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Cognitive Strategies to develop reading comprehension in junior students at  
Luis Ulpiano de la Torre High School

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idiomas.

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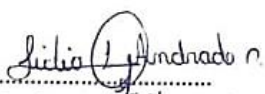
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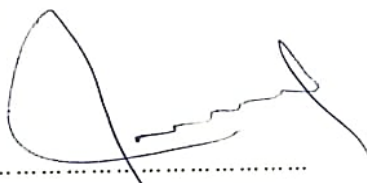
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## **DEDICATION**

First of all, I want to dedicate the completion of my studies to God who gave me guidance and the best opportunities in my life. I also dedicate this to my family who were my support, inspiration and driving force to complete my studies and obtain a professional degree. In addition, they were with me in each of my stages, failures and best moments. Furthermore, I dedicate this to my brothers who always gave me strength and support in each semester, they were my encouragement to improve myself as a person and professionally. Finally, I dedicate this work to all my friends who were present at every moment and shared the best experiences with.

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## **ABSTRACT**

This research work has as objective to propose cognitive strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre high school. This research was carried out in Cotacachi, Imbabura province. In addition, the direct beneficiaries are students, teachers, the English area and authorities of the institution. Students are the direct beneficiaries. They will be able to access the use of cognitive strategies in the classroom as well as the indirect beneficiaries who are parents, citizens, institutions of Cotacachi and other provinces of Ecuador. The data collection was carried out through a survey and this was applied to the students to determine what strategies the teacher uses to develop reading comprehension skills in students. The interviews were applied to obtain criteria, ideas, information, opinions of teachers about the use of strategies. These data were analyzed qualitatively and quantitatively respectively where it was found that teachers use the strategies very little before, during and after a reading. For this reason, the students do not achieve the development of reading comprehension skills. Finally, a didactic guide was designed with a series of activities with cognitive strategies that will allow students to develop reading comprehension. Students will also acquire better reasoning, analysis, attention, concentration, motivation and knowledge development.

**Keywords:** Cognitive strategies, reading comprehension, skills, didactic guide, reasoning.

## RESUMEN

Este trabajo de investigación tiene como objetivo proponer estrategias cognitivas para desarrollar la comprensión lectora en estudiantes de segundo año de bachillerato del colegio Luis Ulpiano de la Torre. Esta investigación se realizó en Cotacachi, provincia de Imbabura. Además, los beneficiarios directos son los estudiantes, docentes, área de inglés y las autoridades de la institución. Los estudiantes podrán acceder al uso de estrategias cognitivas en el aula, así como los beneficiarios indirectos son padres de familia, ciudadanos, instituciones del cantón, provincia y demás provincias del Ecuador. La recolección de datos se realizó a través de una encuesta y esta se aplicó a los estudiantes para determinar qué estrategias utiliza el docente para desarrollar habilidades de comprensión lectora en los estudiantes. Las entrevistas se aplicaron para obtener criterios, ideas, información, opiniones de los profesores sobre el uso de estrategias. Estos datos fueron analizados cualitativamente y cuantitativamente respectivamente donde se encontró que los docentes utilizan muy poco las estrategias antes, durante y después de una lectura. Por esta razón, los estudiantes no han logrado el desarrollo de las habilidades de comprensión lectora. Finalmente, una guía didáctica fue diseñada con una serie de actividades con estrategias cognitivas que permitirán a los estudiantes desarrollar la comprensión lectora. Ellos adquirirán un mejor razonamiento, análisis, atención, concentración, motivación y desarrollo de conocimientos.

**Palabras clave:** Estrategias cognitivas, comprensión lectora, habilidades, guía didáctica, razonamiento.



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## INTRODUCTION

### **Motivation**

The motivation for this research on cognitive strategies to develop reading comprehension skills is due to the fact that students' reading comprehension skills are essential to comprehend and understand what the author wants to convey. In addition, this will allow a better learning of the foreign language when interacting within society. Currently, students of Cotacachi lack reading comprehension skills such as reasoning, analysis, motivation, attention, among others due to the lack of adequate strategies for each need, despite the fact that teachers have been important entities in their training. For this reason, the respective study is important to improve the reading comprehension ability through various cognitive strategies that will facilitate their learning.

### **Problem description**

The need to improve the educational system and promote the development of the country worldwide has led to the need to implement English as a second language. For this reason, Ecuador implemented the foreign language in education from the second to the third year of secondary school. However, Ecuador has a percentage of English proficiency below the average.

Imbabura has one of the best universities in the country such as Universidad Tècnica del Norte. It is located in Imbabura province. In addition, it has professionals from Pedagogy in National and Foreign Languages career. However, it can be seen that in some institutions the students cannot understand readings, reflect or present ideas due to fear or lack of strategies in the classroom.

The present investigation about cognitive strategies in the development of reading comprehension skills will be carried out with junior students at Luis Ulpiano de la Torre high school. This institution is located in Cotacachi.

The following research was made with junior students and teachers where it was found that students use the Ministry of Education Module as a learning tool. For this reason, teachers do not use strategies according to the needs of each student. Students do not understand short and long readings, they do not identify the parts of a reading, they do not analyze, reflect or build their own knowledge due to the lack of the strategies. Additionally, these short questions have been generated for this research:

- What cognitive strategies are appropriate in the development of reading comprehension skills?
- How do cognitive strategies influence the development of reading comprehension skills?
- Why is the using of cognitive strategies important to develop reading comprehension in junior students at Luis Ulpiano de la Torre high school?

### **Justification**

Currently, English is one of the main languages taught around the world. It is considered a universal language, it offers a greater number of opportunities in different fields such as economics, education, politics, labor, among other. In other words, learning English and mastering this language allows interaction and communication within society. Ecuador is one of the countries with great demand to strengthen the teaching of the English language within the education of people. Furthermore, it is important to highlight that the country is developing. Therefore, it is essential to train students and professionals that master this language and can contribute to society in a positive way.

In addition, Ecuador has implemented English as a second language within the educational system to strengthen students' knowledge. In addition, junior students must achieve B1 level until finishing high school according to Common European Framework of Reference. It was possible to identify that they need to pay more attention to the strategies so that they are consider with the needs of the students. Also, improve basic English skills such as reading, writing, speaking and listening which are the main skills of the English language.

Students have greater difficulty in reading. For this reason, this research aims to help students of junior students at Luis Ulpiano de la Torre high school to develop reading comprehension skills through cognitive strategies. Cognitive strategies are activities and mental processes that students carry out consciously or unconsciously with the aim of improving understanding, assimilation, storage in memory, retrieval and subsequent use of the language in the face of inconveniences that are manifested in the development of the reading comprehension skills due to the lack of motivation of the teacher, the misuse of dynamic resources, content and the lack of an educational environment.

## **Impacts**

This research has different impact for example students will be monitored before, during and after the use of cognitive strategies in order to improve the development of reading comprehension skills. This strategy will motivate students to have self-confidence, understand short and long texts, analyze and deduce content, promote learning, motivation, accessibility, reasoning, argumentation and other reading comprehension skills. However, within education it is not only theory but also interaction with the student.

Therefore, it is necessary to ensure that cognitive strategies can improve the English deficit, Knowledge construction, reflection and questioning that allow true English language learning within this institution. In addition, to be able to see the results that have been achieved with this project.

## **Objectives**

### **General objective**

- Propose cognitive strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre high school.

### **Specific objectives**

- Determine the cognitive strategies in the development of reading comprehension in junior students.
- Define the cognitive strategies that will help students to develop reading comprehension skills in junior students.
- Design a didactic guide about cognitive strategies that will help students in the development of reading.



## CHAPTER I: THEORETICAL FRAMEWORK

### 1.1. Cognitive strategies

The use of cognitive strategies allows students to increase their learning within the acquisition of knowledge. That is why learning, remembering and applying knowledge when looking for information, making sentences, creating paragraphs, asking questions and answering, classifying and finding more relevant ideas or understanding a text allows to create new knowledge. In addition, these processes allow personal autonomy to train people with integrity and knowledge.

#### 1.1.1. Definition of learning strategies

Learning English has become a challenge in the world, new teaching strategies are sought every day. For example, cognitive strategies contribute significantly to learning because it uses memory, allowing the students to solve problems and complete activities. According to (Galindo, 2020) “Cognitive strategies are pedagogical ways that enable learners to manage their own learning. They mediate the transition from their experience and schooling for better or worse” (p.1). These are set of learning strategies that influence mental processes. Also, it allows to master your own learning. Because, these strategies refer to “Learn to learn” that is to say that it is the construction of knowledge through learning and experiences.

- **Strategies**

The strategies allow achieve one or more previously defined objectives. According to (Pressley & Harris, 2009) “Strategies are knowledge of procedures, Knowledge about how to do something how to decide a word, comprehend a story better compose more completely and coherently, play first base better and son on. Such knowledge contrast with declarative knowledge the knowledge of facts” (p.77). The strategy is a plan that allows to guide the activities proposed with objectives of achieving a goal within an education, company or daily life.

- **Learning**

Learning can be described as the understanding or internalization of a subject through acquired knowledge or experiences. This allows the assimilation of information. According to (De Houwer, Barnes, & Agnes, 2013) “Learning has been defined functionally as changes in the organism that result from experience. Both types pf definitions are problematic” (p.1). This

learning process is a fundamental tool to strengthen weaknesses. On the other hand , it id useful to improve aptitude behabiors in the apprentice because thus intellectual development will be achieved to contribute to society.

### 1.1.2. Types of language learning strategies

**Table 1**

*Types learning strategies*

<b>LEARNING STRATEGIES</b>		
<b>TYPES</b>	<b>LEARNING</b>	<b>FEATURES</b>
<b>Cognitive</b>	<b>Rehearsal</b>	It is important to remember the names of the objects, words or texts learned
	<b>Organization</b>	Group and classify what has been learned as words concepts. This must have semantics and syntax.
	<b>Summarizing</b>	It is essential to synthesize what has been read or head through retained memory.
	<b>Deducing</b>	Visual images are widely used to understand and retain information.
	<b>Imagery</b>	Visual images are widely used to understand and retain information.
	<b>Transfer</b>	Take into account the information already acquired for a better ease of learning.
	<b>Elaboration</b>	Relate or link the ideas to create new knowledge.

<b>Metacognitive</b>	<b>Select</b>	It is based on the execution of said action such as listening to sounds, words or phrases.
	<b>Planning</b>	Design a schedule of any writing or speeches that will be exposed.
	<b>Monitoring</b>	Put a lot of interest in a task for its respective review because the understanding of said text must be remembered while performing another action.
	<b>Evaluation</b>	An adequate verification of what has been done must be carried out. It is related to receptive language.
<b>Social/ Affective</b>	<b>Cooperation</b>	Working in groups is the best strategy to solve problems or help each other to achieve the objectives
	<b>Questions for clarification</b>	It is necessary to have a teacher who guides the learning.
	<b>Self-talk</b>	Redirecting the thought process at all stages will result in successful learning.

**Source:** (Hismanoglu, 2000) Language Learning Strategies. Chart elaborated by Lidia, 2022.

### **1.1.3. Definition of cognitive strategies**

Cognitive strategies allow solving problems or finding solutions thanks to the reasoning and planning of said activity. On the other words, it is taught or learned and must be remembered as prior knowledge of the situation. It can put into practice or execution for the development of skills. According to (Ortiz, 2022) “Cognitive strategies are type of learning strategy. There are several activities included in cognitive strategies like summarizing meanings, imagery for memorization, organizing a new language and repetition. Cognitive strategies can be a great help to student’s id they want to learn fast” (p.5). The use of strategies in the development of teaching-learning can manage new information from reading and generate understanding.

- **Summarizing**

This strategy does not just exercise the brain but teaches manage massive information into one simple and short summary. According to (Ortiz, 2022) “It also promotes creativity by positioning details either by order of terms, major factors or by series of events” (p.5). This is a common activity in schools and it is often done to check how a student understood or remembers a certain lesson, story or topic.

- **Memorization**

Students are attracted to the thing; they see rather than the things they hear. They also learn fast when they have pictures or drawings. That is to say, they can satisfy the imagination process, memorize numbers, colors or texts by using visual elements, graphics. In addition, students can relate the images to the content and at the same time understand their meaning. This practice is dynamic, entertaining and artistic.

- **Reflection to develop cognitive strategies**

Reflection is when students take notes of what they learned during the class or lesson taught, what they did not learn and then review each of the notes made. This activity called reflection allows the students a great mental entertainment. They use the paper as a weekly practice. After a while, a real reflection of the effectiveness of this activity can be observed. It also helps to have an over view of how students adapt to the classroom and how they capture and understand the study content.

#### 1.1.4. Cognitive strategies in the learning of English

The capacity of human being of acquiring a new language from the native language depends on how the activities are integrated into the mental process. That is to say, that the brain system is in charge of processing the information to generate new knowledge. According to (Busemeyer & Dierich, 2009) “Cognitive science is concerned with understanding the processes that the brain uses to accomplish tasks including perceiving, learning, thinking, problem solving, decision making and moving in the environment” (p.6). The goal of a cognitive model is to scientifically explain this cognitive process and how the interact cognitive science is a field of study concerned with and development of human perception, thinking and learning.

- **Jean Piaget's theory**

Cognitive theory was inspired by Jean Piaget who relied on children’s experiments for his respective research. This research showed how children learn by stimulating mental or cognitive processes. According to (Cherry, 2022) “Cognitive development suggests that children move through four different stages of learning. His Theory of human focuses on understanding how children acquire knowledge and on understanding the nature of intelligence” (p.1). It was possible to determine that the human being learns through processes that allow him to deeply understand the new knowledge and then put it into practice.

- **Jean Piaget’s stages**

People interact in their environment and learn new knowledge. This is how they become active in the teaching-learning process. In addition, they experiment, observe and analyze.

**Table 2**

*Stages of Piaget’s theory of cognitive development*

<b>Stages of Piaget’s theory of cognitive development</b>		
<b>Stages</b>	<b>Age</b>	<b>Features</b>
<b>Sensorimotor</b>	From birth to 2 years	Children learn purposeful behavior, means and ends oriented thinking, remaining from objects.

<b>Preoperational</b>	From 2 to 7 years	The child can use symbols and words to think. Intuitive problem solving, but thinking is limited by rigidity, centralization and egocentrism.
<b>Concrete operations</b>	From 7 to 11 years	The child learns the logical operations of classification and preservation the through is linked to the phenomena and objects of the real world.
<b>Formal operations</b>	From 11 to 12 years	The child learns abstract thought systems that allow him to use propositional logic, scientific reasoning

Source: (Cherry, 2022) Jean Piaget's theory of cognitive. Chart elaborated by Lidia, 2022.

### 1.1.5. Cognitive knowledge

Cognitive development is the process by which the human being acquires greater growth in the ability to think and reason. This is done through experiences and knowledge acquired. According to (Kluwe, 2000) "Cognitive Knowledge refers to a person's stored information about human thinking, especially about the features of his own thinking. Executive processes refer to cognitive activity directed at the monitoring of the application and the effects of solution strategies and at the regulation of the course of one's own thinking" (p.1). The development of cognitive abilities allows structuring knowledge through intellectual procedures and generated behaviors, that is the information goes from reasoning is processed and causes a certain reaction in said person.

- **Memory**

Within the cognitive system one of the most important parts of memory are the cognitive processes in each function. In addition, when acquiring information, knowledge recovering it

or using it to generate new knowledge, it is fundamental part of memory as the main source of significant learning.

