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DEDICATION

First of all, I would like to dedicate this work to my whole family who have been my greatest support to achieve all my goals throughout my life.

Secondly, I dedicate this work to my younger sisters who are my motivation to continue growing personally and professionally. Also, I would like to become the best example for them and hoping to see them to be better than me.

Finally, I would like to dedicate this work to my closer classmates who trusted on my capabilities to fulfill my goals as an English teacher.

Diana Changuán.

GREATFULNESS

I deeply appreciate to my family who are the main support why I always want to improve myself every day. On the other hand, my sincere thanks to my English teachers for sharing with me all their experiences and helped me to reach good levels in the English language which will be useful for my professional life.

Diana Changuán

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RESUMEN

La siguiente investigación se llevó a cabo en el Colegio Universitario “UTN” de la ciudad de Ibarra durante el ciclo escolar 2020-2021, en este proyecto de investigación participaron cuarenta y cuatro estudiantes de último año y cuatro profesores de inglés. El propósito principal de esta investigación fue promover el uso de estrategias meta-cognitivas para mejorar las habilidades de comprensión lectora. La metodología utilizada en este estudio se basó en una investigación cualitativa y cuantitativa. En este estudio se aplicaron dos encuestas. La primera se centró en los estudiantes, la segunda encuesta para profesores de inglés y una prueba de comprensión de lectura para los estudiantes. El uso de los datos de las herramientas reveló que los estudiantes tenían problemas con las habilidades de comprensión lectora al momento de realizar una tarea de lectura. Implicaba problemas con el vocabulario, las estrategias meta-cognitivas y la auto-reflexión. Para comprender estas dificultades, la investigadora llegó a la simplificación de diseñar una guía instructiva de estrategias meta-cognitivas con lecciones de lectura diferentes y motivadoras que permitan a los estudiantes ser conscientes de qué tan bien está funcionando el proceso de comprensión lectora en las aulas de inglés como lengua extranjera. Además, se analizaron tres impactos para este estudio, como el académico, el social y el cultural, que sugieren que los estudiantes podrían mejorar sus habilidades de comprensión lectora.

Palabras clave: habilidades de comprensión, estrategias meta-cognitivas, estudiantes de último año.

ABSTRACT

The following research was carried out at Colegio Universitario “UTN” High school, in Ibarra city during the scholar year 2020-2021”, forty-four senior students and four English teachers participated in this research project. The principal purpose of this research was to promote the use of metacognitive strategies to enhance reading comprehension skills. The methodology used in this study was based on qualitative and quantitative research. Two surveys were applied in this study. The first one focused on students, the second survey for English teachers, and a reading comprehension test for students. Using the tools data revealed that students had problems with the reading comprehension skills at the moment to perform a reading task. It involved problems with vocabulary, metacognitive strategies, and self-reflection. In order to understand these difficulties, the researcher came to the simplification of designing an instructive guide of metacognitive strategies with different and motivating reading lessons which allow students to be aware of how well the reading comprehension process is working in EFL classrooms as foreign language. Also, there were three impacts analyzed for this study such as academic, social, and cultural, which suggest that students could enhance their reading comprehension skills.

Keywords: comprehension skills, metacognitive strategies, senior students.

INTRODUCTION

Motivations for the study

Teaching and Learning English as a foreign language can become a complicated process because it requires the presence of aspects which are essential to achieve good communication through this language. Reading comprehension sub-skill is one of the main aspects to achieve the English language. To learn reading comprehension skills, students need to develop metacognitive abilities which help them to comprehend what is being read. Currently, metacognition has become a major study in educational fields where language teachers' expectations are to achieve that students have strategic knowledge to be aware of how effective they are understanding a written text. For this reason, metacognitive strategies are an outstanding motivation to use in the different reading lessons within EFL classrooms.

Apart from that, (Snow, 2015) mentioned that reading comprehension is the act of constructing meaningful and relevant information through interaction and engagement with the content of reading material. If students want to be fluent readers, they should learn to distinguish among them what their own cognitive abilities, learning styles, age, interests, and motivations are. In this way is how students could create an atmosphere where reading materials' functions are related to readers' backgrounds. Therefore, as Putnam (2020) claimed that the teachers who teach learning English as a foreign language must have selections of routines and strategies for establishing classroom procedures and reading lessons on track and so promote students' reading comprehension domains. As a final point, one motivation for this study is to integrate a set of multiple and interesting reading topics that enhance students' reading comprehension skills, and with it, they will be able to increase vocabulary, critical thinking and problem-solving.

Finally, the researcher's motivation principle is to stimulate as language teachers as well as young learners to use specific metacognitive strategies that help them to enhance reading comprehension skills, and later they are aware of how effectively they completed a reading task. (Afdaleni., 2014) pointed out metacognitive strategies' principal point is to help students catch attention on their language skills, lesson, skills or materials so that they can plan, monitor and evaluate their learning process as they come across different expertise. Therefore, metacognitive strategies are those techniques that students use to plan, monitor their reading comprehension and evaluate how well they developed the reading task.

The problem of the research:

Learning English as a foreign language involves proficiency in four skills, which are receptive skills (reading, listening), and productive skills (writing, speaking). Hence, reading as a receptive skill involves students to use mental capacities that give them positive responses to the purposes settled by the teachers in the reading lessons. Nevertheless, reading comprehension is still a challenge that students face during reading lessons. This is because students struggle with reading comprehension in the way they are not able to understand what they are

reading, leading students do not make interferences between what they read and what they already know based on their personal involvements. According to (Common European Framework of Reference for Languages, 2001) students who are going through the 3rd BGU year must achieve the B1.2 language comprehension scale. They can understand the main ideas of a complex text on both concrete and abstract topics, including technical discussions on his/her specialization field. Can regularly interact with native speakers, giving points of view clearly, defined arguments, advantages or disadvantages of various facts (p. 48). In this case, students who have comprehension deficits often present vocabulary issues to comprehend the meaning of words, phrases, paragraphs, and full contexts which affect students who do not reach the standards established to become proficient language readers.

Apart from that, (Cain, 2008) states that “good comprehension of a several written text involves that the reader is able to identify the words on the page.” Good comprehension involves adequate reading instruction that covers students’ all reading necessities. To be a proficient reader, the teacher’s responsibility is to apply strategies that provide students a deep and significant comprehension skills to identify the characterizations of the text they are reading. As students start reading, a large range of vocabulary is not used correctly, which means that students in certain circumstances do not notice errors they make when they read. Such errors tend to change the meaning of words, phrases, and sentences for the whole text’s purposes. Therefore, the teachers’ role is to teach metacognition as a key to assess students’ metacognitive capacities to measuring own comprehension progress, and self- awareness of choosing what strategies are the best for each reading task.

Besides, (Hall, 2009) mentions “ teachers and students are about cognitive difficulties and motivation, while a closer look is likely to suggest that they are about the identities that are prioritized and marginalized in the classroom” (p. 287). It could happen because teachers do not interact with students about how they feel before, during, and after reading lessons. In this way is how students fail in the development of their metacognitive skills that in addition to avoiding students to think critically when they go through reading problems during the lessons.

Therefore, metacognitive strategies provide a track for students can become intellectuals about how well they are performing a task, which gives students get criteria to fulfill goals in each reading lessons, and so raising class participation in each metacognitive learner.

Justification:

Improving reading skills when teaching English is a big challenge for seniors since they need to read a lot of information, which may not sometimes be done efficiently. In previous research, (Olaya & González, 2020) have examined improving reading skills through the use of four cooperative learning projects implemented during class where engineering students experienced that reading skills is a complex process considering that they should understand what they are reading for applying that information on their area of knowledge. Therefore, there is a wide necessity to enhance reading comprehension in senior students, which is related to their backgrounds.

The metacognition takes part into the reading comprehension skills because it engages a meaning knowledge where learners think about their own cognitive processes. A student who is dynamically involved with cognitive and metacognitive strategies is considered a self-regulated reader because he or she starts building up proper meanings from what they have read from several reading materials. Nevertheless, not all students achieve metacognitive knowledge due to learners do not employ in a positive way metacognitive strategies which work as means of enhancing reading comprehension skills. For (Mehrdad, 2012) argues that “Poor readers are less aware of effective strategies and of the counterproductive effects of poor strategies, and are less effective in their monitoring activities during reading”(p.3758). For instance, metacognitive readers require involving metacognitive strategies that are linked what they want to read and related to their prior knowledge for future situational facts.

The purpose of this study is to enhance teachers’ use of metacognitive strategies in senior students at Colegio Universitario “UTN” high school. The use of these strategies will become essential within English classrooms because it will ensure teachers prepare their reading comprehension lessons in a manner that increases students’ awareness of reading comprehension skills; being it a process of engaging different reading tasks with personal situations aimed to comprehend, think about what they are reading, and relate it into personal circumstances in order to gain knowledge so that students can complete their reading tasks easier. By doing it, students will achieve metacognitive knowledge, be able to grasp information, evaluate their ongoing-strategic cognitive abilities and determine the content goals, including their prior knowledge of the topic with new knowledge to get students’ reading comprehension growth.

Therefore, this research will be effective at Colegio Universitario “UTN” high school because English teachers will stimulate teachers to propose their reading models lessons related to students' goals, interests, and skills so they are able to make decisions in solving problems thoughtful life. The use of these strategies will be a useful source of comprehension, reflection, and thinking that students will achieve as they go through several reading materials based on real-life situations in the English classroom.

Objectives

The objective for this research are:

General objective

- To promote the use of metacognitive strategies to enhance reading comprehension skills in senior students at Colegio Universitario “UTN” High school, Ibarra canton 2020-2021

Specific objectives

- To identify factors that affect reading comprehension skills development in senior students at Colegio Universitario “UTN” high school.
- To determine which metacognitive strategies are used by teachers for reading comprehension skills development, as an instrument of teaching-learning in the English language process.

- To stimulate teachers to use metacognitive strategies through an instructional guide of metacognitive strategies which enhance reading comprehension skills in senior students at Colegio Universitario “UTN” high school.

CHAPTER I: THEORETICAL FRAMEWORK

1. Learning theories

1.1 Learning

Defining the term learning is notoriously difficult for some educational learning fields to explain in a satisfactory way. In psychology as an independent science, learning is defined as an effect of experience in behavior, whereas Houver (2013) explains that the change of behavior is not sufficient to infer in the presence of learning because not all effects of behavior are considered as learning and not all effects of behavior are caused by experiences. (p. 4).

In psychology, human behavior consists of how people act against direct or indirect experiences. This change of behavior brings that is called the word learning. Children begin to learn from their birth and throughout their whole life. Hence, experiences are abundant sources for acquiring new knowledge as actions happen in life. The learning process carries out with some helpful and cooperative cognitive mechanisms that teachers should start knowing when they teach their students.

For language classrooms, the word language is an essential element because learners can promote different cognitive skills to communicate and understand people's intentions in English courses. Hence, in the language development course, two language skills have risen for language communication.

According to (Bashrin, 2013) states

Learners receive language by listening to conversation, music, video and also by reading comprehension, newspaper, poem, book, etc. Then they move on to Productive Skills: Teaching Beginners in English Medium School the next stage where they produce the language to express their thoughts by using productive skills (pp. 3-4).

When students learn English as their first language (L1) through reading skills, they will learn how to use the three more language skills by practicing every day with the different levels of English tasks. In this way is how learners can raise productive skills.

Furthermore, it is quite important to highlight that learning processing is not an organized system where students receive information and then produce it exactly as it was at the beginning of the process, but inner states also take part into learners' cognitive process because it encourages students to make judgments; share ideas, opinions, and points of view about how well they are learning and how to use this knowledge into different English tasks that students are into.

Therefore, the Language teachers should motivate their students to learn in a cooperative way where personal experiences, personal habits, actions, and emotions are linked to raising cognitive skills in EFL classrooms.

1.2. Cognitive theory

According to (Nooteboom, 2009) states: “The cognition is a wide notion of going beyond rational inference, know about what and how to conclude perception.” (p. 1).

Cognitive language learning theory is a wide study of psychology fields since this theory remains the importance of cognitive processes during the acquisition of a foreign (L1) in this case English Language. In reality, cognitive theory relates to all mental applications where learners take an active role as processors of information data.

In the English language, students acquire this language in many ways. One of them is that reading is the best approach to learn the vocabulary of words and relate them within the content if they already know said words to make sense of what they are reading. Besides, learning reading lead students to construct long structures of English, retelling them and use them for academic English purposes. Consequently, the cognition to learn English as a foreign language motivates learners to be determined in using their cognitive skills in many English contexts.

Therefore, mental abilities encourage actively learners to produce what is known as cognition whose aim is to gain knowledge and comprehend why something happens like that. In the English language, for example, cognition has a close interplay with the language because it has contributed learners to construct, interpret meanings by gaining knowledge as they learn and comprehend the language. Hence, the cognitive process contributes learners’ cognition development. English as a foreign language involves deeper understanding about its structures and how it is spoken.

1.3. Constructivism theory

Constructivism is the theory where learners’ knowledge is put into practice in real-world conditions and, although knowledge is not all what is learned, the real learning comes from various experiences across the life itself which works as a contributor of relevant meanings into social, education, and personal life. To (Fosnot, 2004) constructivism is a theory of knowledge and learning that describes both “what knowing is” and how one comes to “knowing.”

From Aljohani (2017) constructivism suggest:

The learner needs to be proactive in how they learn, taking new information, and shaping it to their understanding, rather than just sitting still and passively absorbing information like a sponge. In recent decades, this method of learning has gradually become more popular in the school system. (p. 98).

Regarding to this, constructivism has become a predominant paradigm in many education fields since it embraces procedures which search for logic abilities to learn a language, especially in foreign languages fields since learners become own operants of their own knowledge through

the exposure of cognitive processes that provoke the development of new knowledge to approach activities to be done. So, constructivism focus on the student as a facilitator of his own learning without teachers' guide as a processor of entire contents of the information in language classrooms.

Therefore, constructivism is one of the most approaches of instruction in education fields because it focuses to apply plenty of instructional approaches related to learners' interests, skills, language styles, purposes, and the setting in the fulfillment of learning activities. Sudenhi & Purwarno (2018) state that "Teaching means organizing the environment so that learners are motivated in exploring the meaning and appreciating uncertainty." (p. 89). This theory is related to apply strategies that contribute students to be aware of how well they are learning. Metacognitive strategies achieve this view's principles since it allows students to direct their own comprehension when they are having problems with something that they are reading.

1.4 Humanisty theory

Humanistic theory's study object is the human being as a whole. (Johnson, 2015) argues "Humanistic learning theory is based on the premise that all humans have a natural tendency to grow, to learn, and to develop fully" (p.2). The humanistic perspective proposes that affective factors, interaction into society, self- learning have a significant role in education language settings.

Such is the case that (Amini, 2014) his article Teacher and learner in Humanistic Language Teaching proposes that the teacher-student relationship is a great deal to goes on learners' autonomy and independence in the second language classroom. Furthermore, teachers' attitudes, overviews, awareness, emotions, feelings, classroom managements, and distinct language contexts make learners more prominent users of achieving fluent second language instruction. (pp. 14-18). From this way is how HLT may empathy encourage learners to become proficient members of acquiring in this case, foreign language.

Under these lines, (Arifi, 2017) claims that "The success in learning as a foreign language is determined by the cognitive structure, as well as the emotional and affective characteristics and characteristics of the personality." (p.195) To him, learning a foreign language is not just incorporating rules, grammatical rules, semantic structures but it conceptualizes that teachers must plan their lesson plans in countless ways, for example, teacher should set students' chairs into two groups in order to students can interact amongst them, or teacher should prepare activities by different students' cultures and then compare them in front of the class. All these teaching methods can motivate students to learn that language for communicating and knowing others' thoughts, feelings, emotions from different cultural settings.

On the other hand, Arifi (2017) mentions:

The students do certain things for a definite reason and it is up to the teacher to attempt and understand these reasons. In addition, the teacher should accept that students have certain psychological obstructions that prevent learning and can use their knowledge to generate an environment that helps his students to develop.

Therefore, humanistic learning theory extensively contributes students to learn English as a foreign language by choosing topics for pleasure which may include inner states, desires, and interests. Reading comprehension lessons will influence them to participate efficiently with others who know how others feel, communicate and engage with the reading in classrooms.

1.5 Learning strategies in English as a foreign language

1.5.1. Strategies

The most important of learning English as a foreign language is to know what strategies should be helpful for each task completion. Teaching is a skill that entails teachers to apply a set of routines, systems towards task completion. A method is a micro approach that comes under a strategy so, a strategy is a combination of a set of methods applied to achieve objectives planned for a lesson (Al-Banna & Mokhama 2014).

Strategy is a trick that many teachers use to accomplish certain objectives for classes. If students know how to apply such a set of strategies regarding what they need to learn, their learning process will work efficiently and easier in the process of comprehension. Nonetheless, strategies use is a huge challenge since teachers have struggled to choose the best strategy that plays a particular role in every student profile, teaching materials, goals, learners' capabilities, skills, grade level, size, classroom atmosphere. This controversy allows teachers, and students to think about specific strategies that lead them to process better learning outcomes within different teaching lessons.

According to (SoTo, Borot, & Fabre 2015) states:

It is important the application of strategies that allow students to interact with real world issues and peers while developing academic skills. Moreover, these strategies should guide students to reach their unique learning goals and personal interests based on their individual way of learning; this refers to the different multiple intelligences.

Teaching strategies are interactively and powerfully methods that boot students to learn in significant ways, considering students' learning styles in which interests, behaviors, and skills take part in the learning process. Moreover, when interaction gets involved in students' different learning contexts, their performances, attitudes, personality, capabilities will get better as they employ strategies that help them reach active language frameworks.

1.5.2. Language learning strategies

Language learning strategies are the main factors of helping what and how well students learn a foreign language. Language learning strategies require that teachers should know what language is being taught, whether it is a second language or a foreign language. Oxford (2003) postulates that a second language is that language studied for everyday communication, with an over-usage input in that language. A foreign language is learned in a setting where there are daily interaction and its input is not bounded (p.1). Both foreign and second language spread great importance into people life due to we are living in a globalized world where a lot of individuals are connected with people around them.

This lack of communication has carried out people to learn more than a language; this could be for personal interests, academic interests, business, or traveling around the world to know new adventures. There are a thousand of languages, but the most spoken language is English owing to the length of usage that people have given for many years. As (Tucker, 2001) mentions “ Many countries in Europe and Asia have increased their efforts to teach English as a foreign (EFL) or second language (ESL) at the primary school level ” (pp. 597-598). For instance, teaching English language as a subject has inspired teachers to use language learning strategies into different contexts based on learners’ profiles.

Language learning strategies have an empathic learners’ proficiency to learn English language in classrooms, so language theories have also focused on preparing learners to be active, autonomous, and masters of their own language learning process. At this point, (Martinez, 1996) argues “ Language learning, as learning in general, has to be internalized and strategies are in fact problem-solving mechanisms or techniques used by learners to cope with the complex process of learning.” (p. 104). In this way, when students learn English as their first or second language, they present some factors that do not address them to acquire language skills efficiently. Thus, strategies are unique devices for English language courses.

Additionally, LLS stimulates students' mental talents in foreign or second language production because those strategies are designed to give positive impacts to various learning EFL situations. For example, some students have issues with reading skills; they can not comprehend some readings and how to answer some questions based on the text. In this sense, the teacher shares with students some LLS (Language Learning Strategies) in which some of them are not enough to students learning styles, in comparison to other strategies which are comfortable for students competency levels. In this case, LLS are aimed to integrate cognitive, affective, social, metacognitive skills to students can raise understanding, thinking, and regulatory abilities to their language learning progress.

Table 1 *Types of language learning strategies.*

TYPES OF STRATEGIES	STRATEGY	STATEMENT
<p>DIRECT “Direct language strategies require mental processing of the language” (Chilkiewicz, 2015, p. 185 cited at Oxford R (1990)</p>	Cognitive	Cognitive strategies concern the procedures that students adopt from their experiences..
	Memory	These strategies arrange students to use the memory as a process of remembering the language by using creative material which help them to reinforce memorizing skills. One of the most challenges is the vocabulary which addresses students to be good readers proficiency in the language. Therefore, teachers take the role as helpers of developing memory skills through read more and more extensive texts in order to get large range of vocabulary to make sense of meanings as they are found in the texts.
	Compensation	Compensatory strategies refer modifications in the environment where learners compensate their language learning deficits. R
<p>INDIRECT (Yunus, 2014) aims that “Indirect strategies consist support the language learning through planning, evaluating, seekinng oportunities , controllling anxiety and increasing interaction and empathy and other means” (Huan, 2006)</p>	Metacognitive	Metacognitive strategies concern oneself in planning, monitoring, and evaluate own learning process. Moreover, several sorts of awareness abilities are part within EFL classrooms, where learners become aware of how a task must be monitored and bear towards successful learning outcomes..
	Socio- affective	Socio-affective strategies consist of students’ actions to enhance their learning process by exposure to social environments.
	Social	Social strategies are related to cooperation and interaction among teachers- students and students-students, which principal aim is to involve participants with all activities through the class. They encourage cooperative to create a social atmosphere with peers during classes.

Taken from. (Hardan, 2013). Adapted by Diana Changuán, 2021.

1.6 Metacognition in English language learning

The principal fact about metacognition is that learners through the introduction of their own mental abilities, prior- knowledge, and content of the language, students will become self-regulated learners of their language learning outcomes.

Metacognition takes part in English teaching and learning practices within different EFL settings because language learners do not just learn how to learn a language, but they use critical abilities about how to learn to achieve a task from what they have learned in EFL classrooms. (Hartman, 1998) stated that “metacognition is very important because it affects acquisition, comprehension, recall, and application of what is learned, in addition to affecting learning efficiency, critical thinking, and problem- solving.” (pp. 1-3). The necessity of learning English as a worldwide language has addressed students to employ a variety of successful strategies for particular English skills. Therefore, the significance of metacognition is to fulfill an extrinsic role in instruction into learners' own learning process because it shares common learners' interests of self-awareness in order to monitor their English language process by choosing a variety of strategies which are linked to particular tasks goals in English language skills respectively.

1.6.1. The importance of metacognition in EFL learners

When students begin to learn English as a foreign language, they deal with situations about how well they learn a foreign language. They sometimes get confused to learn English adequately. In this regard, English is the most used language for communication purposes where people worldwide may get connected with others by chatting, reading e-mails, playing a note voice from the cellphone, reading research from famous writers, etc. As far, English is still the predominant language study in language curriculums.

Teachers in EFL classrooms have a redundant chore within their methodological teaching processes where strategies are used as primordial resources for English language learners' development. Such is the case that Oxford, O' Malley & Chamot (1990) established that learning strategies fulfill an important role in language learning. Although strategies are not used by teachers competently, metacognition conceptualizes how learners are aware of their own language learning process by adjusting their own cognition process into students' thoughts, feelings, reflections about the learning process. Meanwhile, (McCormick, 2013) aims “metacognition is concerned with cognition, the knowledge, control of cognitive processes, and thoughts and learning ” (p.70). A successful learner is the one who knows how his/ her learning goes on and knows about what strategies are perfect for specific tasks goals.

Metacognition is important in EFL tasks because it raises students' conscious to understand how their learning process linked with thoughts and feelings are being monitored, supervised, and controlled while they are learning English language. During this process, appropriate metacognitive strategies take place in learners' cognitive process across the learning process.

(Fisher, 1998) pointed out that metacognition is the only human capacity that people become self-reflexive by thinking about their own thinking and knowing. Therefore, the importance of metacognition is not just thinking about students see their leaning process but it requires such a deep understanding of how they perceive, think critically, understand, and regulate each of the lessons given by each of the English Language Teachers.

1.6.2. Domains of metacognition

When language learners know how to apply their capacities for learning to think about their own learning process, self- regulation of their mental abilities takes part in this process because it allows students to manipulate their mental abilities against at difficult learning tasks and focusing on figure out ways of solve problems in EFL lessons. According to (Hrbápková, Hladík, et al., (2012), several frameworks have been developed for categorizing types of knowledge of metacognition, like Flavell & Brown who carried about the following components:

1.6.2.1 Metacognitive Knowledge

Metacognitive knowledge is the first domain of metacognition. It involves on the whole learners' own knowledge in relation with cognitive processors to regulate their own learning when they are performing a language task. In this context, metacognitive knowledge is sub-divided into three components:

Table 2 *Components of metacognitive knowledge.*

Person knowledge	Task knowledge	Strategic knowledge
The natural acquisition of own knowledge about cognitive processes.	How to manage a task and what skills should be involved to its fulfillment.	The strategies that are better to complete all tasks proposed during the process.

Taken from. The Relationship Between Locus of Control, Metacognition, and Academic success. Hrbápková, et al., (2012).

According to the table above, learners who are aware of their cognition processors, they obtain metacognitive abilities that lead them to a deep understanding of how well their mental abilities work in comparison the other ones as cognitive beings. It comes related to the task and strategies use to success every learning task into the various process of learning a language. The English language is a heavy process that involves high levels of understanding, thinking skills, comprehension through tasks whose aims are to interpret ideas, functions, structure and then make interferences to reinforce English communication to control one' meta- cognition level with the object to study.

1.6.2.2. Metacognitive experiences

Metacognitive experiences are extremely related to learners' own knowledge and tasks structures. When learners use their meta- process of cognition, inner states are manipulated within the metacognition process. According to (Schwarz, 2008) stated that "Learners draw their own metacognitive experiences to assess their own knowledge and various task characteristics. The assessments also inform their choice of processing strategies" (pp. 105-125). In this sense, tasks vary according how learners learn , think, feel, act , and achieve levels of difficulty to deal with the task. Furthermore, as learners go through different tasks situations, new experiences can provoke learners to change perspectives in tasks desires which leads learners to raise understanding and critical skills along learning process.

Therefore, reading comprehension tasks may evoke fulfillment in the process of solving problems because it perceives different kind of comprehension where inner factors make learners relevant to make decisions as for understanding the task' requirements and so fulfill the tasks in the way they think it should be.

1.6.2.3. Metacognitive strategies

Metacognitive strategies were designed by Flavell in 1979. It refers to the different techniques, methods that learners use to be aware of how well they begin to understand something and not just by following teachers' instructions but in the way of reflection on what strategies are available for the different learning tasks. (Flavell J. , 1979) states that "metacognitive strategies are ordered processes used to control one's own cognitive activities and to ensure that a cognitive goal (for example, solving a math problem, writing an effective sentence, understanding reading material) have been met." Consequently, learners by implementing a set of metacognitive strategies tend to be good thinkers, raising understanding levels which, at the same time, strengthen their awareness skills that oversee products as come across their own learning process for better ongoing activities. It could occur before, during, and after the learning to serve a variety of goals.

On the other hand, Raoofi et al (2014) states:

Learners who are equipped with metacognitive strategies, are aware of their learning and they know how and when to employ the most relevant strategies to accomplish a given task; they know how to accomplish a particular task in the most effective way (p. 37).

