research**

This research was based on descriptive and correlative research. It was descriptive because it described the phenomena, events, and situations and also the problems and characteristics that arose in the first grade of bachelor at Unidad Educativa la Salle. Hernández and Mendoza (2018) say that a correlational study allows to identify if the two or more variables are connected to each other. Therefore, this research was correlational since it helped to evaluate whether there is a relationship between the variables and the efficacy of the recommended strategies in the selected group.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This chapter contains information about the results and analysis of the data collected during the investigation. The information was transferred into tables and figures which contain the corresponding analysis and description. The experiment was carried out with 39 students from the 1st BGU. There were 18 men and 24 women, whose ages are between 14-16 years old from Unidad Educativa “La Salle” during May - September 2022.

A pre-test and post-test were applied to identify the student’s reading comprehension level. This test was taken from the standardized PET (Preliminary English Test) designed by Cambridge Assessment English. The instrument contains two texts with five questions each one with a total of 10 questions; it was applied at the beginning of the treatment. Then, the post-test was applied after the treatment to analyze if the critical thinking strategies helped students to improve their reading comprehension skills. The SPSS software program was used to analyze all the information and prove whether the reading comprehension improved through the use of the critical thinking strategies or not.

The table below (Table 1) shows the results of the pre-test and the post-test. The first one was applied before the treatment and the post-test after the treatment with the training students received in the use of critical thinking strategies to improve their reading comprehension.

**Table 1: Pre-test – Post-test results**

<b>Researched group</b>	<b>Score over 10 (Pre-test)</b>	<b>Score over 10 (Post-test)</b>
Student 1	6,0	7,0
Student 2	3,0	6,0
Student 3	7,0	7,0

Student 4	4,0	5,0
Student 5	2,0	3,0
Student 6	2,0	4,0
Student 7	4,0	5,0
Student 8	3,0	6,0
Student 9	3,0	5,0
Student 10	4,0	4,0
Student 11	6,0	7,0
Student 12	6,0	7,0
Student 13	2,0	4,0
Student 14	3,0	6,0
Student 15	2,0	7,0
Student 16	3,0	5,0
Student 17	8,0	7,0
Student 18	1,0	6,0
Student 19	6,0	6,0
Student 20	5,0	6,0
Student 21	5,0	7,0
Student 22	5,0	7,0
Student 23	4,0	7,0
Student 24	6,0	7,0
Student 25	6,0	7,0
Student 26	3,0	5,0
Student 27	7,0	7,0
Student 28	6,0	7,0
Student 29	3,0	3,0
Student 30	7,0	6,0
Student 31	4,0	6,0
Student 32	6,0	8,0
Student 33	5,0	6,0
Student 34	2,0	5,0
Student 35	2,0	3,0
Student 36	3,0	6,0

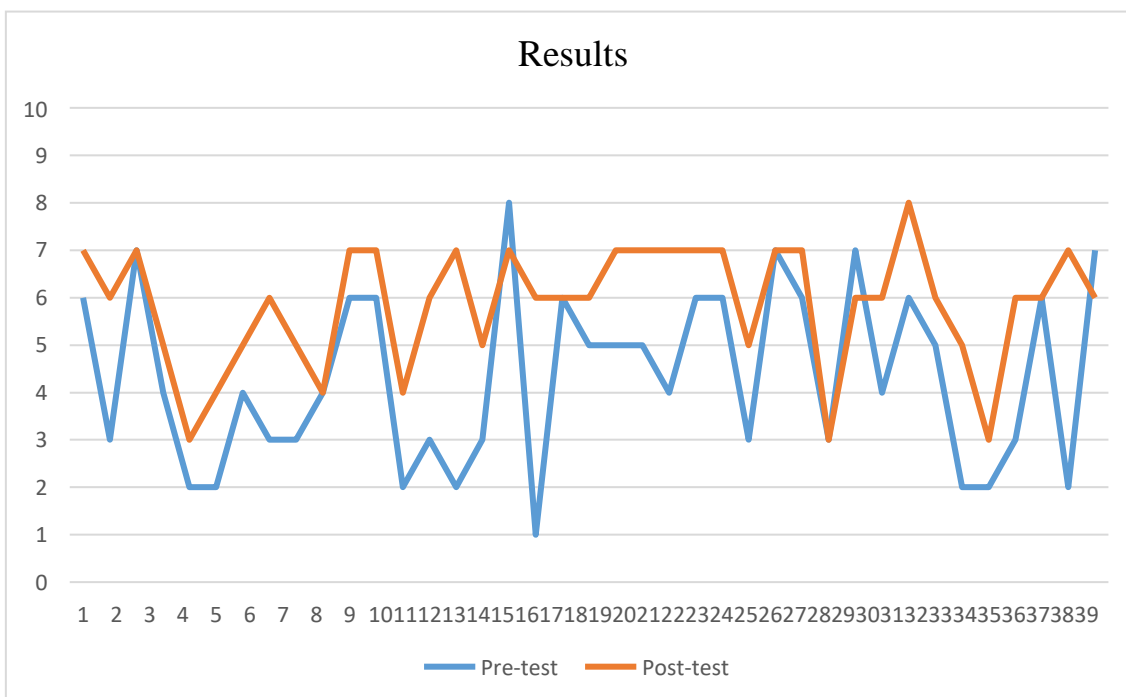
Student 37	6,0	6,0
Student 38	2,0	7,0
Student 39	7,0	6,0

**Note:** This table presents the students' results of the pre-test and post-test.

### 3.2 Data interpretation

#### 3.3.1 Pre-test and post-test individual grades

**Figure 1: Results pre-test and post-test over 10**



**Note:** Results of the pre-test and post-test over 10 by Guamán, M. (2022).

### Analysis and interpretation

Figure 1 shows that 39 students were involved in the pre-test and post-test. The scores were based on a scale over 10. In the pre-test, 1,0 over 10 was considered as the lower grade and the highest grade was 8,0 over 10. On the other hand, in the post-test, 3,0 over 10 was the lower grade and the highest grade was 8,0.

The results show that students did not get a good grade in the pre-test because they did not know how to analyze or evaluate and understand the main point of a text. However, after applying the treatment most of the students obtained better grades because

they learned and applied the different strategies of critical thinking that the researcher taught them.