- **Attention**

One of the main characteristics of the cognitive process is the distribution of neural resources in information processing. This is thanks to the focus, selectivity and exclusivity that are considered due to the activation of neuronal networks that intersect and overlap.

- **Language**

The language is integrated by a lexicon, that is, the semantic and syntax capacity within a formal system for the manipulation of the different symbols in the language. In addition, the objective of combinatorial grammar is to design communication with the learned language in a limited way. This Process is known as “the mirror of mind”.

- **Perception**

Perception is the process known as integration and interpretation when using memory, schemas and pattern recognition that drive action. That is to say, the individual has individual interests with previous experiences that are processed in an increasingly complex way.

- **Intelligence**

It is the evaluation of the brain mechanism and the adaption to the worlds implies and even demands the purists of goals that transcend the individual. These objectives are based on the processing of a large amount of information that extends over large expanses of time and space.

#### **1.1.6. Types of cognitive strategies**

Currently, cognitive strategies are gaining more importance in the learning. According to (Khezrlou, 2012) “Three of cognitive strategies drawn from the cognitive strategies subscale of goal orientation and learning strategies survey” (p.21). Because, these tools are key to the development of skills. Furthermore, it allows the elaboration, process and production.

**Table 3**  
*Types of cognitive strategies*

<b>Cognitive Strategies</b>			
<b>Phase</b>	<b>Strategies</b>	<b>Definition</b>	<b>Technique</b>
<b>Pre- Reading</b>	<b>Making prediction</b>	Before reading, preview the text. Look at the title, subtitles or image to recreate an idea of the structure and main ideas.	Previewing
	<b>Activating Prior Knowledge</b>	Connect what you know about the topic with the new information you are going to read. This will help create a path to understanding the material.	Scanning
	<b>Setting a purpose</b>	Before reading. You must determine the clear purpose for reading, this can be helpful as a guide to focus attention.	Answer the question
<b>During Reading</b>	<b>Monitoring comprehension</b>	Constantly evaluate your understanding of the text. Prevent confusions. Also, go back and reread if you get lost.	Retelling the text
	<b>Annotating and taking notes</b>	Highlight the most important information. Take notes around the text or on a separate sheet of paper. Allow to interact with the text and facilitate later review.	Underlining
	<b>Questioning</b>	Ask question while reading. Try to answer while as you go through the text. Promote reader engagement and critical thinking.	Survey Interview



<b>Making connection</b>	Relate the text content with your own experiences, other texts or experiences events. Allow these connections to deepen understanding.	Text to self-connections. Text to world connections.
<b>Inferencing</b>	Relate the text content with your own experiences, other texts or experienced events. Inferences can be made before, during and after.	Identify explicit words or phrases from the text.
<b>Summarizing</b>	After reading a section or chapter. Pause to highlight the most important points in your own words. Helps reinforce understanding.	Making a paragraph. Graphic organizer.
<b>Self-testing</b>	Pause every moment and examine the material you have read. Pass your memory of key points.	Take a test.
<b>Visualizing</b>	A mental image is way of representation the perceptual or a memory of an imagined or lived experience. That is to say, it is a sensory and perceptual product of the brain that is represented by the mind in different forms colors or themes.	Images or diagrams
<b>Underlining</b>	Selection of ideas or most relevant aspects of the text.	Underline vocabulary using colors of different color.

<b>Post-reading</b>	<b>Paraphrasing</b>	Rewrite parts of the text in your own words to check understanding and retention of the content.	Write a report, paragraph or summary.
	<b>Reflecting</b>	After reading. Reflect on what you learned and how it feeds into your broader knowledge.	Making feedback
	<b>Graphic representation</b>	Visual representation of information, pointing out the most important aspects of a read text. In addition, it allows the development of creative and critical thinking, memory, interaction, summary, elaboration.	Mental maps, synoptic tables, diagrams.

**Source:** (Khezrlou, 2012) Cognitive Strategy Training: Improving Reading Comprehension in the Language Classroom. Chart elaborated by Lidia, 2023.

### **1.1.7. The importance of cognitive strategies in EFL learners**

Human beings from their first years of life development their motor areas as language, communication and emotion cognition. According to (Xiaoyan, 2021) “The cognitive domain is the area that incorporartes mental exercises including the cycle of acknowledgment and / or disclosure that senters on the conception, The preservation, the remembrance and the presentation of facts” (p.7). In addition, Throughout life, people develop knowledge and problems- solving skills. This is achieved thanks to the cognitive processes where how to think, thinks, identify, explre, investigate, solve and investigate.

### **1.2. Reading comprehension skills**

Reading comprehension is a complex process that allows us to understand the message of the text. In order to provide the reader with the development of knowledge and reading skills. This allows to give an analysis, comparisons, conclusions, predictions. According to (Oakhill, Cain, & Elbro, 2014) “The ultimate aim of reading is not the process but to understand

what we read and comprehension can take place at many different levels” (p.1). There has been an increasing emphasis on the importance of reading comprehension in recent years but despite this there is very little written on this vital topic accessible to trainee and practicing teachers.

Getting the reading comprehension skills is challenge for people where it requires a series of processes. According to (Oakhill, Cain, & Elbro, 2014) :

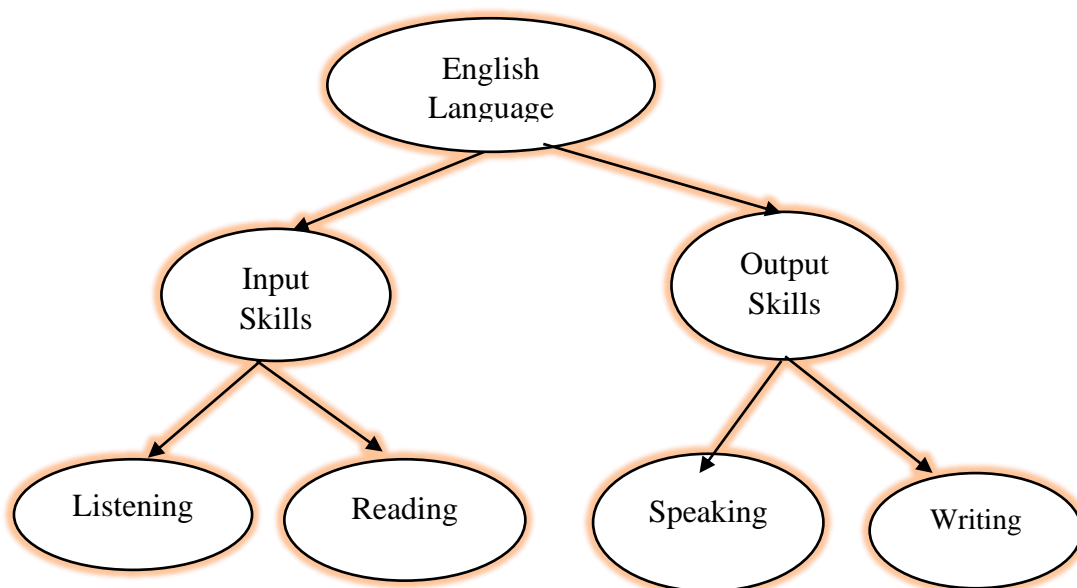
Different skills contribute to successful reading comprehension. These include word reading ability, vocabulary knowledge syntactic skills, memory, and discourse level skills such as the ability to make inferences, knowledge about text structure and metacognitive skills (p.1).

### 1.2.1. Classification of English language skills

Basic language skills that need today are listening, speaking, reading and writing. Regardless, a student or professional, the years of experience or goals, linguistic skills will always come in handy (Elmadani & Hussein, 2020).

**Figure 1**

*Classification of language skills*



**Source:** (Elmadani & Hussein, 2020) Classification of language skills. Chart elaborated by Lidia, 2023.

- **Reading skills**

Reading is the process of understanding a written text by the learner. There are many ways which technology can be used to improve reading ability. Most simple reading text are also very primary in content. Older children many consider themselves too old be reading such primary content books.

- **Speaking skills**

Communication is important, it means exchange information between a speaker and a listener when they understand each other. Speaking is more important skills that gives evidence of student's ability of learning English well. Most teachers are ignoring speaking listening and many curriculums had not given attention of speaking skills.

- **Listening skills**

Listening is defined as the process of identifying and understanding the speech of the speakers. It involves the speaker's accent or pronunciation, speaker's grammar and vocabulary, prediction and comprehension of meaning. There are several technical techniques for improving the listening capability of the English second learner.

- **Writing skills**

Writing is the process where people use symbols. The writing process can be very difficult for learners of English language as a second, they must do tasks like generating ideas, organization and perfect use of grammar and vocabulary. In addition, the way for improving writing skills for English language learner to be good writer and demonstrated is technology.

### **1.2.2. Reading skills**

People by nature need to communicate. It is important to develop skills such as reading. Therefore, the reading allows to analyze and interpret various events, actions, text, among others. According to (Mann, 1984)“To learn to read is to acquire a visual language skill which systematically maps onto extant spoken language skills. Obviously, learning to read places a complex burden on many emerging capacities, and in principle, at least, reading disability could arise at any level visual perception to general cognition” (p.1). That is to say, it refers to

the meaning of the words that make up text as with respect to the global understanding of the text itself.

Yet since reading is practice parasitic on spoken language, the possibility also exists that reading disability is derived from some subtle difficulty in the language domain.

### **1.2.3. Reading sub-skills**

Reading is an important skill for the development of communication within society. There are also subskills that allow direct assimilation into reading comprehension. According to (Krashen & Terrel, 1995) “Identify the four main sub-skills of reading as skimming, scanning, intensive reading and extensive reading; notwithstanding, it is important to keep in mind that these sub-skills complementary interact with the reading” (p.1). It allows the students to identify the content, the keywords, predict the topic and draw a conclusion. In addition, it will allow students to retain the information that is required later.

- **Previewing**

It is a strategy that allows to students record preview knowledge and establish a purpose for lecture. The student looks at the title, the title of the chapters, and look at the image and different characteristics.

- **Scanning**

The students perform a scan where they select or search for specific information in a text. That is displayed quickly until the most relevant content is found without the need to read the full text.

- **Skimming**

It is a sub-skill of scanning where a quick glance is made in order to extract superficial information from the text That is, it is focused on the general essence of each of the parts or sections.

- **Inference**

Inference is a deduction that people can make about something. Also, it is based in the information that have each one. It is important for checking the learning about something.

#### **1.2.4. Reading stages**

The reading process must be carried out carefully thinking that what is learned will be put into practice in the different processes. According to (Toprak & Almacioğlu, 2009) “When, people read they are usually sitting down, they are usually inactive and the surrounding in which they read are quiet. They do not seem to be doing anything. Yet, reading is probably not the passive process they take it to be. It involves us in several ways” (p.5). People or students when reading must be involved in this ability. Thought is the main entity; it will carry out a series of analyzes to respond to concerns or problems to be solved in the planned activities.

- **Pre-reading**

Teachers must introduce activities to students to a particular text, obtain or provide appropriate background knowledge and activate the necessary schemas. According to (Toprak & Almacioğlu, 2009) “Previewing a text with students should spark their interest and help them approach the text in a more meaningful and useful ways as the discussion forces them to think about the situation or points that came up in a text” (p.1). This stage allows the reader to define selection criteria for the central theme of a story or main argument of an essay, text, scientific article or newspaper.

- **During reading**

The exercises that the teacher provides help students develop reading strategies, improve their control of the foreign language and decode problematic passages of the text. However, teacher must identify strategies that are novel and significant. Also, explain which strategies people need to practice the most and offer specific exercises in the form of worksheets for the different activities to be carried out.

- **Post – reading**

The exercises proposed by the teacher verify the comprehension of the students. In addition, deep analysis is carried out when warranted. Reading is not always memorizing or summarizing content, students combine their previous knowledge with what they have learned for this, it is essential to know the different strategies to recognize what is sought.

### **1.2.5. Influence of cognitive strategies on the development of reading comprehension skill**

It is important the use of cognitive strategies on the development of reading comprehension to helps the students activate reasoning and construct meaning, be autonomous and efficient in this reading process. According to (Rodriguez, 2021) “The findings revealed that the use of cognitive strategies facilitated comprehension of a text; giving readers the op-opportunity to activate their schemata, to understand the main ideas and to understand new vocabulary” (p.1). These principles are focused on the acquisition of knowledge through reading and the development of this skills. That is to say, new methodology is sought, tools that allow to improve the cognitive process in reading.

- **Activate reasoning**

Logical plays a fundamental role in the comprehensive reading process. Allows students to use analysis when performing a reading. That is the use of intelligence allows us to provide opportunities for reasoning where students can create new knowledge, organize ideas that generate meaningful learning, obtain conclusions, test hypotheses, and make better decisions to have good results in said process (Rodriguez, 2021).

- **Memory storage**

Memory stimulation allows the brain to be exercised so that neuronal interconnections develop short- and long- term memory functioning. In addition, it helps the development of mental functions where students can be more agile and quick to understand a reading. This also allows for greater concentration, increased creativity and improved self-esteem to have the ability to solve and answer questions. This provides better reading comprehension in students (Rodríguez, 2021).

- **Understand new vocabulary**

It is a fundamental part of language acquisition within reading, allowing recognition and access to the lexicon of words. According to (Rodriguez, 2021) “Cognitive strategies facilitate the reader’s understanding of the information. Good readers try to determine the meaning of unfamiliar words and concepts in the text before and while reading in order to begin interpreting information in a text more successfully.” (p.2). Students must recognize the greater

number of words to understand the content of the reading and then infer its meaning. This allows a higher level of knowledge to generate better reading comprehension.

- **Construct meaning from the text**

The construction of the meaning of a text allows us to determine the most relevant information for the reader. That is, students can obtain the message from the text without having to read it gain several times. Therefore, students will be to understand what they read through different processes (Rodriguez, 2021).

- **Identify a purpose for reading**

The identification of a purpose within a reading allows the comprehension of said text to be regulated. During reading, students can check the achievement of each objective through questions, questioning, inferences, among others. At the end of the reading the purpose will be fulfilled and reading comprehension agility will be improved (Rodriguez, 2021).

- **Increase the motivation to read**

Increase motivation plays a fundamental role on the development of reading comprehension. It allows to increase attention, interest and the agility of entering into reading a text. In addition, generating the own knowledge through understanding a text where students will use their skills to generate new knowledge and better results (Rodriguez, 2021).

### **1.2.6. Factors that influence reading comprehension skills**

The reader understood has been part of several studies to find strategies, methods or tools that allow the students to develop this ability. For this reason, there several factors that allow the students to assimilate the information. According to (Frederick, 1994)“A survey of the literature was made to determine the skills involved in reading comprehension that are deemed most important by authorities. Multiple-choice test items were constructed to measure each of nine skills thus identified as basic” (p.1). The intercorrelations of the nine skills scores were factored each skill being weighted in the initial, matrix roughly in proportion to its importance in reading comprehension.



- **Schemas**

One of the factors involved in the reading comprehension process is the schemas. According to (Frederick, 1994)“ “A scheme describes both the mental and physical actions involved in understanding and knowing. Schemas are categories of knowledge that help us to interpret and understand the world” (p.1). For some researchers as schema includes both a category of knowledge and the process of obtaining that knowledge experience happens, this new information is used to modify, add to or change preciously existing schemas.