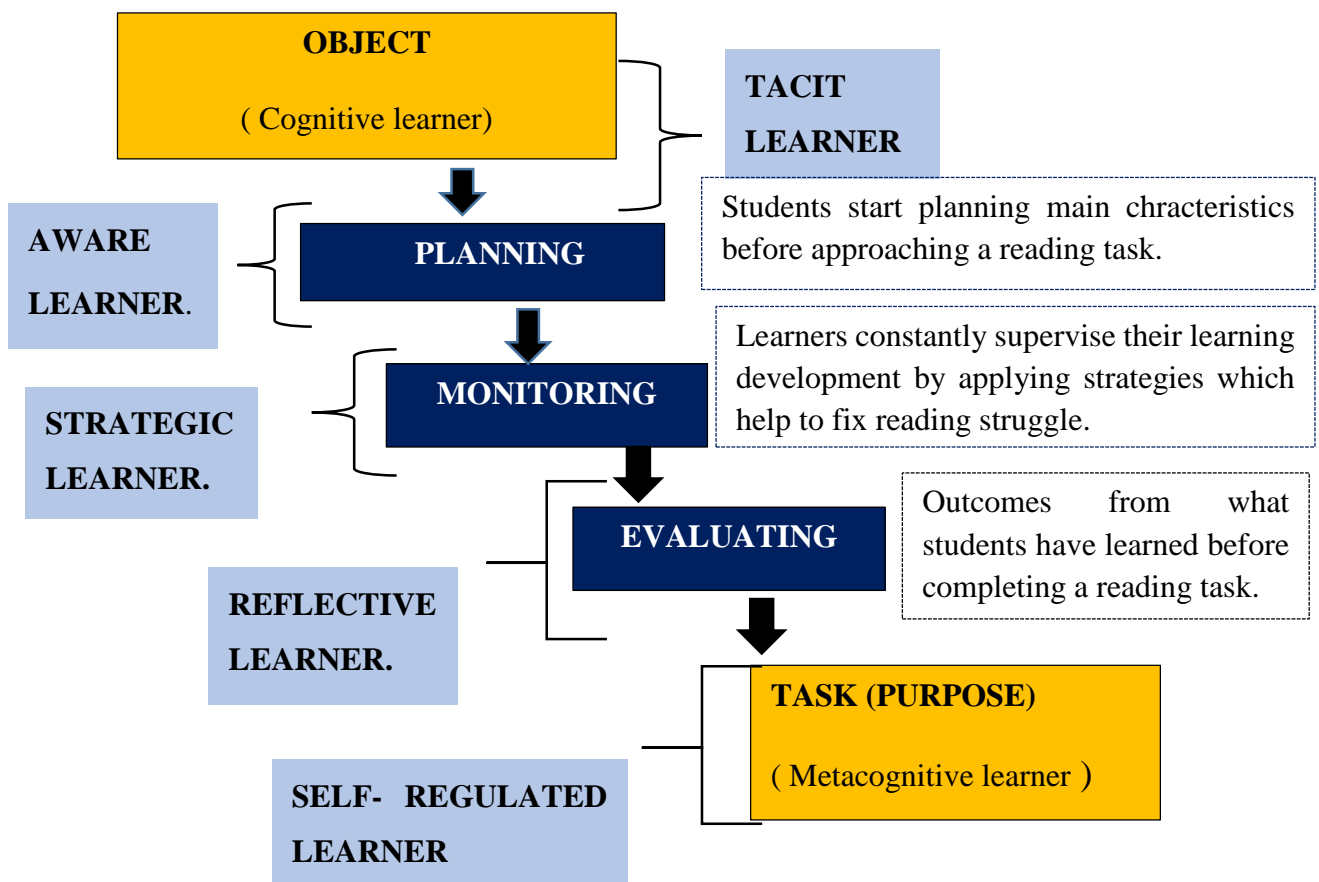
Learners who apply metacognitive strategies support their comprehension process since know-how, what, and when to use strategies in every task. In addition, strategic users become self-aware of monitoring their learning process, organizing their thinking abilities, and evaluating them carefully until fulfilling the reading comprehension tasks. It also helps them to have clear ideas of what they are doing and then put them into practice in their lives while they go across more academic experiences.

1.7. Phases of metacognition

Learners need to understand what a substantial part of metacognitive strategies takes to have a deep understanding of their learning process by using mental abilities mental across a foreign/second language. When students can know how well their cognitive process works, planning, monitoring, and evaluating awareness are helpful ways to achieve goals determined into different L1 tasks. That is, elements of metacognition play a role in English as a foreign language.

Graphic 1

Phases of metacognition into students' task completion



Taken from. Teaching Excellence in Adults Literacy, 2010. Adapted by. Diana Changuán, 2021.

1.8. Metacognitive strategies

Table 3

Metacognitive strategies in EFL classroom.

Strategy	Statement
Planning – organizing	It is a teaching strategy of reasoning where learners through the association of ideas and plan what ways are more efficient to perform reading tasks, reading struggles become easier to solve at any time. Learners who become planners organize their knowledge first and then think about the most effective way to complete the task's requirements.
Setting goals	Setting goals is a purposeful process adjusted to students' interests, skills, and expectations. Through this strategy, learners begin to set goals that may be followed until the final of the task. In this way is how students become self-awareness of what they are performing in the task.
Self- questioning	Self-questioning implies learners become seekers of their learning comprehension by exploring new techniques that allow them to evaluate by asking themselves valuable questions to check their understanding of the content.
Meditation	Meditation is a mindfulness strategy that focuses on how learners meditate a particular task, involving inner states such as feelings, emotions, thoughts, attention, etc. Therefore, meditation practices mental abilities with learners' awareness, attention, and reflection so that students engage emotional skills with topics they are interested in.
Monitoring	Monitoring denotes taking control of what they are doing. In some cases, there are tasks that devote students to achieving levels of understanding that they feel impossible to reach Therefore, it is important that teachers' role is to show strategies that enable students to get control to achieve the competencies.
Inferring	Inferring is a thinking skill where learners become aware of their comprehension process. This strategy emphasizes critical skills in which learners, as thinkers, deduce information by predicting, reflecting about situations, knowing authors' plans, and predicting future events that lead learners to be reflective, imaginative, and masters of their comprehension process.

Determining levels of importance	It means that readers' central point is to assign a level of importance, and erase the less important ones. Determining levels of importance makes students more independent to make decisions, decide what and why something is suitable, interesting, and then pull it out for bigger comprehension impacts.
Self-management	Self-management is the strategy where learners through restricted lessons are able to manage them on time, giving productivity on self-awareness growth, shrinking behaviors bearings and increasing critical skills to foster confidence, independence, motivation to construct complex skills to understand relevant information.
Reflection	Reflection is a strategy designed to establish reflective attention, power, and assessment in their daily practices. Learners use reflection as a tool to comprehend how well they understand, what strategies, goals, and activities are the most useful to get innovative knowledge that guarantees positive results in the comprehension process..
Directed attention	Readers think about how and what ways should be efficient for their comprehension. Directed- attention strategy makes sense in this process. This strategy facilitates learners to get involved in specific strategies to direct comprehension challenges. In short, this strategy claims learners to be active by selecting helpful characteristics and using them for future real-life situations.
Selective attention	Selective attention is a critical strategy for readers. It helps students to hold on to the concentration on selecting information. It means that proficient readers involve cognitive capabilities on significant tasks' contents. Selective attention works in some ways, regarding texts' importance, levels, goals, and then, carefully select reading passages. In this style, readers' selective attention shows how capable students are to comprehend what they want.
Self-monitoring	Self-monitoring contributes that learners take control over their own mental abilities to learn. Learners use a self-monitoring strategy to quantify how efficiently they are learning, namely, when learners are reading, they supervise their reading performance and then correct reading mistakes by contrasting answers to others. In this way, learners build self-confidence to remain successful in reading comprehension proficiency.
Self-evaluation	As this strategy has taken a crucial role within teaching-learning instruction, students also have used it to stimulate, correct, adjust, clarify and change some of their learning processes. Overall ,

	this strategy has been used for the reading comprehension process by students to increase their own progress to overcome in many ways towards reading tasks.
Self-reinforcement	Self- reinforcement is the process in which students through simultaneous self-strength procedures enable them to produce independent skills in order to control their own learning process. Self- reinforcement in reading comprehension skills motivates students to increase literacy and critical skills while they engage their prior knowledge with the context of the task.

(Ungureanu, 2012). Adapted by Diana Changuán, 2021.

1.9. English skills

1.9.1. Reading skills

Reading is one of the third receptive skills taught in educational curriculums, so learners as intellectual beings need to interact between different frameworks and searching some reading strategies that help learners to understand on a whole what they are reading. Such is the case that (Bojovic, 2010) states that “ Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop.” In other words, readers should maintain a series of information at a sufficient rate to make connections and inferences vital to comprehension. This is a great reason to keep in mind that reading is not just learning words, meanings, phrases, structures but it gives students opportunities to think about what, why, how something happens at that time, environment and becoming seekers of information until they draw conclusions from the text, articles, stories, documentaries, etc.

In short, reading skill is a wide ability to comprehend what is being read across longer or short texts, therefore, language teachers must be conscious of what strategies are better to reach task goals in every reading stage. Such strategies provoke that reading texts match specific purposes as teachers shift their teaching methods, techniques, methodologies, strategies within their English practice.

1.9.2. Reading stages

1.9.2.1. Pre-reading

Pre-reading is the first stage of teaching reading lessons. During this stage, teachers apply some reading activities at which learners must need to be good thinkers, imaginative, and interactive with what they can see on the cover of the text. As (Toprak, 2009) “The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay.” Therefore, pre- reading stage engages students between what they already know and what they are going to read.

Pre- reading strategies

- a) Visualization
- b) Predictions using visuals
- c) Previewing
- d) Understanding key vocabulary

1.9.2.2. During reading

During- reading is the second stage in the reading lessons. In this stage, readers initiate implementing strategies that help them to collect aspects of the text to understand in a better way. The purpose of this stage is that readers identify general ideas, make connections between personal expertise and what they are reading, self-evaluating themselves by asking questions, and support them with clear responses from what they have understood. All of these activities allow students to make sense of what they are reading.

During- reading strategies

- a) Skimming: reading for gist, reading for main ideas.
- b) Scanning: reading for details
- c) Making inferences: Reading between the lines.

1.9.2.3. Post-reading

Post-reading is the final stage, readers become educators of their reading lessons. Post-reading allows readers to reflect on how well they have read, incorporating thinking, reasoning, and analyzing skills that benefit them to have balanced reading abilities according to their levels, skills, needs, and interests. The final result of this stage is that readers complete the reading task by making discussions that can involve full class' participation in order to manipulate their own comprehension progress during the reading courses.

Post-reading strategies

- a) Discussing
- b) Questioning
- c) Summarizing

1.10. Reading comprehension

Reading comprehension is a sub-skill of reading, which contributes to learners' capacity to comprehend significant reading texts with different topics. Such reading comprehension texts are applicable according to students' different backgrounds such as age, level, abilities, goals, interests, etc. in order to deal with successful reading comprehension lessons. This ability maintains that readers implement kinds of skills, strategies, and knowledge in order to make their reading comprehension development more articulated, coherent, and fluent at the moment that students present obstacles to comprehend well a text, or even when learners are not able to accomplish with certain levels of contingency settled by tasks' goals.

During the reading lessons, teachers focus on students' ability to think, reason, analyze and reflect on what they are reading, and although reading is not just to know the right answers, students must interpret meanings, be able to know why is the reason that something happens, why they think this answer is the most feasible for that question, recognize what authors try to show them, think of why, how and what of the text. These strategies bring students to be self-aware of their comprehension process, reflect on what strategies fit each reading task, monitor how strategies work to fulfill the task goals, and regulate their reading comprehension process with the tasks and strategies used. In this sense, reading comprehension may have positive results in learners' reading skills in English language enterprises.

1.11. Factors that affect reading comprehension skills

1.11.1. Motivation

Students without motivation can dramatically affect reading development to understand efficiently what is being read from the text, which leads students to have low interest to read as long as they are in English class. For that reason, English Language Teachers should first know students' interests, desires, goals for the reading, and then show them a list of topics; it could be extensive reading or intensive reading.

1.11.2. Prior knowledge

Students who have deficiencies in their prior knowledge often bear reading problems that affect their comprehension skills, whereby the poor understanding of the topic, fluency, and vocabulary are the most common reading problems presented in reading instruction. That is the reason that teachers need to know how to use different resources to increase students' prior knowledge to identify if their reading comprehension skills are improving significantly as teachers provide them with some reading passages.

1.11.3. Understanding of the topic

Background knowledge plays an essential role in reading comprehension skills. Students who are poor readers encounter difficulties with comprehending a text, especially with vocabulary, decoding words, inferring main ideas, and lack of prior knowledge that are related to the contents of the new topic. Additionally, the ability to comprehend a full text reflects on students' motivation to complete a task successfully across different reading lessons.

1.11.4. Anxiety

Reading comprehension is a great ability of memory, where students across reading tasks learn to use cognitive resources which adjust to each reading demand established by the different teachers' aims. Because of kinds of demands on reading comprehension, anxiety takes place inside students' personal and academic life. Anxiety is an inner feeling that leads students to get stressed about what they are doing, in this case reading. This kind of anxiety provokes students to have trouble with understanding a text because they are not patient to learn unknown words

(vocabulary) and use them to construct meanings in a text. Apart from that, anxiety affects students' cognitive and metacognitive abilities because the lack of time causes students do not use the right strategy for each reading lesson. Thus, anxiety affects students' capacity to concentrate on what they are reading to accomplish certain reading purposes.

1.11.5. Identifying main ideas in a text

When students are reading, the brain automatically activates older information and uses it as a reference to generate new knowledge. Through reading, students may develop thinking skills that enable students to comprehend what the purpose of the reading passage is. As students still do not recognize the main ideas of the text, it will be difficult for them to explain it in an easy way which could affect students to forget what they read previously. In conclusion, students who do not recognize the main ideas of the paragraph, reading comprehension tasks are likely to fail at the first attempt.

1.11.6. Vocabulary

Vocabulary is a vital element to develop reading comprehension skills in students while they are reading. Vocabulary consists of students being able to construct the meaning of words from what they read, understand them, and then using them when they need to write or speak something in class. However, readers with poor vocabulary tend to be less proficient readers of understanding, interpreting reading passages and then use them to write a summarize or even talk to others about what they have read. Therefore, vocabulary is an efficient way of comprehending the information of a text correctly.

1.11.7. Critical thinking

The process of thinking critically relies on how extent students use their intellectual abilities to think, interpret, reasoning, and understand effectively when teachers present a new topic during class. Students' capacity of thinking is not only to involve logical and analytical patterns, but readers must include rational patterns that help them to act accurately regarding reading texts' complexity. In addition, lack of critical thinking skills is still a factor that provokes students not to be open-minders and reflect on what they read.

CHAPTER II: METHODOLOGY

This chapter presents the research methods that were used for this study. It focuses on finding a way to respond to the research problem, which is to enhance reading comprehension skills in senior students at Colegio Universitario “UTN” through the application of metacognitive strategies with a variety of reading lessons and interesting topics.

2.1. Research types

In order to develop this current research, a mixed method was carried out, which will have a qualitative and quantitative research in order to find out effective metacognitive strategies to enhance reading comprehension skills in senior students at Colegio Universitario UTN in Ibarra city.

According to (Campbell, 2014) “ a qualitative research is the method that allows for a study of an exploratory nature. The exploration and discovery of data via a qualitative research method often indicates that there is not much written about the participants or the topic of study.” (p.3). Based on the statement above, a qualitative research involves everything related to students life, which means it collects information from students’ behaviour, feelings, emotions, and even personal backgrounds. Furthermore, this method is subjective due to the quality of information gathered from an inductive method which contributes to understand to the object of study’ reality during this study.

In contrast, quantitative research method where (Campbell, 2014) states “Quantitative research allows data to be collected that focuses on precise and objective measurements that use numerical and statistical analysis to support or refute a hypothesis. The results of quantitative research are often generalizable, predictable, and provide a causal explanation.” (p.3). It means, qualitative research is based on data collection by using instruments whose results contribute to measure something truly and objectively.

2.2. Research methods

2.2.1. Deductive

For this study, it was possible to apply the deductive method because it allowed the researcher to grasp the most detailed information about the general problem in this study. Moreover, the researcher had the opportunity to analyze specific strategies and activities which could be implement in the proposal design.

2.2.2. Synthetic

In this situation, it was useful to incorporate the synthetic method because it facilitated the researcher to analyze and synthesize data in this study. After doing this, it was easier to reconstruct a new knowledge that helps to clarify all doubts encountered in this study.

2.3. Techniques and research instruments

The techniques and research instruments applied in this study were chosen according to the research problem founded by the researcher. Qualitative research applies a variety of techniques to collect information. In this case, a test based on reading comprehension helped to know some struggles that students face in the development of reading comprehension skills.

A quantitative research method is also used in this study. The researcher for this study applied two surveys. The first one was applied to students who belong to the third bachelor grade at Colegio Universitario “UTN” High school. Such survey consists of about 17 questions, which lend a hand to the researcher to know whether students use metacognitive strategies (or not) in order to accomplish each reading task efficiently which is presented by the teacher. A second survey also was addressed to all English teachers at Colegio Universitario “UTN” high School in which 15 research questions were carried out to identify which metacognitive strategies are used by the teachers and how to use them within each reading class.

2.4. Participants

The present research study was implemented at Colegio Universitario “UTN” high school where third-grade high school students and English teachers were enrolled in this project. The students were divided into three courses, which are A, B, C, from which 32 were men and 22 women, giving a total of 54 for all three courses. Additionally, four English teachers were part of this research study. The next graphic will visibly indicate the participants.

Table 4

Table of participants involved in the study.

Participants	Nº Students	Nº Teachers
Female	22	3
Male	32	1
Total	54	4

Author. Diana Changuán. July, 2021

2.5. Procedure

The quantitative research was used to the 54 students to gain clearly and objectively information about the participants. It was a survey with closed-ended questions asking about metacognitive strategies, reading materials, activities and factors that affect their reading comprehension skills at the moment they are reading in class. A second survey was also applied to the four teachers who are in charge of these courses and the other courses, too. It was a survey with closed ques-

tions asking about if they apply metacognitive strategies at every reading task, reading materials, activities, and ways to assess students reading comprehension progress at the final of every reading classroom.

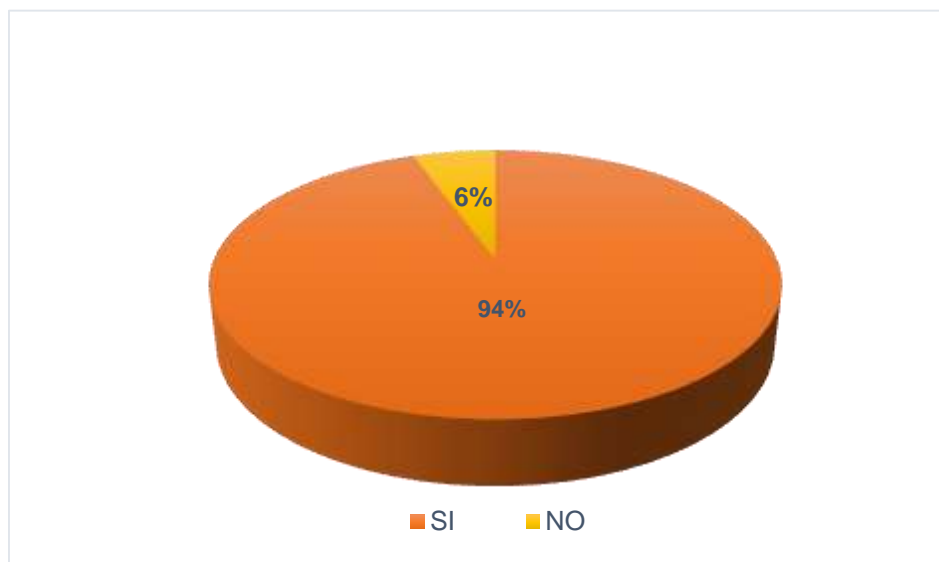
Apart from that, a test of reading comprehension was applied to the 54 students to know how good readers they are, strategies they have used to understand a text, and so be able to respond to every question correctly. It was a test conformed with 19 questions divided into verbal reasoning, comprehension, and background knowledge to identify what kind of problems students have to understand a text and completing it appropriately.

CHAPTER III: RESULTS AND DISCUSSION

3.1. Survey applied to students.

1. ¿Do you consider that reading comprehension sub- skill is important in the development of reading into English as a Foreign Language?

Figure 1
Importance of reading comprehension sub-skill.



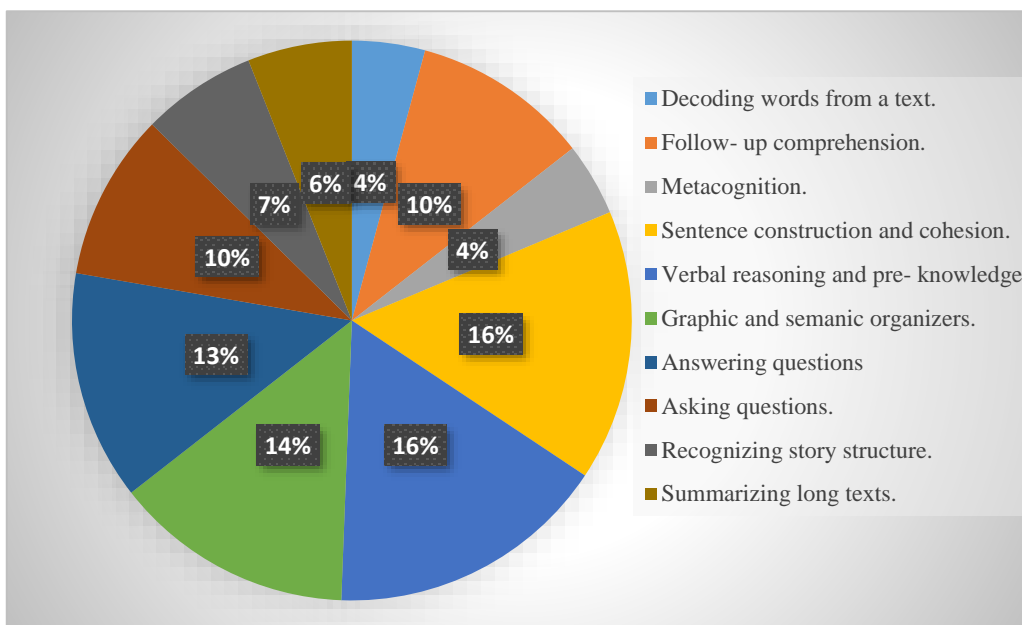
Author. Diana Changuán

Analysis:

The pie chart shows how important is for students the reading comprehension sub- skill to learn English Language. Data showed that most students think that reading comprehension sub- skill is very important of learning English as Foreign Language. A minority of the population indicated that reading comprehension sub- skill is not important enough for learning English. Therefore, it can be interpreted reading comprehension sub-skill has a huge impact into students' reading development, because it helps them to comprehend what they read as well as interpreting what is read, and analyze a text as a whole. In conclusion, a significant number of participants mentioned that reading comprehension sub- skill plays an essential role in the development of reading skills in order to have the ability to understand a text given and put it into practice for Learning English as a Foreign Language.

2. ¿Which of the following comprehension strategies do you think that helps you understand a text?

Figure 2
Comprehension strategies to understand a text.



Author. Diana Changuán.

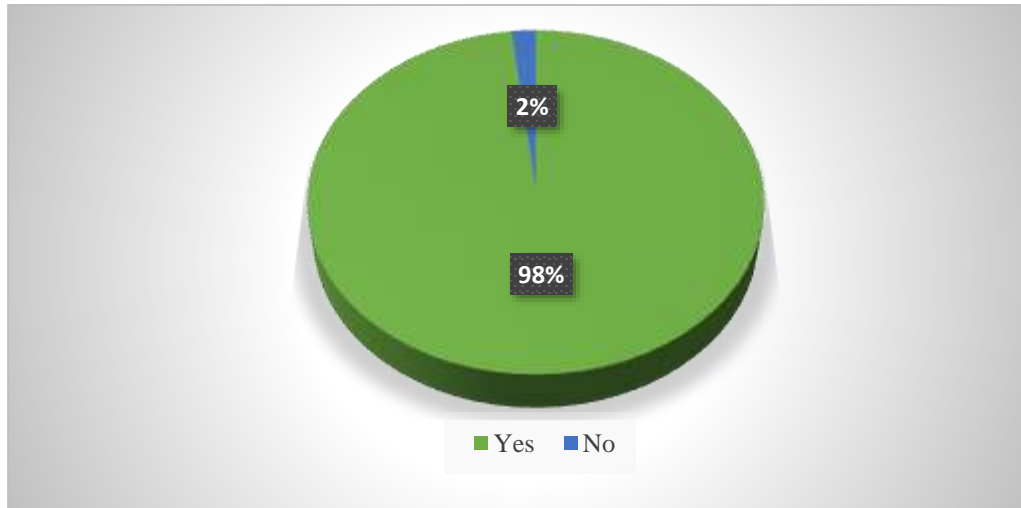
Analysis

This pie chart illustrates some reading comprehension strategies which may help students to comprehend the text according to their own reality. According to the data collected, the strategies that were the most used by students were sentence construction and cohesion, verbal reasoning, and graphic and semantic organizers. It is followed by asking questions and follow-up comprehension. A small group of participants selected the summarizing long texts, recognizing story structure, decoding words from a text and monitoring were the least strategies by them. The results indicated that strategies that use critical thinking allow students to understand a text. Therefore, it is important to include these strategies in the proposal in order to students are able to adapt the current information from the text into their own reality to have a clear idea of what the text is about.

3. ¿ Do you think that a large range of vocabulary according to your level helps you understand better a written text?

Figure 3

Range of vocabulary appropriate to the level of reading comprehension.