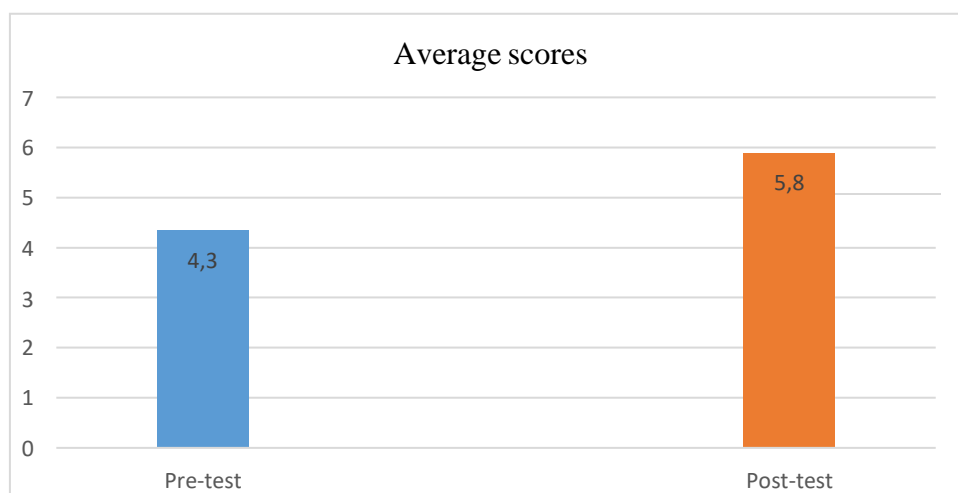
### 3.2.2 Pre-test and post-test average

**Table 2: Pre-test and post-test average and difference**

Results	Pre-test	Post-test	Difference
Average over 10	<b>4,3</b>	<b>5,7</b>	<b>1,5</b>

**Note:** This table represents the total average of pre-test and post-test scores with their difference.

**Figure 2: Average scores pre-test and post-test**



**Note:** This figure represents the total average of pre-test and post-test scores.

### Analysis and interpretation

Table 2 and figure 2 present the average scores gathered with the pre-test and post-test and the difference between them. The average score of the pre-test is 4,3 over 10. While, the average score of the post-test is 5,8 over 10 . Moreover, the difference between both tests is 1,5. Therefore, as a result, the students increased their reading comprehension levels by applying the critical thinking strategies.

## 3.3 Hypothesis verification

### 3.3.1 Hypothesis statement

### **Null hypothesis (H0)**

Critical thinking strategies do not have an influence on the reading comprehension in the students from Unidad Educativa “La Salle” from first B.G.U level of education.

### **Alternative hypothesis (H1)**

Critical thinking strategies have an influence in the reading comprehension in the students from Unidad Educativa “La Salle” from first B.G.U level of education.

### **3.3.2 T-student test – Paired Samples Statistics**

**Table 3: T-student-Paired Samples Statistics**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Pre-test	39	4,333	1,8685	,2992
Post-test	39	5,872	1,2810	,2051

**Note:** The data used was taken from students’ pre and post-tests results.

### **Analysis and interpretation**

Table 3 contains the results gathered from the tests. The mean score for the pre-test is 4,333 and the mean score for the post-test is 5,872. As a result, there is a difference since the mean score for the post-test is greater than the mean score for the pre-test.

### **3.3.3 Paired Samples Test**

**Table 4: Paired Sample Test**

**Paired Sample Test**

	Mean	Paired Differences				t	df	Significance	
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-sided p	Two-Sided P
				Lower	Upper				
Pair 1 Pre-test scores – Post-test scores	-1,5385	1,5191	,2433	-2,0309	-1,0460	-6,325	38	<,001	<,001

**Note:** These data were obtained from the IBM SPSS Statistics software.

**Hypothesis Verification**

As it can be seen, in table 4 the P value is 0,01, which is lower than 0,05. Therefore, the null hypothesis (**H0**) is rejected and the alternative hypothesis is accepted (**H1**). In conclusion, critical thinking strategies helped students to increase their level of reading comprehension.

### **3.4 Discussion**

In this study, it analyzed the influence of the application of critical thinking strategies in the students' reading comprehension skill. The data was analyzed with the SPSS software for the hypothesis verification.

Facione (1990) states that there is a significant correlation between both variables (critical thinking and reading comprehension). Therefore, applying the critical thinking strategies in the reading skill was helpful because with these strategies the results obtained were good. Students could learn and apply these strategies and improve their reading comprehension.

Elder and Paul (2006) claim that critical thinking strategies are important in the reading skill because students can understand what the text is about through the use of critical thinking strategies. Moreover, these strategies not only help students in their reading skill but also allow them to analyze and evaluate available evidence regarding a problem that students want to solve.

The critical thinking strategies helped students to increase their reading comprehension because they applied the strategies taught by the teacher such as: comparing, contrasting, categorizing, analyzing and evaluating. As it can be seen, the grades in the pre-test were lower than 4 marks due to the lack of strategies to comprehend a text. However, after the application of the treatment, the students got marks that were higher than 6 points. It was because the students applied the strategies taught in class.



## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After finishing the current investigation the following conclusions are established:

- ✓ Critical thinking strategies help students to get a better understanding when they are reading something, since these strategies also help to get a meaningful learning experience creating a context in which it is easy for the students to identify what the book is about. Hence, it has been demonstrated that the application of critical thinking strategies does influence the student's reading comprehension in the first baccalaureate at Unidad Educativa "La Salle" in a positive way. By applying strategies such as comparing, contrasting, analyzing, categorizing, and evaluating in the post reading stage. In addition, the influence of critical thinking strategies in the reading skill could be determined, since the mean score before the treatment was 4,6 and after applying the strategies of critical thinking the students' mean average was 5,8.
- ✓ The strategies of critical thinking used by the students during the applications of the treatment were comparing, contrasting, analyzing, categorizing, and evaluating. These strategies were identified through the application of the treatment process. During the application of these strategies, all 39 students demonstrate they were able to use them at the moment of developing different reading comprehension tasks. Consequently, the students from 1<sup>st</sup> BGU were able to use and apply the strategies of critical thinking taught by the researcher.
- ✓ At the beginning of this investigation, students' test scores indicated that their level of reading comprehension was low since they got 4,6 over 10 points in the pre-test provided by Cambridge Preliminary English Test (PET) exam. The test used in this research was conformed by two texts with five questions each one with a total of 10 questions. After the five interventions in face-to-face modality, the level of students' reading comprehension showed a difference because they obtained 5,8 over 10 points, which means that students from the 1st BGU from Unidad Educativa "La Salle" increase their level of reading comprehension.

- ✓ Finally, it can be concluded that there was not a great improvement of the students' reading comprehension after applying the critical thinking strategies. This could be because the time of the treatment was not long enough to obtain better results. However, the application of the critical thinking strategies were effective since these strategies were chosen with the purpose of facilitating the acquisition or use of the information used by the student to successfully address a learning task, including cognitive and metacognitive elements. Moreover, through the results of this study the alternative hypothesis (H1) with a P-value, of 001 was accepted which means that these strategies were effective to develop the students' reading comprehension.

## **4.2 Recommendations**

Based on the research process results, we recommend:

- ✓ To improve students' reading comprehension, it is recommended that teachers include critical thinking strategies in their reading classes because it has been demonstrated that the strategies of critical thinking help students increase their level of reading comprehension. Since, by applying these strategies the students can discern between what is true and what is false, what is important and what is superficial, evidence and opinions. Therefore, it allows to become aware of their thoughts to analyze and evaluate them effectively.
- ✓ To get better results in the application of the critical thinking strategies, it is necessary that teachers plan their reading lessons including tasks that require the use of critical thinking strategies such as: comparing, contrasting, analyzing, categorizing, and evaluating and apply them during all the school year since these strategies will help students to obtain satisfactory results. Moreover, it is recommended that the students should get involved in an environment where both variables are intensively nurtured, since it allows them to think critically as well as motivates them to speak and express their ideas without hesitation and build their own knowledge.