- **Assimilation**

It is process of incorporating new information into our exiting schemas. That is, this process is subjective because it tends to slightly modify experiences and information to fit own pre-existing belief. For example: If a child sees a dog and labels, it as a dog, it is a case of assimilation.

- **Accommodation**

The environment where the students is that should allow greater concentration. That is to say, the child must have the ability to change existing schemes or develop new ones.

- **Equilibration**

Children develop and go through the stages of cognitive development. It essential to have a balance between applying previous knowledge (assimilation) and changing to new knowledge (adaptation). According to (Frederick, 1994)“:

Piaget believed that all children try to strike a balance between assimilation and accommodation using mechanism he called equilibration. Equilibration helps explain how child can more from one of through to the next. ´

### **1.3. History of Luis Ulpiano de la Torre High School**

Luis Ulpiano de la Torre high school was born on April 13, 1936. The concern of extending the training of young women from Cotacachi, who at that time finished primary education at Manuela Canizares school and they did not have opportunity to continue their students. Which is why Mrs. Hortencia Yopez of Proaño. Who was the Director of the school, it goes before a distinguished lady from Cotacachi. Mrs. Dolores Granja de

Chavez, who influences her son Jaime Chavez Granja. Undersecretary of Education, reaching thanks to through their efforts. The creation of Escuela profesional de Señoritas. Beginning with 30 students in the specialty of Cutting and confection and with the direction of Mrs. Hortencia Yopez de Proaño, who delivered the first graduates to Cotacacheñas society in 1940 (UELUT, 2022).

In 2013, the temporary change from a Technological Institute to an Educational Unit was authorized, with the specialties of Unified General Baccalaureate and Technical Baccalaureate in Arts, specializing in Music. In 2015, the name changes from Temporary Educational Unit “Luis Ulpiano de la Torre” to Educational Unit “Luis Ulpiano de la Torre was ordered.

Luis Ulpiano de la Torre High school is an institution that has the mission. According to (UELUT, 2022):

Providing quality education, comprehensively training fair, supportive and innovative students, capable of reflecting, undertaking and responsibly leading processes of social transformation, health and environmental care on the foundation of critical, reflective, philosophical thinking with scientific rigor, technological innovation community maintains their axis the practice of human values and service according to quality standards of the 21st century (p.1).

- **Location of Luis Ulpiano de la Torre High School**

This institution is located in Imbabura province, in Cotacachi city. In addition, it belongs to El Sagrario parish. And, it is located in the streets Bolivar 19-45 and Quiroga.

- **Administrative organization**

Currently, this institution is offering the services of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> corresponding to the Upper Basic and 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> senior students in General Unified in Sciences and Artistic Technician in Music. Currently, it is in charge of Msc. Xavier Dominguez rector. In addition, within the English area it has 4 teachers who teach classes within institution Msc. Mariana Moran is the coordinator of the English area.

## **CHAPTER II: METHODOLOGY**

### **2.1. Description of the study area / Study group**

The research project is based on a mixed quantitative and qualitative approach. In other words, these approaches allow and contribute to the collection of information, bibliographic analysis and interpretation of data. This study will use the test as a quantitative technique. This survey allows obtaining an exact percentage regarding the problem to be investigated. On the other hand, the interview will be used as a qualitative technique because, it makes known the different opinions on the investigation to be carried out.

This study will apply a quantitative method. According to (Mcleod, 2023) "Quantitative research involves the process of objectively collecting and analyzing numerical data to describe, predict, or control variables of interest" (p.1). This method will be used to treat this project quantitatively during the research process. In addition, this study will allow the collection of real data within the population. Then, it will be analyzed to obtain the respective research results.

Another method to use is qualitative method. According to (Pathak, Jena, & Kalra, 2014) "Qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data. The integration of qualitative research into intervention studies is a research strategy that is gaining increased attention across disciplines" (p.1). It is appropriated for the investigation of this project.

### **2.2. Research approach/ Type of research**

This project is descriptive research. According to (Zavala & Borja, 2018) "It provides an accurate portrayal or account of characteristics of a particular individual, situation or group, these studies are means of discovering new meaning, escribing what exits, determining the frequency with which something occurs and categorizing information "(p.1). It allows collecting information to later analyze it statistically through observation. Also, it finds the problem within the study population.

### **2.3. Methods, techniques and instruments**

#### **2.3.1. Methods**

This investigation will use the deductive method because it goes from the general to the specific. According to (Martini, 2017) "It is the term that philosophers and methodologists of

science use to refer to the scientific practice of validating theories by means of formulating hypotheses (premises), and deriving and testing conclusions” (p.1). It allows drawing conclusions or deductions through a premise. In other words, this study will have valid results after applying the respective study with the senior students.

### **2.3.2. Techniques**

The survey will be used to collect information through the formulation of some questions in order to determine what strategies the teacher uses to develop reading comprehension skills in students. According to (Krosnick, 1999) : ‘Survey methodology for researching better but also provide useful insights into the basics of social interaction and cognition” (p.1). This will help determine the strategies that the teacher must implement in the classroom for students to develop reading comprehension skills.

The interview is a method that allows to obtain criteria, ideas, information, opinions of people in order to later draw conclusions and recommendations. According to (Mcleod, 2023) “Interviews involve social interaction. Unlike questionnaires methods, researchers need training in how to interview. Researchers can ask different types of questions which in turn generate different types of data. This can have open and closed questions” (p.1). The use of interviews discloses the opinion of the topic investigated. The interviewer can use open or closed questions depending on what they need to investigate.

### **2.3.3. Instruments**

The instrument to be used is a questionnaire because this will help determine the strategies that the teacher must implement in the classroom for students to develop reading comprehension skills. The same questionnaire will be used in order to obtain results to be analyzed. According to (Mcleod, 2023) “A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents” (p.1). It allows to determine what strategies the teacher uses to develop reading comprehension skills in students.

The interview is a method that allows to obtain criteria, ideas, information, opinions of people in order to later draw conclusions and recommendations. According to (Mcleod, 2023) “Interviews involve social interaction. Unlike questionnaires methods, researchers need training in how to interview. Researchers can ask different types of questions which in turn

generate different types of data. This can have open and closed questions” (p.1). The use of interviews discloses the opinion of the topic investigated. The interviewer can use open or closed questions depending on what they need to investigate.

#### **2.4. Research questions**

- What cognitive strategies are appropriate in the development of reading comprehension skills?
- How do cognitive strategies influence the development of reading comprehension skills?
- Why is the using of cognitive strategies important to develop reading comprehension in junior students at Luis Ulpiano de la Torre high school?

## 2.5. Variable matrix

**Table 4**

*Cognitive Strategies*

Independent variable	Conceptualization	Categories	Indicators	Items	Techniques and Instruments
<b>Cognitive strategies</b>	Learning strategies that consist of activities and mental processes the understanding of language allowing their assimilation, storage, retrieval and subsequent use.	Junior students	Modifications in space and cognitive processes.	Consider a classroom and its components as the main entrance of information.	Survey Questionnaire
			Develop skills, attitude and values through content.	Coherence in the contents, offer a truthful reality, close to the experiences and easy to interpret.	

Note: Own elaboration. Source: *Cognitive Strategies*. August 2023

**Table 5***Reading comprehension*

<b>Dependent variable</b>	<b>Conceptualization</b>	<b>Categories</b>	<b>Indicators</b>	<b>Items</b>	<b>Techniques and Instruments</b>
<b>Development of reading comprehension</b>	Complex process that involves the reader, the contextual setting, and the reader's background knowledge.	Junior students	Reading activities  Students analyze, identify the message of the text, reading, ability, reasoning of the students.	Student participation  Working memory, phonological, syntactic and morphologic al awareness.  Working memory, phonological, syntactic and morphologic al awareness.	Survey  Questionnaire

Note: Own elaboration. Source: Reading comprehension. August 2023

## **2.6. Population & sample**

This project will be carried out in Cotacachi, Imbabura province. Sagrario parish in Luis Ulpiano de la Torre high school. This institution has a total of 960 students. The investigation will be carried out with junior students. Junior students of the parallel "A" have a total of 38 students, Junior students of the parallel "B" have 31 students and Junior students of the parallel "C" have 24 students. These add up to a total of 114 junior students in this institution.

**Table 6***Population Information*

High School	Level	Class	Students
“Luis Ulpiano de la Torre” High School	Junior Students	2 <sup>nd</sup> A	40
		2 <sup>nd</sup> B	38
		2 <sup>nd</sup> C	36
<b>Total</b>			114

Note: Own elaboration. Source: Survey August 2023

**2.6.1. Sample**

This research has a population of 114 junior students. For this reason, the size of the sample is 88. This sample is determined by following formula where the size, the level of confidence and the corresponding margin of error are considered. Therefore, the sample that was selected is representative because it has the same qualities and characteristics.

$$n = \frac{Z^2 * p * q * N}{e^2(N-1) + Z^2 * p * q}$$

$$n = \frac{(1.96)^2 * 0.5 * 0.5 * 114}{(0.05)^2(114-1) + (1.96)^2 * 0.5 * 0.5}$$

$$n = \frac{109,4856}{1,2429}$$

$$n = 88$$

**2.7. Procedures**

This study is designed as follows. The method to be used is the quantitative method where a survey design will be carried out with closed questions that will be focused on the educational process. Next, they are validated to achieve the stated objectives. Then, this survey will be applied to junior students at Luis Ulpiano de la Torre high school to determine what strategies the teacher uses to develop reading comprehension skills in students. Once the application is done, the results will be analyzed by means of the Excel tool. Within this tool, the tabulation of data is carried out and through graphs it will be possible to obtain results. These results are



focused on determining the propose of cognitive strategies in the development of reading comprehension skills in English language. On the other hand, the interview will be used as a qualitative technique. because, it makes known the different opinions on the investigation to be carried out.

## CHAPTER III: RESULTS AND DISCUSSION

### 3.1. Results

The results obtained in this research will be presented in this section. In other words, the results of the surveys carried out on the junior students of the A, B and C parallels of Luis Ulpiano de la Torre High School were presented by means of percentages in figures according to the answers provided. The respective interviews conducted with three teachers from the same institutions. It will also be presented with the respective analysis of each question asked.

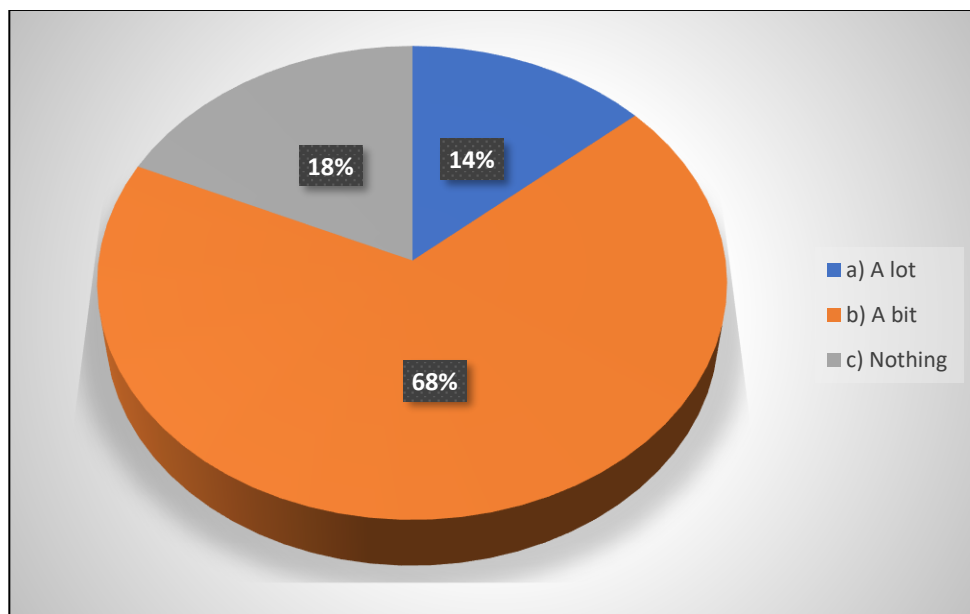
#### 3.1.1. Survey applied to the students

The analysis of this survey is based on a questionnaire that has 9 questions with different options. This questionnaire was administered to 88 junior students at Luis Ulpiano de la Torre high school with the objective of identifying the strategies used by teacher to develop the reading comprehension of this institutions.

##### 1. Do you like to read English texts in class?

**Figure 2**

*Read English texts in class*



Note: Own elaboration. Source: Survey August 2023

## Analysis

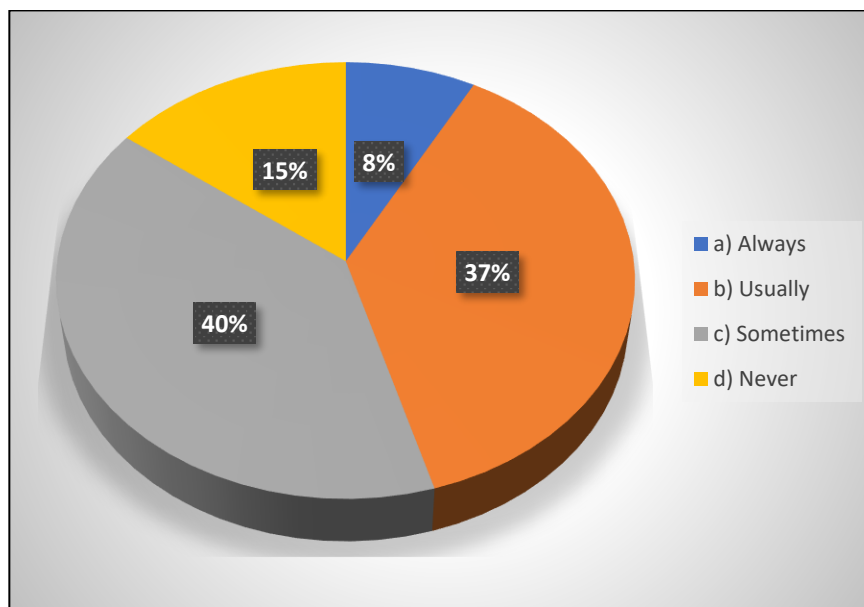
This graph shows that most of the students like to read English texts in class. This means that the strategies used by the teacher are a little according to the needs of junior students to draw their attention to reading. That is to say, that 75% of the students like to read a bit English text in class, 21% of the students like to read a lot English text, and 7% of the students do not like reading English texts in class. Therefore, the implementation of new strategies to increase students' interest in reading is essential to develop reading comprehension strategies.

According to the results, it can be deduced that teachers use few strategies in the classroom when starting to read texts in English and that this does not allow that students develop reading comprehension strategies and interest in reading.