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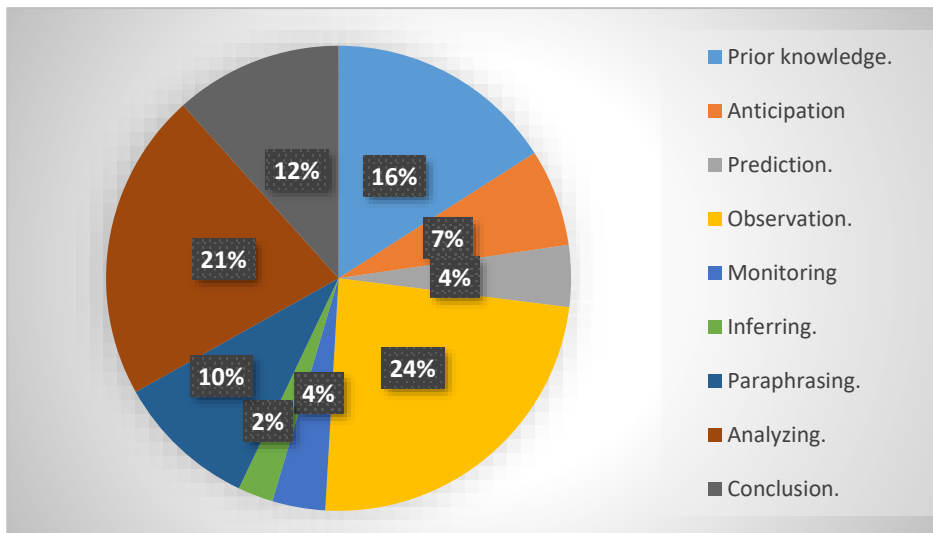
Analysis

The pie chart illustrates students' results of a survey that asked them if a large portion of vocabulary helps to understand what they are reading. Most of the students claimed that a large portion of vocabulary according to their level helps them to interpret what each word of the text means and then connect them into the whole text. A small minority do not share the same idea. As it is interpreted an appropriate vocabulary becomes a critical part into students to read efficiently because it gives them opportunities to construct an overview knowledge and so comprehending most of the meaning words in the text. Therefore, the majority of students argued that learning vocabulary becomes an easier strategy to read comprehensible during, and after reading.

4. Which of the following comprehension strategies do you use to develop critical thinking of what you are reading?

Figure 4

Comprehension strategies to develop critical thinking.



Author. Diana Changuán

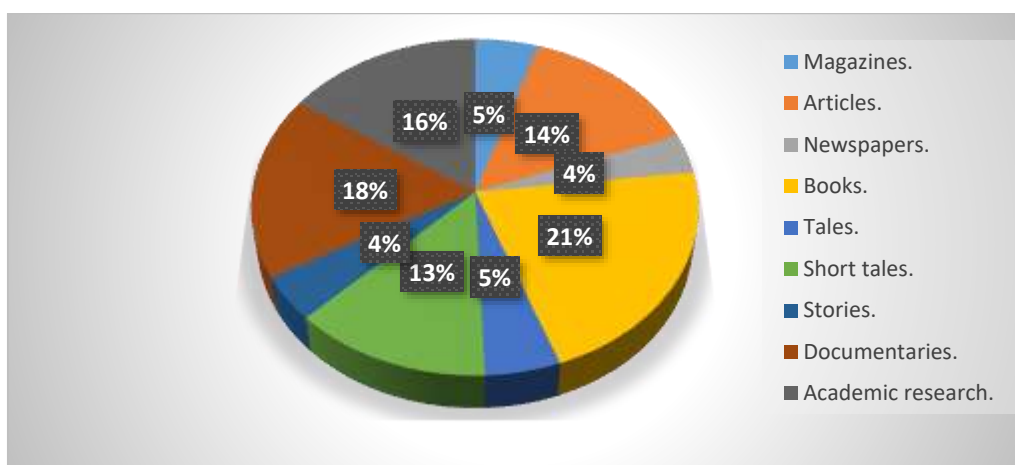
Analysis

The pie chart above gives information about some reading comprehension strategies which were focused on developing critical thinking of what students read. In this sense, more than half of students indicated that the strategy of observation, analyzing followed by prior knowledge are the most used strategies for critical thinking. While, few participants claimed that monitoring, predicting, and inferring are the least used strategies in developing critical thinking skills. It is interpreted, students learn to read critically by implementing visuals and logical skills in each reading lesson. Consequently, the researcher will make use of these strategies for the proposed design so that students can think about what they are reading, gaining knowledge for future situations that need to be thought of clearly.

5. Which of the following materials does the teacher use to enhance the sub- skills of reading comprehension during classes?

Figure 5

Teaching materials to enhance reading comprehension sub-skill.



Author. Diana Changuán.

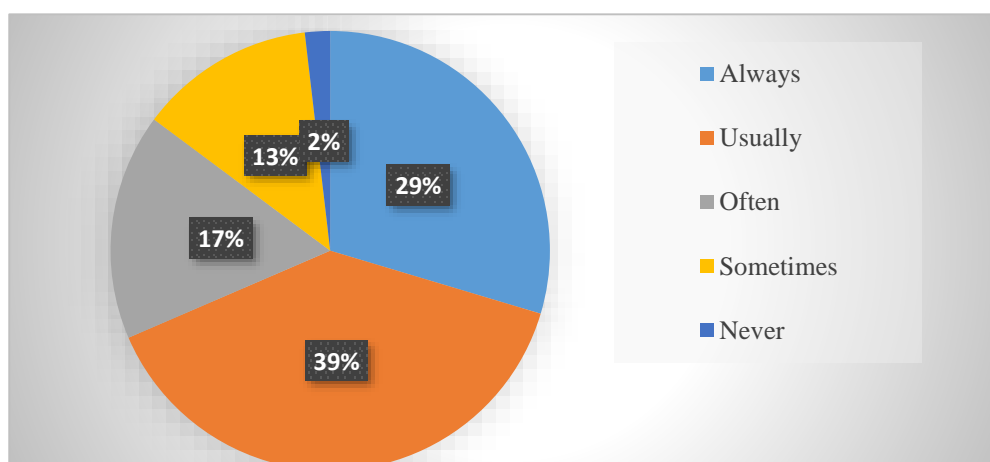
Analysis

This chart describes what reading materials the teacher applies to enhance students' reading comprehension skills. As demonstrated in the chart, over a fifth said that the teacher uses books, documentaries, and academic research as the most important materials to enhance reading comprehension skills. Followed by articles, and short tales that somewhat helps to enhance students' reading comprehension skills. Apart from that, a small minority of teenagers mentioned newspapers, tales, and stories are the less reading materials applied by during class. The results indicated that English teachers implement academic materials that make the reading comprehension process easier and interesting in order to learning an advance vocabulary that enhance students to read comprehensible. Therefore, it is important to take into account these materials as main resources to enhance comprehension.

6. ¿Does your teacher socialize the strategies before, during and after reading?

Figure 6

Socializing strategies, before, during and after reading.



Author. Diana Changuán.

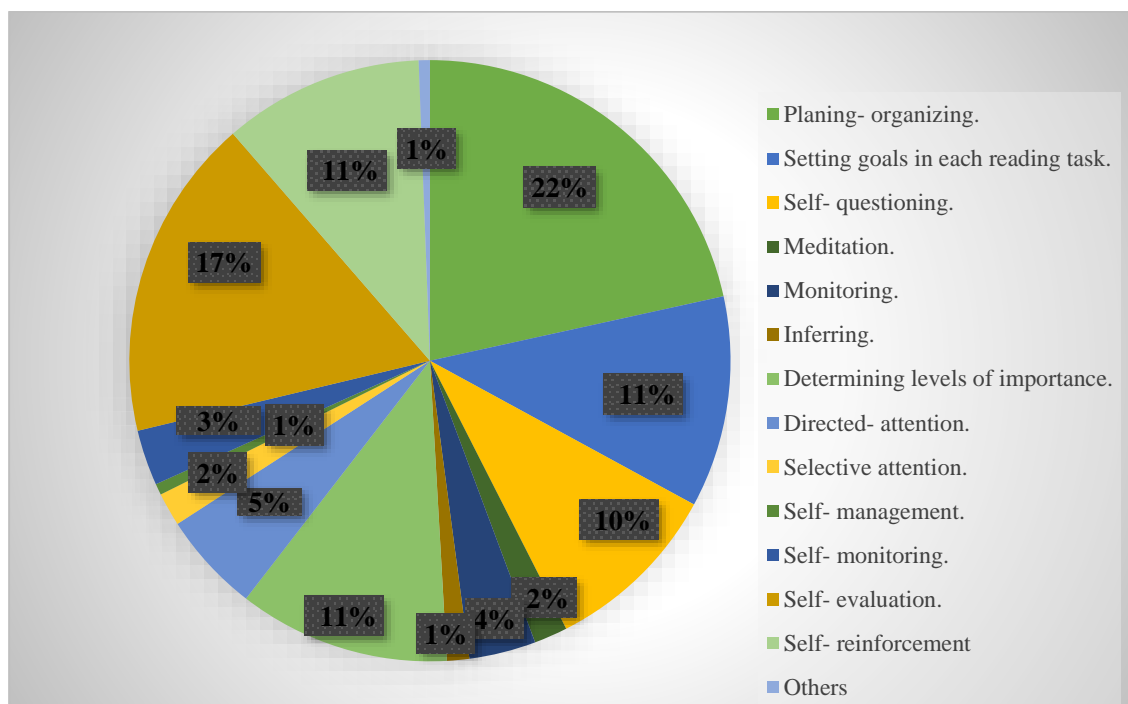
Analysis

This pie chart gives students' results of a survey in which asked how often the teacher shares with students the strategies to use before, during, and after reading. Under a thirty of students indicated that the strategies are socialized usually in each reading stage. A few of them showed that the strategies are socialized always before, during, and after reading which lead students to have an idea of what they are going to read. Nevertheless, a small minority of the participants argued that the teacher never shares with them to know what strategies they are going to use in each reading stage. There seems to be an inclination to the strategies which are socialized most of the time. Therefore, based on this information, the teacher has the necessity to socialize the strategies to enhance students' reading comprehension skills.

7. Does your teacher use one or some of the following metacognitive strategies to enhance reading comprehension skills into English language?

Figure 7

Metacognitive strategies to enhance reading comprehension skills.



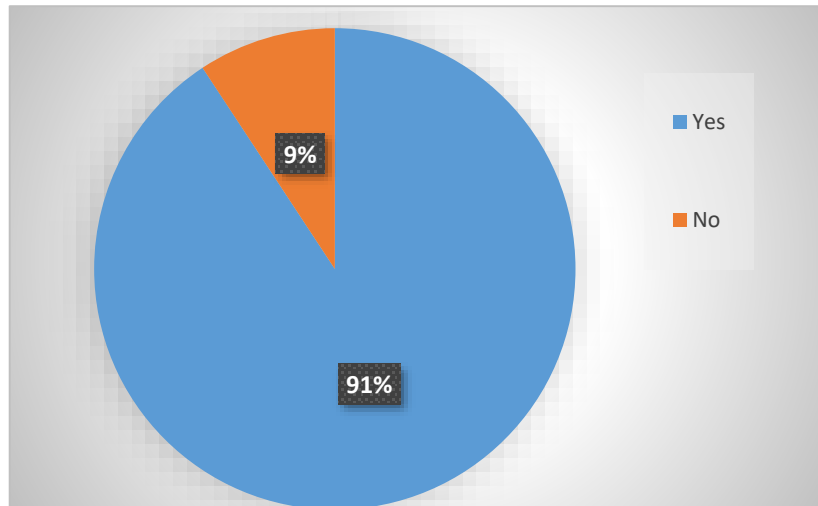
Author. Diana Changuán.

Analysis

According to the bar chart, there is a list of metacognitive strategies where participants should choose more than one strategy, which focused on what strategies teachers use during reading class to enhance students’ reading comprehension skills. As the bar chart showed, over two fifths of the participants affirmed the strategies of planning- organizing, self-evaluation, determining level of importance and setting goals are the most used by students to enhance reading comprehension skills. However, a small minority of teenagers stated that the strategies of self-reinforcement, self- questioning, meditation, monitoring, inferring, selective attention, self-regulation, self-control are the lowest strategies used by the teacher which in some case could be useful enhance students’ reading skills. From the chart, it can be interpreted the strategies which were the most selected by the students play an interesting role in helping them to direct with their learning knowledge to understand a text deeply. According to Oxford (1990) describes “metacognitive strategies as the ones which allow learners to control their own cognition – to coordinate the learning process by using centering, arranging, planning, and evaluating” at Katrin & Ali (2018) (pp. 1-17). To summarise, metacognitive strategies should be used frequently in the different reading lessons so that students can self- reflect of how well they are understanding and what skills they need to develop to avoid errors in achieving at the end of the reading task.

8. From the list above, do you think that metacognitive strategies help you in the process of monitoring, regulating, and evaluating your reading comprehension?

Figure 8
Importance of metacognitive strategies in reading comprehension.



Author. Diana Changuán.

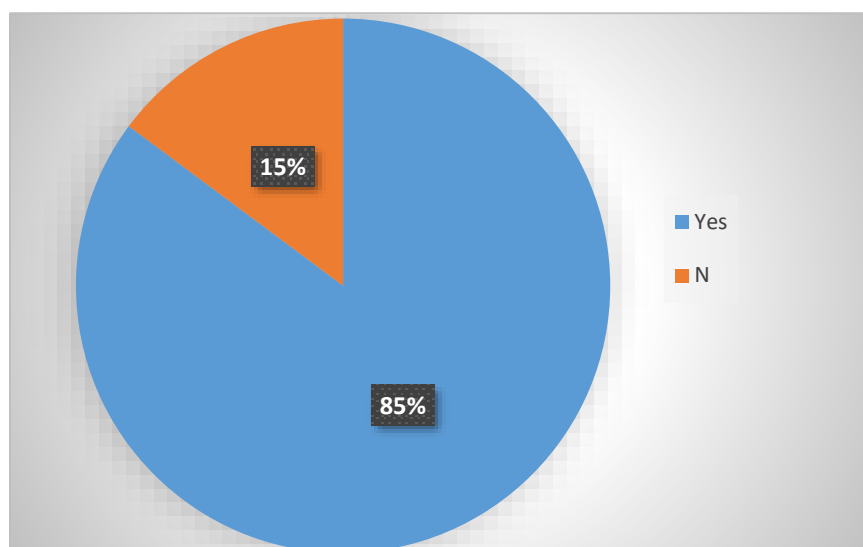
Analysis

This graph displays how important is for students to use metacognitive strategies in the process of monitoring, regulating, and evaluating what they read. It can be seen that most of the students mentioned that these strategies play a primordial role in students' monitoring, regulating, and evaluating their own reading comprehension process. Meanwhile, a small minority of them estimated that metacognitive strategies are not an essential part to monitor, regulate, and evaluate students' reading comprehension process. As it is interpreted, the process of monitoring, regulating and evaluating are the key steps for an effective reading comprehension development. This means that when students use metacognitive strategies they are monitoring of what they are start reading, regulate means students already know what strategy fits the text' complexity, activity and goals, and as final evaluating represents how well students achieved the text' aims and teachers' goals. As a result, metacognitive strategies are critical into students' reading comprehension because it helps students to become an active reader of what they are reading, regulating their cognition by selecting specific strategies in order to understand a text clearly and evaluate how well their reading comprehension works.

9. Do you monitor your reading comprehension process through developing activities before, during, and after each reading?

Figure 9

Monitoring activities before, during, and after reading.



Author. Diana Changuán

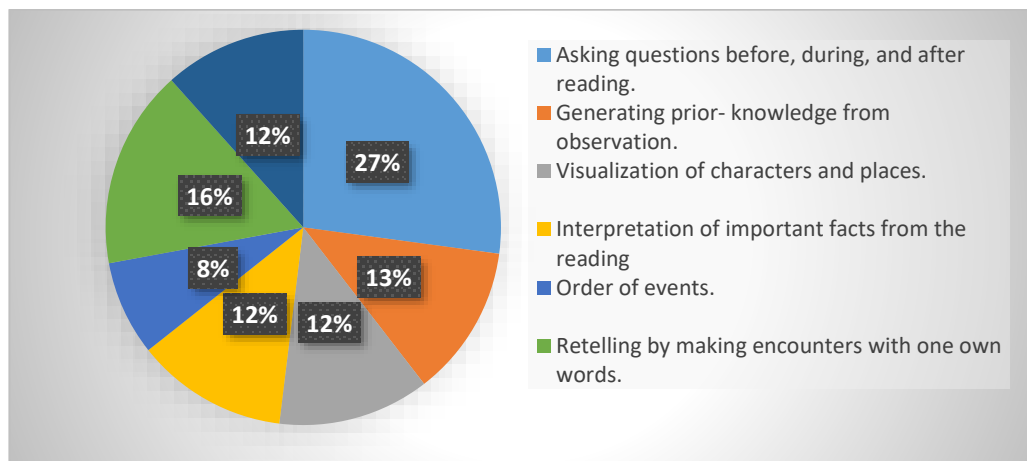
Analysis

This pie chart gives information about how important is for students to monitor the activities which are before, during, and after reading. In this case, there is a significant number of students who claimed that they definitely monitor their reading comprehension in each reading stage. However, a small minority of them estimated that they do not monitor their own reading comprehension as they go through reading passages in every reading stage. It is interpreted, the process of monitoring, regulating, and evaluating are the key steps for effective reading comprehension development. This means that when students use metacognitive strategies they are monitoring what they start reading, regulating means students already know what strategy fits the text's complexity, activity, and goals, and as final evaluating represents how well students achieved the text's aims and teachers' goals. As a result, metacognitive strategies are crucial in students' reading comprehension because it helps students to become active reader of what they are reading, regulate their cognition by selecting specific strategies in order to understand a text clearly, and evaluate how well their reading comprehension works.

10. Which of the following activities does your teacher use to monitor your reading comprehension?

Figure 10

Activities of monitoring reading comprehension.



Author. Diana Changuán.

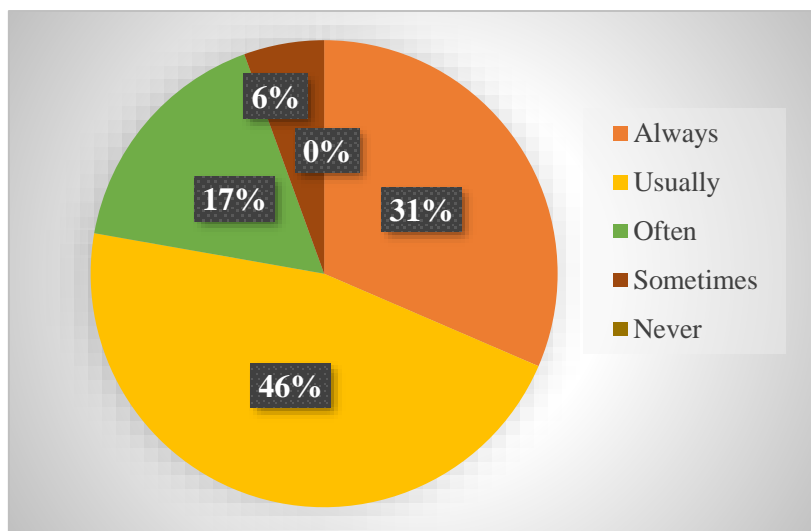
Analysis

The graph describes what activities students use to monitor their reading comprehension process. Just under half of the students argued that the activities they use to monitor the reading comprehension process were asking questions (before, during, and after reading), followed by re-telling by making encounters with one's own words. Meanwhile, the equal percentage belonged to the strategies of prior- knowledge, visualizing, describing important events, observation and assessment. Apart from that, a very minority of participants claimed they only apply the activity of ordering events while they read. As it can be interpreted in the graph above, the strategies that have percentages from 12% to 27% are founded important to monitor the reading comprehension, because students may only an activity which can give positive responses, or more than one in order to make the monitoring process easier to understand and complete the task. Therefore, it is remarkable to conclude that more than half of students need to apply most of activities in which encourage themselves to monitor, control and be aware of how well they understand the text.

11. Does the teacher give you feedback that encourages the development of your comprehension at the end of each reading task?

Figure 11

Reading comprehension reinforcement.



Author. Diana Changuán.

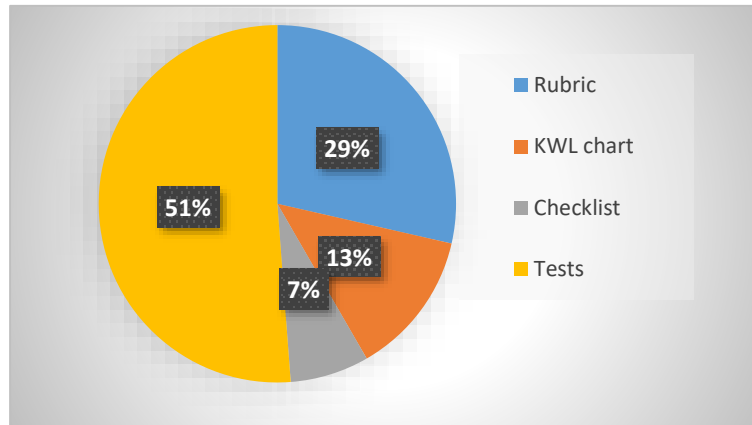
Analysis

The chart above shares information about students' feedback from their teacher at the end of each reading to enhance reading comprehension skills. Just under half of the surveyed stated that they usually receive feedback from their teacher, which is the higher percentage in the chart. Nearly a third of them answered that the teacher always gives them feedback at the end of each reading task. However, a small minority of them said that the teacher sometimes shares with them feedback once they have finished reading a text. No one of the participants affirmed that the teacher never gives them feedback in the reading comprehension process, which is the lowest percentage in the chart. It can be interpreted, English teachers see the feedback as an an effective way to know what mistakes students made, and what skills should continue working to get a good proficiency in the reading comprehension skills. In conclusion, the majority of English teachers should continue giving feedback at the end of the reading so students are able to clear doubts from the reading and be able to measure how well they have understood to complete the reading assignment successfully.

12. Which of the following materials does the teacher use to assess you reading comprehension skills?

Figure 12

Assessment materials in reading comprehension skills.



Author. Diana Changuán.

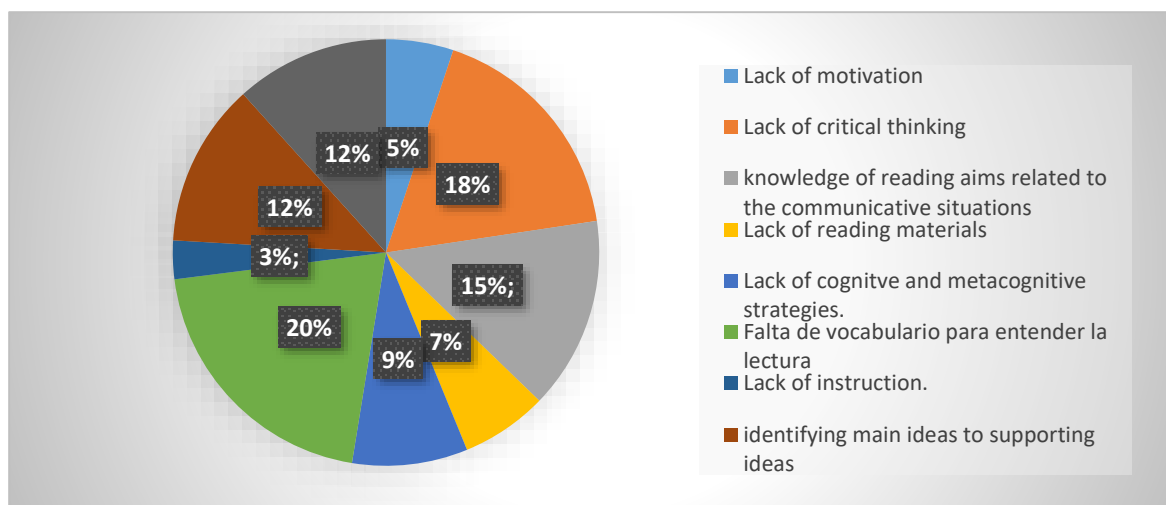
Analysis

According to the graph, the question was focused on what materials the teacher implemented to assess their students' reading comprehension skills. More than half of students said that the test is the most used material by the teacher to assess the reading comprehension skills. However, a few of them said that the teacher applies rubric and KWL chart. A small minority of them claimed that the teacher only uses the checklist. As it is interpreted, students mainly focused on tests and rubrics as primordial materials to assess their own reading comprehension. These materials as assessing resources make students know the deficits they struggle with the reading. These struggles may appear before, during, or after reading, so that by using these materials help them to pay attention to what aspects they need to develop and how to employ them in reading comprehension. In conclusion, there is a huge prominence that students enhance reading comprehension skills by taking these resources to measure how well they learned and how to implement them to achieve the task competently.

13. What factors do you think that impacts your reading comprehension skills?

Figure 13

Factors that impacts reading comprehension skills.



Author. Diana Changuán

Analysis

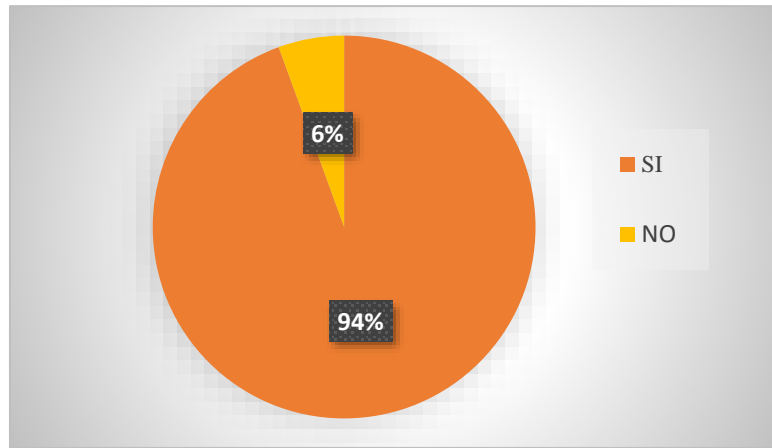
From this pie chart, it can be seen the different factors that affect students' reading comprehension development while they are reading. As demonstrated in the pie chart, a quarter of students mentioned that the lack of vocabulary is the highest factor that affected students' reading comprehension development. While a few of them said that lack of critical thinking, knowledge of reading aims, identifying main ideas to supporting ideas, and deficit of feedback in every reading are the factors that do not let them enhance reading comprehension skills. These are followed by lack of motivation, reading materials, cognitive-metacognitive strategies, and reading instruction are the lowest factors that affect students' reading comprehension.

As it is interpreted, vocabulary is the main factor that affects reading comprehension in students. Therefore, English teachers should focus on this factor and look for ways to improve the vocabulary through activities that include a large range of vocabulary to comprehend a text as a whole. In brief, this aspect should be taken into account in the proposal design.

14. Would you like the teacher gets an instructional guide of metacognitive strategies that help you to enhance your reading comprehension skills?

Figure 14

Designing the instructional guide.



Author. Diana Changuán.