- ✓ In order to diagnose the students' difficulties in reading comprehension, it is suggested that teachers use the standardized tests such as those provided by Cambridge taking into consideration the students' needs and age, because in this way the teacher can recognize students' level and weaknesses in reading comprehension as well as to check the progress of each student within the classroom.
  
- ✓ It is recommended that teachers encourage critical thinking strategies not only when students read, but in any activity where these strategies can be applied since the learning of critical thinking strategies are decision-making processes in which the student chooses and retrieves, in a coordinated manner, the knowledge he needs to meet a certain demand or objective, depending on the characteristics of the educational situation in which the action occurs and depending on personal conditions and especially self-knowledge.

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## Annexes

### Annex 1: Approval

#### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

### CARTA DE COMPROMISO

Ambato, 13/04/2022

Doctor

**Marcelo Nuñez**

Presidente de la Unidad de Titulación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Facultad de Ciencias Humanas y de la Educación

Mg. Silvana Meléndez en mi calidad de Rectora de la Unidad Educativa "La Salle" me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "CRITICAL THINKING STRATEGIES AND READING SKILL" propuesto por el estudiante Guamán Zosoranga Maicol René, portador de la Cédula de Ciudadanía 1150590527, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lic. Silvana Marilú Meléndez Ibarra, Mg.

C.I. 0201651630

TELF: 0992886527

[rectorambatojlm@lasalle.edu.ec](mailto:rectorambatojlm@lasalle.edu.ec)



## Annex 2: Lesson plans

### Lesson plan 1

**Teacher:** Maicol Guaman

**Subject:** English

**Level:** 1<sup>st</sup> BGU

Unidad Educativa Juan León Mera “La Salle”		
<b>Date:</b> May 18 <sup>th</sup> , 2022 <b>Group:</b> 39 students <b>Duration:</b> 40 minutes		
<b>Aims:</b> <ul style="list-style-type: none"><li>• To explain the research investigation.</li><li>• To apply the pre-test in order to know the students’ level of reading comprehension.</li></ul>		
Time	Activity	Tools and materials
5 minutes	The teacher will start the class by introducing himself.	Board Markers Papers Computer
15 minutes	-The teacher will explain what the project will be about and the objectives. -The teacher will ask to students about how much they know about the critical thinking strategies.	Computer Markers Board
20	The teacher will give students the pre-test and then the teacher will ask students to complete it.	Pre-test

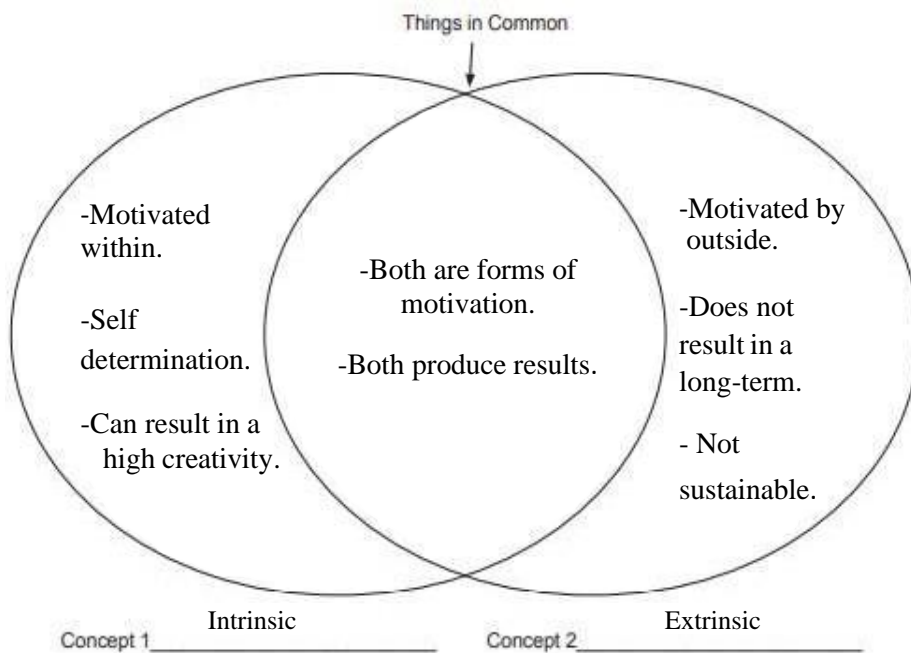
## Lesson plan 2

**Teacher:** Maicol Guaman

**Subject:** English

**Level:** 1<sup>st</sup> BGU

Unidad Educativa Juan León Mera “La Salle”		
<p><b>Date:</b> May 26<sup>th</sup>, 2022  <b>Group:</b> 39 students  <b>Duration:</b> 40 minutes</p>		
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use the comparing strategy in reading comprehension.</li> </ul>		
Time	Activity	Tools and materials
20 mins	<p>- The teacher will start the class by explaining the comparing strategy.            Definition: Comparing strategy is the process of identifying similarities and differences between ideas or things. Moreover, this strategy gives students the opportunity for lots of practice.</p> <p>- The teacher will give students 3 practical examples that they can applied when they will have to read.</p> <p><b>1. Venn diagram</b></p> <p>This strategy is used to compare and contrast places, things, concepts, two or more people, etc. The similarities are written where circles intersect (middle). Meanwhile, the differences must be written where the circles do not intersect (left and right).</p> <p>Example:</p> <p>-Differences and similarities between Intrinsic and Extrinsic motivation.</p>	Board Markers Computer

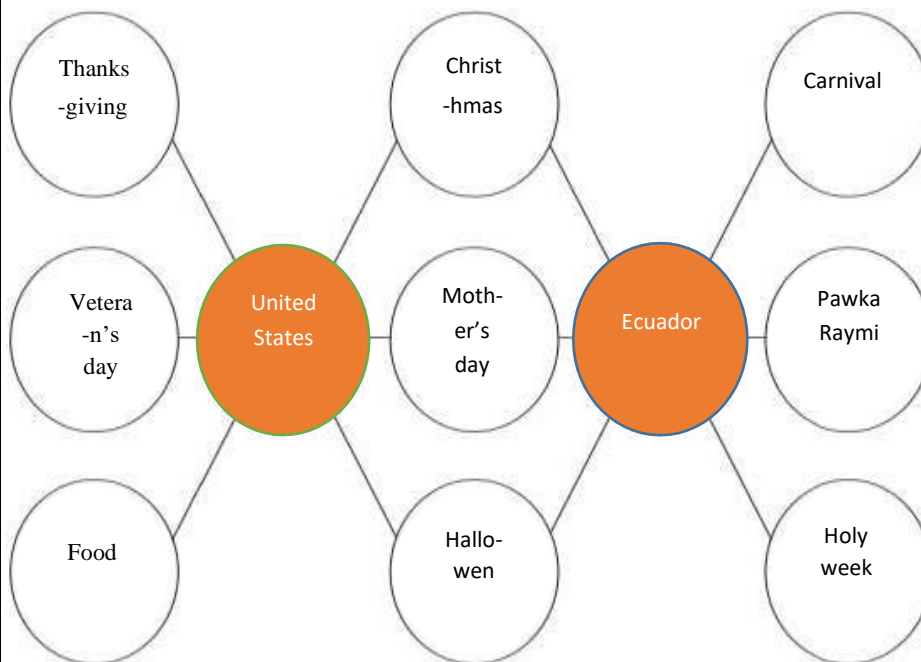


**2. Double-Bubble diagram.**

This strategy also compares two or more people, things, places, etc. First, the two topics will be written in the painted circle. Second, the common activities are in the center in smaller circles. Finally, the differences will be written on the left and right parts of the diagram.