## 2. How often does your teacher promote reading inside and outside the classroom?

**Figure 3**

*Teacher promotes reading inside and outside the classroom*



Note: Own elaboration. Source: Survey August 2023

## Analysis

This graph shows the frequency with which the teacher promotes the reading English texts inside and outside the classroom, so that the students are interested in reading. According to the results, 40% of the students say that the teacher sometimes promotes reading inside and outside the classroom, 37% of the students say that the teacher usually promotes reading inside and outside the classroom, 15% of the students say that the teacher always promotes reading

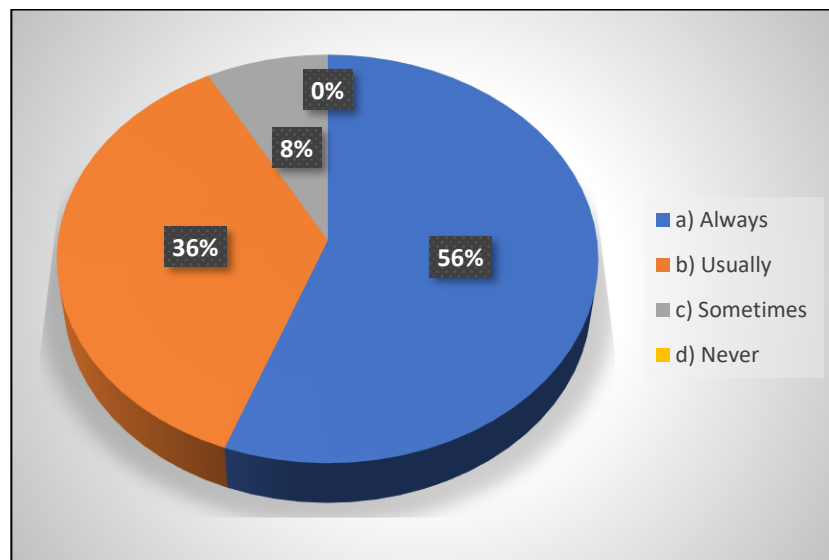
inside and outside the classroom, and 8% of the students say that the teacher never promotes reading inside and outside of the classroom.

Therefore, it can be deduced that the teacher only sometimes promotes reading inside and outside the classroom. That is to say, the teacher should promote reading at all times because it is a fundamental part of developing skills of this language.

### 3. How often does your teacher interact with the students when doing the reading of a text?

**Figure 4**

*Teacher interacts with the students when doing the reading of a text*



Note: Own elaboration. Source: Survey August 2023

#### **Analysis**

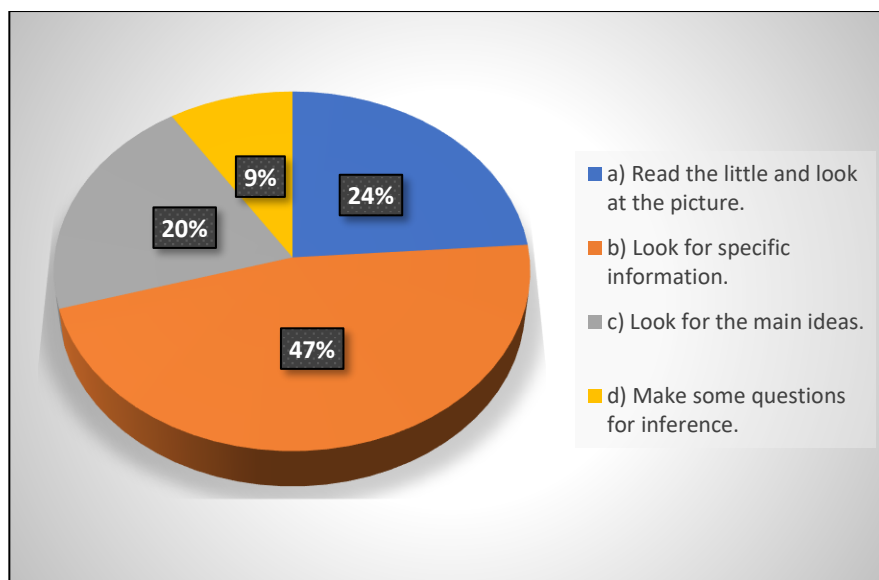
This graph shows the frequency with which the teacher interacts with the students when reading English texts in the classroom. According to the results obtained in this survey, 56% of the students say that the teacher always interacts with them when they read a text, 36% of the students say that the teacher usually interacts with them when they read a text, 8% of the students say that the teacher sometimes interacts with them when they read a text. This means that the teacher looks for some strategies to interact with the students when doing a reading.

Therefore, the teacher almost always looks for new strategies to interact with the students when they read English texts because the interaction with the students contributes to learning and motivation when reading.

#### 4. What reading techniques does your teacher use before reading an English text?

**Figure 5**

*Reading techniques that teacher uses before reading an English text.*



Note: Own elaboration. Source: Survey August 2023

#### **Analysis**

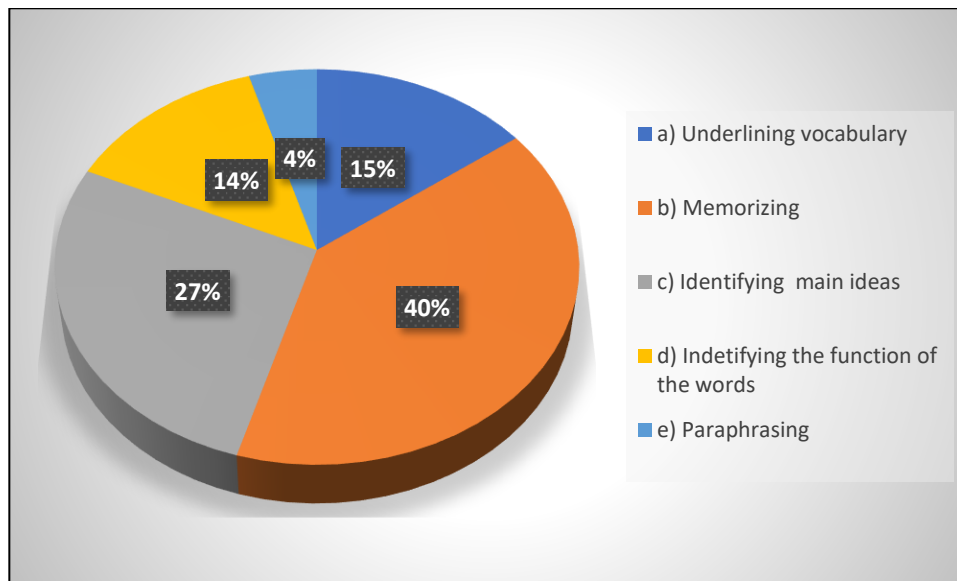
This graph shows the reading techniques that the teacher uses before reading English texts in the classroom. According to the results obtained, 47% of the students say that the teacher uses the strategy of looking for specific information (facts, details, examples, words, name, prepositions, collocations), 24% of the students say that the teacher uses the reading of the little and look at the technique, 20% of the students say that the teacher uses the look for main ideas technique, and 9% of the students say that the teacher uses some question for inference techniques. That is, the teacher is focused on the scanning technique as a way to identify the content more quickly.

According to these results, it can be deduced that the teacher emphasizes the scanning technique for as long as possible when reading with the students. However, there are times when the teacher uses less other reading techniques such as previewing, skimming and inferencing. Therefore, it is important that the teacher uses all possible techniques because each student learn in a different way.

**5. From the following list of activities, which reading activities does your teacher do when and your classmates read an English text?**

**Figure 6**

*Reading activities that teacher does when and your classmates read an English text*



Note: Own elaboration. Source: Survey August 2023

**Analysis**

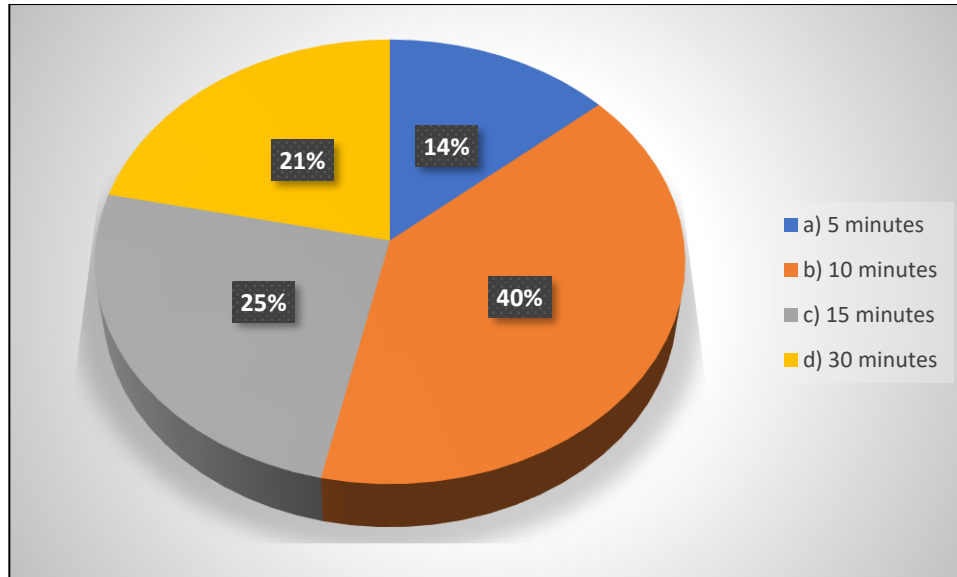
This graph shows the activities that the teacher makes the students do when they read English texts in the classroom. According to the results obtained, 40% of the students say that the teacher makes them do the memorizing activity when they read English texts, 27% of students say that the teacher makes them do the activity of identifying main ideas when they read English texts, 15% of the students say that the teacher makes them do the activity of underlining vocabulary when they read English texts, 14% of the students say that the teacher makes them do the activity of identifying the function of words and 4% of the students say that the teacher makes them do the paraphrasing activity while reading English texts. In other words, the activity most used by the teacher is memorizing important content so as not to read the entire document again and find the information more easily.

Therefore, according to the results obtained, it can be deduced that the teacher is more focused on the memorizing activity, leaving aside the other proposed activities. For this reason, it is essential that the teacher use different activities when reading because this allows students to internalize the information through these activities that favors reading comprehension.

## 6. How long do your reading activities last?

**Figure 7**

*Reading activities last*



Note: Own elaboration. Source: Survey August 2023

### **Analysis**

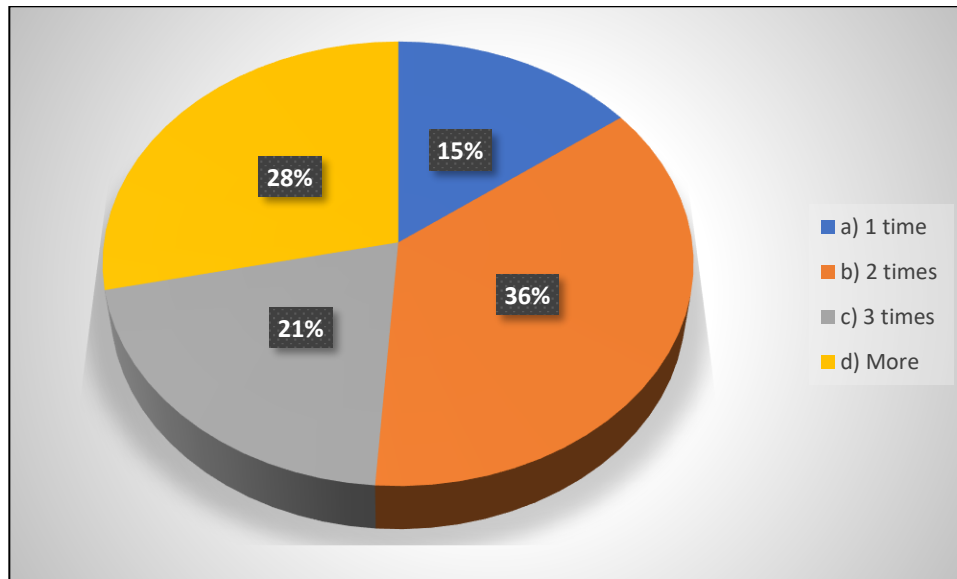
This graph shows the time that students' reading activities last within the class. According to the results obtained, 40% of the students take 10 minutes to carry out reading activities, 21% of students take 30 minutes to carry out reading activities, 14% of the students take 5 minutes to complete the reading activities. That is, there are few students who can carry out reading activities in less time.

Therefore, the teacher must implement new strategies that improve the level of concentration and agility to make a quick reading and comprehension of the proposed topic.

**7. How many times a week does your English teacher make you read texts during class?**

**Figure 8**

*The times that English teacher makes you read texts during class*



Note: Own elaboration. Source: Survey August 2023

**Analysis**

This graph shows the number of times per week that English teacher has the students read texts during the class. According to the results obtained, 36% of the students say that the teacher makes them read texts 2 times a week during classes, 28% of the students say that the teacher makes them read texts more times, 21% of the students say that the teacher makes them read texts 3 times a week during classes and 15% of the students say that the teacher makes them read texts only 1 time a week during classes. That is, the teacher does read with the students several times a week, but not all participate because some do not like to read or they are afraid of reading.

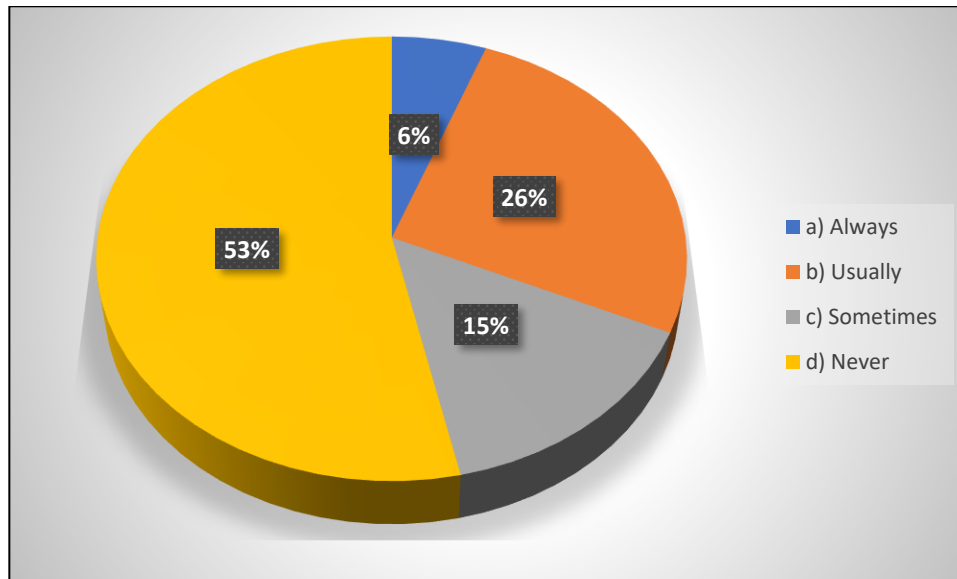
Therefore, according to the results, the teacher must seek strategies so that all students participate several times a week in reading English text and they can develop reading comprehension skills.