Analysis

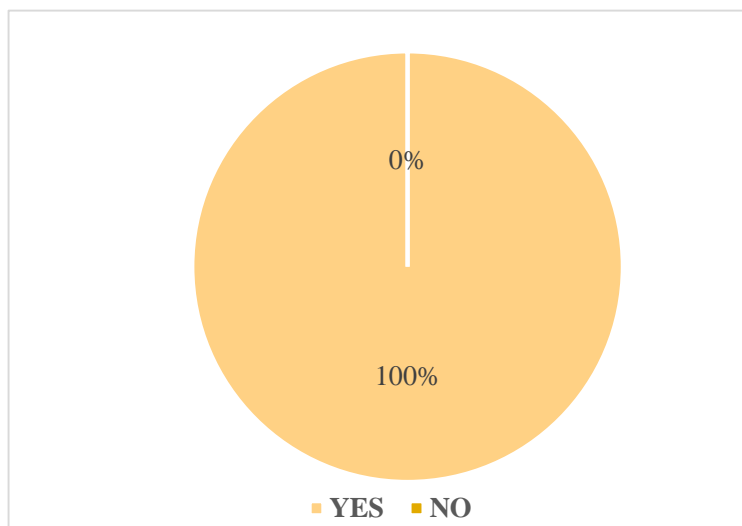
This graph illustrates students' responses on whether they would like the teacher to receive an instructional guide on metacognitive strategies that enhance their reading comprehension skills. The data showed that there is a significant number of students who would like the teacher to use an instructional guide that leads students to stimulate which metacognitive strategies are effective in improving their reading comprehension skills when completing a reading task in particular. A small number of participants mentioned that the teacher does not need this guide within their reading lessons. As interpreted, students believe that this particular guide will provide them with opportunities to learn what metacognitive strategies are appropriate for each reading task, in relation to the topics that interest them, the skills to understand the reading passage, and the desired results. at the end. of the lesson. In general, a significant number of students stated that this guide will be a useful tool to improve reading comprehension skills by applying a set of metacognitive strategies that work as a facilitator to improve their abilities to understand a particular text and complete it in the best way.

3.2. Survey applied to English teachers

1. Do you think that reading comprehension sub-competence is important to develop reading skills in English language learning?

Figure 15

Importance of reading comprehension in English language learning.



Author. Diana Changuán.

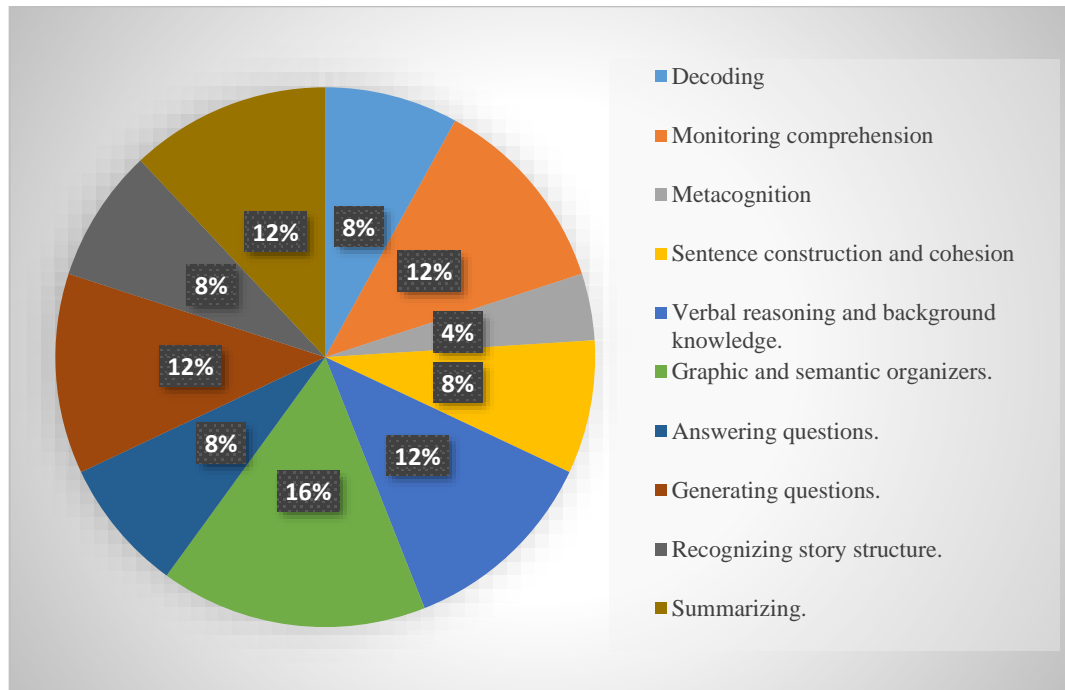
Analysis

The pie chart illustrates teachers' responses about how important reading comprehension as a sub-skill is for teachers to improve reading comprehension skills in English language learning. In this sense, there are a total of teachers who affirmed that the reading comprehension sub-skill is very important to enhance reading comprehension skills in learning the English language. As interpreted, the reading comprehension sub-skill is part of the receptive skill because it helps students incorporate a simultaneous set of words, construct meaning from previously learned words, and make connections to their personal experiences. Therefore, teachers need to pay attention to how students can understand the text and how to use this skill for possible real-life situations.

2. Which of these key strategies for comprehension below do you use with your students during your teaching reading lessons?

Figure 16

Teaching strategies for comprehension.



Author. Diana Changuán.

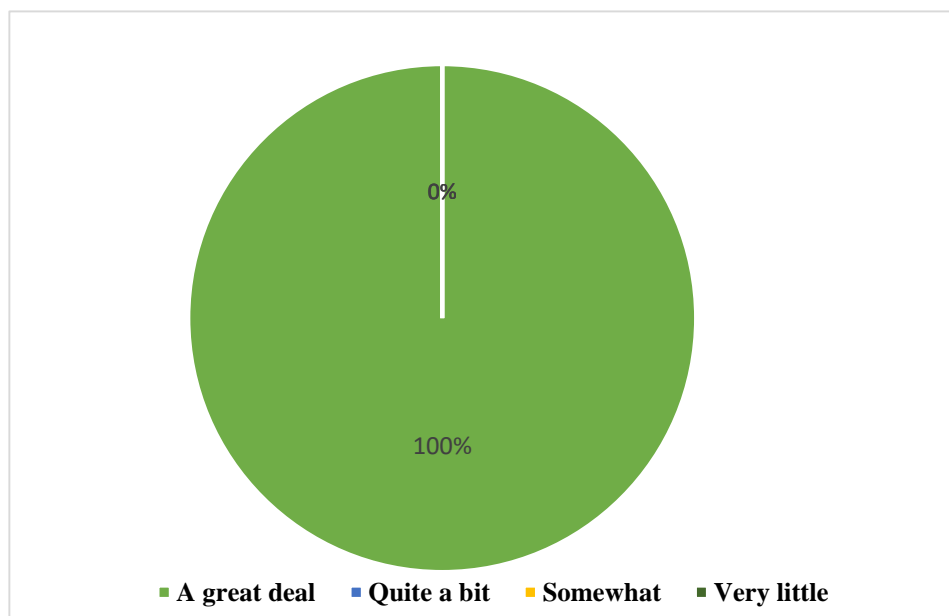
Analysis

The graphic shows what comprehension strategies teachers use during their teaching reading lessons. In this question, the teacher should choose more than one strategy. The strategies which were the most used by the teachers was graphic and semantic organizers to teach reading lessons. There was an equal percentage (12%) that the teacher claimed that they use monitoring comprehension, verbal reasoning ad background knowledge, generating questions, and summarizing. Finally, a small minority of the teachers pointed out metacognition, sentence construction, cohesion, answering questions, and recognizing story structure are the least comprehension strategies that teachers use to teach reading lessons. An important observation was that the use of semantic and graphic organizers is an available strategy that enables students to stay focused on the reading content.

3. Do you consider that a large range of vocabulary helps students to understand a text better?

Figure 17

Vocabulary to comprehend a text.



Author. Diana Changuán.

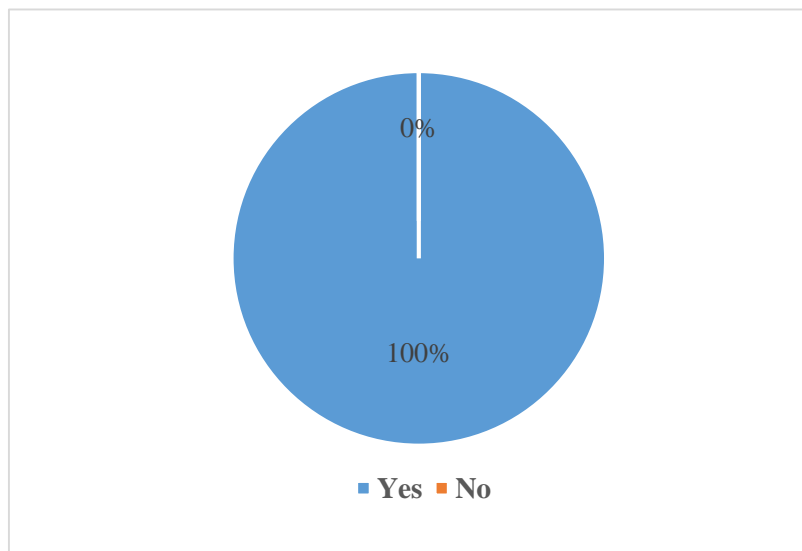
Analysis

According to the graph, the question focused on how important vocabulary is to understand the text as a whole. It can be seen that the total of English teachers stated that teaching vocabulary is important to understand the text when students are reading. None of the English teachers stated that vocabulary does not help students to understand the text well. Under these lines, it is essential to mention that vocabulary is a crucial tool in the teaching-learning process, especially when students start reading something and find it difficult to understand as they come across it. For this reason, English teachers argued that teaching vocabulary is a fundamental step to start reading something and understand it in the best way.

4. Do you think that critical thinking is important to develop reading comprehension skills?

Figure 18

Developing critical thinking into reading comprehension skills.



Author. Diana Changuán

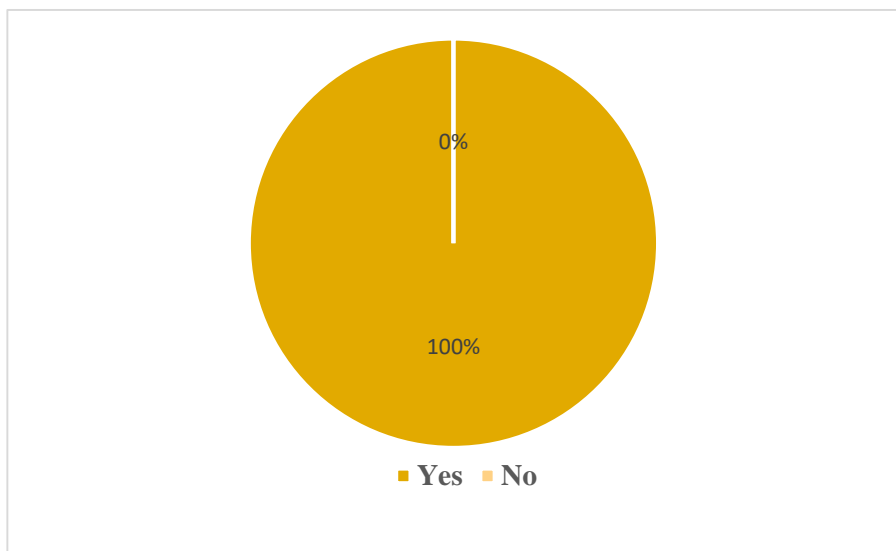
Analysis

This pie chart illustrates English teachers' answers which asked them if critical thinking develops reading comprehension skills. As the pie chart mentioned, the majority of English teachers stated that critical thinking helps to develop reading comprehension skills. As it is interpreted, applying critical thinking contributes students to gaining knowledge of the most significant aspects of the text. In other words, students develop critical thinking by interacting with cognitive skills that conduct students to implement doubts and think critically about the solution to each issue. In general, English teachers stated that the improvement of reading comprehension is how students use the criteria to think about something so that they can acquire reading comprehension skills of what they are reading in class and how to relate it into spaces outside.

5. Do you use other reading materials with your students apart from the book of Ministry of Education?

Figure 19

Applying extra- reading materials.



Author. Diana Changuán

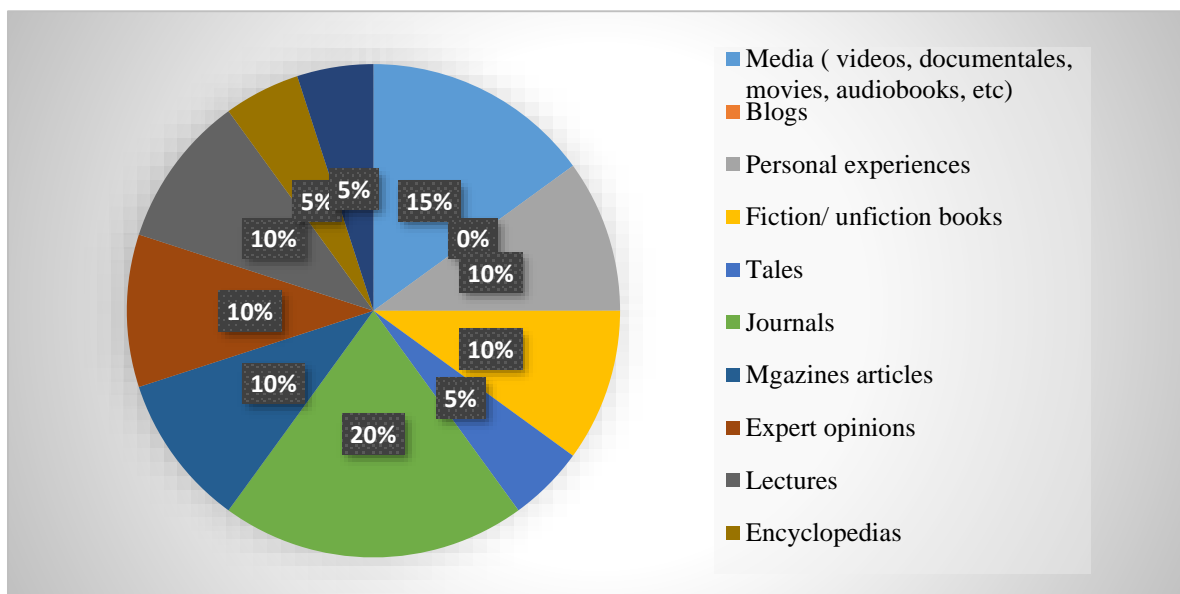
Analysis

The chart illustrates teachers' answers about what extra-reading materials the teachers use with their students during class. The total of English teachers stated that they apply other reading materials apart from the book of Ministry of Education in class. Meanwhile, no one of them uses extra- materials in reading classes. From this information, English teachers prefer to incorporate other reading materials due to the book of the Ministry of education sometimes does not have reading passages in which contents are not based on real-life events that will benefit to use in daily life. That is the idea that the teacher applies extra-reading materials to students feel engaged within the text content, so find a logical answer to each answer found in the reading. In conclusion, the majority of the teachers claimed that extra-reading materials are helpful resources for students to incorporate a set of skills that brings them opportunities to think globally, as situations happen in the text.

6. Which other materials do you use with your students to enhance reading comprehension skills apart from the book of Ministry of Education?

Figure 20

Extra- reading materials into reading comprehension skills.



Author. Diana Changuán

Analysis

This graphic provides information about English teachers use other materials during class apart from the Ministry of Education book to enhance reading comprehension skills. As can be seen, the majority of the English teachers affirmed that journals and media (videos, documentaries, films, audiobooks, i.e.) are the materials they use during reading lessons. Meanwhile, some of them argued that they include magazines, articles, personal experiences, fiction/non-fiction books, expert opinions, and lectures are the materials to enhance reading comprehension skills. On the other hand, stories, encyclopedias, and web pages are the least materials they use to enhance reading comprehension skills. As it is inferred, media materials are the major resources that not only enhance reading comprehension skills, but it shows improvement in students' learning styles to learn English as a foreign language. To conclude, most of the English teachers stated that including other materials in the reading class develops productive skills of the English Language.

7. Does the material you use in class include one or some of the following metacognitive strategies to enhance reading comprehension?

Figure 21

Metacognitive strategies.



Author. Diana Changuán

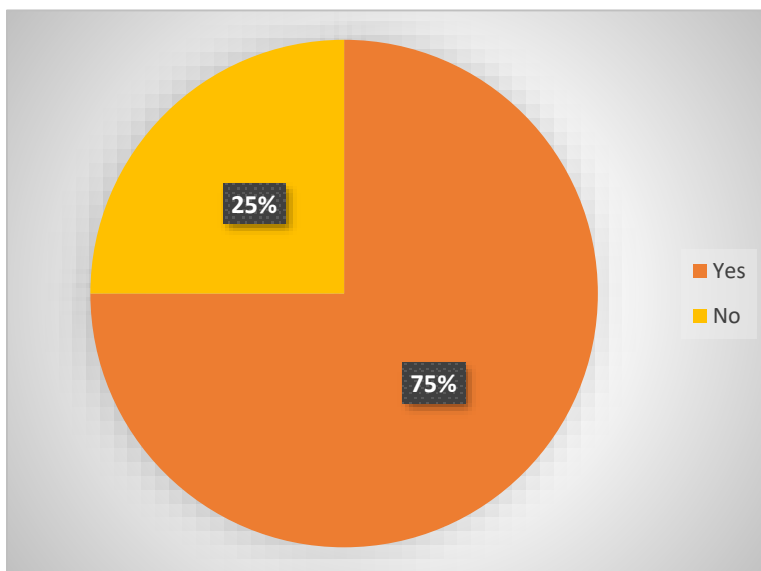
Analysis

The pie chart gives information about what metacognitive strategies teachers use to enhance reading comprehension skills. As the pie chart mentioned, the majority of English teachers stated that they apply strategies of planning-organizing, setting goals, inferring, and self-management to enhance reading comprehension, which are the most used strategies by the teachers in class. Meanwhile, a few of them stated they use the strategies of monitoring, determining levels of importance, and self-evaluation in enhancing reading comprehension. Followed by the strategies of self-questioning, meditation, directed attention, selective attention, self-monitoring, and self-reinforcement are the least used strategies by English teachers. As it can be seen, the metacognitive strategies which got the highest percentage are an essential part of the teaching-learning process. English teachers considered that these strategies support their teaching instruction to enhance the reading comprehension of their students during reading classes.

8. From the list above, do your students identify what, how and when you use metacognitive strategies to enhance reading comprehension skills during reading lessons?

Figure 22

Applying metacognitive strategies.



Author. Diana Changuán

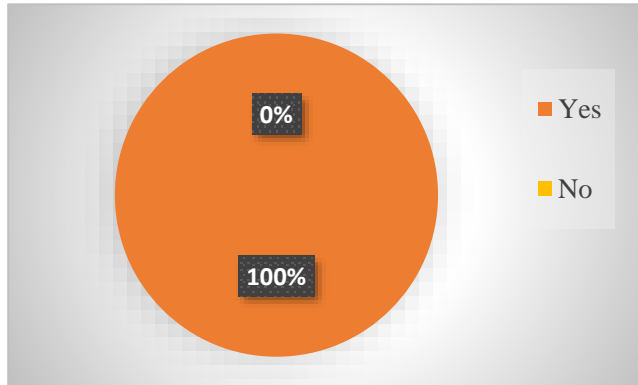
Analysis

This pie chart provides information about English teachers' answers which asked them if students can notice what, when, and how the teachers apply metacognitive strategies during the reading lessons. As mentioned in the chart, three-quarters of English teachers claimed that students can identify when the English teacher applies metacognitive strategies, what strategies to use, and how to apply them to reading. However, a quarter of them argued that students cannot identify when, how, and what strategies are being applied by the English teacher. It is interpreted, when students identify the metacognitive strategy, how to use it, and when to use it, they get involved between the content of the text and skills they need to use to comprehend a written text positively. In conclusion, the majority of English teachers argued that recognizing what, when, and how the teacher uses the metacognitive strategy contributes to students identifying the type of metacognitive strategy which are associated with every reading profile and thus enhancing their reading comprehension skills.

9. Do you set goals for each reading comprehension task?

Figure 23

Setting goals for reading tasks.



Author. Diana Changuán

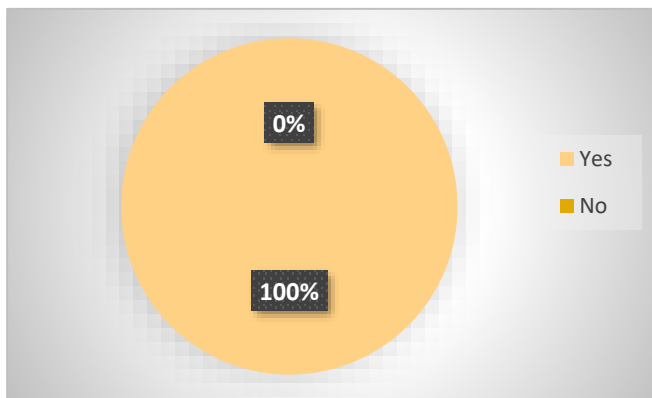
Analysis

According to the chart, the question was focused on if English teachers set goals in every reading task. It can be seen that the majority of English teachers argued that they set goals in every reading task. Meanwhile, no one of the participants stated that they do not set goals in every reading task. As it is interpreted, setting goals in every reading tasks allow students to know the purpose of the reading, following the purposes, and achieve the purposes by task completion. In conclusion, English teachers stated that setting goals in every tasks provide themselves to be more aware of what students need to achieve at the end of the task.

10. Do you assess your students' progress at the end of each reading task?

Figure 24

Assessing students' progress.



Author. Diana Changuán

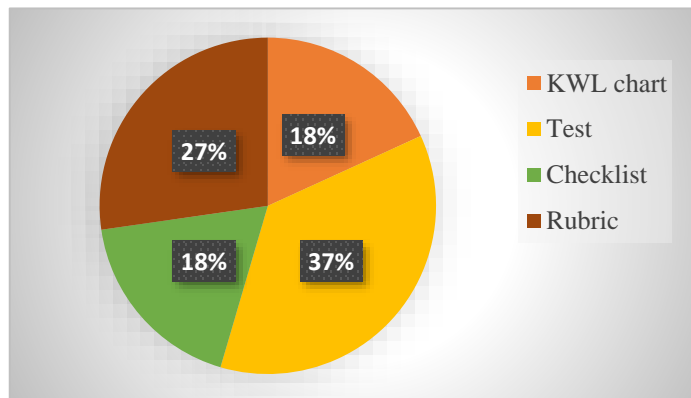
Analysis

The pie chart displays the English teachers' answers about students' progress at the end of each reading task. As can be seen, the total of participants claimed that they evaluate students' progress at the end of reading lessons, whereas no one of them assess students' reading task progress. English teachers through assessment can estimate students' weaknesses, strengths, abilities, preferences at the moment to apply the reading task. Therefore, the majority of English teachers stated that assessment is the process to be familiar with students' learning abilities and how they perform them by accomplishing reading tasks to know how good readers they have become.

11. Which of the following materials do you use with your students to assess their reading comprehension progress?

Figure 25

Materials of assessing reading comprehension progress.



Author. Diana Changuán

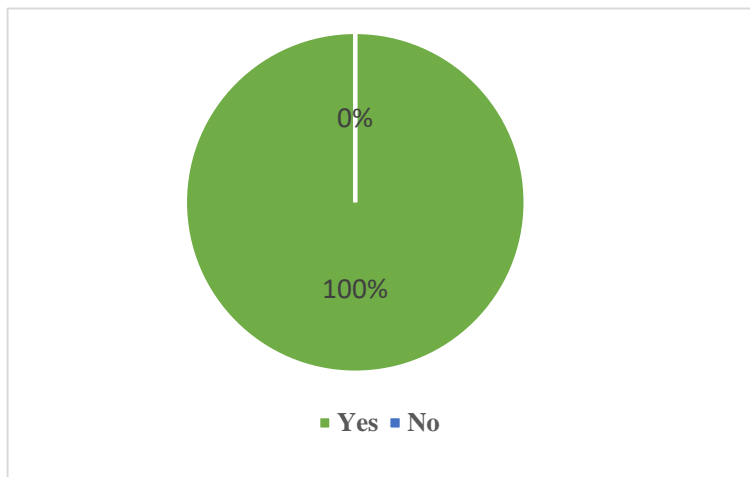
Analysis

This pie chart illustrates the materials that English teachers implement to assess students' reading comprehension progress in classes. It can be seen that most of the students stated that they use tests and rubrics as materials to assess their students' reading comprehension. Meanwhile, a few of them stated that they implement a KWL checklist and chart to assess the students' reading comprehension process. It is inferred that the test and the rubric are the materials that English teachers prefer to apply. This is due to these materials are more easy to distinguish students' deficits because they themselves notice what errors they made and how to develop those mistakes, leading students to become metacognitive learner. In summary, through rubric and tests, English teachers can analyze what students are facing before, during and after reading, and student to find way to develop their different struggle presented in the reading comprehension.

12. Would you like to use a reading guide instruction to enhance students reading comprehension skills?

Figure 26

Instructive guide of metacognitive strategies.



Author. Diana Changuán

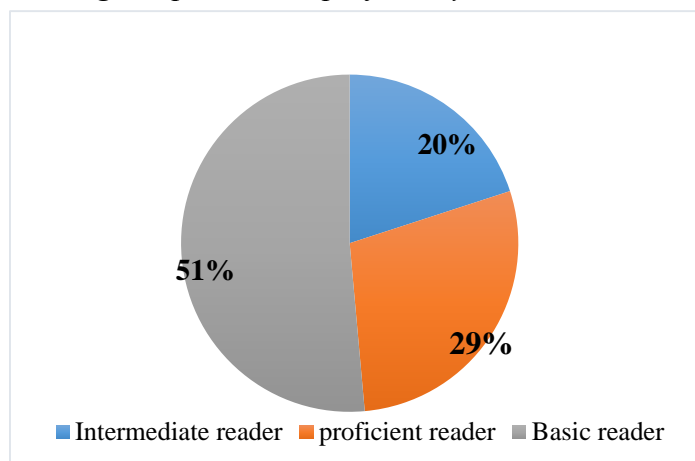
Analysis

This graph illustrates the English teachers' answers about if they would like to use an instructive guide in which show them some effective metacognitive strategies in order to enhance students' reading comprehension skills. As it can be seen the majority of English teachers mentioned that they would like to use an instructive guide of metacognitive strategies, whereas no one of them claimed they would not like to use an instructional metacognitive reading guide during their reading comprehension classes. This instructional metacognitive guide is a tool that will provide teachers perceive of what strategies and how students should use the metacognitive strategies regarding each reading profile to enhance their own reading comprehension process. Overall, most English teachers agree to use an instructional metacognitive guide to encourage students to use their metacognitive skills to enhance their own reading comprehension skills during classes.

3.3. Test applied to students to identify the ability of their reading comprehension.

Figure 27

Students' reading comprehension proficiency.