Example:

-Customs between United States and Ecuador



	<p><b>3. Grid</b></p> <p>It's used to separate information into categories and compare things, people, places, etc. This chart is conformed of three columns. In the middle of the two columns can be written the similarities and in the right column as well as in the left can be written the differences.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Comparing apples to oranges.</li> </ul> <table border="1" data-bbox="339 685 1257 1010"> <thead> <tr> <th>Differences</th> <th>Similarities</th> <th>Differences</th> </tr> </thead> <tbody> <tr> <td> <p>Apples</p> <ul style="list-style-type: none"> <li>- Red and green in color.</li> <li>- Has a core</li> <li>- Hard to bite</li> <li>- Grow in a cool climate</li> </ul> </td> <td> <p>Both grow on trees</p> <p>Both can make juice</p> <p>Both are fruits</p> <p>Both have seeds</p> <p>Both can be eaten</p> </td> <td> <p>Oranges</p> <ul style="list-style-type: none"> <li>- Orange in color</li> <li>- Grow in warm climates</li> <li>- Need to peel the skin to eat.</li> </ul> </td> </tr> </tbody> </table>	Differences	Similarities	Differences	<p>Apples</p> <ul style="list-style-type: none"> <li>- Red and green in color.</li> <li>- Has a core</li> <li>- Hard to bite</li> <li>- Grow in a cool climate</li> </ul>	<p>Both grow on trees</p> <p>Both can make juice</p> <p>Both are fruits</p> <p>Both have seeds</p> <p>Both can be eaten</p>	<p>Oranges</p> <ul style="list-style-type: none"> <li>- Orange in color</li> <li>- Grow in warm climates</li> <li>- Need to peel the skin to eat.</li> </ul>	
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5 mins	<p style="text-align: center;"><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>• The teacher will start with the reading text by introducing the topic with short question about the reading.</li> </ul> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What do you want to do when you leave school?</li> <li>2. What types of jobs do the people in your family do?</li> <li>3. Do you know anyone who is self-employed?</li> </ol> <ul style="list-style-type: none"> <li>• Then teacher will ask students to look at the people in the photos and will ask students what they think their jobs are?</li> </ul>	Computer Markers Board						
5 mins	<p style="text-align: center;"><b>While-reading</b></p> <ul style="list-style-type: none"> <li>• The teacher will ask students to start reading the text “From unemployed to self-employed” in silence. Meanwhile the teacher will be walking around the class checking if they students are reading.</li> </ul>	Computer Markers Board						

10 min	<b>Post-reading</b>	Computer Markers Board Handout
	<ul style="list-style-type: none"> <li>• After having read, the teacher will ask students to underline the similarities and circle the differences in their books.</li> <li>• The teacher will give students a handout with a Venn diagram drawn. The students will have to complete the handout by writing the similarities and differences that they found in the reading.</li> <li>• The teacher will draw a Venn diagram on the board and ask students to say the found similarities and differences in the reading.</li> <li>• Finally, teacher and students will check and correct the activity together. Then the teacher will ask questions related to the reading text in order to know if they comprehended the content of the reading.</li> </ul> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What did Daniel do after he left school?</li> <li>2. What did he do in order to become a graphic designer?</li> <li>3. What did Katie do before becoming self-employed?</li> <li>4. What made her decide to set up her own business?</li> </ol>	

**Handout**

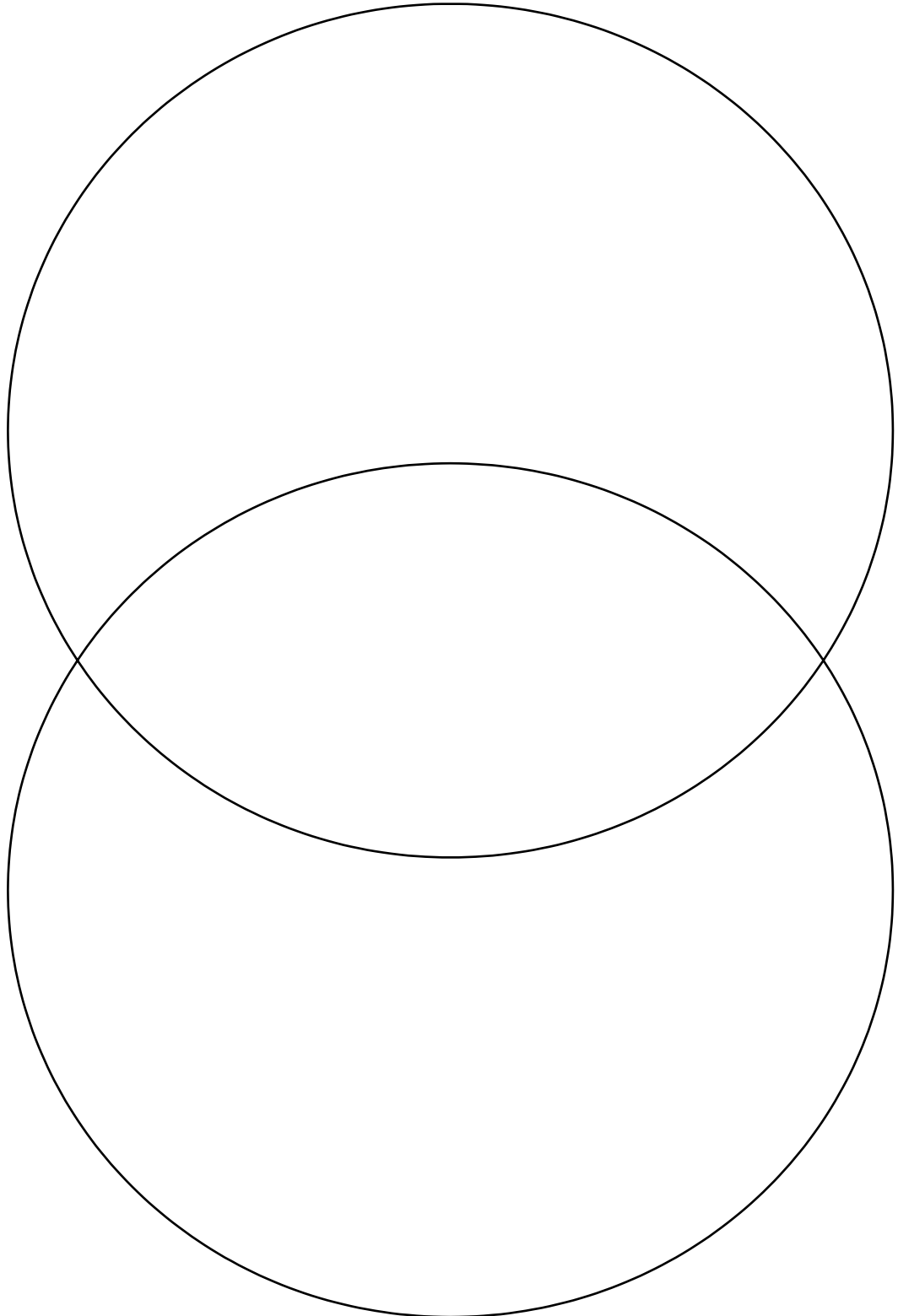
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instruction**

Write the differences and similarities between Daniel and Katie's stories. Write the differences where the circles do not intersect (left and right) and write the similarities where the circles do the intersection (middle).