**8. How often does your teacher use graphic organizers to help you understand a reading text?**

**Figure 9**

*Teacher uses graphic organizers to help understanding a reading text.*



Note: Own elaboration. Source: Survey August 2023

**Analysis**

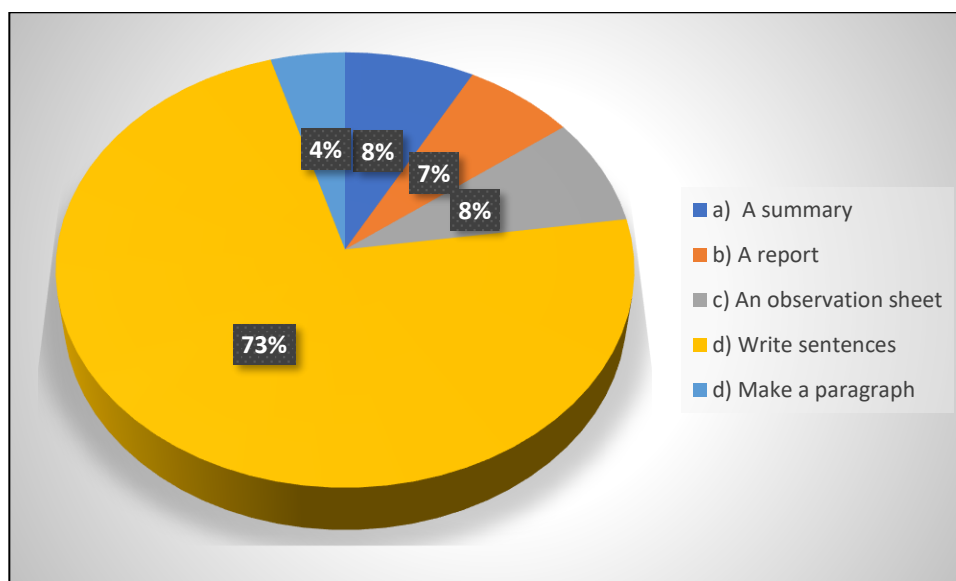
This graph shows the frequency with which the teacher uses graphic organizers to help the student understand a reading text. According to the results obtained, 53% of the students say that the teacher never uses organizers to help understand a reading text, 26% of the students say that the teacher uses graphic organizers to help understand a reading text, 15% of the students say that the teacher sometimes uses graphic organizers to help understand a reading text and 6% of the students say that the teacher always uses graphic organizers to help understand a reading text. That is, the teacher does not use graphic organizers in most classes as learning strategy to develop students' reading comprehension skills.

Therefore, it can be deduced that the teacher should make use of graphic organizer as a strategy that allows organizing and synthesizing information to improve students' reading comprehension.

**9. Choose the most common activities your English teacher use after reading an English text.**

**Figure 10**

*Activities that English teacher use after reading an English text.*



Note: Own elaboration. Source: Survey August 2023

**Analysis**

This graph shows the most common activities that the teacher uses after reading a text in English. According to the results obtained, 73% of the students say that the teacher uses the activity of writing sentences after reading an English text, 8% of the students say that the teacher uses the activity of a summary after reading an English text in the same way the 8% of the students say that the teacher uses the activity of an observation sheet after reading an English text, 7% of the students say that the teacher uses the activity of a report and 4% of the students say the teacher uses the activity of writing a paragraph That is, the teacher emphasizes the use of the activity of writing sentences to verify that the student has understood the text read in English.

Therefore, it can be deduced that the teacher uses this activity of writing sentences in most of the classes. However, it is necessary to carry out understand the reading because each student captures the information in different ways.

### **3.1.2. Interview Applied to the teachers**

This interview is addressed to the teachers of Luis Ulpiano de la Torre high school. Its purpose is to collect information according to the questions raised. These results will be used to determine the strategies used by the teacher to develop reading comprehension skills in students.

#### **1. According to your opinion. What level are your students in reading skills according to Common European Framework? Explain your opinion.**

- **Teacher A**

Ok, in my opinion students in our high school are in basic level because the students do have vocabulary. They do not know grammar structure. For this reason, I consider they are in basic level.

- **Teacher B**

Yes, the students have basic level because they do not have the opportunity to study in other places.

- **Teacher C**

I can say with the level in reading skills is basic in this moment because students do not like to read.

### **Analysis**

According to this question, teachers agree that the students of this institutions are in a basic level in reading skills according to Common European Framework. Because, they state that students do not have the necessary skills to read English texts. For example, teacher A states that students do not have a wide vocabulary and they do not know the grammatical structure to understand texts. However, teacher B states that this level of English is due to the fact that they do not have opportunities to study in order places trained in teaching English. On the other hand, teacher C states that students do not like to read because they prefer to do other activities. In conclusion, teachers should seek reading strategies that allow students to again attention, generate greater ability in the development of reading comprehension skills because the place where student study should not be an impediment to learning English.

**2. Do you let your students choose a reading text or do you choose the text? Explain your opinion.**

- **Teacher A**

I think so students must choose how to read. Sometimes, teachers also choose topics of reading in oral to have good pronunciation, in other to now grammar, vocabulary. For this reason, I consider students and teachers have the same possibility to select the topic or choosing.

- **Teacher B**

Sometimes, it depends according the topic in the text.

- **Teacher C**

I do not read book because I do not have hobby to read. My students read in classes. Ok when they have the opportunity at the begging of the unit.

### **Analysis**

According to this question, the teachers agree that the reading are in accordance with the content of the texts that the teachers use for teaching. However, teacher states that the students must also choose how to read because it allows them to have a better pronunciation and acquire more vocabulary. While teacher B states that the reading depends on the texts and it does not depend on the students. On the other hand, teacher C states that students read in class. In conclusion, teachers are more based on planning and on the text provided by institution. For this reason, students do not always choose the texts to read and this generates demotivation in the student.

**3. How often do you read English texts with your students during the class?**

**Explain your opinion.**

- **Teacher A**

I usually play with my students how to read in the class how to pronouns in the class because students and teachers shading some experiences.

- **Teacher B**

According to this, it depends according to each time for the topic in each class.

- **Teacher C**

I make this activity at the beginning of the unit because we have the larger test in this part. after that maybe they are short text with activities.

### **Analysis**

According to this question, teachers frequently read at different times of the class. They are based on the readings of the text of Ministry of Education However, it is important to mention that teacher A states that use play with students how to read, pronunciation and shares experiences in class with them. In addition, teacher B states that the reading depends on each topic of the text in the same way that teacher C states that the readings are done at the beginning of the unit. I conclusion, the teacher should promote reading as long as possible because this allows stimulating the mental processes of the student because they allow him to think reason, understand at the time of reading.

#### **4. What reading strategies do you implement with your students in your classes?**

##### **Explain your opinion.**

- **Teacher A**

First of all, I scan the theme, select the vocabulary, grammar. After that, we work with students in summarize. After that, students give in general forms some ideas.

- **Teacher B**

We trait to read in simple form, and trait to pronouns each work in class.

- **Teacher C**

I think the better strategy of reading is identification.

### **Analysis**

According to this question, teachers use different strategies so that students can develop reading comprehension skills when they read texts in the classroom. For example, teacher A states that uses the scan the topic, selects vocabulary and grammar and at the end of the reading the teacher makes a summary together with the students. In the same way, the teacher states that uses the identification strategy in the reading. However, teacher B states that students only read simple texts. In conclusion, teacher is a fundamental part of student learning, so it is

important to guide students to develop skills. That is why it is important to introduce innovative, dynamic strategies that allow the students to analyze and internalize the information presented.

**5. How much time do you establish for a reading activity? Explain your opinion.**

- **Teacher A**

Ok, with my students every day I work with my students in four weeks so students must learn how to read a text, how to understand a text, how to pronounce when the students understand. I think so students have knowledge in the class. Sometimes students have reading.

- **Teacher B**

It depends according to the reading for example in a short text in around ten minutes in long reading according 15 minutes.

- **Teacher C**

According my classes I suppose that I use four hours.

### **Analysis**

According to this question, teachers do dedicate time to carry out reading activities with students in class. However, each teacher distributes the time according to her schedule. For example, teacher A states that every day he worked with his students on how they should learn to read a text, how to understand and comprehend, while teacher B states that reading depends on the size of the text and ranging from 10 to 15 minutes. In addition, teacher C states that she uses all four of class to carry out reading activities with her students. In conclusion, it is essential that teachers distribute time adequately to carry out reading activities because this allows students to acquire greater knowledge and greater agility to think, reason, analyze and develop creativity and imagination in the students.

**6. How motivated are your students when they read an English text?**

- **Teacher A**

Students are motivated all class every day because teachers give to the students some methodological activities in order to have students a good idea. Sometimes, students really play in the class, play between students, amount students so with these activities students are motivated in each class.

- **Teacher B**

To reading a short message.

- **Teacher C**

I think they are not motivated because they do not like to read. I think in this an activity the teachers could do in early age and maybe in these cases children like reading.

### **Analysis**

According to this question, teachers have different perspectives on students' motivation when they read an English text. Because, teacher mentions that students are motivated throughout the class because he carries out methodological activities so that there is interaction between student. However, teacher C states that students are not motivated most of the time because they do not like reading and it is because teachers should encourage love of reading from an early age. On the other hand, teacher B states that students read short messages but He did not specify how motivated they are in the classroom when they read. In conclusion, reading is essential for students because, it allows improving the cognitive stimuli of the brain for the better understanding of the subject. For this reason, teacher must look for new strategies that help students develop reading comprehension skills. In addition, to provide them with tools so that reading is not a challenge for students and that they leave disinterest aside. Because, if the students use appropriate strategies, they will be able to improve her reasoning when reading an English text.

## CHAPTER IV: PROPOSAL

### 4.1. Proposal title

Activating the brain

### 4.2. Objectives

#### 4.2.1. General objective

- Design a didactic guide about cognitive strategies that will help junior students in the development of reading comprehension.

#### 4.2.2. Specific objectives

- Determine cognitive strategies that will help junior students in the development of reading comprehension.
- Develop activities using cognitive strategies that will help junior students in the development of reading comprehension.

### 4.3. Introduction

This proposal on cognitive strategies is an indispensable tool for the students of Luis Ulpiano de la Torre high school; the teachers will have the facility to guide themselves and be able to teach and help junior students so that they can acquire the skills of reading comprehension and improve their reasoning. This didactic guide is designed according to the needs of the needs of each student that was verified with the respective ones made to the students. In addition, a tabulation was made and results were obtained. Within this guide there are different activities and injuries with their corresponding strategy so that the students can interact and develop the activities while learning and developing skills.

### 4.4. Justification

Activating the brain is a didactic guide that will promote the development of cognitive skills so that students increase their ability to develop reading comprehension. This guide has 3 units, it has 3 lessons in each unit and a final project. In addition, each activity has its respective cognitive strategy.

### Syllabus

Objective: Students will be able to internalize cognitive strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre high school.





# ACTIVATING THE BRAIN



COGNITIVE STRATEGIES TO IMPROVE  
READING COMPREHENSION

Units	Lessons	Goals	Cognitive Strategies	Skills	
UNIT 1. FAMILY	Lesson 1	Introducing to a famous person	At the end of the class, students will be able to understand the text of Life of Carlos Santana through of the activities proposed using the previewing cognitive strategy.	Making prediction	Reading <ul style="list-style-type: none"> <li>• Previewing</li> <li>• Scanning</li> <li>• Skimming</li> </ul>
	Lesson 2	Family members	At the end of class, students will be able to complete the reading activities using monitoring comprehension cognitive strategy.	Monitoring comprehension	Reading <ul style="list-style-type: none"> <li>• Previewing</li> <li>• Scanning</li> <li>• Skimming</li> </ul>
	Lesson 3	Customs and traditions of Ecuadorian families	At the end of the class, students will be able to demonstrate reading comprehension of the different celebrations of each region of the country using the annotating and taking notes cognitive strategy.	Annotating and taking notes	Reading <ul style="list-style-type: none"> <li>• Previewing</li> <li>• Scanning</li> <li>• Skimming</li> </ul>
	Final Project	Mockup about traditions and customs of your city.			
UNIT 2. FOOD	Lesson 1	Healthy food	At the end of the class, students will be able to complete the activities proposed in the Junk Food Store text using the paraphrasing cognitive strategy in a short paragraph.	Paraphrase	Reading <ul style="list-style-type: none"> <li>• Previewing</li> <li>• Scanning</li> <li>• Skimming</li> </ul>
	Lesson 2	Dishes of the world	At the end of the class, students will be able to demonstrate reading comprehension of the description of dishes from some countries through the questioning cognitive	Questioning	Reading <ul style="list-style-type: none"> <li>• Previewing</li> <li>• Scanning</li> <li>• Skimming</li> </ul>

			strategy in each activity.		
	Lesson 3	Traditional dishes of Ecuador	At the end of the class, students will be able to understand the Gastronomic History of Ecuador text through the proposed activities using the making connections cognitive strategy.	Making connections	Reading <ul style="list-style-type: none"> <li>• Previewing</li> <li>• Scanning</li> <li>• Skimming</li> </ul>
	Final Project	Creative Poster			
UNIT 3. SPORT	Lesson 1	Free time activities	At the end of the class, students will be able to demonstrate reading comprehension of the text Hobbies and leisure activities after completing the different activities using the inferencing cognitive strategy in written sentences.	Inferencing	Reading <ul style="list-style-type: none"> <li>• Previewing</li> <li>• Scanning</li> <li>• Skimming</li> </ul>
	Lesson 2	Famous athletes of the world	At the end of the class, students will be able to understand Sport in Brazil Watch, Play, learn! text through the proposed activities using the summarizing cognitive strategy.	Summarizing	Reading <ul style="list-style-type: none"> <li>• Previewing</li> <li>• Scanning</li> <li>• Skimming</li> </ul>
	Lesson 3	Who are stronger girls or boys in sports?	At the end of the class, students will be able to demonstrate reading comprehension of the text Is boxing for children; Is the dance for girls? Text using self-testing cognitive strategy in each proposed activity.	Self-testing	Reading <ul style="list-style-type: none"> <li>• Previewing</li> <li>• Scanning</li> <li>• Skimming</li> </ul>
	Final Project	Creative collage			

# UNIT 1



# TEACHER RESOURCE

## Procedure

### Pre- Reading

- The teacher introduces the topic of the lesson and objective to be developed.
- The teacher gives to know the cognitive strategy (*Making prediction*) that will be used in pre- reading. In addition, reading strategies will be used as support.
- The teacher introduces the key vocabulary words.
- The teacher uses the key words to develop the first activity on opposite words.
- The teacher asks to read the activity where students must look carefully at the text below to complete the proposed questions.

### During- Reading

- The teacher asks to circle the most important words in the text and the vocabulary learned.
- The teacher asks to scan the text to answer the questions below.
- The teacher asks to skim the text again to write the correct words in the spaces in the text below.

### Post- Reading

- The teacher asks to the students to work in pairs and answer the questions proposed at the end of the reading.

# LESSON 1

## INTRODUCING TO A FAMOUS PERSON

### OBJECTIVE

At the end of the class, students will be able to understand the text of Life of Carlos Santana through of the activities proposed using the previewing cognitive strategy.

### STRATEGIES

#### COGNITIVE STRATEGY

- **MAKING PREDICTION**
  - Before reading, preview the text. Look at the title, subtitles or image to recreate an idea of the structure and main ideas.

#### READING STRATEGIES

- **PREVIEWING**
  - Have a first impression.
- **SCANNING**
  - Look at for specific information (facts, examples, words, names, prepositions).
- **SKIMMING**
  - Look for the main ideas.

### KEY VOCABULARY

- **Lawyer:** Someone who works giving advice on law.
- **Property:** Something that belongs to someone like an object or objects.
- **Field:** It is a space of land that is used for farming or raising animals.
- **Chaos:** A person disoriented or in total confusion.
- **Happily:** A person who is completely happy.
- **Pursuing:** It is the action of following something or some with a purpose of achieving.
- **Regarding:** It is about something or someone.