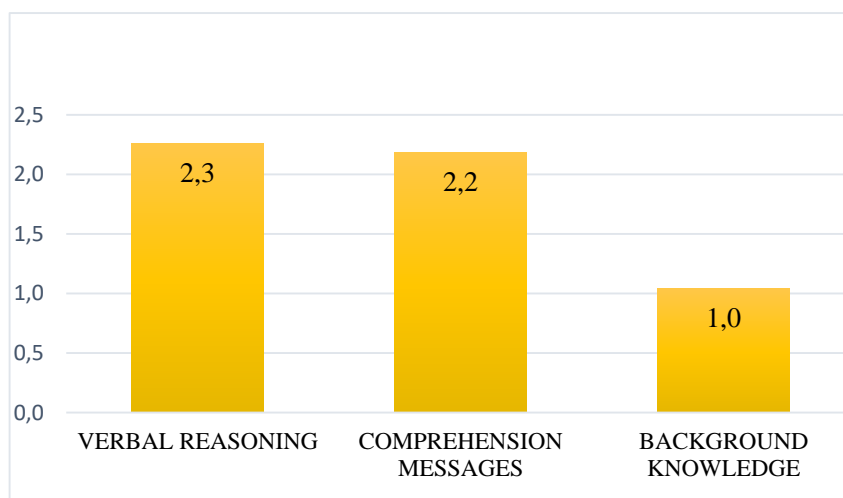
Author: Diana Changuán.

Analysis

This pie chart displays students' results about the reading test applied by the researcher. Over half of students are considered proficient readers because they got a score between 7 and 10 out of 10, which means they can use strategies that help them to understand what they are reading. Meanwhile, almost thirty of the participants are intermediate readers, which means they got a score between 5 and 6.5 out of the total. This refers that they do not get familiarized with strategies very often to complete a task correctly. Finally, a small minority of them are basic readers, which means they got a score between 0 and 4 out of 10; this is because students do not know what strategies to use to comprehend a text. To conclude, it is remarkable to mention that most of the students are between intermediate and proficient readers, which is the appropriate level of reading comprehension for students of third bachelor grade.

Figure 28

Reading comprehension skills.



Author. Diana Changuán

Analysis

The bar chart provides information about what reading skills are the most used by students in order to enhance reading comprehension skills. It can be seen there are three skills that were used to evaluate students' reading comprehension skills. As first one, verbal reasoning which is the skill that helped students to enhance reading comprehension skills. Verbal reasoning is the ability that enables students to acquire capabilities that think positively when they are reading and how to use that information to answer questions based on the text. Therefore, it is interpreted that there is a great number of students who know how to use reasoning skills to comprehend various reading comprehension activities in class. In conclusion, there is a significant number of students who use verbal reasoning to enhance reading comprehension skills.

On the other hand, comprehension messages skill is the second applied in this test. As the graph showed, this enormous skill did have low scores, which means that students are attentive readers to differentiate the message main idea. In conclusion, a huge number of students were able to use this skill as a means of enhancing reading comprehension skills.

Finally, background knowledge was the lowest skill developed by students. In this students did not have the skills needed to complete the activities effectively. As it is interpreted, there is not a major number of students who applied this skill as a way of developing reading comprehension skill by making connection between what they read and what they already know. Therefore, there is a great importance to practice background knowledge in EFL classrooms in order to students can enhance reading comprehension skills successfully

In conclusion, the majority of students who apply verbal reasoning and comprehension messages skills are more proficient readers, in terms of they can understand what they are reading and contrast specific information from a text given. In this way is how students enhance their reading comprehension skills.

CHAPTER IV: PROPOSAL

4.1. Introduction

This proposal is a valuable instructional material for EFL English language teachers who work at Colegio Universitario “UTN” to help senior students to enhance reading comprehension skills. The design of this proposal focused on the data collected previously in the questions that practically directed in reading comprehension development. Moreover, to design this proposal was necessary to take into account the reading comprehension test, which will help the researcher identify the right level of senior students in reading comprehension skills at Colegio Universitario “UTN”.

4.2. Proposal objective

- To improve reading comprehension skills by using metacognitive strategies.

4.3. Methodology

This instructional guide has three units. Each unit of this guide has different reading lessons that provide students to have opportunities to enhance reading comprehension skills. The presentation of each reading lessons include a set of metacognitive strategies which can be applied on the pre- reading, during reading, or post reading. The metacognitive strategies play an essential role in each reading lessons. This means, students start using their own cognitive skills which help them to identify effective ways to comprehend a reading, and how they have applied their cognitive abilities to perform a task. This is a good choice to enhance reading comprehension skills.

4.4. Proposal title

Little thinking minds.

4.5. Importance of the proposal

“LITTLE THINKING MINDS” is an instructional metacognitive guide for senior students at Colegio Universitario “UTN” High School. This instructional guide was designed with the main purpose to help students enhance their own cognitive skills to comprehend a reading text efficiently, and learn to use their reading skills by using metacognitive strategies to perform a task. Also, the reading comprehension test was a tool to measure their reading comprehension proficiency so that identify reading comprehension mistakes in the EFL classrooms.

UNIT 1



LEARNING

READING

COMPREHENSION



LITTLE THINKING BRAINS



LET'S TALK ABOUT MOVIES

LESSON 1: Movies

Lesson Objective

- *Students will be able to complete the activities - skimming main ideas to identify the kind of film, and scanning to find details while working with the text "TITANIC" so that they can discuss about a movie they have seen.*

PRE READING...



USING VISUALS TO PREDICT CONTENT

1.) Look at the scenes above. Answer the following questions.

- 1.1. Where are the people in the pictures?
- 1.2. What are they doing there?
- 1.3. What kind of movie do you think they are watching?
- 1.4. Are they frightened, happy, or sad?

2.) Label each picture with the correct movie genre on the box below

Horror • Romantic Action • Fantasy • Musical.





UNDERSTANDING KEY VOCABULARY

3.) Match the descriptions to the correct movie genre learned previously.

1

Horror

It is a fiction film that use magic and supernatural contents such as witches, creatures with human parts, and enchanted places.

2

Fantasy

It is a film that has scenes of murders, explosions, fights in which people die cruelly.

3

Musical

The film usually describes love relationships.

4

Action

A film which is used to frighten people with a lot of terrified

5

Romantic

It is a film that uses songs, dance show in all the scenes.

These definitions were taken from: <https://dictionary.cambridge.org/> & <https://www.pinterest.com/>



DURING READING...



STRATEGY

SELF-EVALUATION

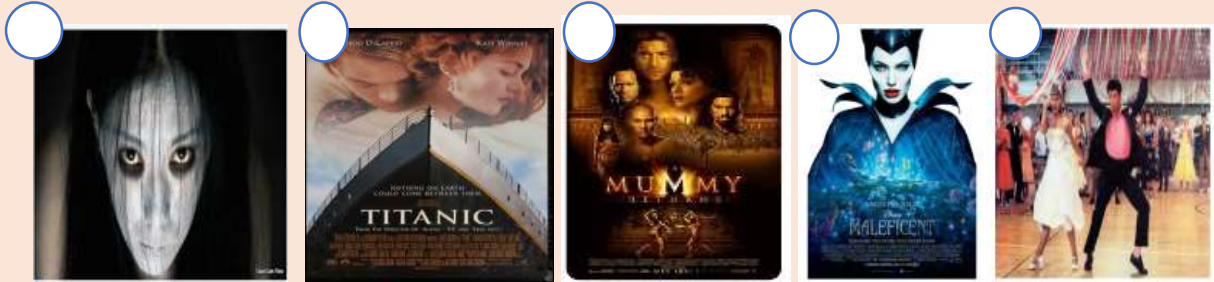
The night of April 14, 1912 was a dark evening for thousands of passengers above the new White Star Liner, Titanic. That night, the biggest ship ever built to that date struck an iceberg and plunged to the bottom of the sea, taking with it around 1,500 souls, sparing only several hundred. The result? Director James Cameron's new \$400-million-dollar production entitled Titanic. The movie begins in present day where Brock Lovett (played by Bill Paxton) and crew are underwater, in a submarine, viewing the ship's wreckage. Lovett had been searching for 3 years for a 56 karat diamond that Rose DeWitt Bukater (played by Kate Winslet) had been given by her fiancé, Cal Hockley (played by Billy Zane) on the ship. When Lovett does come across a safe in her stateroom on the wreckage, they take it back to the surface, and open it, only to find a drawing, mud and decayed ruins. That day, Lovett goes on TV to announce his findings. The 101-year-old Rose (played by Gloria Stuart) happens to see "herself" in the drawing on the news and calls Lovett. She and her granddaughter are flown to a ship in the middle of the Atlantic to meet with Brock. Rose then begins to recall her experience on the Titanic. Back in April of 1912, a young traveling artist, Jack Dawson (played by Leonardo DiCaprio), wins a ticket for Titanic in a poker game and sets sail with an immigrant friend of his on the tremendous ocean liner's maiden voyage. On the ship, he sees Rose and immediately falls in love with her, without even meeting her. One night, troubled by her engagement to Cal and feeling hopelessly trapped in her rich family's lifestyle, Rose runs to the stern (end) of the ship and climbs over the railing, contemplating suicide. Fortunately, Jack had seen her run by and assists her to safety. The next hour of the movie consists of their interaction with each other and how they fall in love, etc. And half-way through this 3 and a half hour movie, fiction collides with fact, and the Titanic strikes the gigantic iceberg. The rest is history—mixed in with this fictitious love story, of course.

Taken from. <https://www.englishexercises.org/>

Skimming

1. Look at the questions below and answer them according what you have read.

- According to the pictures below, do you know what kind of movie genre is the text about? Put a check in the correct movie genre?



➤ What statement are not main ideas of the text? Cross them out.

- There were thousands of passengers above the new White Star Liner, Titanic
- The biggest ship ever built struck an iceberg and plunged to the bottom of the sea.
- The romantic story of a couple who falls in love at first sight.
- The story of a ship called “Titanic” where a love story begins and ends up in a tragedy underwater.

➤ How did Jack and Rose fell in love in the Titanic

- They were on a date in Rose’ stateroom.
- Jack was playing poker and saw her get on the ship.
- Rose ran to the stern (end) of the ship and climbs over the railing, contemplating suicide and Jack saved her.
- None of above.

SELF- EVALUATION

When I skim...

I first focus on the title of the text	Yes	No
I pay attention to the first line of the paragraph	Yes	No
I concentrate for main ideas of the text content.	Yes	No
I focus on the smallest paragraphs of the text	Yes	No
I go ahead the conclusion of the text.	Yes	No

Scanning

2.- From the text, answer the following questions

Question 1. In the first paragraph, what happened in the dark night of April 14, 1912?

- a) It was a special date for all people who survived on the ship.
- b) There were thousands of passengers above the new Star Liner, Titanic.
- c) It was the night where Titanic was built.
- d) A biggest ship struck an iceberg which leads the ship to the bottom of the sea, taking with it 1,500 souls, sparing only several hundred.

Question 2. In the second paragraph, why did Lovett go to the bottom of the ocean in Rose deWitt Bukater's stateroom on the wreckage? what were his findings?

- a) He wanted to see how Rose de Wit Bukater's stateroom looked like.
- b) Someone told him about Rose deWit Bukater's wealths.
- c) Lovett came across a safe in Rose deWit Bukater's stateroom. They found a mud and decayed drawing.
- d) Lovett took some photographs to Rose deWit Bukater's stateroom.

Question 3. In the third paragraph, how old was Rose when she heard on the news about Lovett's findings? What did she begin to recall?

- a) Rose was sixty years old. She recalled about her last holidays with her granddaughter.
- b) Rose was eighty years old. When she was cooking, she heard about how Titanic was found in the ocean.
- c) Rose was 101 years old. Rose began to recall her experience about a young traveling artist, Jack Dawson and how he won a titanic for Titanic in a poker game with his immigrant friend.
- d) Rose was 101 years old. Rose recall how she fell in love with her engagement to Cal.

Question 4. In the fourth paragraph, the writer describes a short story about a couple, who are they? How did they fall in love?

- a) The story is about a single woman who meets a painter on the ship halls.
- b) The story is about how Rose fall in love with the captain of the ship.
- c) The story is about how a crazy love between Rose and Jack grows every day while they are on the ship.
- d) None of above.

SELF- EVALUATION

When I scan...

- | | | |
|--|-----|----|
| ➤ I first focus on the title or images | Yes | No |
| ➤ I pay attention to the first line of each paragraph | Yes | No |
| ➤ Look for key words or numbers that help me to identify what I need to answer. | Yes | No |
| ➤ I focus on the highlight words in the text | Yes | No |
| ➤ I read the question and search in the text any word that matches with the question | Yes | No |



POST READING



STRATEGY

SELF-QUESTIONING

DISCUSSION

4.- Discuss with a partner the following questions, and then compare your responses. Once done, decide

Questions:

What kind of movie genres do you like to see with your family? Why?

What kind of movie genres don't you like to see with your family? Why?

What kind of movie genres have you seen lately? Mention them.

What kind of movie genres would you like to see?

NAME OF THE FILM



TYPE OF FILM



MAIN CHARACTERS



ROMANTIC EVENTS



THE END OF THE
FILM.



SELF-QUESTIONING

When I discuss....

- Can I begin a discussion with my partner?
- Can I talk about the type of film with my partner?
- Can I use the vocabulary learned to talk about the type of film chosen with my partner?
- Can I use words from the text to talk about the type of movie chosen?
- Can I express my opinions, feelings, and ideas clearly with my partner?
- Can I answer questions quickly based on what I have read?
- Can I discuss with my partner in a comfortable way?
- Can I talk give a conclusion about the type of movie chosen to my partner?

	Yes, I can	Yes, more or less	I need to look again
a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TOPIC

FILM REVIEWS

LESSON 2: Film reviews

Lesson Objective

- *Students will be able to demonstrate comprehension of the text “The Lord of the Rings” by using visuals to build vocabulary, incorporating skimming to know people’s role on a film set, and making inferences so that students can describe a type of film review and people’s role on a film set.*



PRE READING...



Taken from. <https://www.dibustock.com/>

Taken from. <https://www.dibustock.com/>

BUILDING

PRE- KNOWLEDGE

- 1.) Which things in the box have you ever seen that people need to make a film? Circle the words.

Cameraman

Screenwriter

Filmmaker

special effects

Boom operator

actors

Look at the pictures below and write the words from the box in the correct role that people play to make a film.

2.)













UNDERSTANDING

KEY VOCABULARY

3.) Match the words (1-6) in the box below to their definitions

Cameraman	Screenwriter	Filmmaker
special effects	Boom operator	actors

- 1.- Someone who makes a film or TV program.
- 2.- Someone who writes the story of the film.
- 3.- Someone who pretends to be someone else in the film such as: nurse, doctor, teacher, lawyer, singer.
- 4.- A person who uses a camera when the film is being made.
- 5.- Someone who operates the boom microphone for a film or TV programmers.
- 6.- The noise, movements that is created by computer, or special equipment.

These definitions were taken from. <https://dictionary.cambridge.org/es/>

SKIMMING



DURING READING...



STRATEGY

SELF-MONITORING

1



I recently watched “The Lord of the rings”, a fantasy movie written by JR.Talkin. There are some **excellent** performances from the leading actors. Elja Wood who is one of the main actors won an “Oscar” for the best performance in “Hooligans” last year.

2

It’s set in New Zealand and is the story of a battle between good and evil. Frodo, a normal hobbit, must destroy a **dangerous** ring. When Frodo takes on the ring, he became a slave of the ring. The story is made **complicated** because Frodo must make a perilous journey to another place of the world.

3

Go and see this film. You won’t be disappointed. As I watched the movie I was **amazed** by the special effects. In all the scenes I couldn’t distinguish between what was real and what was fantasy. The scenery was absolutely **gorgeous**. Especially the snowcaped mountains and wide green fields were **impressive** to watch

4

To sum up, I enjoyed this adventure story owing to the amazing animated battles between different species and the **excellent** pictures of New Zealand’s scenery. I can wholeheartedly recommend this film to almost anybody.

(Written by our Students, Ueli, Young., 2016)

READING FOR MAIN IDEAS

5.) Read the film review: *The Lord of the Rings* again. Write the paragraph number where you found the information below

It describes the author's names, main actors and when the film was released.

It starts with a brief summary of the plot without mention the ending of the film.

It gives opinions of some aspects about the film such as actors' performance, music, special effects, setting and the script.

It includes recommendations of what people should watch the film.

SELF-MONITORING

When I read for main ideas...

- | | | |
|---|------------|-----------|
| ➤ I start thinking about the type of reading | <i>Yes</i> | <i>No</i> |
| ➤ I identify how many paragraphs the text has | <i>Yes</i> | <i>No</i> |
| ➤ I relate the title of the text with images | <i>Yes</i> | <i>No</i> |
| ➤ I ask myself what I have already known about the text topic | <i>Yes</i> | <i>No</i> |
| ➤ I look for paragraphs and how are connected with the vocabulary. | <i>Yes</i> | <i>No</i> |
| ➤ I find main ideas by identifying: | | |
| (Who) the most important person or people in the text | <i>Yes</i> | <i>No</i> |
| (When) the specified reference of time or period | <i>Yes</i> | <i>No</i> |
| (What) the theme of the text | <i>Yes</i> | <i>No</i> |
| (Where) the most relevant place or settings | <i>Yes</i> | <i>No</i> |
| (Why) the cause, consequence, effects of what happened in the text | <i>Yes</i> | <i>No</i> |
| (How) reasons, explanations, theories of how happened in the text | <i>Yes</i> | <i>No</i> |

6.) Read the film review: The Lord of the Rings again and choose what staff each paragraph mentions in the film review.

Introduction

- a) screenwriter, main actors
- b) cameraman, boom operator

Paragrapgh 2

- a) film' settings
- b) actors, screenwriter.

Paragrapgh 3

- a) special effects, actors
- b) special effects, screenwriter.

Finally

- a) screenwriter, actors, settings
- b) boom operator, cameraman.



SELF-MONITORING

When I read for details...

- | | | |
|--|-----|----|
| ➤ I read the questions before reading the text | Yes | No |
| ➤ I highlight key words in the questions and then find them in the reading | Yes | No |
| ➤ I look for key words which are related to the main idea | Yes | No |
| ➤ I pay attention to every single word and try to know what is the meaning | Yes | No |
| ➤ I stop in words, phrases or ideas that I think are important to the topic. | Yes | No |

MAKING INFERENCES

7.) Look at the highlighted words in blue and purple. Then, choose the best option to each question.

7.1. What do the words mean in the text?

- a) The words are adjectives which are used to modify a noun.
- b) The words mean how well a person; animal or thing is.

7.2. What kind of adjectives do they belong to?

- a) Descriptive, qualitative adjectives
- b) Quantitative adjectives

7.3. Put the adjectives from the text in the correct place of the chart.

ADJECTIVES	
Excellent – dangerous – amazing – complicated – gorgeous – impressive –	
Positive	Negative

7.4. What adjective describes main actors' performance?

- a) impressive
- b) dangerous

7.5. What adjective describes the ring in the text?

- a) gorgeous
- b) dangerous

7.6. What adjective describes the film' settings?

- a) amazing
- b) impressive

SELF-MONITORING

When I make inferences

I notice if there is something different in the text (words in bold, quotes, or cursive letters) Yes No

I work out meaning from the text's content. Yes No

I relate meaning of words with my personal experiences. Yes No

I synthesize the content using my own words. Yes No



POST READING



DISCUSS

8.) Think of another film review that you have seen lately. Go back to the film review: “The Lord of the Rings”, and then replace the words in red. as well as you should replace the adjectives in green by others that have the same meaning.

FILM REVIEW: THE LORD OF THE RINGS

I recently watched “The Lord of the rings”, a fantasy movie written by J.R. Tolkien. There are some excellent performances from the leading actors. Elja Wood who is one of the main actors won an “Oscar” for the best performance in “Hooligans” last year.

It’s set in New Zealand and is the story of a battle between good and evil. Frodo, a normal hobbit, must destroy a dangerous ring. When Frodo takes on the ring, he became a slave of the ring. The story is made complicated because Frodo must make a perilous journey to another place of the world

Go and see this film. You won’t be disappointed. As I watched the movie I was amazed by the special effects. In all the scenes I couldn’t distinguish between what was real and what was fantasy. The scenery was absolutely gorgeous. Especially the snowcapped mountains and wide green fields were impressive to watch

To sum up, I enjoyed this adventure story owing to the amazing animated battles between different species and the excellent pictures of New Zealand’s scenery. I can wholeheartedly recommend this film to almost anybody.

(Written by our Students, Ueli, Young., 2016).

9.) Share with a partner your film review.

TOPIC:

MINI BIOGRAPHIES

STRATEGY

MEDITATION

LESSON 3: Mini biographies

Lesson objective

*Students will be able to comprehend the **Mini biography of Walt Disney** by using prior- knowledge that helps them to make predictions about famous people's lives and their achievements.*



PRE READING...



USING YOUR KNOWLEDGE

MEDITATION..

• Do I feel comfortable with the reading material I have to read?	<i>Yes</i>	<i>No</i>
• Is the classroom an arranged place where I can concentrate on what I am going to read?	<i>Yes</i>	<i>No</i>
• Do I feel engaged with the type of reading material?	<i>Yes</i>	<i>No</i>
• Do I find the reading material useful to keep my brain active?	<i>Yes</i>	<i>No</i>
• Will the reading material help me to produce reading skills so that I can understand, think, and reflect on what I have read?	<i>Yes</i>	<i>No</i>

1.) Look at the three pictures on your right side, do you what these pictures are about? *Yes / No*

2.) Have you ever seen the animated character inside of every picture? *Yes / No*

3.- Do you know what this animated character represent in the world's movie? *Yes / No*

4. Do you have any idea about who is the person in the third picture? *Yes / No*



PREDICTING CONTENT

2.) You are going to read a mini- biography about Walt Disney. Before to read it, use the pictures above to answer the following questions:

2.1. Who was Walt Disney?

a) He was a well-known film producer who created the cartoon program of Mickey Mouse.

b) He was a featured actor who win a lot of awards in the years of 1950.

c) He was a popular musician of the 80's decades.

2.2. What was Walt Disney's first success?

a) Looney Tunes

b) Mickey Mouse

UNDERSTANDING

KEY VOCABULARY

3.- Match the words in the below to their definition.

Producer- showman -innovator –series- fictional character- budget
award -nominations -namesake

- a) Someone who changes or create new ideas to do something. _____ .
- b) Someone who has the same name as another person or thing. _____ .
- c) An official act of giving someone a possession for their great efforts. _____ .
- d) A person who is needed to make arrangements for a movie, TV show. _____ .
- e) A number of events that follow an order. _____ .
- f) The art of having imagination to make particular character for fiction movies. _____
_____ .
- g) The amount of money available to spend _____ .
- h) A person who is good making entertainment shows, movies. _____ .
- i) The act of giving someone something valuable _____ .

These definitions were taken from. <https://dictionary.cambridge.org/es/>



DURING READING...



STRATEGY

SELF-QUESTIONING

MINI BIOGRAPHY: DISNEY WALT

Walt Disney was born on December 5, 1901. Disney became one of the best-known motion picture producers in the world. He is particularly noted for being a film producer and a popular showman, as well as an innovator in animation and theme park design.

Disney is famous for his contributions in the field of entertainment during the 20th century. His first success was through the series, Oswald the Lucky Rabbit which was created by the Disney studio for Charles Mintz of Universal Studios. When Disney asked for a larger budget for his popular Oswald series, Mintz refused and Disney had to quit. Later, Disney and his brother Roy O. Disney started from scratch and co-founded Walt Disney Productions, **now** known as The Walt Disney Company. Today, this company has annual revenues of approximately U.S. \$35 billion. This success is largely due to a number of the world's most famous fictional characters and his staff created including Mickey Mouse, a character for which Disney himself was the original voice.

Disney won 26 Academy Awards out of 59 nominations, including a record four in one year, giving him more awards and nominations than any other individual. He is also the namesake for Disneyland and Walt Disney World Resort theme parks in the United States, as well as the international resorts in Japan, France, and China.

Disney died of lung cancer in Burbank, California, on December 15, 1966. The following year, construction began on Walt Disney World Resort in Florida. His brother Roy Disney inaugurated The Magic Kingdom on October 1, 1971.

(Wikipedia , n.d)

READING FOR MAIN IDEAS

4. These main ideas are in the text above. Connect the main ideas to the paragraphs in column A and pictures in column B.

COLUMN A

MAIN IDEAS

COLUMN B

PARAGRAPH 4

The Walt Disney company success through the creation of the character Mickey Mouse.



PARAGRAPH 2

The Magic Kingdom was inaugurated by Roy after Disney Walt's died.



PARAGRAPH 1

The namesake for Disneyland and Walt Disney World Resort theme parks



PARAGRAPH 3

Disney became one of the best-known motion picture producers in the world.



SELF-QUESTIONING

As I read for main ideas...