Story: Katie Fawkes

Story: Daniel Millar





### Lesson plan 3

**Teacher:** Maicol Guaman

**Subject:** English

**Level:** 1<sup>st</sup> BGU

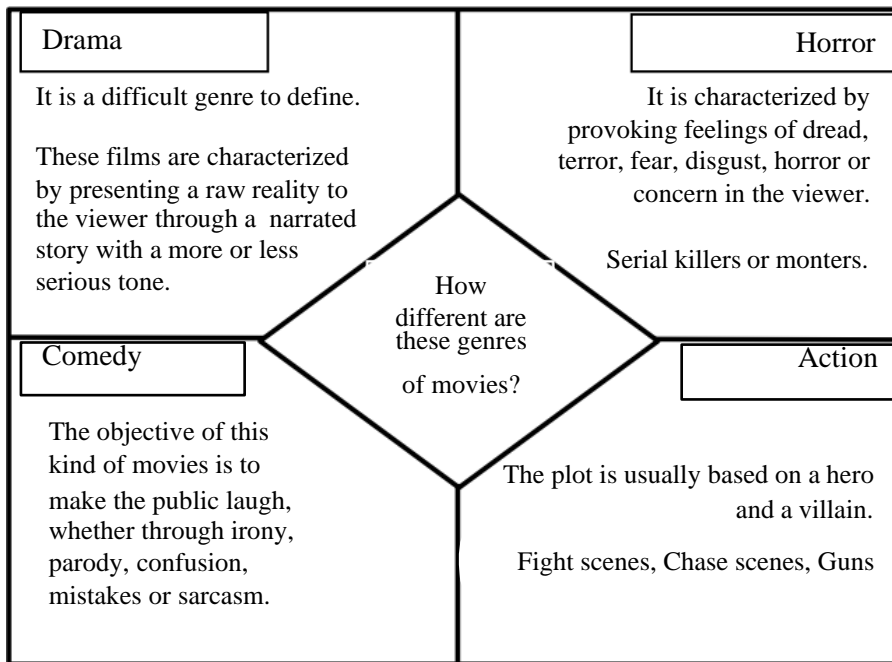
Unidad Educativa Juan León Mera “La Salle”								
<p><b>Date:</b> May 27<sup>th</sup>, 2022  <b>Group:</b> 39 students  <b>Duration:</b> 40 minutes</p>								
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use the contrasting strategy in reading comprehension.</li> </ul>								
Time	Activity	Tools and materials						
20 mins	<ul style="list-style-type: none"> <li>• The teacher will start the class by explaining the contrasting strategy.  Definition: It allows to compare two or more different ideas on the same topic.</li> <li>• The teacher will give students some practical examples that they can applied when they will have to read.</li> </ul> <p style="text-align: center;"><b>1. T-chart</b></p> <p>It is used to separate information into categories and compare the differences between things, people, places, etc. This chart has two columns the right and left columns used to write the differences.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Identify the differences between tik tok and reels.</li> </ul> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; border-right: 1px solid black; padding: 5px;">Differences</td> <td style="text-align: center; padding: 5px;">Differences</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black; padding: 5px;">Tik tok</td> <td style="text-align: center; padding: 5px;">Reel</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black; padding: 5px;">- 60 second videos. - Just videos - Independent social media.</td> <td style="text-align: center; padding: 5px;">- 15 second videos - Videos, pictures, etc. -Belongs to instagram.</td> </tr> </table>	Differences	Differences	Tik tok	Reel	- 60 second videos. - Just videos - Independent social media.	- 15 second videos - Videos, pictures, etc. -Belongs to instagram.	Board Markers Computer
Differences	Differences							
Tik tok	Reel							
- 60 second videos. - Just videos - Independent social media.	- 15 second videos - Videos, pictures, etc. -Belongs to instagram.							

**2. Four corners**

It is an approach in which the students are asked to make a decision about a problem or question. Therefore, each of the corners must be labeled with a different response.

**Example:**

Identify the differences between 4 genres of movies.



5 mins

**Pre-reading**

- The teacher will start the reading text by asking students to look at the photos and discuss some questions.

Photos



Computer Markers Board



Questions

1. Do you recognize any of the buildings?
2. Have you visit any of them?
3. Where and what are they?

5 mins	<p style="text-align: center;"><b>While-reading</b></p> <ul style="list-style-type: none"> <li>• The teacher will ask students to start reading the text “Architectural icons” in silence. Meanwhile the teacher will be walking around the class checking if they students are reading.</li> </ul>	Computer Markers Board
10 min	<p style="text-align: center;"><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>• After having read, the teacher will give students a handout with four corners drawn. The students will have to complete the handout by writing the differences that they found in the reading.</li> <li>• The teacher will the chart on the board and ask students to say the found differences in the reading.</li> <li>• Finally, teacher and students will check and correct the activity together. Then the teacher will ask questions related to the reading text in order to know if they comprehended the content of the reading.</li> </ul> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. How did workers bring the material to the Taj Mahal?</li> <li>2. Wich world record did the Empire State use to hold?</li> <li>3. Wich building is not located on the banks of a river?</li> <li>4. Will building has more than four million visitors each year?</li> </ol>	Computer Markers Board Handout

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Look for the differences of each architectural icon and then write it in the corresponding corner.

The Guggenheim:	: Empire State Bulding
The Louvre:	:Taj Majal

How different are these Architectural icons?

## Lesson plan 4

**Teacher:** Maicol Guaman

**Subject:** English

**Level:** 1<sup>st</sup> BGU

Unidad Educativa Juan León Mera “La Salle”														
<p><b>Date:</b> May 30<sup>th</sup>, 2022  <b>Group:</b> 39 students  <b>Duration:</b> 40 minutes</p>														
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use the categorizing strategy in reading comprehension.</li> </ul>														
Time	Activity	Tools and materials												
20 mins	<ul style="list-style-type: none"> <li>• The teacher will start the class by explaining the categorizing strategy.                      Definition: categorizing strategy is an inductive and active learning strategy since it helps students to discover the rules rather than just memorize them, making the students get a better understanding and better retentions of concepts.</li> <li>• The teacher will give students one practical examples that they can applied when they will have to read.</li> </ul> <p><b>1. List-group-label</b></p> <p>This strategy helps students to improve their vocabulary and categorization skill and also how to organize concepts.</p> <p>Example:                      Topic: <b>Winter</b></p> <p>1. List all the words related to the topic</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;"><b>L I S T</b></td> <td style="padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">Skate</td> <td style="padding: 2px 10px;">Balls</td> </tr> <tr> <td style="padding: 2px 10px;">Scarf</td> <td style="padding: 2px 10px;">Wind</td> </tr> <tr> <td style="padding: 2px 10px;">Snow</td> <td style="padding: 2px 10px;">Bots</td> </tr> <tr> <td style="padding: 2px 10px;">Cold</td> <td style="padding: 2px 10px;">Ice</td> </tr> <tr> <td style="padding: 2px 10px;">Jacket</td> <td style="padding: 2px 10px;">Ski</td> </tr> </table> </td> </tr> </table>	<b>L I S T</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">Skate</td> <td style="padding: 2px 10px;">Balls</td> </tr> <tr> <td style="padding: 2px 10px;">Scarf</td> <td style="padding: 2px 10px;">Wind</td> </tr> <tr> <td style="padding: 2px 10px;">Snow</td> <td style="padding: 2px 10px;">Bots</td> </tr> <tr> <td style="padding: 2px 10px;">Cold</td> <td style="padding: 2px 10px;">Ice</td> </tr> <tr> <td style="padding: 2px 10px;">Jacket</td> <td style="padding: 2px 10px;">Ski</td> </tr> </table>	Skate	Balls	Scarf	Wind	Snow	Bots	Cold	Ice	Jacket	Ski	Board Markers Computer
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Skate	Balls													
Scarf	Wind													
Snow	Bots													
Cold	Ice													
Jacket	Ski													