# STUDENT RESOURCE

## A. PRE-READING

*Cognitive Strategy:  
Making prediction*

### 1. Match the opposites.

- |             |          |
|-------------|----------|
| 1) chaos    | a) sadly |
| 2) happily  | b) order |
| 3) field    | c) urban |
| 4) pursuing | d) flee  |

### 2. Look at the text below. Circle the correct answers to the questions below.

#### 1) The picture is of?

- a. Extroverted man      b. Office worker man      c. Ordinary man

#### 2) What is the text about?

- a. The food      b. Professional life      c. Personal information

#### 3) Where does the text come from?

- a. Newspaper      b. Book      c. Magazine

## B. DURING-READING

### 1. Circle the most relevant information and the vocabulary learned.

#### Life of Carlos Santana



His name is Carlos Santana, he is a lawyer and actor. He carried out his studies in different places in the Ecuador such as the Chantal military school and the Central University of Ecuador. He graduated in Law 10 years ago. The University allowed him to shape his personal and professional life. Also, his friends and family. They were the main pillar in his formation.

He is currently pursuing a doctorate in intellectual property law at the University of Michigan. Regarding his work experience, he has worked in the field of law for more than 18 years, Pao 9 years working in the law firm in India. In that position he was responsible for managing all the chaos in Europe and Asia.

He became tired of his wife Merida and had two children, his first son Manuel and his second son Juan. They live happily in New York State.

2. Scan the text above. Answer the following questions.

**A. What profession does Carlos Santana have?**

- a. He is a lawyer and director
- b. he is a lawyer and doctor
- c. He is a lawyer and actor

**B. Who was your main pillar in your training?**

- a. His friends and girlfriend
- b. Your friends and family
- c. His family and friends

**C. How long have you worked in the legal field?**

- a. 9 years
- b. 8 years
- c. 10 years

**D. How many children did he have with his wife?**

- a. One son
- b. Two children
- c. Three children

3. Skim the text again. Write the correct words from the text in the gaps.

- a. Carlos Santana \_\_\_\_\_ from Ecuador.
- b. He \_\_\_\_\_ in Law 10 years ago.
- c. His friends and family \_\_\_\_\_ the main pillar in his formation.
- d. He \_\_\_\_\_ worked in the field of law more than 18 years.
- e. They \_\_\_\_\_ happily in New York State.

## C. POST-READING

### PRACTICE

- Work with a partner. Ask and answer the questions (a-c).

a. Where do you live?

\_\_\_\_\_

b. What do you do?

\_\_\_\_\_

c. What career would you like to study?

\_\_\_\_\_



# TEACHER RESOURCE

## Procedure

### Pre- Reading

- The teacher introduces the topic of the lesson 2 and objective the developed.
- The teacher gives to know the cognitive strategy (*Monitoring Comprehension*) that will be used in during-reading. In addition, reading strategies will be used as support. The teacher introduces the key vocabulary words.
- The teacher asks to read the vocabulary again to complete the spaces with the words of the box below.
- The teacher asks to look at the text below to select the correct answer for each statement.

### During- Reading

- The teacher asks to use monitoring comprehension cognitive strategy in the proposed activities.
- The teacher asks to scan the text below to put an (X) in front of the word mentioned in the text.
- the teacher asks to skim the text to answer true false in the statements.

### Post- Reading

- The teacher asks the students to work in pairs and answer the questions proposed at the end of the reading.

# LESSON 2

## FAMILY MEMBERS

### OBJECTIVE

At the end of the class, students will be able to complete the reading activities using monitoring comprehension cognitive strategy during the reading.

### STRATEGIES

#### COGNITIVE STRATEGY

- **MONITORING COMPREHENSION**
  - Constantly evaluate your understanding of the text.
  - Prevent confusions. Also, go back and reread if you get lost.

#### READING STRATEGIES

- **PREVIEWING**
  - Have a first impression.
- **SCANNING**
  - Look at for specific information (facts, examples, words, names, prepositions).
- **SKIMMING**
  - Look for the main ideas.

### KEY VOCABULARY

- **Siblings:** Referring to a brother.
- **Relationship:** It is the form or action where two situations or things are connected.
- **Pregnant:** A woman or several pregnant women.
- **Couple:** Two people together or two similar things.
- **Telling:** Say the truth about a situation or what someone thinks.
- **Along:** It is a part of something like a river, lake, road or highway.
- **Star:** It is a large sunlit ball in space.
- **Lovely: Lovely:** It is a pleasant or agreeable person.

# STUDENT RESOURCE

## A. PRE-READING

1. Read the vocabulary above again. Write the words from the box in the gaps.

siblings      relationship      couple      telling      lovely

- Children should have a good \_\_\_\_\_ with their parents.
- A good \_\_\_\_\_ must have understood.
- Some families have many \_\_\_\_\_ as a tradition.
- The new episode of famous families could be a \_\_\_\_\_ success on the channel.
- Maria's pregnancy is a \_\_\_\_\_ event.

2. Look at the text below. Read the sentences (a-d) and circle the correct words.

- The text is a *survey / interview*.
- The text mentions *two / three* people in the intervention.
- The text will discuss *family / business / sport*.
- The interview is carried out *in a program / in a home*.

**Cognitive Strategy:**  
*Monitoring  
Comprehension*

## B. DURING-READING

1. Scan the text below and put (X) in the boxes of the table below if the words are mentioned.

FAMILY	MENTIONED IN THE DIALOGUE
Mother	
Father	
Grandfather	
Grandmother	
Sister	
Brother	
Uncle	
Wife	
Cousin	
Aunt	
Baby	

## Famous People's Families



**Reporter:** Welcome to a new episode of «Famous People's Families». Today we are going to talk about the family of the new pop star Frank Coleman. Hello Frank. Do you have a large or a small family?

**Frank:** Hello. I would say small. My family consists of my wife, my son, my parents and my two sisters.

**Reporter:** What about your extended family?

**Frank:** My father has twelve siblings and my mother seven. So, I have ten uncles and nine aunts, but to tell you the truth I only see them at Christmas.

**Reporter:** Do you get along well with your sisters?

**Frank:** My sisters' names are Rose and Rachel. I love my family more than anything, so we get along well. I call them every week. It is a very close relationship.

**Reporter:** Tell us about your parents.

**Frank:** Well, they are my heroes. My mom's name is Ivana. She is from Russia. She is 62 years old and is really beautiful. She is a dentist. My father's name is Ralph. He is a writer. They make a lovely couple.

**Reporter:** Would you like to have more children?

**Frank:** Yes! Actually, Elizabeth, my wife, is pregnant. We are excited and happy. My parents don't know yet. We are going to tell them tomorrow.

**Reporter:** Wow, that's really good news. Thank you, Frank, for being here and for telling us about your family.

**Source taken from.** <https://www.aprenderinglesrapido.com/2015/04/27/lectura-familia-ingles/>

### 2. Skim the text above. Write true (T) or false (F) next to the statements (a-f) below.

- a. Frank's father has twelve siblings and his mother has seven. \_\_\_\_\_
- b. Frank says that has a small family in the interview. \_\_\_\_\_
- c. Frank's mother is a dentist. \_\_\_\_\_
- d. Ralph is a famous painter. \_\_\_\_\_
- e. He loves his family because he gets along with them. \_\_\_\_\_
- f. Frank is afraid of being a dad. \_\_\_\_\_

## C. POST-READING

### PRACTICE

- **Work with a partner. Ask and answer the questions below.**

- a. Is your family big? Yes or No Why?
- b. How many members are in your family?
- c. What do your parents do?

# TEACHER RESOURCE

## Procedure

### Pre- Reading

- The teacher introduces the topic of the lesson 3 and objective to be developed.
- The teacher gives to know the cognitive strategy (*Annotating and taking Notes*) that will be used in during and post- reading. In addition, reading strategies will be used as support.
- The teacher introduces the key vocabulary words.
- The teacher asks to read the instructions for activity 1 to connect half of the corresponding sentence with lines and complete the sentence.
- The teacher asks to circle the correct answers according to the proposed statement.

### During- Reading

- The teacher asks to use the cognitive strategy proposed in the lesson.
- The teacher asks to underline the most relevant information of the most relevant information of the text and the vocabulary learned.
- The teacher asks to complete the celebrations in their correct statement.
- The teacher asks to skim the text above to answer the question and select the correct answers.

### Post- Reading

- The teacher asks to do the practice.
- The teacher asks to make a graphic organizer about customs and traditions of Ecuador where the students must write the students must write the most important aspects.

# LESSON 3

## CUSTOMS AND TRADITIONS OF ECUADORIAN FAMILIES

### OBJECTIVE

- At the end of the class, students will be able to demonstrate reading comprehension of the celebrations of each region of the country using the annotating and taking notes cognitive strategy.

### STRATEGIES

#### COGNITIVE STRATEGY

- **ANNOTATING AND TAKING NOTES**
  - Highlight the most important information. The notes around the or on a separate sheet of paper.
  - Allow to interact with the text and facilitate later review.

#### READING STRATEGIES

- **PREVIEWING**
  - Have a first impression.
- **SCANNING**
  - Look at for specific information (facts, examples, words, names, prepositions).
- **SKIMMING**
  - Look for the main ideas.

### KEY VOCABULARY

- **Heritage:** With traits or characteristics that come from a specific culture.
- **Devils:** It is an evil being represented in human form.
- **Capariches:** It a person who gets up early to work or do some cleaning activity.
- **Cowboys:** It is a persona who lives in the west and takes care of horses.
- **Crops:** It is the amount collected from the total.
- **Tribute:** Something that show people by giving respect to something or someone.
- **Street:** A road or highway that passes through the city with large constructions.
- **Coast:** It is the land that is located near or next to the sea.

# STUDENT RESOURCE

## A. PRE-READING

1. Match the sentence halves. Use the key vocabulary below to help understand the sentence.

- |  |  |
|--|--|
| a. Diablada is considered                      | 1. traditional Catholic religious celebration.           |
| b. The <b>cowboys</b> demonstrate their riding | 2. to mother Earth for the beginning of summer.          |
| c. Corpus Christi is a                         | 3. skills, these skills are learned in their daily live. |
| d. Inty Raymi is a ritual that is performed    | 4. Intangible Cultural <b>Heritage</b> of Ecuador.       |
| e. This consists of paying tribute             | 5. in the Ecuadorian mountains.                          |

2. Circle the 4 corrects answers.

We must use capital letter with...

- Names of people
- Things
- Names cities and countries.
- Names of celebrations
- Own names

Cognitive Strategy:  
Annotating and Taking  
Notes

## B. DURING-READING

1. Underline the most relevant information and the vocabulary learned.



### Diablada

This was declared Intangible Cultural Heritage of Ecuador. This is about participating groups from different communities. This is made up of devils, capariches. They go dancing in the main streets of the Pillaro canton.



### Montubio Rodeo

It is a tradition where cowboys from different rural areas of the Ecuadorian coast participate. The cowboys demonstrate their riding skills, these skills are learned in their daily lives.



### Corpus Christi

It is a traditional Catholic religious celebration. This comes from the Spanish influence to be mixed with the traditional ancestral festivals of the country. This consists of paying tribute to Mother Earth for the beginning of summer. Additionally, this is celebrated in Cuenca city.



### Inty Raymi

It is a ritual that is performed in the Ecuadorian mountains. This is celebrated in gratitude to the sun festivals for the crops received. This ancestral festival has origins in the Andean communities. These celebrations are held in the months of June and July.

Source taken from: (Curay, 2017) Customs and traditions of Ecuador. Elaborated by Lidia, 2023.

2. Scan the text above. Write the name of the correct celebration from the texts in the gaps.

- a. \_\_\_\_\_ is a traditional catholic religious celebration.
- b. The Andean communities celebrate \_\_\_\_\_.
- c. The cowboys demonstrate their riding skills, these skills are learned in their daily lives in \_\_\_\_\_.
- d. People go dancing in \_\_\_\_\_ celebration in the main streets of the Pillaro canton.

3. Skim the text above. What do the previous texts refer to? Underline the correct topics (a-e) below.

- a. Ecuador has a cultural wealth.
- b. Value and preserve the cultures and traditions of the country.
- c. The value of transportation for neighborhood festivals.
- d. The festivities celebrated in Caranqui.
- e. The festivals celebrated in each city.

## C. POST-READING

### PRACTICE

- Make a brainstorm about the customs and traditions of your city. Write the most important characteristics below.



# FINAL PROJECT



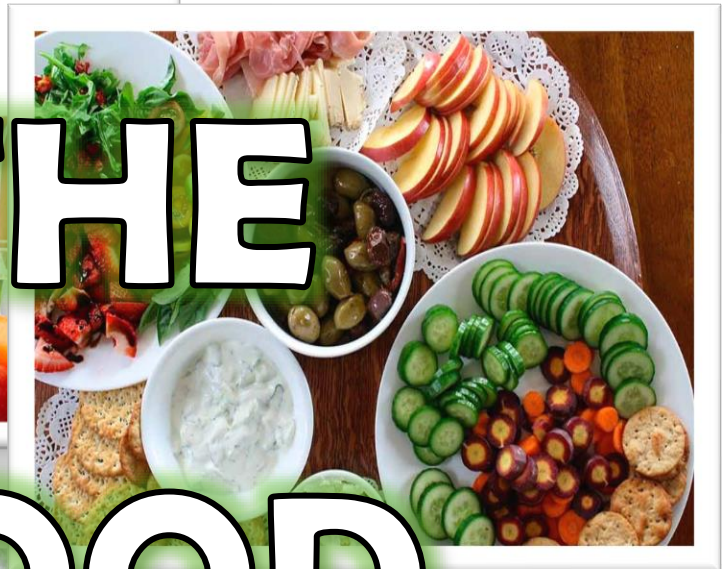
- Choose a tradition or custom of your city.
- Make a *mockup* with recyclable material.
- Make a short presentation of your work using the vocabulary from lesson 1, 2 and 3.
- Be creative. You can!



## SELF-EVALUATION

- |   |     |    |
|---|-----|----|
| • I can use the cognitive strategies proposed in each lesson. | Yes | No |
| • I can predict the topic of a text before a reading.         | Yes | No |
| • I use scanning to find specific information.                | Yes | No |
| • I can skim the main ideas of a text.                        | Yes | No |

# UNIT 2



# THE FOOD





# TEACHER RESOURCE

## Procedure


### Pre- Reading

- The teacher introduces the topic of the lesson 1 and objective to be developed.
- The teacher gives to know the cognitive strategy (*Paraphrase*) that will be used during and post-reading. In addition, reading strategies will be used as support.
- The teacher introduces the key vocabulary words.
- The teacher asks to circle the words that are different in each group with the help of the vocabulary learned.
- The teacher asks to look at the text below to select the correct option.

### During- Reading

- The teacher asks to use the cognitive strategy proposed in the lesson.
- The teacher asks to enclose the most relevant aspects and the vocabulary learned in the text.
- The teacher asks to scan the text above to identify the paragraph that corresponds to each sentence.
- The teacher asks to skim the text above to link sentences 1-4 to the paraphrased sentences a-d.

### Post- Reading

- The teacher asks to do the practice.
  - The teacher asks to read the activities below and complete the sentences with your own paraphrased ideas.
- 

# LESSON 1

## HEALTHY FOOD

### OBJECTIVE

At the end of the class, students will be able to complete the activities proposed in the Junk Food Store text using the paraphrasing cognitive strategy in a short paragraph.

### STRATEGIES

#### COGNITIVE STRATEGY

- **PARAPHRASE**
  - Rewrite parts of the text in your own words to check understanding and retention of the content.

#### READING STRATEGIES

- **PREVIEWING**
  - Have a first impression.
- **SCANNING**
  - Look at for specific information (facts, examples, words, names, prepositions).
- **SKIMMING**
  - Look for the main ideas.