Am I able to identify the main ideas easily from the reading?	<i>Yes</i>	<i>No</i>
Am I able to ask questions myself before reading the title of the text and find the main ideas?	<i>Yes</i>	<i>No</i>
Am I able to ask questions and relate them to my own experiences?	<i>Yes</i>	<i>No</i>
Am I able to answer my questions by using images of the text that help me to find main ideas?	<i>Yes</i>	<i>No</i>
Am I able to use my own questions to find the main ideas?	<i>Yes</i>	<i>No</i>

READING FOR DETAILS

5.- Read the text of Walt Disney's mini-biography again. Draw a bubble map where you can write specific details as follows:

In the middle: **Title Walt Disney's mini-biography**

ABOVE

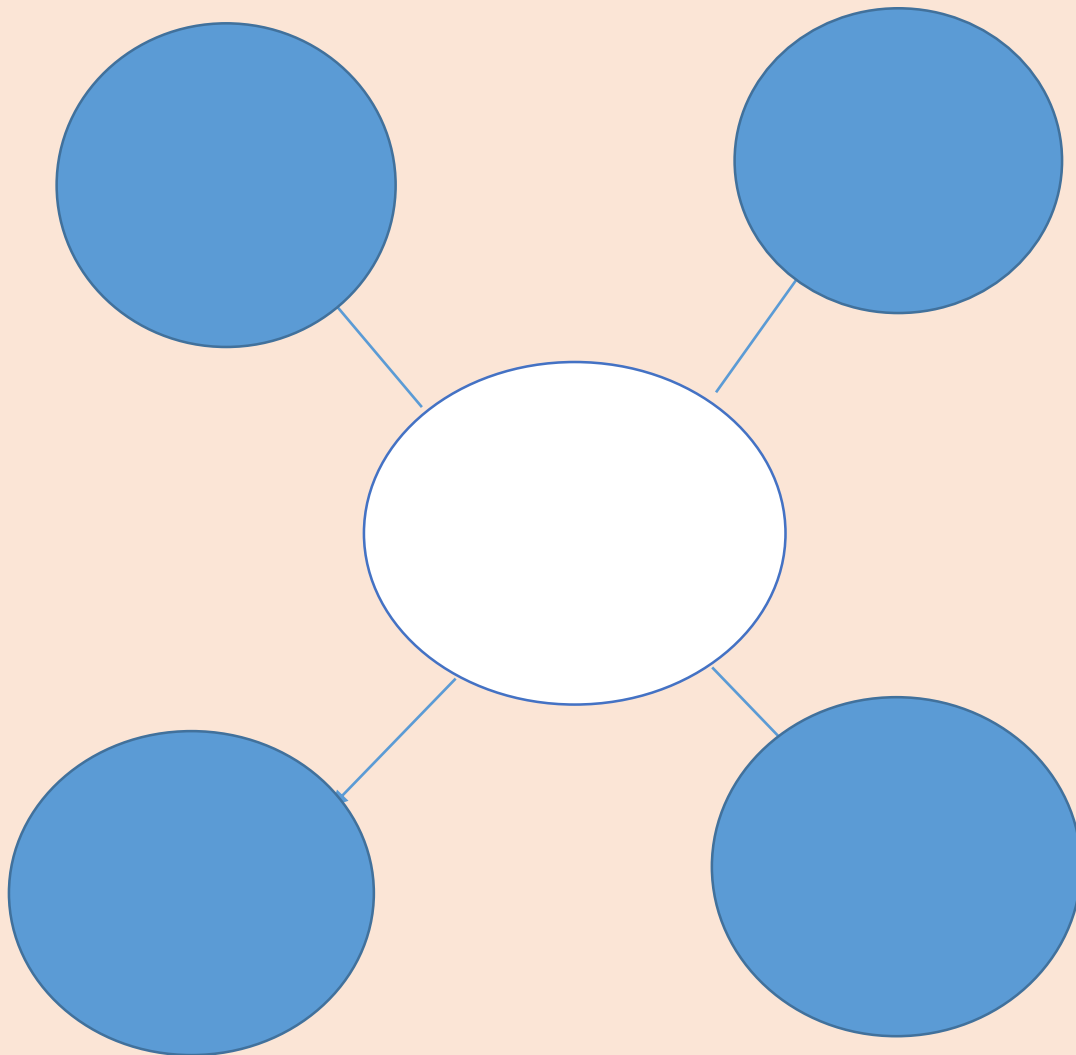
First right bubble: **Walt Disney's birth and death.**

Second left bubble: **Who was Walt Disney in the world?**

BELOW

First right bubble: **Walt Disney's main contributions.**

Second left bubble: **Walt Disney's death and after his death.**



SELF-QUESTIONING

As I read for details ...

Am I able to pay attention to the key words in the title of the reading?	<i>Yes</i>	<i>No</i>
Am I able to read quickly and only focus on numbers, proper names or places?	<i>Yes</i>	<i>No</i>
Am I able to identify the key words related to the main ideas in every paragraph of the reading?	<i>Yes</i>	<i>No</i>
Am I able to remember the key words selected in the text?	<i>Yes</i>	<i>No</i>
Am I able to give a short explication about the reading's topic?	<i>Yes</i>	<i>No</i>

READING BETWEEN THE LINES

6.) Answer the following questions from Walt Disney's mini biography. Circle the correct answer

a) Walt Disney was born on:

January 25, 1860
,1901.

August 13, 1913

December 05

b) Was Walt Disney one of the best-known motion picture producers?

True

False

Does not say

c) The Walt Disney company was co-founded by Disney and his brother Roy after Universal Pictures refused Disney to give more money for his production in the series Oswald, The Lucky Rabbit?

True

False

Does not say

d) The Disney company did not have success before the character Mickey Mouse?

True

False

Does not say

e) Walt Disney died of...

Heart attack

Stomach cancer

Flu

SELF- QUESTIONING

As I read between the lines ...

Am I able to read carefully as I go through the content	<i>Yes</i>	<i>No</i>
Am I able to stop at important parts of the reading?	<i>Yes</i>	<i>No</i>
Am I able to interpret those important parts of the reading?	<i>Yes</i>	<i>No</i>
Am I able to identify what is happening in the reading	<i>Yes</i>	<i>No</i>
Am I able to find a solution to situations that happen in the reading	<i>Yes</i>	<i>No</i>
Am I able to follow the concentration until to find what I want from the reading?	<i>Yes</i>	<i>No</i>
Am I able to give a final conclusion?	<i>Yes</i>	<i>No</i>



POST READING



<https://www.technologynetworks.com/>

<https://www.technologynetworks.com/>

STRATEGY

REFLECTION



LET'S DISCUSS

7.- Go back to question 5. In this question, you had to fill in a bubble map with the information from Walt Disney's mini-biography. Work in pairs and discuss your findings. Once you've done that, both of you will give opinions on Walt Disney's life and achievements, and finally write a conclusion.

My findings

a) *Were my findings important for my classmate?*

Yes **No**

b) *Did my findings have similarities to my classmate's findings?*

Yes **No**

c) *Did my classmate share opinions about what and why those findings were important for him/herself?*

Yes **No**

d) *Am I degree with my classmate's opinions?*

Yes **No**

Classmate's findings

a) *Were my classmate's findings interesting?*

Yes **No**

b) *Did my classmate's findings have similarities to my findings?*

Yes **No**

c) *Did I share opinions about what and why my findings were important for myself?*

Yes **No**

d) *Is my classmate agree with my opinions?*

Yes **No**

Conclusion:

REFLECTION

As I discuss...

- | | | |
|--|------------|-----------|
| ➤ I get into the reading content | Yes | No |
| ➤ I check in how well I have understood the reading. | Yes | No |
| ➤ I am willing to accept my reading mistakes | Yes | No |
| ➤ I give my opinions about the reading' purpose | Yes | No |
| ➤ I share my experience about the reading | Yes | No |

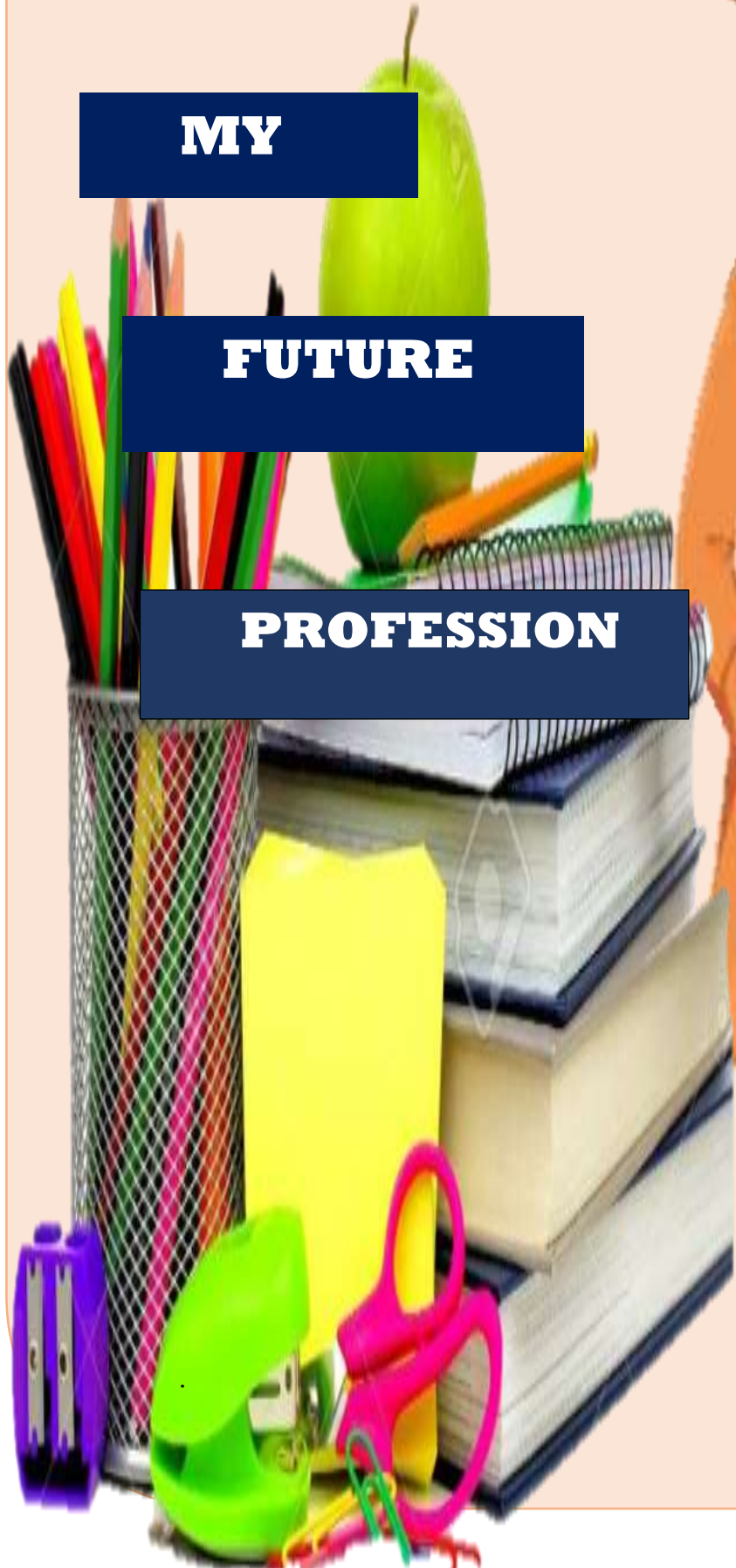
UNIT 2

MY

FUTURE

PROFESSION

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LESSON 1: Personality types

Lesson Objective

- *S.s will be able to comprehend brief descriptions of different personality types by completing vocabulary activities to learn about people's qualities and choose which profession best matches the personality type so that students can talk about future careers in their lives.*



PRE READING...



Taken from. <https://www.dibustock.com/>

PREVIEWING

1.) You are going to read four descriptions of different personality types. Look at the pictures below and answer the following questions:



- | | | |
|---|------------|-----------|
| a) Do you know what is a personality? | <i>Yes</i> | <i>No</i> |
| b) Do you know what kind of personality each person in the picture has? | <i>Yes</i> | <i>No</i> |
| c) Do people in the pictures have a positive personality? | <i>Yes</i> | <i>No</i> |
| d) Which personality in the pictures do you distinguish with? Why? | <i>Yes</i> | <i>No</i> |

UNDERSTANDING KEY VOCABULARY

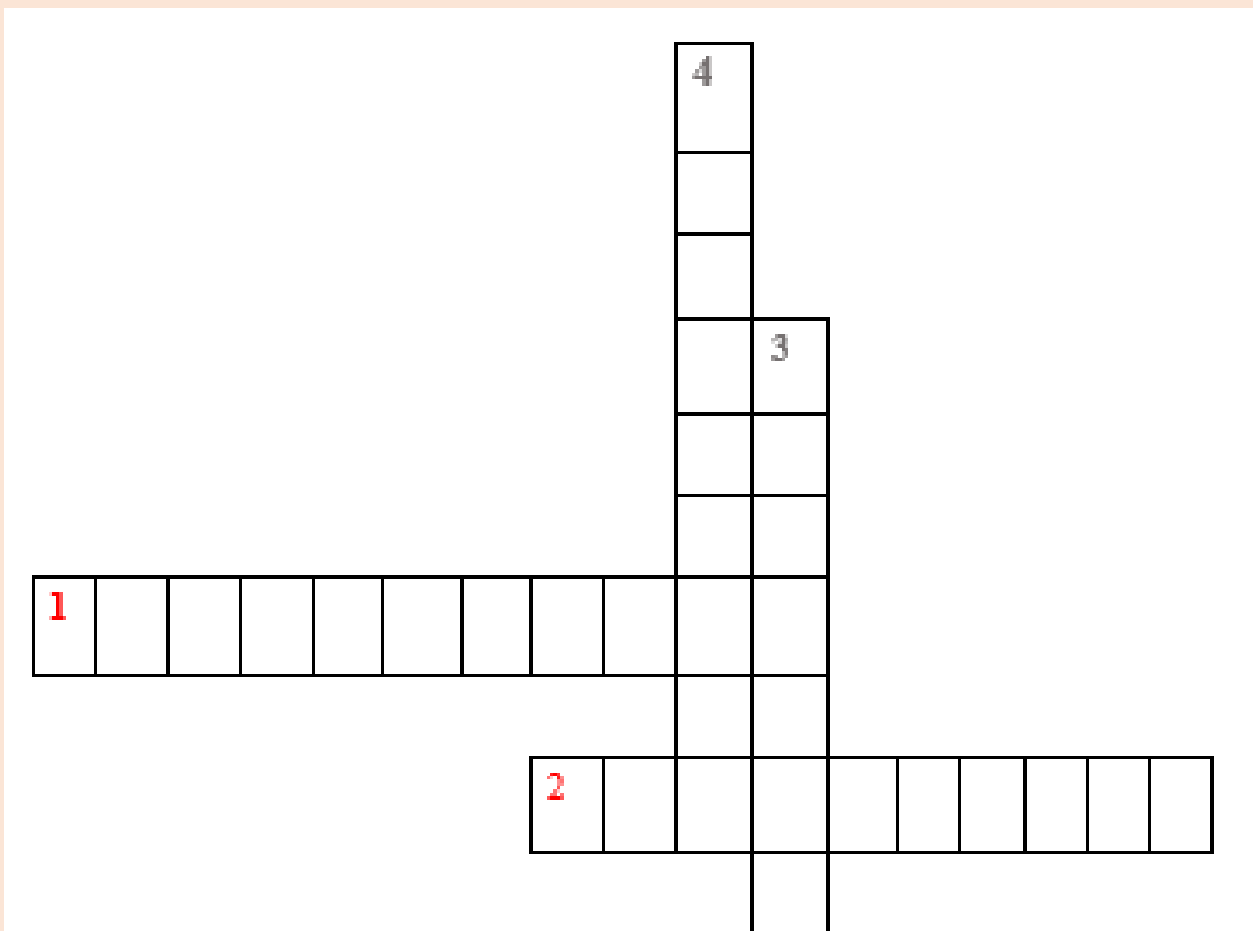
2.) Read the definitions below. Fill the puzzle words with the correct personality types.

ACROSS

- 1) A person who expects good things to happen in the future.
- 2) A person who accepts the facts or situations as they are.

DOWN

- 3) A person who likes to do things with people around.
- 4) A person who has the ability to create original things.



3.- Choose the best adjectives on the box that describe each of the following personalities:

3.1. Optimistic personality type:

- a) confident, talented, cheerful
- b) sad, ugly, strong

3.2. Creative personality type

- a) original, expressive, skilled.
- b) brave, unproductive, conventional.

3.3. Realistic personality type

- a) intellectual, analytical, responsible.
- b) imaginative, idealistic, visionary.

3.4 Social personality type

- a) friendly, happy, communicative
- b) weak, unpleasant, private.



DURING READING...



STRATEGY

PLANNING- ORGANIZING

SCANNING

FOR INFORMATION

2.- Read the following descriptions of four personality types and identify them.

- ✓ Underline the main characteristics of each description in red.
- ✓ Circle the adjectives used to describe people's qualities in black.

Monica



I am a person who likes spending time in creating new things. I have a great imagination and always love expressing myself by making art that shows how I feel in regard with people around me. Apart from that, I am a talented artist because I always come up with possible solutions to real problems in the life.

Zack



I am very realistic person and I like to be analytical, intellectual and responsible to comply with my scholarly obligations. I enjoy doing activities that involve research, mathematical, scientific or biological sciences. I do not like to practice any sports, but I prefer occupations that tend to be curious, busy and independent.

Nazli



Many of my friends tell me that I enjoy meeting new people and going parties every weekend. The reality is that I love sharing with people; my feelings, ideas, likes, dislikes rather than physical activities. Also, I like to be friendly and enjoy helping to others when it is necessary. I adore to be myself.

Isabelle



I am a strong woman and I always have a positive attitude towards problems that happen in my life. Sometimes I am shy people around me that I do not know, but my personality is characterized by showing a constructive outlook on my future life, as well as paying attention to the things that will bring me peace and confidence.

3.) Read the four descriptions of personality types. Put a tick () in the correct place of the boxes in the chart.

	Monica	Zack	Nazli	Isabella
Realistic personality type.				
Social personality type.				
Optimistic personality type.				
Creative personality type.				

4.) Match the following sentences (a-d) to the correct personality type (1-4)

a) I have a great imagination and always love expressing myself by making art that shows how I feel in regard with people around me. _____ .

b) I am a strong woman and I always have a positive attitude towards problems that happen in my life. _____ .

c) I enjoy doing activities that involve research, mathematical, scientific or biological sciences. _____ .

d) The reality is that I love sharing with people; my feelings, ideas, I **Planning- organizing** physical activities. _____ .

1.) Monica's personality.

2.) Nazli's personality type.

3.) Zack's personality type.

4.) Isabella's personality type.

When I scan...		
I plan to...		
<i>No</i>	read twice the instruction for the reading	Yes
<i>No</i>	set goals that I want to achieve	Yes
<i>No</i>	choose the strategy to apply in the reading	Yes
<i>No</i>	take time to read the content	Yes
I organize...		
	how to achieve each goal for the reading	Yes No

3) Read Monica, Zack, Nazli, and Isabelle's personality types again, then decide what careers goes best from each of them. Draw a line to match each personality type with professions on the box. You can use more than twice professions for each personality type

1. What career or careers should Monica study?



2. What career or careers should Zack study?



3. What career or careers should Nazli study?



4. What career or careers should Isabella study?



- **Psychologist**
- **Researcher**
- **Computer programmer.**
- **Coach**
- **Counselor**
- **Social worker**
- **Teacher**
- **Painter**
- **Actor**
- **Graphic designer**
- **Entrepenour**
- **Union organizer**

MAKING INFERENCES

2.- Answer the following questions in regard with what you understood from each personality type. Choose the correct option to each question.

1. Monica's personality type

1.1. Which personality type can you identify from Monica's appearance?

- a) Patient personality
- b) Optimistic personality
- c) Creative personality
- d) Social personality

1.2. What did Monica say about her personality type?

- a) Her personality fits what she would like to be in the future.
- b) Her personality motivates her to be an excellent artist.
- c) Her personality helps herself to express what she feels, think with people around her.
- d) Her personality gives her to meet new people.

1.3. Why did she say that?

- a) because she admires her famous artist too much.
- b) because artists have the ability to throw new emotions, ideas and try to do familiar things in many ways.
- c) because she wants to set free from familiar and social problems.
- d) because she thinks that all people deserve to be heard regarding how the current world is changing.

2. Zack's personality type.

2.1. Which personality type can you identify from Zack's appearance?

- a) Social personality
- b) Creative personality.
- c) Investigative personality
- d) Optimistic personality.

2.2. Why did Zack think that his personality type requires to be analytical, intelligent and responsible with his duties?

- a) because he loves doing mathematical problems.
- b) because it is better to spend time doing activities that will give opportunities to get a job abroad.
- c) because his personality type goes best with his skills to study these scientific fields.
- d) because he follows his father's career.

2.3. Do you know someone who likes to study these scientific fields and enjoy doing physical activities too?

Yes

No

3. Nazli's personality type.

3.1. Which personality type can you identify from Nazli's appearance?

- a) Optimistic personality
- b) Investigative personality
- c) Social personality
- d) Creative personality

3.2. Which are the characteristics of a social person?

A social person likes to interact with around people, doing activities which require active participation.

A social person is always a supporter to make the best decision in the life.

A social person is characterized by being crazy, humanistic, responsible, and adorable
All of above.

3.3 Do you think that a social person is a creative person?

Yes

No

4. Isabella's personality type.

4.1. Which personality type can you identify from Isabella's appearance?

- Creative personality
- Social personality
- Investigative personality
- Optimistic personality

4.2. How do you think Isabella knew her personality type?

because someone told her that she has a great attitude towards real life problems.

She has an admirable level of confidence that leads her to have a sense of control in her life and to become a competent decision maker.

because she always has a smile on her face.

All of above.

Planning- organizing

➤ When I make inferences...

➤ I plan to...

- | | | |
|---|------------|-----------|
| ➤ recognize the structure of the reading | <i>Yes</i> | <i>No</i> |
| ➤ follow up and achieve the reading goals | <i>Yes</i> | <i>No</i> |
| ➤ identify whether I am asked to make inferences in the passage of the text | <i>Yes</i> | <i>No</i> |
| ➤ infer what I need to make to infer from the text. | <i>Yes</i> | <i>No</i> |

➤ I organize ...

- | | | |
|--|------------|-----------|
| ➤ what I know and what I do not know about the reading | <i>Yes</i> | <i>No</i> |
| ➤ the important details from the text and add them what I
○ know from my experience | <i>Yes</i> | <i>No</i> |
| ➤ to find clues that support the details from the text

the information and make the inference | <i>Yes</i> | <i>No</i> |
| ➤ to draw conclusions about the text' significance and goals | <i>Yes</i> | <i>No</i> |




POST READING



DISCUSSION

4.) Read Monica, Zack, Nazli, and Isabelle' personality types again. Which one do you distinguish with? Think of your personality, likes, dislikes and decide what career you would like to study.

MY OWN PROFILE



Personality:

Likes:

Dislikes:

Career :

-How important is to know your personality type?

- a) Extremely important
- b) Very important
- c) Neither important nor unimportant
- d) Not important

- What are the most important qualities about you?

-Are your qualities available for the career that you would like to study

Yes ____ No ____

- What else did you discover about your personality?

- Do you consider that your personality helps you to define what kind of person you are?

Yes

No

- Do you realize if you use more than one kind of personality with the people around you?

Yes

No

- Do you plan what kind of personality you are going to use with your friends?

Yes

No

- Do you agree with your personality or personalities' types?

Yes

No

Lesson 2. University degrees

Lesson objective

Ss will be able to demonstrate understanding by using prior knowledge that helps them to know about studying abroad and scanning to find detailed information about University degrees while working with the post "The Experience of a Lifetime" so that s.s can talk about the career they would like to study at University in the future.



PRE READING...



ACTIVATING YOUR KNOWLEDGE

1.) Look at the picture and answer the following questions:

1.1. What is happening in this picture?

1.2. Have you ever experienced something similar?

at any time of your life

Yes No

1.3. Have you already decided what career to study?

Yes No

1.4. What University do you hope to go?

1.5. How important is for you to study at University?

Very important

Important

Not important



UNDERSTANDING KEY VOCABULARY

2.) You are going to read a post about Gavin J Lawson's experience studying abroad. Before to read it, try to guess what these words below mean by choosing the best definition for each one of them

EXPERIENCE

STUDYING ABROAD

UNIVERSITY

FOREIGN PEOPLE

FOREIGN LANGUAGE

DEGREE

JOB

<input type="text"/>	Knowledge is gained by the association of events that happen throughout life.
<input type="text"/>	The act of taking programs in another country.
<input type="text"/>	The place where many high- level students study to get a qualification.
<input type="text"/>	A person who comes from another country.
<input type="text"/>	A qualification which is obtained by the completion of studies at University.
<input type="text"/>	A language that is spoken in another country.
<input type="text"/>	The work to earn money
<input type="text"/>	

3.) Complete the sentences from the text with the correct words in colors above.

a) When I graduated a year later from Temple with a in Spanish.

b) When I went to Panama, I met a lot of

c) An important part of the course involved

d) The of a lifetime!

e) I found a in Paris.!

f) When I graduated, I decided to learn a



DURING READING...



STRATEGY

SELF-EVALUATION

The experience of a lifetime!

I studied marketing at Michigan State University. When I graduated, I decided to learn a foreign language. I chose Spanish because I heard many people around the world speak Spanish, so I thought it would be useful. A friend who was a student at Temple University in Philadelphia recommended that I study Spanish there. An important part of the course involved studying abroad. Well, at first I didn't really know which country to go to, but one day I saw a TV show about Panama. It looked like a great place to visit, so that's where I went! When I got to Panama, I was nervous because it was my first time abroad on my own. However, everyone at the college was really friendly and welcoming. On weekends, they took me and the other new students to visit a lot of fun places. They also organized activities so we could meet the local people. Our Spanish teacher was really good, too. I was only there three months, but I learned a lot. Afterward, I went back to Philadelphia and immediately started investigating other study abroad options. This time I decided to go to Mexico! After one month in Mexico City, I moved to Guadalajara. I really enjoyed my time in both places, and felt my Spanish improved a lot. In Mexico City, I stayed with a host family as it was more economical. I worked part-time in a restaurant and saved some money, so when I moved to Guadalajara, my budget was bigger and I rented an apartment. My four months there were the best of all. We spoke Spanish all the time in class! I found it very hard at first and sometimes got annoyed because I couldn't understand everything. However, it was a very effective way to learn and actually, by the time I left, I was fluent. That's why, when I graduated a year later from Temple University with a degree in Spanish, I found a job in Spain. I started working for an advertising company in Madrid. Nowadays, I can't believe how lucky I am. Madrid is such an interesting and historic city to live in, and I really enjoy my job. What's more, shortly after settling here, I met a Spanish girl named Adela. Six months ago we got married! For me, studying abroad was an amazing opportunity to socialize and become friends with people from all over the world. It gave me some fantastic insights into different cultures. But it also gave me a great job, a wife ... in fact, a whole new life. I'd recommend the experience to everyone. Go on, give it a try!

Gavin J. Lawson

(2009)



SCANNING TO FIND INFORMATION

4.- Scan the information on the post above and put the events in the order they happened.

_____ In **Mexico** City, I started working part- time in a restaurant where I could improve my Spanish with local people.

_____ I met a Spanish girl called Adela.

_____ I started working for an advertising company in **Madrid**.

_____ **Panama** was a great opportunity to study abroad.

_____ Studying abroad gave me opportunities to socialize and get along with people around the world.

Self- evaluation

When I scan ...

	<i>Yes, I can</i>	<i>Yes, more or less</i>	<i>No, I can't</i>
➤ Can I focus on the title or images of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I pay attention to how many paragraphs the text is structured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I always read the first and last line of each paragraph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I review the headings and subheadings of the paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I take notes about the arguments that support or oppose the titles or subtitles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I brief summarize the main ideas of the paragraphs with my own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING FOR DETAILS

5.) Read the post “The experience of a lifetime” again. Write (T) or false (F) or does not say (DNS) next to the statements below . Then correct the false statements.

_____ 1 Gavin decided to study the Spanish Language at Temple University in Panama.

_____ 2 Gavin heard on the radio about studying abroad in Panama.

_____ 3 Gavin’s colleagues were friendly and welcoming when Gavin got to Panama.

_____ 4 Gavin stayed with a host family in Mexico city.

_____ 5 Gavin became fluent in the Spanish Language because he practiced with local people.

_____ 6 Gavin started working for an advertising company in Madrid as soon as he graduated a year later from Temple University.

_____ 7 Gavin met Adela when he was twenty years old.

Self- Evaluation

As I read for details...