	<p>2. Group the word into categories based on their similarities.</p> <p>3. Label each group.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="4" style="text-align: center; vertical-align: middle;"><b>G R O U P</b></td> <td style="text-align: center;">Skate</td> <td style="text-align: center;">Jacket</td> <td style="text-align: center;">Snow</td> </tr> <tr> <td style="text-align: center;">Snowballs</td> <td style="text-align: center;">Scarf</td> <td style="text-align: center;">Ice</td> </tr> <tr> <td style="text-align: center;">Ski</td> <td style="text-align: center;">Boots</td> <td style="text-align: center;">Wind</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Cold</td> </tr> <tr> <td></td> <td style="text-align: center;">Winter activities</td> <td style="text-align: center;">Winter clothes</td> <td style="text-align: center;">Winter weather</td> </tr> </table> <p style="text-align: center; margin-top: 10px;"><b>LABEL</b></p>	<b>G R O U P</b>	Skate	Jacket	Snow	Snowballs	Scarf	Ice	Ski	Boots	Wind			Cold		Winter activities	Winter clothes	Winter weather	
<b>G R O U P</b>	Skate		Jacket	Snow															
	Snowballs		Scarf	Ice															
	Ski		Boots	Wind															
			Cold																
	Winter activities	Winter clothes	Winter weather																
5 mins	<p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>The teacher will start the reading text by introducing the topic with short question about the reading.</li> </ul> <p>Questions:</p> <ol style="list-style-type: none"> <li>How many adverts do you think you see on TV every day?</li> <li>What is your favorite TV advert at the moment? Why?</li> <li>What's the most annoying advert you've seen on tv recently?</li> </ol> <ul style="list-style-type: none"> <li>Then teacher will ask students to look at the photos and the title of the text (Big business). What the text do you think will be about?</li> </ul>	Computer Markers Board																	
5 mins	<p><b>While-reading</b></p> <ul style="list-style-type: none"> <li>The teacher will ask students to start reading the text "Big Business" in silence. Meanwhile the teacher will be walking around the class checking if they students are reading.</li> <li></li> </ul>	Computer Markers Board																	
	<p><b>Post-reading</b></p>	Computer																	

10 min	<ul style="list-style-type: none"> <li>• Then the teacher will divide the class into groups of three students.</li> <li>• The teacher will give and explain a handout with a List-group-label drawn where students will have to complete it.</li> <li>• First the teacher will select a main concept of the reading (Types of advertisings). Then, the teacher will ask students to brainstorm all the words they think are related to the topic.</li> </ul>	Markers Board Handout
	<ul style="list-style-type: none"> <li>• Second, once the list has been completed the teacher will ask students</li> <li>• to group them into subcategorizes.</li> <li>• Third, the teacher will ask students to categorize or label each of the groups.</li> <li>• The teacher will draw a List-group-label chart on the board and ask students for help to complete the chart.</li> <li>• Finally, teacher and students will check and correct the activity together.</li> </ul>	

**Handout**

Names: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: **Advertisings**

1. List all the words related to the topic (Advertising)

List	
------	--

2. Group the words into categories based on their similarities.
3. Label each group.

Group				
Label	Print advertising	Cover advertising	Broadcast advertising	Outdoor advertising




## Lesson plan 5

**Teacher:** Maicol Guaman

**Subject:** English

**Level:** 1<sup>st</sup> BGU

Unidad Educativa Juan León Mera “La Salle”		
<p><b>Date:</b> June 1<sup>st</sup>, 2022  <b>Group:</b> 39 students  <b>Duration:</b> 40 minutes</p>		
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>Students will be able to use the analyzing strategy in reading comprehension.</li> </ul>		
Time	Activity	Tools and materials
10 mins	<ul style="list-style-type: none"> <li>The teacher will start the class by explaining the analyzing strategy.  Definition: The analysis is the learning strategy that makes use of personal or group reflection to focus into content and learn it.</li> <li>The teacher will give students a practical example that they can applied when they will have to read.</li> </ul> <p><b>Example</b></p> <p><b>1. See-think-wonder</b></p> <p>This strategy allows students to make a deep analysis by seeing, thinking and wondering.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>Let's analysis this picture.</li> </ul>	Board Markers Computer
		

<b>See</b>	<b>Think</b>	<b>Wonder</b>
What do you see?	What do you think?	What do you wonder?
- Several men - Some people are sitting and some of them are standing. - There are flags on the wall and some papers on the 47eople47.	- I think they are going to take a decision to America. - I think they are talking about the World war I.	I wonder what they will do. I wonder what they are talking about. I wonder why there are flags on the wall.

- After of have analyzed the picture, this strategy can be used to analyze any text.

For example:

**Quote:** When legislators try to destroy or take away the property of the people, or try to reduce them to slavery, they put themselves into a state of war with the people who can then refuse to obey the laws.

<b>See</b>	<b>Think</b>	<b>Wonder</b>
What is the text saying?	What does this mean?	How does this connect to the claim?
If the legislators take away the people's property they will fight each other.	The people could fight with the government if they do not listen the people's need.	It makes a relationship of the American war because it was there where the colonists had a confrontation with the British government since the47eoplee were not treated equally.