### KEY VOCABULARY

- **Patient:** It is the action of waiting or continuing to do something despite some difficulty.
- **Treatment:** It is the way a person treats or behaves.
- **Reveals:** Say or manifest something that surprises people.
- **Address:** It is the number of the house where someone lives or works.
- **Oysters:** They are small, round white gemstones.
- **Suicide:** It is the action of killing of one`s own free will.
- **Poor:** Someone who has little money or belongings.
- **Argues:** A person who is not in agreement with the other people.
- **Risk:** It is possibility that something bad could happen.
- **Counsels:** It is a persona who gives advice to solve problems of people or society.

# STUDENT RESOURCE

## A. PRE-READING

1. Circle the word that is different in each group. Use the key vocabulary above.

- risk danger exposure security
- oyster shell crab cow
- needy poor rich beggar
- method treatment cure disease

3. Look at the text below. Circle the correct options (1-3)

- I think the text comes from:  
a. article      b. book      c. website
- The text has facts for:  
a. students      b. babies      c. tourist
- Who wrote this text:  
a. student      b. engineer      c. scientist

Cognitive Strategy:  
Paraphrasing

## B. DURING-READING

1. Circle the aspect most relevant of the text and vocabulary learned.

### Do healthy diets help reduce anxiety and depression?

2022

- The patient, a 48-year-old real estate professional in treatment for anxiety and mild depression, reveals that he has eaten three dozen oysters over the weekend. His psychiatrist, Dr Drew Ramsey, an assistant clinical professor of psychiatry at Columbia University, is impressed: "You're the only person I've prescribed them to who came back and said he ate 36!"
- Dr Ramsey, the author of several books that address food and mental health, is a big fan of oysters. They are rich in vitamin B12, he says, which studies suggest may help to reduce brain shrinkage. They are also well stocked with long-chain omega 3 fatty acids, deficiencies of which have been linked to higher risk of suicide and depression.
- Dr Ramsey argues that a poor diet is a major factor contributing to the epidemic of depression, which is the top driver of disability for Americans aged 15 to 44, according to a report by the World Health Organization. Together with Samantha Elrief, a chef and food coach, he often counsels' patients on how better eating may lead to better mental health.
- The irony, he says, is that most Americans are overfed in calories yet starved of the vital array of micronutrients that our brains need, many of which are found in common plant foods. A survey published in 2017 by the Centre for Disease Control and Prevention reported that only one in 10 adults meets the minimal daily federal recommendations for fruit and vegetables.



Source taken from: <https://www.independent.co.uk/news/science/healthy-food-depression-anxiety-mental-health-diet-a8867061.html>.



**2. Scan the text above. Which paragraph of the text has information about sentences below.**

**1) Oysters are rich in vitamin B12.**

- a. Paragraph 1      b. Paragraph 2      c. Paragraph 3      d. Paragraph 4

**2) An adult patient is being treated for anxiety and depression.**

- a. Paragraph 1      b. Paragraph 2      c. Paragraph 3      d. Paragraph 4

**3) Most Americans are overfed in calories.**


- a. Paragraph 1      b. Paragraph 2      c. Paragraph 3      d. Paragraph 4

**4) Poor diet is a major factor contributing to the epidemic of depression.**

- a. Paragraph 1      b. Paragraph 2      c. Paragraph 3      d. Paragraph 4

**3. Skim the text above. Match sentences (1-4) to paraphrased sentences (a-d).**



- 1) Psychiatrist Dr Drew Ramsey is surprised because no one had eaten 36 oysters.
- 2) Poor diet contributes to increased depression in Americans.
- 3) Oysters help reduce brain shrinkage.
- 4) Americans are overfed by the lack of variety found in vegetables.

- a. One in 10 adults meets the recommendations of consuming fruits and vegetables daily.
  - b. One person ate three dozen oysters over the weekend.
  - c. Counselors advise their patients to lead to better nutrition to improve mental health.
  - d. These provide omega 3 fatty acids and vitamins B12.
- 

## C. POST-READING

### Practice

• **Read the activities below and complete the sentences with your own ideas.**

- a. This reminds me of \_\_\_\_\_.
  - b. This makes me think \_\_\_\_\_.
  - c. I like \_\_\_\_\_.
  - d. I believe I don't believe that \_\_\_\_\_.
- 
- 

# TEACHER RESOURCE

## Procedure

### Pre- Reading

- The teacher introduces the topic of the lesson 2 and objective to be developed.
- The teacher gives to know the cognitive strategy (Questioning) that will be used during and post-reading. In addition, reading strategies will used as support.
- The teacher introduces the key vocabulary words.
- The teacher asks to look at the picture and then complete the missing letters in each meaning word.
- The teacher asks to look at the text and the picture to answer the questions below.

### During- Reading

- The teacher asks to use the cognitive strategy proposed in the lesson.
- The teacher asks to scan each text on the following page and select the correct answer.
- The teacher asks to circle the most relevant information in the text and the vocabulary learned.
- The teacher asks to skim the text above and put true (T) or false (F) next to the sentence a-f.

### Post- Reading

- The teacher asks to do the practice.
- The teacher asks to read and answer the questions below.

# LESSON 2

## DISHES OF THE WORLD

### OBJECTIVE

At the end of the class, students will be able to demonstrate reading comprehension of the description of the dishes from some countries through the questioning cognitive strategy in each activity.

### STRATEGIES

#### COGNITIVE STRATEGY

- **QUESTIONING**
  - Ask questions while reading. Try to answer them as you go through the text.
  - Promote reader engagement and critical thinking.

#### READING STRATEGIES

- **PREVIEWING**
  - Have a first impression.
- **SCANNING**
  - Look at for specific information (facts, examples, words, names, prepositions).
- **SKIMMING**
  - Look for the main ideas.

### KEY VOCABULARY

- **Beef:** It is meat that is eaten as a source of energy.
- **Steak:** It is a heavy flat and thick meat or fish.
- **Cuts:** It is the reduction of some public expenses.
- **Dipped:** Put something in liquid for a short period time.
- **Crumbs:** Express an action pf surprise or concern about something.
- **Cabbage:** It is a round vegetables covered with green, white or purple leaves.
- **Mussels:** Small create those lives in the sea. It has shell.
- **Squid:** Specie that lives on the sea. It is long and has ten arms in its mouth.
- **Crusty.** It has a hard layer that id on the outside of something.
- **Desserts:** They are sweet foods that people serve at the end or a meal.



# STUDENT RESOURCE

## A. PRE-READING

1. Look at the pictures. Complete the missing letters in each word to give sense.

- B\_\_f
- S\_eak
- P\_t\_to\_s
- P\_n\_ak\_s
- Se\_fo\_d
- De\_sert\_
- P\_z\_a
- Ch\_es\_



2. Look at the text and picture below. Answer the questions below.

1) The main topic of the text is

- The main dishes of three countries in the world.
- Variety of avocados in the world.
- Food recipes in the world.

2) The text is for

- School students
- High school students
- University students

Cognitive Strategy:  
Questioning

## B. DURING-READING

1. Scan the texts on the next page. Select the correct answers.

A. What is the national dish of Argentina?

- Grilled chicken
- Beef
- Chops
- Pork Meat

B. What time do people from Argentina have dinner?

- At 9 am
- At 8 pm
- At 6 pm
- None

C. What is the main dish on the Coast of France?

- Ice cream
- Pieces of sausage
- Pancakes
- Seafood

2. Circle the most relevant aspects of the text and vocabulary learned.

**Food in Argentina**



The national dish in Argentina is beef. It can be prepared in different ways. The Argentines' favorite main course is a mixed grill of steak and other cuts of beef. It is usually cooked over an open fire. The beef, may be dipped in eggs, crumbs, and then fries. Breakfast in Argentina is usually light: rolls or bread with jam or coffee. In the afternoon, they eat meat, potatoes and green vegetables. They have dinner at 9 p.m.

**Food in France**



People in France eat different types of food. The main dish in the northwestern France is pancakes. Eastin France likes cabbage with pieces of sausage. On the coasts of France people eat seafood: mussels, shrimps, and squid. French people also like to eat long thin leaves of crusty bread with melted cheese and ham or beef slices. The grilled food is accompanied by potatoes. Sometimes, they dip the bread into a pot full of melted cheese.

**Food in Germany**



Germans eat meals that include generous portions of meat and bread. Potatoes are very important and they can be prepared in different ways in each region. Germans eat potatoes with pears, bacon and beans. They also like a special stew made with three types of meat and potatoes. Fruit is often combined with meat dishes. Apple desserts are very popular in Germany. Germans enjoy bread with every meal, especially rye bread.

Source taken from. <https://www.pinterest.es/pin/57843176455286408/>

3. Skim the text above. Put true (T) or false (F) next to the statements (a-e) below.

- a. Argentina prepares only one way the national dish. \_\_\_\_\_
- b. Breakfast is strictly light: rolls or bread with jam or coffee in Argentina. \_\_\_\_\_
- c. The food of France consists of different types of foods. \_\_\_\_\_
- d. French also like to eat long, thin sheets of crusty bread with melted cheese and slices of ham or beef. \_\_\_\_\_
- e. French eats meals that include generous portions of meat and bread. \_\_\_\_\_

**C. POST-READING**

**Practice**

- Read and answer the questions below.

a. What are the similarities and differences of the dishes of another country with your country?  
\_\_\_\_\_

b. What is the national dish in your country?  
\_\_\_\_\_

# TEACHER RESOURCE

## Procedure

### Pre- Reading

- The teacher introduces the topic of the lesson 3 and objective to be developed.
- The teacher gives to know the cognitive strategy (*Making Connections*) that will be used in during and post-reading. In addition, reading strategies will be used as support.
- The teacher introduces the key vocabulary words.
- The teacher asks to read the questions and answer. Then, put the answers in the corresponding place in the crossword puzzle.
- The teacher asks to write the words from the box in each sentence as appropriate.

### During- Reading

- The teacher asks to use the cognitive strategy proposed in the lesson.
- The teacher asks to scan the text below to select the correct answers for each sentence.
- Circle the most relevant information and the vocabulary learned.
- The teacher asks to skim the text above to correctly answer the questions posed, making connections with the text read.

### Post- Reading

- The teacher asks to do the practice.
- The teacher asks to work with a partner to ask and answer the questions below.

# LESSON 3

## TRADITIONAL DISHES OF ECUADOR

### OBJECTIVE

At the end of the class, students will be able to understand the Gastronomic History of Ecuador text through the proposed activities using the making connections cognitive strategy.

### STRATEGIES

#### COGNITIVE STRATEGY

- **MAKING CONNECTIONS**
  - Relate the text content with your own experiences, other text or experienced events.
  - Allow these connections to deepen understanding.

#### READING STRATEGIES

- **PREVIEWING**
  - Have a first impression.
- **SCANNING**
  - Look at for specific information (facts, examples, words, names, prepositions).
- **SKIMMING**
  - Look for the main ideas.

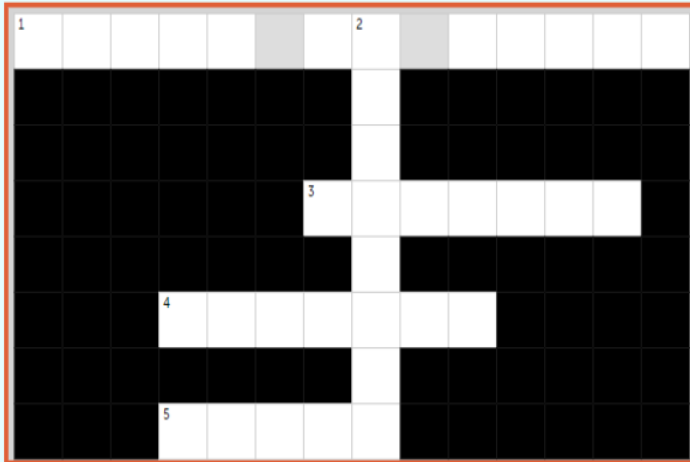
### KEY VOCABULARY

- **Came:** Address towards the speaker or with the speaker.
- **Conquerors:** A person who conquered something or someone.
- **Land:** Surface of land that lacks water.
- **Slave:** Person who legally belongs to someone to work without a salary.
- **Arrival:** Action of reaching a specific place.
- **Worms:** Small elongated limbless animals that live underground.
- **Cuisines:** A form style for cooking.
- **Livestock:** They are animals that live on farms like cows.
- **Customs:** It is a place located at the airport, border where belongings are checked.
- **Wide:** A distance that is created from one side to the other width.

# STUDENT RESOURCE

## A. PRE-READING

1. Read the questions and answer. Put the answers in the corresponding place of the crossword puzzle.



Bolón de verde, Encocado, Fritada, Hornado, Maíto  
keywords

### Cross

1. What is the typical dish of Manabí?
3. What is the typical dish of Chimborazo?
4. What is the typical dish of Imbabura?
5. What is the typical dish of Puyo?

### Down

2. What is the typical dish of Esmeraldas?

2. Write the words from the box in the gaps. Use the activity 1 to help you.

Slaves    livestock    typical    conquerors

- The indigenous culture had great changes in the preparation of dishes with the arrival of \_\_\_\_\_.
- Ancient \_\_\_\_\_ were brought from Africa.
- The indigenous people used worms and insects before the arrival of \_\_\_\_\_.
- The different \_\_\_\_\_ dishes come depending on the area.

Cognitive Strategy:  
Making Connections

## B. DURING-READING

1. Scan the text below. Read the statements and select the correct answers.

- |  | TRUE | FALSE |
|--|------|-------|
| a. The text is made up of three paragraphs.                        | T    | F     |
| b. The text presents the history of the typical dishes of Ecuador. | T    | F     |
| c. The text mentions the typical dishes of each region of Ecuador. | T    | F     |
| d. The text mentions the typical dishes of the Insular region.     | T    | F     |
| e. This text has a conclusion.                                     | T    | F     |
| f. The Spanish conquest influenced indigenous culture.             | T    | F     |
| g. There is a variety of typical dishes in Ecuador                 | T    | F     |

## 2. Circle the most relevant information and vocabulary learned.

### GASTRONOMIC HISTORY OF ECUADOR



Ecuador is one of the most representative countries in the world because it is influenced by other cultures that came to the country. This event occurred in the 19th and 20th centuries, a time in which the Spanish conquerors invaded colonial lands. In the 17th and 17th centuries, indigenous peoples inhabited these territories, with the arrival of the Spanish and former slaves brought from Africa.

In addition, French and English were taught about the different cuisines that were applied to all types of dishes and ingredients.

Our indigenous ancestors saw their eating habits combined, on the one hand, as a consequence of the Spanish conquest of Andalusians, Valencians and Aragonese, among others. In the town, worms, iguanas, manatees and insects predominated. However, it was replaced by livestock. In addition, to preparations and customs, in coastal areas.

The variety of dishes and customs depends on the area where the natural resources come from and the climate. For example, the Costa region has a wide variety of dishes that come from the sea such as ceviche, bolón de verde, encocado and corviche among others. In the Sierra region we can find a great diversity of typical dishes such as hornado, mote, fritada, roast guinea pig, red meats, yapingachos. In the Amazon region we can find chontacuro, enroyado, mojoy, guanta, palmito.

Source: (Carvajal, 2016) Historia de la Gastronomía- En el Ecuador. Elaborated by Lidia, 2023

### 3. Skim the text above and correctly answer the questions proposed, making connections with the text read.

a. What century was the Spanish conquest of colonial lands?