	<i>Yes, I can</i>	<i>Yes, more or less</i>	<i>No, I can't</i>
➤ Can I understand the vocabulary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I distinguish the reading structure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Am I able to define what details I am looking for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I extract detailed information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Who or what the reading is about?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What facts happen in the reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When or where the reading takes place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I read the reading slowly and remember the details?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in relation to ideas that I have found along the reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I take notes on the details found in the reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I answer the questions with details from the reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING BETWEEN THE LINES

6.) What is the purpose of the text?

- a) to know Gavin's abroad experience.
- b) to recommend to study abroad
- c) to motivate students to study abroad as a great opportunity of personal growth

Identifying
purpose

7.) What type of reading is the text above?

- a) Descriptive
- b) Narrative
- c) expository
- d) argumentative

Recognizing
text type

Self- Evaluation

As I read between the lines...

	<i>Yes, I can</i>	<i>Yes, more or less</i>	<i>No, I can't</i>
➤ Can I determine text's purpose by identifying text' type such as novel, poem, tale?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I see how the reading is arranged?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I identify the purpose at first read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I ask myself questions that help me to know what is the purpose of the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I first analyze the reading and see if the main ideas are justified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I recognize when the reading has valid information to identify its purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I follow reading systematization until I find its purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can I close the reading with a short opinion about the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



POST READING



<https://www.technologynetworks.com/>

DISCUSSION

2.- Imagine that you are at University. what University would you like to get in? Draw or page your University below. Then , compare your University chosen with any of your class-mates.

My University

Location: (country, city)

Study fields

Levels of the career

Profession (University degree)

3.) Think about the University that you chose previously. then answer:

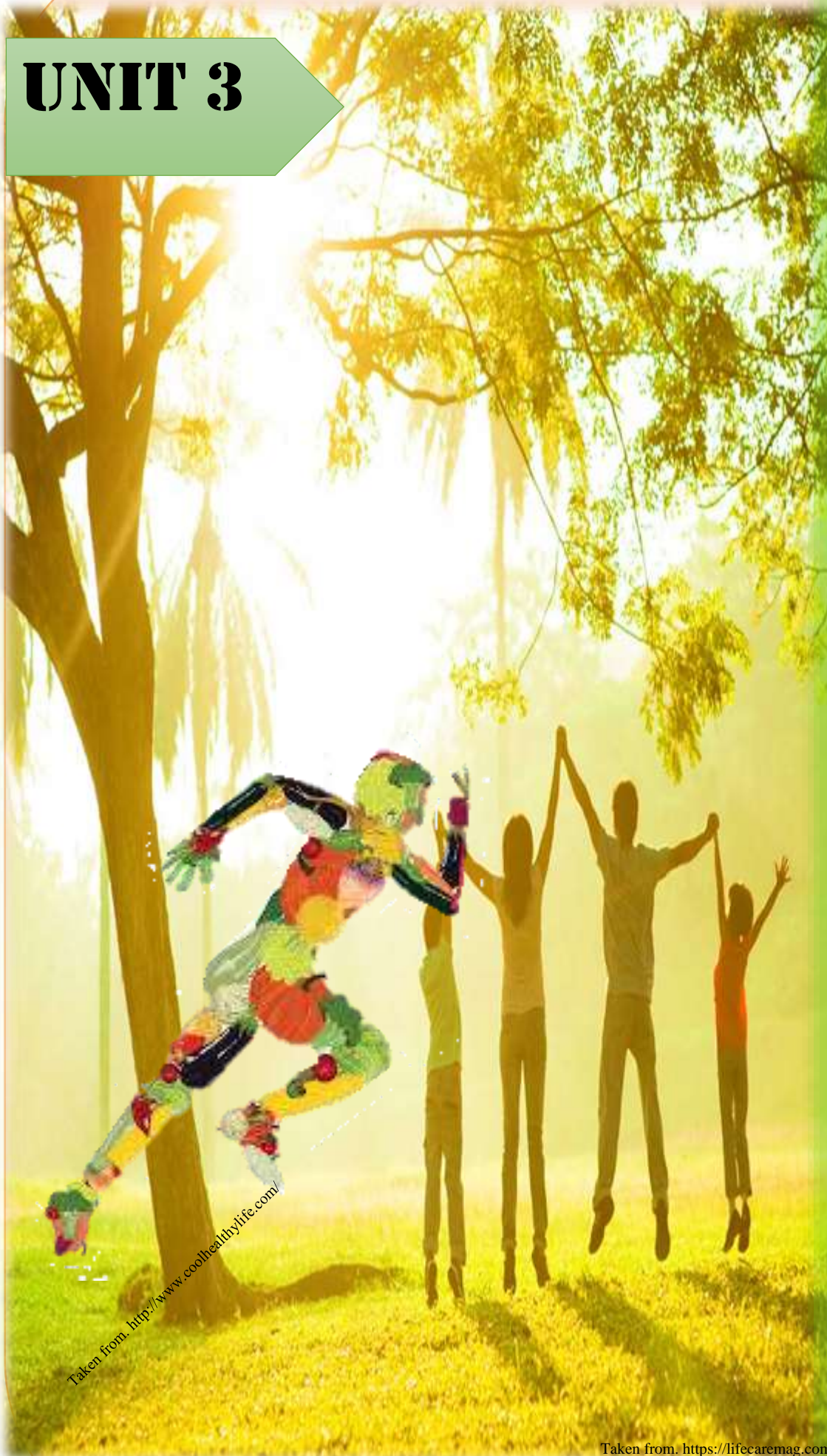
- ✓ Why are you interested in that University?
.....
- ✓ What are the benefits to study in that University?
.....
- ✓ What do you like about that University?
.....
- ✓ What don't you like about that University?
.....

My profesional carrer

- ✓ Which career would you like to study at the chosen University?
.....
- ✓ When do you think to study the chosen career?
.....
- ✓ What do you know about the chosen career?
.....
- ✓ Do your parents know about the career that you want to study?
.....
- ✓ Do they agree with it?
.....

UNIT 3

H E A L T H Y E N V I R O N M E N T



Taken from <http://www.coolhealthylife.com/>

Taken from <https://lifecaremag.com/>

Lesson 1. Environmental issues

Lesson objective

This lesson will allow students to demonstrate comprehension of the text “Alternative Energy Sources” by completing the skimming activities to know about the different sources of renewable energy and scanning so that students can find possible solutions to these environmental problems



PRE READING...



**PREDICTING CONTENT
USING VISUALS**

1.) Look at the photograph on the left side. What is it trying to express ?



Write down your possible answers

Key words: _____; _____;
_____;

Do you think that it will still happen in future life?

Yes No

Would you like to avoid this environmental situation?

Yes No

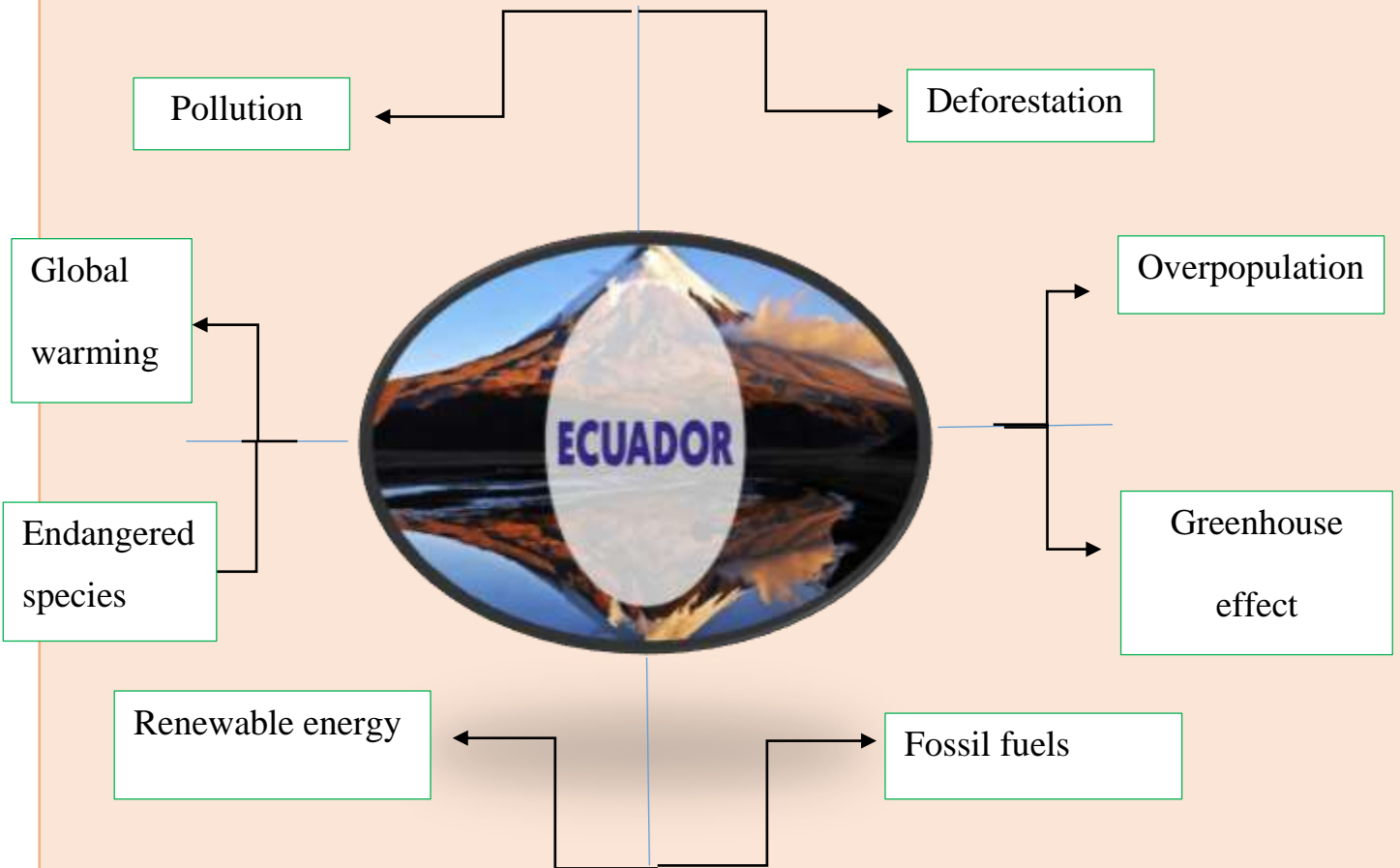
What would you like to learn in this lesson to avoid these environmental situation?

2.) Have you ever heard to talk about environmental issues in your country?

Yes

No

3.-) Which of the following environmental issues there are in your country? Cross them out.



PREVIEWING

3.1 Do you know how these environmental issues can affect your country and its people ?
Yes No

3.2 Which of them can affect your country and its people most? . Mention them below:

.....

3.3 Which of them can affect your country and its people less? Mention them

.....

3.4 Have you ever though about solutions to avoid these environmental issues?

Yes

No

UNDERSTANDING KEY VOCABULARY

4.) Look at the following photographs of environmental issues. Read the descriptions (a-h) and match the environmental issues (1-8) to the correct photograph.

1



2



3



4



5



6



7



8



- a) **Pollution** It refers to the presence of undesirable materials within the environment.
- b) **Fossil fuels** Fuels are natural matter produced from plants and animals, which are found on the Earth.
- c) **Deforestation** The procedure of cutting down plants, trees in a deforested area.
- d) **Global warming** It is the gradual effect of temperature caused by the presence of the greenhouse effect and other gases in the air.
- e) **Overpopulation** A country which has many of people for the amount of basic services.
- f) **Greenhouse effect** The global warming caused by an increase of amount of carbon dioxide and other gases in the atmosphere.
- g) **Renewable energy** Energy collected from natural resources such as sun, wind or crops.
- h) **Endangered species** Species might disappear because there are only a few types of that animals alive.



DURING READING...



STRATEGY

SETTING GOALS

SKIMMING

ALTERNATIVE ENERGY SOURCES

A

There are many reasons why we are looking toward alternative energy sources. With many countries signing the Kyoto Treaty, efforts to reduce pollutants and greenhouse gases are a primary focus in today's culture. Alternative, or renewable, energy sources show significant promise in helping to reduce the amount of toxins that are by-products of energy use. Not only do they protect against harmful by-products, but using alternative energy helps to preserve many of the natural resources that we currently use as sources of energy. To understand how alternative energy use can help preserve the delicate ecological balance of the planet, and help us conserve the non-renewable energy sources like fossil fuels, it is important to know what types of alternative energy are out there.

B

Alternative energy sources are resources that constantly replace and are usually less polluting. They are not the result of the burning of fossil fuels or the splitting of atoms. The use of renewable energy is contributing to our energy supply. Some alternative energy sources are biomass energy, geothermal energy, hydroelectric power, solar power, wind power, fuel cells, ocean thermal energy conversion, tidal energy, and wave energy.

C

Biomass is renewable energy that is produced from organic matter. Biomass fuels include wood, forest and mill residues, animal waste, grains, agricultural crops, and aquatic plants. These materials are used as fuel to heat water for steam or processed into liquids and gases, which can be burned to do the same thing. With more use of biomass at lower production costs and better technology, the United States could generate as much as four-and-a-half times more biopower by 2020. It is estimated that biomass will have the largest increase among renewable energy sources, rising by 80 percent and reaching 65.7 billion KW in 2020.

D

Geothermal energy uses heat from within the earth. Wells are drilled into geothermal reservoirs to bring the hot water or steam to the surface. The steam then drives a turbine-generator to generate electricity in geothermal plants. In some places, this heat is used directly to heat homes and greenhouses or to provide process heat for businesses or industries. Reykjavik, Iceland, is heated by geothermal energy. Most geothermal resources are concentrated in the western part of the United States. Geothermal heat pumps use shallow ground energy to heat and cool homes, and this technique can be employed almost anywhere. With technological improvements much more power could be generated from hydrothermal resources. Scientists have been experimenting by pumping water into the hot dry rock that is 3-6 miles below the earth's surface for use in geothermal power plants.

E

Hydroelectric (hydropower) energy employs the force of falling water to drive turbine-generators to produce electricity. Hydropower produces more electricity than any other alternative energy source. It has been estimated that hydroelectric power will decline from 389 billion KW in the US in 1999 to 298 billion KW in 2020. This decline is expected because most of the best sites for hydropower have already been developed and because of concerns about the adverse impact that large-scale hydroelectric facilities may have on the environment.

F

Solar energy is generated without a turbine or electromagnet. Special panels of photovoltaic cells capture light from the sun and convert it directly into electricity. The electricity is stored in a battery. Solar energy can also be used to directly heat water for domestic use (solar thermal technology). The domestic photovoltaic (PV) industry could provide up to 15% of new US peak electricity capacity that is expected to be required in 2020

G

Wind energy can be used to produce electricity. As wind passes through the blades of a windmill, the blades spin. The shaft that is attached to the blades turns and powers a pump or turns a generator to produce electricity. Electricity is then stored in batteries. The speed of the wind and the size of the blades determine how much energy can be produced. Wind energy is more efficient in windier parts of the country. Most wind power is produced from wind farms – large groups of turbines located in consistently windy locations. Wind, used as a fuel, is free and non-polluting and produces no emissions or chemical wastes. Wind-powered electricity is gaining in popularity.

Fuel cells are electrochemical devices that produce electricity through a chemical reaction. Fuel cells are rechargeable, contain no moving parts, are clean, and produce no noise. Scientists are exploring ways that they could be used as a power source for nearly exhaust-free automobiles and how they can be used as electricity-generating plants. The high cost of manufacturing fuel cells has prevented the mass use of this valuable energy source.

Ocean sources; Oceans, which cover more than 70% of the earth, contain both thermal energy from the sun's heat and mechanical energy from the tides and waves. Ocean thermal energy conversion (OTEC) converts solar radiation to electric power. OTEC power plants use the difference in temperature between warm surface waters heated by the sun and colder waters found at ocean depths to generate electricity.

The power of tides can also be harnessed to produce electricity. Tidal energy works by harnessing the power of changing tides but it needs large tidal differences. The tidal process utilizes the natural motion of the tides to fill reservoirs, which are then slowly discharged through electricity-producing turbines. Wave energy conversion extracts energy from surface waves, from pressure fluctuations below the water surface, or from the full-wave. Wave energy also uses the interaction of winds with the ocean surface. This technology is still in the exploratory phase in the United States.

(IELTS ACADEMIC, 2020)

READING FOR MAIN IDEAS

5.) Read the passages again. Match the headings (1-9) with each paragraph (a-i)

1 Renewable source produced from the Earth

2 Geothermal energy process

3 Hydraulic generator of electricity.

4 Importance of using alternative energy

PARAGRAPH B

PARAGRAPH F

PARAGRAPH D

PARAGRAPH A

ALTERNATIVE ENERGY SOURCES

5 Energy created from the Sun.

PARAGRAPH C

6 Renewable energy source.

PARAGRAPH E

7 Types of alternative energy sources

PARAGRAPH G

8 Non-renewable energy

PARAGRAPH I

9 Surface's energy.

PARAGRAPH H

SETTING GOALS

As I read for main ideas ...

- | | | |
|--|------------|-----------|
| ➤ I plan what goals I want to achieve to find the main ideas | <i>Yes</i> | <i>No</i> |
| ➤ I set measurable goals to find the main ideas | <i>Yes</i> | <i>No</i> |
| ➤ I only focus on the goals that will help me to find the main ideas | <i>Yes</i> | <i>No</i> |
| ➤ I distinguish what goals were effective to find the main ideas | <i>Yes</i> | <i>No</i> |

READING FOR DETAILS

6.) Look at the photographs. Match the environmental issues (1- 6) to the solutions (a-f). Write the letter in each space.



A Hydroelectric energy



B Biomass energy



C Geothermal energy



C Solar power



D wind power



E ocean sources

- 1) **POLLUTION** _____
- 2) **CLIMATE CHANGE** _____
- 3) **DEFORESTATION** _____
- 4) **FOSSIL FUELS** _____
- 5) **GREENHOUSE EFFECT** _____
- 6) **DEFORESTATION** _____

SETTING GOALS

As I read for details...

- | | | |
|---|------------|-----------|
| ➤ I plan what goals I need to read for details | <i>Yes</i> | <i>No</i> |
| ➤ I set measurable goals depending on what details I need to find | <i>Yes</i> | <i>No</i> |
| ➤ I only focus on the goals that help me to find the details from each passage? | <i>Yes</i> | <i>No</i> |
| ➤ I am able to distinguish what goals were effective to find the details from each passage? | <i>Yes</i> | <i>No</i> |



POST READING



DISCUSSION

6.) Have you ever seen the news lately ?. Make a list of environmental issues that happen in your country and share them with a classmate

7.) Choose only three environmental issues, share them and listen to the solutions that your partner gives to your environmental issues and viceversa.

7.1. Do you think that your partner's solutions will help to avoid your environmental issues ?

Yes

No

7.2. Will you use them in future environmental issues?

Yes

No

Lesson 2. Conserving the environment***Lesson objective***

The lesson will allow students to complete the scanning activities to identify ways of conserving the environment and how to use them to avoid environmental issue in their country while working with the article “ECUADOR: ENVIRONMENT” so that students can talk about different environmental issues and how to protect them.

PRE READING...



PREDICTING CONTENT USING VISUALS

- 1.) Look at the following photographs and pay attention to the events that happen in each photograph of Ecuador country. photograph Unscramble the words to make sense what you are looking at.



M S C O T O P

Word: _____



D E P E T I S I C

Word: _____



T A O F S E N R O R I T E

Word: _____



E C I L G N C Y R

Word: _____



S A T E W

Word: _____

PREVIEWING

2.) Now look at photographs again and answer the following questions about the photographs.

- ✓ What activities are they doing in each of the photographs?
- ✓ What activities have you ever seen or heard people in your country?
- ✓ How these activities can help to avoid environmental issues in your country?

UNDERSTANDING KEY VOCABULARY

3.) Do you know what these words are used for? Match them with the correct missing word on the box below in each definition.

discomposed - unwanted - fertilizing- plant - chemical - kill- collecting.

- a) **Compost** is a ant material which is used as a growing plants.
- b) **Waste** is any kind of material
- c) **Reforestation** is es on an empty or spoiled land.
- d) **Pesticide** is a substance used to ects or unwanted species.
- e) **Recycling** is the process of materials which are dumped into different areas.

These definitions wre taken from. <https://dictionarycambridge.org/es/>.



DURING READING...



STRATEGY

INFERRING

ECUADOR: ENVIRONMENT

As of 2000, Ecuador's major environmental problems were erosion in the highland areas; deforestation, especially in the Orient; and water pollution. The Ecuadoran Institute of Water Resources estimated that the amount of arid land increased by 31.5% between 1954 and 1979, when 7.5% of the coastal lowland and Sierra were classified as arid. Between 1981 and 1985, 340,000 hectares (840,000 acres) of land were deforested annually. By the 1990s, Ecuador had lost over 30% of the original mangrove area, which covered over 117,000 hectares.

As of 1994, it was estimated that, at current deforestation rates, coastal forests will be completely eliminated within 15 years and the Amazon forests will be gone within 40 years. Traditional farming practices have been blamed for most of these problems, but oil development has also played a role in the clearing of forests. A program for reforestation and maintenance of existing forests was initiated in 1979, but only 4,000 hectares (10,000 acres) were reforested annually during the early 1980s. Ecuador's principal environmental agency is the Ministry of Natural Resources and Energy. Land erosion is accelerated by deforestation.

Flooding and desertification are related problems which have damaged or eliminated valuable soil, particularly in the western coastal region. Water pollution is a problem due to the influx of domestic, industrial, and agricultural contaminants.

Ecuador's cities produce about 1.2 million tons of solid waste per year. The nation has 442 cu km of renewable water resources with 82% used for agricultural purposes. Some 90% of all urban dwellers and 75% of the rural population have access to pure drinking water.

The expansion of Ecuador's population centers threatens its wildlife. As of 2001, 28 species of mammals in a total of 302 are currently endangered. Fifty-three of 1,388 breeding bird species and 12 of 380 reptile species are also endangered. Of the 19,000-plus plant species in Ecuador, 642 are threatened with extinction. An extensive wildlife protection system was established in 1970. As of 2001, 42.6% of Ecuador's total land area was protected. Endangered species on the Ecuadoran mainland include the tundra peregrine falcon, yellow-tailed woolly monkey, five species of turtle (green sea, hawksbill, olive ridley, leatherback, and South American river), and three species of crocodile (spectacled caiman, black caiman, and American).

Endangered species in the Galápagos Islands include the dark-rumped petrel, Galápagos dark-rumped petrel (a subspecies), black petrel, African ass, two species of turtle (green sea and hawksbill), and the Galápagos giant tortoise and 11 of its subspecies. A subspecies of Galápagos giant tortoise is extinct, and another may be. Darwin's Galapagos mouse, the Fernandina Galapagos mouse, Charles Island tortoise, and the Duncan Island tortoise have become extinct.

Ecuador's natural attractions could lead to increased tourism, benefiting the economy. However, environmental problems, including further endangerment of native plants and animals, could be exacerbated without careful management of the areas attractive to tourists (Nations Encyclopedia, 2009)

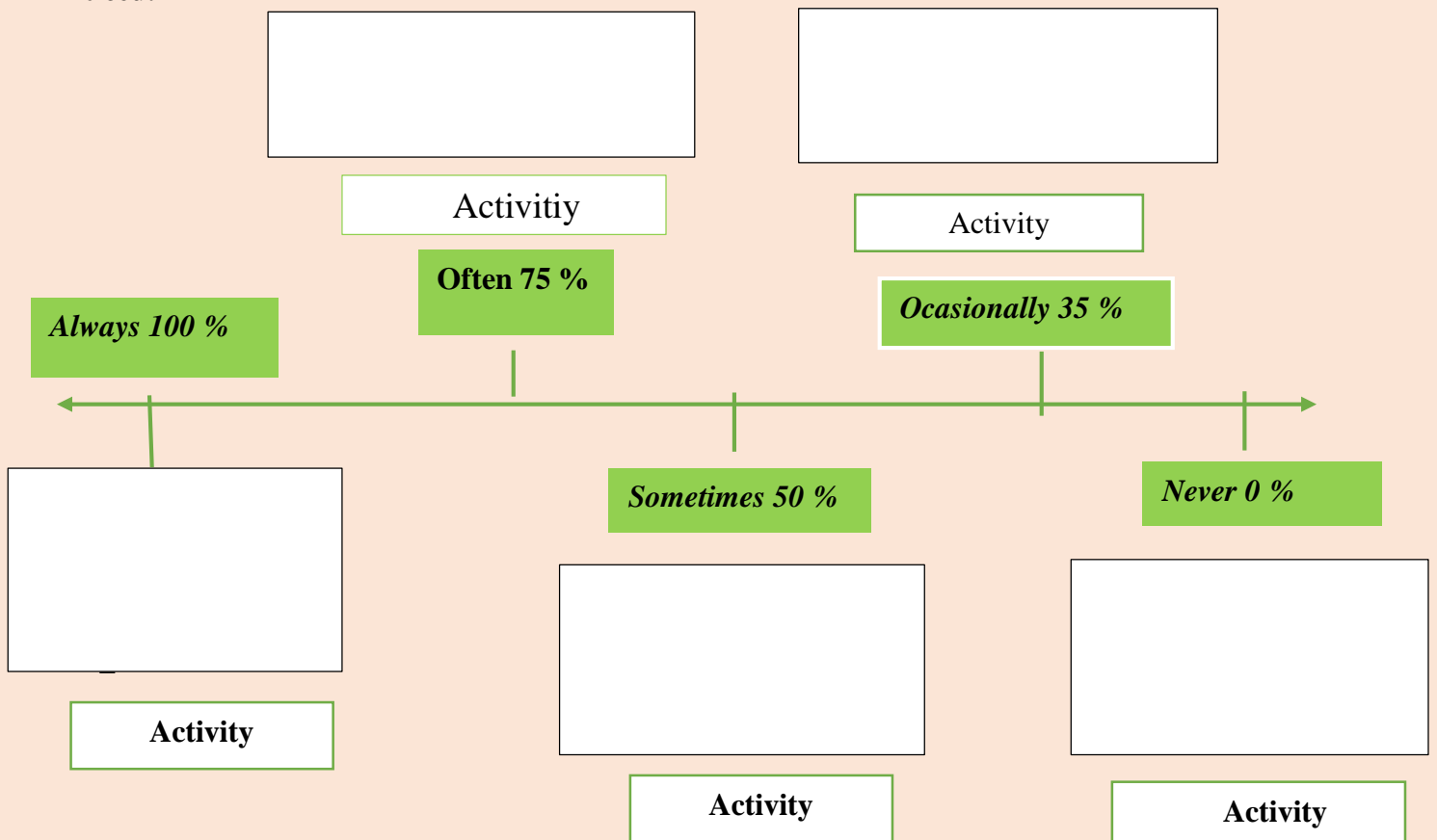
SCANNING TO FIND INFORMA-

3.- Quickly scan the article. In which paragraphs are these points mentioned?