<p>10 mins</p>	<p style="text-align: center;"><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>The teacher will start the reading text by giving them a handout in which they will have to look at the picture and then write what they see, what they think and what they wonder.</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>Look at the picture and complete the chart 1 by writing in the see column what you see, then in the think column what do you think. Finally, in the wonder column write what do you wonder.</li> </ol> <div data-bbox="339 584 1259 1097" data-label="Image"> </div> <p style="text-align: center;"><b>Chart 1</b></p> <table border="1" data-bbox="395 1178 1201 1686"> <thead> <tr> <th colspan="3">Picture analysis: There is no reason to be afraid</th> </tr> <tr> <th>See What do you see?</th> <th>Think What do you think?</th> <th>Wonder What do you wonder?</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Picture analysis: There is no reason to be afraid			See What do you see?	Think What do you think?	Wonder What do you wonder?				<p>Board Markers Computer Handout</p>
Picture analysis: There is no reason to be afraid											
See What do you see?	Think What do you think?	Wonder What do you wonder?									
<p>5 mins</p>	<p style="text-align: center;"><b>While-reading</b></p> <ul style="list-style-type: none"> <li>The teacher will ask students to start reading the story “Dark matter” in silence. Meanwhile the teacher will be walking around the class checking if they students are reading.</li> </ul>	<p>Board Markers Computer</p>									

15 mins	<b>Post-reading</b>	Board Markers Computer Handout							
	<ul style="list-style-type: none"> <li>• After having read, the teacher will give to the students another handout.</li> <li>2. Complete chart 2 with information the story. Write in the left column what the text is saying, then in the column of the middle what does this mean. Finally, in the right column write how does this connect to the claim or another piece of information.</li> </ul> <p style="text-align: center;"><b>Chart 2</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3"><b>Text analysis:</b> There is no reason to be afraid</td> </tr> <tr> <td style="width: 33%; text-align: center;">What is the text saying?</td> <td style="width: 33%; text-align: center;">What does this mean?</td> <td style="width: 33%; text-align: center;">How does this connect to the claim or another piece of information?</td> </tr> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>• The teacher will ask students to complete the chart with the story's information. The students will have to complete the chart by writing in the first column (What is the text saying?) then with the second column (What does this mean?) and finally, with the last column(How does this connect to the claim?)</li> <li>• The teacher will draw the see-think-wonder chart on the board and ask students to help completing the chart.</li> <li>• Finally, teacher and students will check and correct the activity together. And then the teacher will give them the feedback.</li> </ul>		<b>Text analysis:</b> There is no reason to be afraid			What is the text saying?	What does this mean?	How does this connect to the claim or another piece of information?	
<b>Text analysis:</b> There is no reason to be afraid									
What is the text saying?	What does this mean?	How does this connect to the claim or another piece of information?							

**Handout**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:**

10. Look at the picture and complete the chart 1 by writing in the see column what you see, then in the think column what do you think and in the wonder column write what do you wonder.



**Chart 1**

<b>Picture analysis:</b> There is no reason to be afraid		
What do you see?	What do you think?	What do you wonder?

2. Complete chart 2 with the story's information. Write in the see column what the text is saying, then in the think column what does this mean and finally, in the wonder column write how does this connect to the claim or another piece of information.

### **There's no Reason to be Afraid**

When my sister Betsy and I were kids, our family lived for a while in a charming old farmhouse. We loved exploring its dusty corners and climbing the apple tree in the backyard. But our favorite thing was the ghost. We called her Mother, because she seemed so kind and nurturing.

Some mornings Betsy and I would wake up, and on each of our nightstands, we'd find a cup that hadn't been there the night before. Mother had left them there, worried that we'd get thirsty during the night. She just wanted to take care of us. Among the house's original furnishings was an antique wooden chair, which we kept against the back wall of the living room.

Whenever we were preoccupied, watching TV or playing a game, Mother would inch that chair forward, across the room, toward us. Sometimes she'd manage to move it all the way to the center of the room. We always felt sad putting it back against the wall. Mother just wanted to be near us.

Years later, long after we'd moved out, I found an old newspaper article about the farmhouse's original occupant, a widow. She'd murdered her two children by giving them each a cup of poisoned milk before bed. Then she'd hanged herself. The article included a photo of the farmhouse's living room, with a woman's body hanging from a beam. Beneath her, knocked over, was that old wooden chair, placed exactly in the center of the room.

Message: This kind of story offers students to explore dark subjects as well as broad elements such as monsters, beliefs, etc. Therefore, it allows students to learn how to deal with the real world in the sense of acknowledge that life is not always easy and it is ok if you feel afraid at some point.

Taken from: <https://www.reddit.com/user/whoeverfightsmoanster>

## Chart 2


<b>Text analysis:</b> There is no reason to be afraid		
What is the text saying?	What does this mean?	How does this connect to the claim or another piece of information?

## Lesson plan 6

**Teacher:** Maicol Guaman

**Subject:** English

**Level:** 1<sup>st</sup> BGU

Unidad Educativa Juan León Mera “La Salle”		
<p><b>Date:</b> June 6<sup>th</sup>, 2022  <b>Group:</b> 39 students  <b>Duration:</b> 40 minutes</p>		
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>Students will be able to use the evaluating strategy in reading comprehension.</li> </ul>		
Time	Activity	Tools and materials
5 mins	<ul style="list-style-type: none"> <li>The teacher will start the class by explaining the evaluating strategy.</li> </ul> <p>Definition:</p> <p>Evaluating strategy is the process that is done during and after the reading. It makes the students create judgments or opinions based on their previous knowledge.</p>	Board Markers Computer
15 mins	<p style="text-align: center;"><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>The teacher will start the reading text by asking students to look at the pictures and respond the following question.</li> </ul> <p style="text-align: center;"><b>Pictures</b></p> 	Computer Markers Board





**Question**

What do you think they have in common?

- After that, the teacher will pre-teach key vocabulary.

**Vocabulary**

Keen	Def: Very interested to do something. Ex: I am very <b>keen</b> to start running as soon as possible.
Cricket	Def: Sport Ex: Tomorrow, I will spend the entire afternoon watching a <b>cricket</b> match.
Sketching	Def: To make a simple drawing of something. Ex: Before building the house, my father made a <b>sketch</b> of it.
Eyesight	Def: The ability that people have to see. Ex: I lost my <b>eyesight</b> when I was a child.
Blu-tack	Def: Soft blue sticky material that is commonly used by painters to stick something on the wall or similar surface. Ex: I use the blu-tack to <b>stick</b> my posters.

5 mins	<b>While-reading</b>	Computer Markers Board
	<ul style="list-style-type: none"> <li>• The teacher will ask students to start reading the text “ A life in Painting” in silence. Meanwhile the teacher will be walking around the class checking if they students are reading.</li> </ul>	

15 min	<p style="text-align: center;"><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>• The teacher will give students a handout with 5 questions.</li> </ul> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>1. Why do you think it is called A life Painting?</li> <li>2. What do you think is the purpose of the reading?</li> <li>3. What do you like about the reading?</li> <li>4. Do you know any other stories like these?</li> <li>5. Why do you think Sargy Mann is famous?</li> <li>6. Would you recommend this reading to another student? Why or why not? (Short answer)</li> </ol> <ul style="list-style-type: none"> <li>• Finally, the teacher will ask 3 students to share their answers and then the teacher will give them the feedback.</li> </ul>	Computer Markers Board Handout
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**Handout**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Question:**

1. Why do you think it is called A life Painting?

.....  
.....

2. What do you think is the purpose of the reading?

.....  
.....

3. What do you like about the reading?

.....  
.....

4. Do you know any other stories like these?

.....  
.....

5. Why do you think Sargy Mann is famous?

.....  
.....

6. Would you recommend this reading to another student? Why or why not? (Short answer)

.....  
.....

## Lesson plan 7

**Teacher:** Maicol Guaman

**Subject:** English

**Level:** 1<sup>st</sup> BGU

Unidad Educativa Juan León Mera “La Salle”		
<b>Date:</b> May 8 <sup>th</sup> , 2022 <b>Group:</b> 39 students <b>Duration:</b> 40 minutes		
<b>Aims:</b> <ul style="list-style-type: none"><li>• To apply the pos-test in order to know the students’ level of reading comprehension.</li></ul>		
<b>Time</b>	<b>Activity</b>	<b>Tools and materials</b>
10 mins	<ul style="list-style-type: none"><li>• The teacher will start the class by reviewing all the strategies regarding critical thinking strategies.</li><li>• Then the researcher will give a general explanation of the pre-test.</li></ul>	Board Markers Papers Computer
30 mins	<ul style="list-style-type: none"><li>• The teacher will give students the pre-test and then the teacher will ask students to complete it.</li></ul>	Pre-test

### **Annex 3: Tests**



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**

**EXTRANJEROS**

#### **PRE-TEST**

##### **Reading comprehension**

**Objective:** To evaluate the student's level of reading comprehension.

**Time:** 30 minutes

**CEFR:** B1

##### **Instructions:**

Read all the instructions before answering the questions of the test.

Do not forget to write your name in the answer sheet.

Write the answers in the answer sheet. Use pencil.

Complete the answer sheet within the limit time.

If you have a question you can raise your hand.

## **Horton**

At first glance, there is little in Horton to attract people. The other nearby towns have much more to offer: Bradfield has its river and historic buildings, while Newtown has shops and entertainment. The buildings of Horton look dirty and unloved. For shops, there is a small supermarket, a few bargain shops, a bakery which, strangely, does not sell bread and a florist which has one stand of sad-looking flowers. Even so, Horton has several advantages over its neighbouring towns.

Firstly, it has a country park. Four thousand years ago, this was an important fort. There are no historic remains here now, but there are wonderful views over the countryside. On sunny weekends you can often see kids out with their parents, kicking balls or flying kites.

There aren't many job opportunities in Horton, and the roads to nearby cities aren't really fast, but there are excellent rail links. You can be in London in an hour and a half, and other cities are less than an hour away. That means that parents can earn a good salary and still get home in time to spend the evenings with their families. Houses in Horton aren't pretty, but they're functional and cheap. The streets are quiet and safe, and there are plenty of parks and playgrounds. It has a library, three primary schools and a secondary school, St. Mark's. It's not as academically brilliant as other schools in the area, but it is friendly and offers a wide range of subjects and activities to children of all abilities and backgrounds. The town also has a swimming and a sports centre, and the community halls hold regular clubs and events for people of all ages.

### **10. What is the writer's main purpose?**

- A. To explain what tourists can do in Horton
- B. To explain why Horton is a good place to live

- C. To explain why Horton is not as pleasant as other towns
- D. To describe the history of Horton

**10. What part of Horton does the writer find disappointing?**

- A. the shops
- B. the country park
- C. transport links
- D. the schools

**10. What type of people is Horton most suitable for?**

- A. wealthy professionals
- B. low income families
- C. elderly people
- D. sport and history students

**10. What advantages does Horton bring to workers?**

- A. There are plenty of jobs available in the town.
- B. You can drive to nearby cities in a short time.
- C. You can get to several cities quickly by train.
- D. Working conditions are better here than in other towns.

**10. Which of the following is the best description of Horton?**

- A. A quiet, country town which has a number of good leisure facilities.
- B. A friendly, historic town which is a great place to live, work and take a holiday.

- C. A busy, industrial town which has good links to neighboring cities.
- D. A dirty, unpopular town which has little to offer visitors or residents.

### **My Job at a Summer Camp, by Charlie Rose**

Every year I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table-tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great.

The kids stay several weeks and some do miss home. You might expect it to be the really young ones who feel like that the most but it's actually the ten- to thirteen-year-olds. We don't let them use their mobile phones all the time. First, we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thank us because they have had a great time.

It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time. Some kids arrive dressed in smart, designer, new clothes and they sometimes argue when we tell them to change into something they won't mind getting dirty, but before long they realize what we mean.

#### **10. What is the writer trying to do in this text?**

- A. describe how children make friends at a summer camp



- B. suggest how parents should choose a summer camp for children
- C. explain what it is like for children at a summer camp
- D. advise children how to behave at a summer camp

**10. What does the writer say about rock climbing at the camp?**

- A. Some children already know how to do it.
- B. Some children prefer to swim or play table-tennis.
- C. Some children refuse to take part.
- D. Some children find it more enjoyable than they expected to.

**10. What surprises the writer about the children who stay at the camp?**

- A. The youngest ones find it hard to be away from home.
- B. They complain if they cannot phone their parents.
- C. They miss meal times with their parents.
- D. They seem grateful for their experience here.

**9. What does the writer think about some parents?**

- A. They should visit their children instead of phoning them.
- B. They don't need to keep on phoning the camp.
- C. They shouldn't allow their children to bring phones to camp.
- D. They need to be reminded to phone their children.

**10. Which postcards might a child at the camp send home?**

- A. I was annoyed when they suggested I put on old jeans, but I guess they were right.
- B. It's so unfair that everyone else can use their mobile phone, but they won't let me use mine.
- C. I've made some good friends but we're all bored because there isn't much to do here.
- D. I was really frightened every time we went rock climbing, so they let me do something else instead.

Taken from: [https://www.examenglish.com/PET/pet\\_reading4\\_test2.html](https://www.examenglish.com/PET/pet_reading4_test2.html) -  
[https://cambridge-exams.ch/en/exams/Preliminary\\_Certificate.php](https://cambridge-exams.ch/en/exams/Preliminary_Certificate.php)

**PRE -TEST**  
**ANSWER SHEET**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

QUESTIONS	OPTIONS			
Question 1	A	B	C	D
Question 2	A	B	C	D
Question 3	A	B	C	D
Question 4	A	B	C	D
Question 5	A	B	C	D
Question 6	A	B	C	D
Question 7	A	B	C	D
Question 8	A	B	C	D
Question 9	A	B	C	D
Question 10	A	B	C	D

**PRE -TEST**  
**ANSWER KEY**

**Date:** \_\_\_\_\_

QUESTIONS	OPTIONS			
Question 1	A	<b>B</b>	C	D
Question 2	<b>A</b>	B	C	D
Question 3	A	<b>B</b>	C	D
Question 4	A	B	<b>C</b>	D
Question 5	<b>A</b>	B	C	D
Question 6	A	B	<b>C</b>	D
Question 7	A	B	C	<b>D</b>
Question 8	A	B	C	<b>D</b>
Question 9	A	<b>B</b>	C	D
Question 10	<b>A</b>	B	C	D

#### Annex 4: Urkund report

URKUND	
Documento	<a href="#">Guamán Maicol (Final document).pdf</a> (D142180171)
Presentado	2022-07-18 09:37 (-05:00)
Presentado por	mguaman0527@uta.edu.ec
Recibido	wilmaesuarzm.uta@analysis.orkund.com
Mensaje	Chapters from 1 to 4 (Final document) <a href="#">Mostrar el mensaje completo</a> 5% de estas 25 páginas, se componen de texto presente en 20 fuentes.

Dra. Mg. Wilma Elizabeth Suárez Mosquera  
TUTORA TRABAJO DE TITULACIÓN