- ✓ Water pollution is caused by the influx of domestic, industrial and agricultural contaminants.
- ✓ _____
The expansion of endangered species on the Ecuadorian mainland
- ✓ _____
Erosion, deforestation and water pollution are the Ecuador' s major environmental issues

READING FOR DETAILS

4.) Look at the photographs again, and then select the activities Ecuadorian people practice to save their country. For the rest, place them in regard with the level of frequency these are practiced.



INFERRING

As I scan ...

➤ I start reading the title of the text	<i>Yes</i>	<i>No</i>
➤ I predict the text content by using my own ideas	<i>Yes</i>	<i>No</i>
➤ I read the opening paragraph	<i>Yes</i>	<i>No</i>
➤ I try to guess the meaning of unknown vocabulary from each paragraph of the reading	<i>Yes</i>	<i>No</i>
➤ I use clues from the text and couple them with my own experiences	<i>Yes</i>	<i>No</i>
➤ I can arrange a set of phrases to express the main ideas	<i>Yes</i>	<i>No</i>
➤ I draw conclusions from what I read and what I know	<i>Yes</i>	<i>No</i>

MAKIG INFERENCES

5.) Read the article again, and answer the following questions:

5.1. What are the main environmental issues that happen in Ecuador? Choose the correct option.

- a) reforestation, endangered species, water pollution.
- b) fossil fuels, greenhouse effect, global warming
- c) endangered species, climate change, overpopulation.

5. 2) How has Ecuador lost over 30% of its original mangrove area?

- a) Deforestation made Ecuadorian' lands were burned to new plants growth.
- b) Ecuador is not a develop country.
- c) Land's deforestation increased in the last few years, which led Ecuadorian' original areas to replace by other ones.
- d) Ecuadorian' lands did increase enough for the last few years.

5.3) Why is water pollution a problem in Ecuador's western costal region?

5.4) How many species of mammals are at extinction?

- a) 30 species of mammals in a total of 400
- b) 15 species of mammals in a total of 200
- c) 28 species of mammals in a total of 302
- d) 10 species of mammals in a total of 250

5.5.) What is the most endangered species that you knew in Galapagos before reading the article?

- a) The dusky-rumped petrel
- b) The African donkey.
- c) Galapagos giant tortoise

INFERRING

When I make inferences...

- | | | |
|---|------------|-----------|
| ➤ I start guessing the text content by looking at the title of the reading | <i>Yes</i> | <i>No</i> |
| ➤ I look for clues to find the details that I need from the reading | <i>Yes</i> | <i>No</i> |
| ➤ I combine the clues found with what I already know from the reading | <i>Yes</i> | <i>No</i> |
| ➤ I use my own experience to draw conclusions about what I need to find in the reading | <i>Yes</i> | <i>No</i> |
| ➤ The clues that I found have relation with what I have already learned in previous reading lessons | <i>Yes</i> | <i>No</i> |



POST READING



DISCUSSION

6.) Work in pairs. Read the article again. Next, choose which environmental problems have affected Ecuador' regions.

Ecuador:
Environmental
issues

Four empty rectangular boxes for notes, each with a colored border (yellow, red, red, blue) and a corresponding arrow pointing from the central circle.

Discuss. What activities could you implement to avoid these environmental issues in Ecuador, especially in Galapagos island?

- Deforestation* →
- Endangered species* →
- Lands erosion* →
- Tourism areas* →

Lesson 3. Green products*Lesson objective*

*This lesson will enable students to complete the activities of vocabulary to use green products, skimming to identify the benefits of using them while working with the article “**WAYS TO PROTECT THE ENVIRONMENT**” so that students can make inferences between what green products are used into eco- scholar programs and how to save their planet.*

PRE READING...



Taken from. <https://www.dibustock.com/>

USING VISUALS TO PREDICT CONTENT



1.) You are going to read an article about seven ways to protect the environment. Before read to it, look at the pictures above and answer the following questions:

- 1.1)** What does the color green represent in the pictures above?
- a) It represents the color of the nature
 - b) The green color symbolizes wisdom
 - c) It shows the different ways of taking care our planet.
 - d) It is difficult to distinguish in the picture below
- 1.2)** How could these green products be related to the text to read?

- a) The text is about using green products to solve environmental issues.
- b) Green products are the chore part in the text
- c) They give information about how people should take care their planet.
- d) All of above.

3.) What green products do you think are helpful to avoid environmental issues?

UNDERSTANDING KEY VOCABULARY

4.) Match the green products in the box to their definitions (a-f) below.

Rainwater - donation/ charity – turn off devices — detergent – walk or cycle- light bulbs.

- a) A chemical substance used to clean dirty clothes or other things. _____ .
- b) Water that falls as a rain. _____ .
- c) The activities of riding a bicycle or walk as means of protecting the environment. _____.
- d) Act of helping people or organizations by giving away things that are used anymore. _____
- e) to stop using devices to save energy. _____
- f) A rounded glass container that produces energy when an electric goes through it. _____



DURING READING...



STRATEGY

SELF-MANAGEMENT

6 WAYS TO PROTECT THE ENVIRONMENT

We all want to protect our planet, but we're mostly too busy or too lazy to put up big change that would improve our lifestyle and save the environment. These are 7 simple habits to implement in your everyday life which will make a difference. There is nothing new here but if you follow at least some of these tips, you can be proud of yourself participating in the protection of the environment.

1. Use compact fluorescent light bulbs: It is true that these bulbs are more expensive, but they last much longer and they can save energy and in the long term your electricity bill would be reduced.

2. Donate: You have tons of clothes or things you want to get rid of. If they are still usable, give them to someone who needs them. You may also choose to give them to associations. These associations may sell them and collect a little money. Not only will you protect the environment, but you will also contribute to a good cause.

3. Turn off your devices: When you do not use a house device, turn it off. For example, if you don't watch TV, turn it off. Turn off the light when you leave a room (even if you intend to return.) It's an easy habit to take up which will help you save a lot of money.

4. Walk or cycle: Driving is one of the biggest causes of pollution. If you want to use your car, ask yourself the following question: do I really need my car? Walk or use your bike if the journey is a short one.

5. Detergent: Follow the recommended dose of detergent to wash your clothes or dishes.

6. Rainwater: Think of recovering rainwater. This water can be used for different purposes.

This list is far from being exhaustive but in addition to saving the environment, all these tips will help you save money.

(Romanhuk, 2011)



READING FOR MAIN IDEAS

5.) Read the article again. Label each sentence with the correct green products. In the box below

Rainwater - donation/ charity – turn off devices — detergent – walk or cycle- light bulbs.

- a) Turn off the light when you leave a room
- b) Walk or use your bike if the journey is a short one.
- c) You have tons of clothes or things you want to get rid of
- d) they last much longer and they can save energy
- e) Follow the recommended to wash clothes or dishes.
- f) Think of recovering rainwater.

SELF- MANAGEMENT

As I read for main ideas ...

- | | | |
|--|------------|-----------|
| ➤ I am able to get main ideas without teacher instruction | <i>Yes</i> | <i>No</i> |
| ➤ I am able to juggle different main ideas without being overwhelmed or stressed | <i>Yes</i> | <i>No</i> |
| ➤ I am able to take time to find the main ideas | <i>Yes</i> | <i>No</i> |
| ➤ I am able to keep self- control of what I am looking for | <i>Yes</i> | <i>No</i> |
| ➤ I am able to share with my partner the main ideas in right way. | <i>Yes</i> | <i>No</i> |
| ➤ I am able to keep eye contact when my partner is sharing your findings with me | <i>Yes</i> | <i>No</i> |

READING BETWEEN THE LINES

5.- Answer the following questions in regard with what you understood from the article. Choose the correct option to each question.

1.- How many ways to protect the environment does the text describe?

- a) 2
- b) 3
- c) 7
- d) 6

2.- Which of the different ways of protecting the environment refers to get rid of clothes or things that you don't want to use?

- a) Walk or cycle
- b) Detergent
- c) Donation
- d) Turn devices off
- e) Rainwater
- f) Light bulbs

3.- Which is the biggest cause of pollution?

- a) Wasting trash
- b) Driving
- c) Cycling
- d) Burning fossil fuels.

4.- Donate means

- a) give away
- b) take
- c) give
- d) buy

5.- The seven ways of protecting the environment suggest:

- a) To save money
- b) To protect the environment
- c) To save money and protect the environment
- d) All of above

SELF- MANAGEMENT

As I read for details

- | | |
|--|---------------|
| ➤ I am able to extract information without identifying the main idea | <i>Yes No</i> |
| ➤ I am able not have issues finding thee indirect information from the reading | <i>Yes No</i> |
| ➤ I take time to find to read between the lines | <i>Yes No</i> |
| ➤ I prefer to work in groups to find the information from the reading | <i>Yes No</i> |
| ➤ I feel relax when I share with my partner my information | <i>Yes No</i> |
| ➤ I feel comfortable to work individually | <i>Yes No</i> |
| ➤ I concentrate more working alone | <i>Yes No</i> |

POST READING

DISCUSSION

6.) Read the article again, do you know the benefits of using green products to protect the environment ? Idetify them and give an explanation of how these work in eco- scholar programs to protect your country. (You can include more green products)

Walk or cycle

Rainwater


Turn devices off

Donate

floresent light bulbs

Detergent

7.- Analyze how green products help your country, then write a summary(no more than 100 words) that explains the benefits of using green products, and how eco- scholar programs use them to protect your country.



4.6. IMPACTS

The impacts of this research project were:

- Academic impacts
- Social impacts
- Cultural impacts

To show the proposal's outcomes, it requires the presence of the scale level impacts. This scale enables to analyze real impacts in the proposal designed.

Table 5 *Numerical Impacts Levels.*

Scale number	
-3	High negative impact
-2	Medium negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

Taken from. Posso, 2011. Proyecto, Tesis y Marco lógico.

Also, the formula to get the total score of each impact is as follows:

$$\text{Impact level: } \frac{\Sigma (\text{Total indicators' score})}{\text{Number of indicators}} = \mathbf{X}$$

4.6.1. Academic impacts

Table 6 *Academic impact indicators.*

Level of impact Indicator	-3	-2	-1	0	1	2	3
Enhancing reading skills through the use of metacognitive strategies							X
Promoting reading lessons to enhance reading comprehension skills.							x
Using vocabulary to develop reading skills							x
Improving self-regulation to improve metacognitive knowledge						x	
TOTAL						2	9

Own elaboration, 2021.

$$\Sigma = 11$$

Academic impact: $\frac{\Sigma = \mathbf{11}}{\text{N}^0 \text{ indicators } \mathbf{4}} = 2.75$

Academic impacts level: High positive impact.

Analysis

-Concerning this academic impact level, indicators showed high positive impacts. This is because the proposal has a series of metacognitive strategies used in any reading stage. The use of metacognitive strategies will help students to be aware of how well they have understood a reading text. Therefore, as a conclusion, metacognitive strategies are efficient ways to enhance the reading comprehension improvement in senior students at Colegio Universitario “UTN” High School.

The proposal presents a variety of activities based on students’ levels of comprehension, interests, and skills. Through those activities, students will find them easy to learn comprehensibly because each activity's structure has different reading skills that will help students to know what they are going to apply. Therefore, this indicator has a positive impact that leads students to raise reading comprehension competencies.

-In the proposal, the vocabulary was designed for facilitating the reading lessons. It means that the vocabulary allows students to know words that are familiar with the reading passage. For this reason, this indicator has positive impacts levels.

Improving self-regulation in senior students at Colegio Universitario “UTN” High School is not easy work because it requires that students can choose the best metacognitive strategy in each reading lesson, so that students cannot identify the strategy to use regarding tasks’ goals and teacher’s desirable results.

4.6.2. Social impacts

Table 7 *Social impact indicators.*

Level of impact	-3	-2	-1	0	1	2	3
Improving critical thinking about social topics such as movie genres, professional careers and environmental issues.							X
Creating discussion activities						X	

which will help students to reflect on their own interests into society.		
Encouraging students to become a decision-maker by adapting solutions in their daily life situations.		X
TOTAL	2	6

Own elaboration, 202.

$$\Sigma = 8$$

$$\text{Academic impact: } \frac{\Sigma = 8}{\text{N}^0 \text{ indicators } 3} = 2.66$$

Social impact levels: High positive impact.

Analysis

-The proposal is divided into three units. Each unit provides activities of critical thinking. Those activities are related to the topics of movies, professional careers, and environmental issues, which are topics that students are interested in learning. That is the reason that this indicator has a positive impact level.

- The units designed on the proposal provide activities to make discussions where students will apply the learning outcome from the reading text. However, not all students always pay attention to the reading characteristics, which lead students to have issues sharing their knowledge. In this case, the second indicator has a medium positive impact.

- - Encouraging students to become decision-makers is a little bit difficult for them. This is because the proposal has activities that require students to give possible solutions to current problems;

leading students to become metacognitive learners in the learning process to read comprehensibly. Therefore, this indicator has a high positive impact level.

4.6.3. Cultural impact

Table 8 *Cultural impact indicators.*

Level of impact Indicator	-3	-2	-1	0	1	2	3
Promoting cultural knowledge such as movies, professional careers, and environmental issues.							X
Enhance reading comprehension skills through reading lessons based on real situations.							X
Developing self-regulation through reading lessons about environmental issues and its causes.						X	
TOTAL						2	6

Own elaboration, 2021.

$$\Sigma = 8$$

Cultural impact: $\frac{\Sigma = 8}{N^0 \text{ indicators } 3} = 2.66$

Analysis

-The proposal provides reading lessons in each unit to present topics that are related to national cultures as well as world culture. Those reading lessons may help students to raise cultural knowledge. Thus, this indicator may have a high positive impact.

- The proposal presents real information, where students as cognitive human beings develop capacities that help them to preserve the culture and history of the world. That is the reason that real information is an important source for students' reading comprehension. Also, it may have a high positive impact.

- The third indicator has a medium positive impact due to many of students are not able to give solutions to environmental issues which are related to their personal life. Besides, students do not need to ask themselves about what will happen in the future if they do not pay attention to the current problems. For that reason, this indicator may have a medium positive impact.

CONCLUSIONS

After the investigation was carried out, it was found the following conclusions:

- The implementation of metacognitive strategies become a fundamental role in students reading comprehension development because these strategies raise what is known as “self-awareness” which provides students to feel comfortable with what they are reading, avoiding so many of the factors mentioned in this project that affect continuously students’ motivation, interests to read something that students like.
- There are different metacognitive strategies and activities that English teachers can use to enhance reading comprehension skills. However, each of the metacognitive strategies has particular objectives that work in many ways according to the variety of reading characterizations. Therefore, it is essential to recall that students should manage the metacognitive strategy based on the purposes of the task, the English teachers’ goals, and students’ goals. These activities also can help students to supervise their learning by using distinct resources which can be applied in groups or individually, supporting so students to think dynamically as they read.
- Having an instruction guide which contains topics related to the different students’ levels of comprehension, skills and interests will stimulate the English teachers at “ Colegio Universitario UTN” to prepare their reading lessons more interactive, critical , and also give them opportunities to be aware of how students learn to read a passage by themselves. Apart from that, this guide will help students to notice how their skills to read work into different reading settings. In conclusion, the instructional guide had benefits to collaborate with student themselves, teachers, and reading contents.

RECOMMENDATIONS

- It is recommended to consider that English teachers ask students for opinions, feelings, and interests to apply certain metacognitive strategies. It means, there are situations that students do not feel comfortable using the strategy as a whole class decided to apply, but students come from different backgrounds. Hence, the English teachers' duties are to know students' strengths to apply metacognitive strategies and activities that do not affect their situational comprehension process.
- The English could make a mix of metacognitive strategies and use them into different reading topics. The strategies should follow a unique process which is planning, monitoring, and evaluating. This process helps students to be more active, reflexive, and independent readers at the moment to choose a strategy and know its goals. Therefore, students develop skills that enable them to organize their reading comprehension process within EFL classrooms.
- Make use of this instructional guide of metacognitive strategies to enhance reading comprehension skills. This will motivate teachers and students to explore new skills to develop any other English skills.

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APPENDIX

Appendix 1 Test of reading comprehension applied to students.

Preguntas

Respuestas 

READING TEST (10 puntos)

1

VERBAL REASONING

Read the article about two sisters. Are these sentences "Right" or "Wrong"
If there is not enough information to answer 'Right' or 'Wrong', choose 'Doesn't say'.

Something very strange happened to Tamara. She never knew she had a twin sister until she started university!

Tamara was born in Mexico. Her parents could not look after her so she went to live with a family in Manhattan, USA. When Tamara was twenty years old, she started university in Long Island. She enjoyed her university life. But one day she was walking home from class, and a student smiled at her. "Hello Adriana!" said the student. "I'm not Adriana," said Tamara. This happened to Tamara again and again. People Tamara didn't know kept calling her Adriana. It was very strange. One day, when a woman called her Adriana, Tamara asked "Why do you keep calling me Adriana?"

The woman replied, "You look like my friend Adriana. You have the same face and the same hair. Is Adriana your sister?" Tamara said that she did not have a sister called Adriana. But she was interested in this girl Adriana. Finally, she asked someone for Adriana's email address. When Tamara wrote to Adriana, she found out that they both had the same birthday, they looked the same and both of them were from Mexico. When Tamara went to live with the family in Manhattan, Adriana moved to Long Island to live with a family there. It had to be true! Adriana and Tamara were twin sisters!

2

Tamara and her sister were both born in Mexico. *

(0.5 puntos)

- Right ✓
- Wrong
- Does not say

3

Tamara's parents moved from Mexico to Manhattan.

*

(0.5 puntos)

- Right
- Wrong
- Does not say

4

People called Tamara "Adriana" many times. *

(0.5 puntos)

- Right
- Wrong
- Does not say

5

Adriana wrote to Tamara first. *

(0.5 puntos)

- Right
- Wrong
- Does not say

6

Adriana always knew she had a twin sister. *
(0.5 puntos)

- Right
- Wrong
- Does not say

7

Adriana is Tamara's only sister. *
(0.5 puntos)

- Right
- Wrong
- Does not say

8

Adriana was a student at Long Island University *
(0.5 puntos)

- Right
- Wrong
- Does not say

9

Adriana had only recently arrived in Long Island. * 
(0.5 puntos)

- Right
- Wrong
- Does not say

10

Comprehension

Messages with comprehension questions

*

(0,5 puntos)

Our science comedy night is very popular

The show will now take place in room 4 of the West Building, so that more people can see it.

See you there!

- Go somewhere else to see the show.
- There are no more tickets left for the show.
- The event has moved from Room 4 to the West Building.

11

Pregunta *

(1 Punto)

Clothes on sale cannot be returned

Try them on before you buy them!

- If you buy something that's too big, you can't bring it back.
- There isn't anywhere for customers to try on clothes here.
- The sale will end soon, so you should buy clothes soon.

12

Pregunta *
(1 Punto)

**Magazines needed for patients to read
Up to date or out of date**

Leave them with our receptionist or
or in the black box by the front door.

- You can take these magazines home with you.
- Please return the magazines after reading them.
- Your old magazines will be used and read here.

13

Pregunta *
(1 Punto)

Heating comes on between 7am and 10am
and 4pm and 11pm.

Please do not try to change these times.

- The heating may not come on every morning.
- Don't try to turn on the heating between 10am and 4pm.
- Someone will come here to turn on the heating.

1. BACKGROUND KNOWLEDGE

Read the text and questions below. For each question, mark the letter next to the correct answer A, B, C or D on your answersheet

2.1 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-years-old. 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 realise what we mean.

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

(0.5 puntos)

- Describe how children make friends at a summer camp
- Suggest how parents should choose a summer camp for children
- Explain what it is like for children at a summer camp
- Advise children how to behave at a summer camp

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

(0.5 puntos)

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

17

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

(0.5 puntos)

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

18

What does the writer think about some parents? *

(0.5 puntos)

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

19

Which option might a child at the camp send home? * [1]

(0.5 puntos)

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

Puede imprimir una copia de su respuesta luego de que la haya enviado

Enviar

<https://www.office.com/launch/forms?auth=>

Appendix 2 Survey applied to senior students at Colegio Univeritario " UTN".

Metacognitive strategies to enhance reading comprehension skills survey

Estimado estudiante le agradezco por la atención y tiempo para llenar la presente encuesta. Su opinión es muy importante para llevar a cabo proyecto académico por lo que se requiere honestidad para llenarlo

1. Información personal

Sexo *

Masculino

Femenino

2. Edad *

Escriba su respuesta

3. Curso - Paralelo *

Escriba su respuesta

4. ¿Considera Ud. que es importante la sub-destreza comprensión lectora en el desarrollo de la lectura dentro del idioma inglés? *

Si

No

5. **Subraye.** ¿Cuál de las siguientes estrategias de comprensión piensa Ud. que le ayuda a entender mejor un texto? *

- Descodificación de palabras de un texto
- Seguimiento de la comprensión
- Metacognición
- Construcción y cohesión de oraciones.
- Razonamiento verbal y conocimientos previos
- Organizadores gráficos y semánticos.
- Responder preguntas
- Generando preguntas
- Reconocer la estructura de la historia
- Resumir largo contenidos.

6. ¿Piensa Ud. que un buen rango de vocabulario apropiado a su nivel le ayuda en comprender mejor un texto escrito? *

- Sí
- No

7. **Subraye.** ¿Cuál de las siguientes estrategias de comprensión lectora utiliza ud ayuda en el razonamiento crítico de lo que está leyendo? *

- Conocimientos previos.
- Anticipación.
- Predicción.
- Observación.
- Monitorización.
- Inferencia.
- Paráfrasis.
- Análisis.

8. ¿Cuáles de los siguientes materiales el profesor usa para mejorarla sub-destreza comprensión lectora durante la clase? Subraye más de una opción. *

- Revistas
- Artículos
- Periódicos
- Libros
- Cuentos
- Historias cortas
- Fábulas
- Documentales
- Investigaciones académicas

9. ¿El profesor socializa con Ud. acerca de las estrategias que se va usar antes-durante y después de cada lectura? *

- Siempre
- Casi siempre
- Algunas veces
- Rara vez
- Nunca

10. ¿El profesor utiliza algunas de las estrategias mencionadas a continuación para mejorar la comprensión lectora en el idioma inglés? Subraye las estrategias que Ud. identifica en el aula de clase. *

- Planificar- organizar
- Establecer metas en cada tarea por realizar.
- Auto-cuestionamiento
- Meditación
- Monitorear
- Inferir
- Determinación del nivel de importancia en cada tarea
- Atención dirigida
- Atención selectiva
- Autogestión
- Autocontrol
- Autoevaluación
- Autorrefuerzo

11. ¿Piensa que las estrategias meta-cognitivas mencionadas anteriormente le ayudan en el proceso de gestionar, monitorear y evaluar su comprensión lectora? *

- Sí
- No

12. ¿Monitorea su proceso de comprensión lectora mediante desarrollo de actividades antes, durante y después de cada lectura? *

- Sí
- No

13. ¿Qué actividades su profesor utiliza para monitorear la comprensión lectora? *

- Formulación de preguntas antes, durante y después de cada lectura.
- Construcción de conocimientos previos a partir de la observación
- Visualización de personajes y lugar
- Detallar diferentes partes de la lectura
- Orden de acontecimientos
- Re-leer y hacer reencuentro con las propias palabras
- Observación y evaluación

14. ¿El profesor les brinda retroalimentación que le favorezca en el desarrollo de comprensión al finalizar cada lectura? *

- Siempre
- Casi siempre
- Algunas veces
- Rara vez
- Nunca

15. ¿Qué materiales el profesor usa para evaluar su comprensión lectora? Subraye más de una opción. *

- Rúbrica
- Tabla KWL
- Lista de chequeo
- Pruebas

16. ¿Qué factores piensa Ud. que influyen en su comprensión lectora? Subraye más que una opción.

- Falta de motivación por parte del profesor
- Problemas en razonamiento crítico
- Desconocimiento de objetivos de lectura en relación con la situación comunicativa
- Falta de materiales de trabajo que brinden atención, interés y participación
- Falta en el uso de estrategias cognitivas y meta-cognitivas por parte del profesor.
- Falta de vocabulario para entender la lectura
- Minuciosa instrucción por parte del profesor
- Problemas en identificar ideas principales de secundarias en el texto.
- Falta de retroalimentación en cada tarea realizada.

17. ¿Le gustaría que el profesor cuente una guía instructiva de estrategias meta-cognitivas que le ayuden a mejorar la comprensión lectora? *

- Sí
- No

Metacognition of reading comprehension skills survey

Thank you for taking the time to answer these questions. The following survey carries out a thorough investigation on how well you know metacognitive strategies and how to use them to enhance reading comprehension skills in senior students at Colegio Universitario " UTN " highschool. The survey is anonymous, so that being honest is an essential aspect of this process.



* Obligatorio

1. Personal Information

Gender: *

Male

Female

2. Do you think that reading comprehension sub-competence is important to develop reading skills in English language learning? *

Yes

No

3. Underlying. Which of these key strategies for comprehension below do you use with your students during your teaching reading lessons?

Decoding

- Decoding
- Monitoring comprehension
- Metacognition
- Sentence construction and cohesion
- Verbal reasoning and background knowledge.
- Graphic and semantic organizers.
- Answering questions
- Generating questions
- Recognizing story structure
- Summarizing

4. Do you consider that a large range of vocabulary helps students to understand a text better? *

- A great deal
- Quite a bit
- Somewhat
- Very little

5. Do you think that critical thinking is important to develop reading comprehension skills? *

- Yes
- No

6. Do you use other reading materials with your students apart from the book of Ministry of Education? *

- Yes
- No

7. Which other materials do you use with your students to enhance reading comprehension skills apart from the book of Ministry of Education? You can choose more than one option. ☐

- Media (videos, documentaries, movies, audiobooks, etc)
- Blogs
- Personal experiences
- Fiction/unfiction books
- Tales
- Journals
- Magazine articles
- Expert opinions
- Lectures
- Encyclopedias
- Web page.

8. Does the material you use in class include one or some of the following strategies to develop reading comprehension? Underline more than one option

- Planning- organizing
- Setting goals for each task
- Self-questioning
- Meditation
- Monitoring
- Inferring
- Determining levels of importance for each reading task
- Directed attention
- Selective attention
- Self-management
- Self-monitoring
- Delayed production
- Self-evaluation
- Self-reinforcement

9. From the list above, do your students identify what, how and when you use metacognitive strategies to enhance reading comprehension skills during reading lessons? *

Yes

No

10. Do you set goals for each reading comprehension task? *

Yes

No

11. Do you assess your students' progress at the end of each reading task? *

Yes

No

12. **Underlying.** Which of the following materials do you use with your students to assess their reading comprehension progress? You can choose more than one option. *

KWL chart

Opción Test

Checklist

Rubric

13. Would you like to use a reading guide instruction to enhance students reading comprehension skills? *

Yes

No