\_\_\_\_\_

b. What foods did they use before the Spanish conquest?

\_\_\_\_\_

c. What dishes come from the Coast region?

\_\_\_\_\_

d. What does the variety of dishes and customs depend on?

\_\_\_\_\_

## C. POST-READING

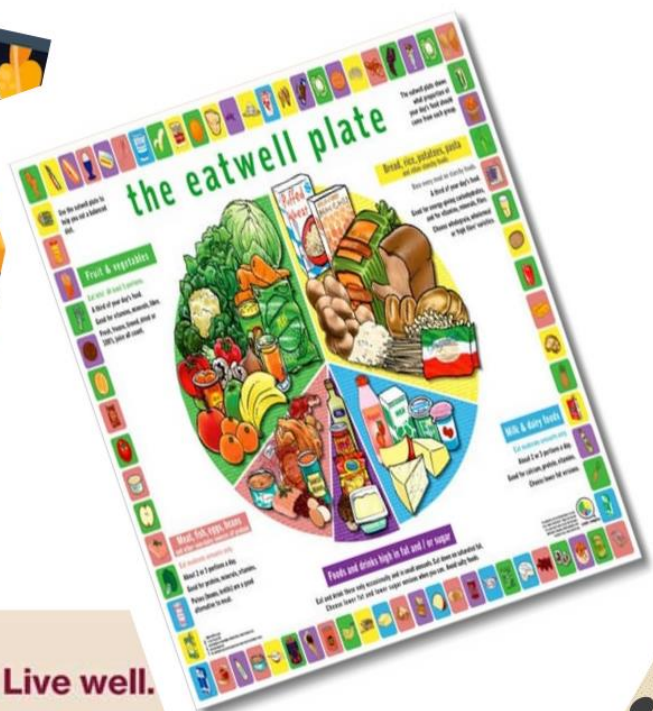
### PRACTICE

#### • Work with a partner. Ask and answer the questions below.

- What is your favorite food for breakfast, lunch and snack?
- What is your favorite dish?
- What dish don't you like?
- What is the typical dish of your city?
- Where do you live to prepare desserts?

# FINAL PROJECT

- Look at the following pictures. Make a poster with the vocabulary that you learned in lesson 1, 2 and 3 with the topic: How to be healthy? Use your imagination and be creative.



## SELF-EVALUATION

- |   |     |    |
|---|-----|----|
| • I can use the cognitive strategies proposed in each lesson. | Yes | No |
| • I can predict the topic of a text before a reading.         | Yes | No |
| • I use scanning to find specific information.                | Yes | No |
| • I can skim the main ideas of a text.                        | Yes | No |

# UNIT 3

# SPORTS





# TEACHER RESOURCE

## Procedure

### Pre- Reading

- The teacher introduces the topic of the lesson 1 and objective to be develop.
- The teacher gives to know the cognitive strategy (Inferencing) that will be used in during and post. Reading. In addition, reading strategies will be used as support.
- The teacher introduces the key vocabulary words.
- The teacher asks to write the sports of the lesson in the corresponding column of the table.
- The teacher asks to answer the questions and write the answer on the lines below.

### During- Reading

- The teacher asks to use the cognitive strategy proposed in the lesson.
- The teacher asks to enclose the most relevant information and the vocabulary learned.
- The teacher asks to scan the text above and infer the information to answer the following questions.
- The teacher asks to skim the text above and encloses the best option in the following sentences inferred from the text.

### Post- Reading

- The teacher asks to do the practice.
- The teacher asks to write 3 advantages and disadvantages if free time or sports activities in the graphic organizer below.

# LESSON 1

## FREE TIME ACTIVITIES

### OBJECTIVE

At the end of the class, students will be able to demonstrate reading comprehension of the text Hobbies and leisure activities after completing the different activities using the inferencing cognitive strategy in written sentences.

### STRATEGIES

#### COGNITIVE STRATEGY

- **INFERCING**
  - Make inferences about information that is not explicitly stated in the text.
  - Use clues or prior knowledge to make conclusions.

#### READING STRATEGIES

- **PREVIEWING**
  - Have a first impression.
- **SCANNING**
  - Look at for specific information (facts, examples, words, names, prepositions).
- **SKIMMING**
  - Look for the main ideas.

### KEY VOCABULARY

- **Leisure:** Free time that is not carried out in activities such as work or homework.
- **Recharge:** Fill a battery with electricity to make it work again.
- **Indoor:** It is something that is inside a building.
- **Outdoor:** It is something that exist outside a place or building.
- **Among:** It is something that is found in the middle surrounded by something.
- **Alone:** Be without people.
- **Enhancing.** Accommodate or guarantee the quality or strength of something.
- **Crafting:** It is the action the doing or making something with the hands.
- **Boost:** The act of putting something in a better state or improving it.
- **Thrives:** Succeed at something or grow something.

# STUDENT RESOURCE

## A. PRE-READING

1. Write the sports from the box in the correct column of the table.

Soccer    running    hockey    cycling    basketball    boxing    volleyball    swimming

Individual Sports	Group sports

2. What activities do you do in your free time? Write on the lines below.

a. \_\_\_\_\_

c. \_\_\_\_\_

b. \_\_\_\_\_

d. \_\_\_\_\_

## B. DURING-READING

Cognitive Strategy:  
Inferencing

1. Circle the most relevant information and the vocabulary learned in this lesson.

### Hobbies and Leisure Activities

1. Hobbies and leisure activities an essential role in our lives, providing a way to relax, learn new things, and have fun. They help us escape the daily routine and recharge our energy. There are numerous activities people enjoy during their free time.



2. Firstly, some people prefer indoor hobbies such as reading or watching movies. Reading allows individuals to explore different worlds and expand their knowledge. On the other hand, watching movies can be both entertaining and educational.

3. Secondly, outdoor activities like hiking, biking, and playing sports are popular among those who enjoy being active. These activities promote physical health and can be done

alone or with friends, enhancing social interactions. Moreover, creative hobbies like painting, drawing, and crafting offer a way to express oneself and develop artistic skills. Engaging in creative activities can be therapeutic and boost self-esteem.

4. In conclusion, hobbies and leisure activities cater to various interest and preferences, contributing to a balanced and enjoyable life. Whether you are an introvert which enjoys quiet indoor activities or an extrovert who thrives in outdoor adventure, there is a hobby for everyone.

Source taken from. <https://www.ejerciciosinglesonline.com/reading-30-beginners/>

**2. Scan the text above and infer the information to answer the following questions.**

- \_\_\_\_\_ a. Hobbies and leisure activities that contribute to a balanced and pleasant life.
- \_\_\_\_\_ b. Creative activities can be good for therapeutic purposes and increase self-esteem.
- \_\_\_\_\_ c. Hobbies and leisure help us escape from the daily routine and recharge our batteries.
- \_\_\_\_\_ d. People prefer to explore different worlds and expand their knowledge.

**3. Skim the text above. Circle the best option in the following inferred from the text.**

- a. Hobbies and leisure activities play a fundamental role in people's lives.  
*YES* *NO*
- b. People can enjoy many activities during their free time.  
*YES* *NO*
- c. Engaging in creative activities can be therapeutic and lower self-esteem.  
*YES* *NO*
- d. Watching movies can be both entertaining and boring.  
*YES* *NO*
- e. All people prefer to spend time inside the home.  
*YES* *NO*

**C. POST-READING**

**PRACTICE**

- Write 3 advantages and disadvantages of free times activities or sports in the graphic organizer below.


# TEACHER RESOURCE

## Procedure

### Pre- Reading

- The teacher introduces the topic of the lesson 2 and objective to be developed.
- The teacher gives to Know the cognitive strategy (Summarizing) that will be used in during and post-reading. In addition, reading strategies will be used as support.
- The teacher introduces the key vocabulary words.
- The teacher asks to select which of the things in the box you can see in the text and in the photograph.
- The teacher asks to look at the text below and circle the best option in the questions.

### During- Reading

- The teacher asks to use the cognitive strategy proposed in the lesson.
- The teacher asks to select the most relevant information and the vocabulary learned.
- The teacher asks to scan the text above. Then, teacher asks to read the sentences and write in front what sport it belongs to?
- Teacher asks to skim the text above and arrange the sentences in chronological order according to the text read.

### Post- Reading

- The teacher asks to do the practice.
- The teacher asks to make a summary of the text read. It also asks to use a graphic organizer to highlight the most important ideas in the text.

# LESSON 2

## FAMOUS ATHLETES OF THE WORLD

### OBJECTIVE

At the end of the class, students will be able to understand Sport in Brazil Watch, Play, Learn! text Through the proposed activities using the summarizing cognitive strategy in a graphic organizer.

### STRATEGIES

#### COGNITIVE STRATEGY

- **SUMMARIZING**
  - After reading a section or chapter. Pause to highlight the most important points in your own words.
  - Helps reinforce understanding.

#### READING STRATEGIES

- **PREVIEWING**
  - Have a first impression.
- **SCANNING**
  - Look at for specific information (facts, examples, words, names, prepositions).
- **SKIMMING**
  - Look for the main ideas.

### KEY VOCABULARY

- **Beach:** Place where there are sand and small stones near the sea.
- **Capoeira:** It is an activity that combines music and dance movements with martial arts and it comes from Brazil.
- **Racing.** It is action of competing in some race.
- **Interlake:** The interleague is something that makes a backwards circuit.
- **Speedway:** It is considered a race track where cars and motorcycles cross.
- **Martial Arts:** They are combat traditions that are used as personal defense.
- **Grand prix:** It is a television program created by a production company Europroducciones and directed by Boserman.

# STUDENT RESOURCE

## A. PRE-READING

1. Which things in the box can you see in the text and the photographs? Circle the words.

a swimmer      a writer      a footballer      a dish      a person  
a beach      a capoeira      a reader      a motorcyclist  
a box fighter      a car      a singer      a famous person      a stadium

2. Look at the text below. Circle the correct option in the following questions .

1) The text is about:

- a. The sport in the world      b. The famous athletes      c. People in the world

2) The text come from:

- a. Magazine      b. book      c. article

3) The pictures are about:

- a. Chefs      b. Famous      c. athletes

## B. DURING-READING

Cognitive Strategy:  
Summarizing

1. Circle the most relevant information of the text and vocabulary learned.

### Sport in Brazil Watch, Play, Learn!



Football is very important in Brazil. People play football everywhere, and everybody plays. Adults and children play football in their free time. They usually play on football fields, but sometimes they football on the beach or sometimes they play football on the beach or in the street. Brazil has many world-famous footballers, like Pele, Kaka and Ronaldinho. In total, there are over 13 million players and 29,208 football clubs. If you want to watch a football match, you can buy tickets from any tourist office.

Football is not the only popular sport in Brazil. Capoeira is an important part of Brazilian culture. It is a mix of martial arts, exercise and music.

People do capoeira in groups. You can watch capoeira groups in the park or in the street. People come from around the world to Brazil to learn it. Why not learn capoeira when you are in Brazil? Motor racing is also popular. Piquet, Senna and Massa are famous Formula 1 drivers from Brazil. Many Brazilians like motor racing and watch it on television. In November, you can watch Formula 1 Grand Prix live in Sao Paulo at Interleague Speedway. At other times of the year, you can watch Stock Car Brazil. You can buy tickets for motor. Racing events online.

Source taken from. (Ostrowska, 2014) Sport in Brazil Watch, Play, Learn! Elaborated by Lidia, 2023.

**2. Scan the text above. Read the sentences and write in front what sport it belongs to?**

- a. Brazil has many world-famous athletes, like Pelé, Kaká and Ronaldinho. \_\_\_\_\_
- b. It is considered an important part of Brazilian culture. It is a mix of martial arts, exercise and music. \_\_\_\_\_
- c. Piquet, Senna and Massa are famous Formula 1 drivers from Brazil. \_\_\_\_\_

**3. Skim the text above. Orde the sentences in chronological order according to the text read.**

- \_\_\_\_\_ She sat by the window and watched the rain after lunch.
- \_\_\_\_\_ He still didn't realize that the rain stopped while he was playing.
- \_\_\_\_\_ Ann received a call where her mother told her that she would be back home.
- \_\_\_\_\_ She wanted to be outside despite the rain.

## C. POST-READING

### PRACTICE

- **Make a summary of the text read above. You can use a graphic organizer to highlight the most important ideas in the text.**



# TEACHER RESOURCE

## Procedure

### Pre- Reading

- The teacher introduces the topic of the lesson 3 and objective to be developed.
- The teacher gives to know the cognitive strategy (Self-testing) that will be used during and post- reading. On addition, reading strategies will be used as support.
- The teacher introduces the key vocabulary words.
- The teacher asks to match the opposite words.
- The teacher asks to answer the following questions and write in the spaces below.

### During- Reading

- The teacher asks to use the cognitive strategy proposed in the lesson.
- The teacher asks to consider the questions below.
- The teacher asks to scan the text above using the cognitive strategy of self-testing to select the correct answer.
- The teacher asks to skim the text above and circle the correct answer according to the text read.

### Post- Reading

- The teacher asks to do the practice
- The teacher asks to read the sentences and put (X) according your opinion.

# LESSON 3

## WHO ARE STRONGER GIRLS OR BOYS IN SPORTS?

### OBJECTIVE

At the end of the class, students will be able to demonstrate reading comprehension of Boxing for children; Is the dance for girl? Text using self-testing cognitive strategy in each proposed activity.

### STRATEGIES

#### COGNITIVE STRATEGY

- **SELF-TESTING**
  - Pause every moment and examine the material you have read. Pass your memory of key points.

#### READING STRATEGIES

- **PREVIEWING**
  - Have a first impression.
- **SCANNING**
  - Look at for specific information (facts, examples, words, names, prepositions).
- **SKIMMING**
  - Look for the main ideas.

### KEY VOCABULARY

- **Certain:** Be certain of something without doubt.
- **Pretty:** Calm person but little extremely.
- **Boxing:** It is a sport where people fight by hitting each other with their hands.
- **Skating:** It is a boot with a thin bar at the bottom and that skates on the ice.
- **Tried:** Do something in several attempts.
- **Laws:** It is ule or order issued buy the state of a county.
- **Undervalue:** Leave aside someone or something not very pleasant or valuable.
- **Trend:** It is a person who has a particular way of behaving.
- **Strength:** It is the ability to things with effort and determination.
- **Grace:** It is a quality of a personas to move in a smooth or attractive manner.

# STUDENT RESOURCE

## A. PRE-READING

### 1. Match the opposites.

- |               |                 |
|---------------|-----------------|
| 1) Pretty     | a. overestimate |
| 2) Try        | b. abandon      |
| 3) Law        | c. injustice    |
| 4) Undervalue | d. ugly         |

### 2. Answer the following question: What sports would you like to practice?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Cognitive Strategy:  
Self-Testing

## B. DURING-READING

### 1. While reading, consider the questions below.



**Is boxing for children; Is the  
dance for girls?**

1. Some people think that certain sports are only for men or only for women. For example, when a girl wants to start boxing, people tell her, "You're so pretty." Why do you want to be a boxer? Boxing is for men. ``And some parents don't like their children showing interest in dancing or figure skating.
2. For this reason, women have tried to participate in different sports. with the objective of being recognized and accepted in society. In addition, the laws have tried to support equity and equality today.
3. This is because men have tried to undervalue the work of women in society for many years. However, times have changed, and women can now choose what activities to do.
4. In general, it is true that boys tend to play sports that require strength and size, such as soccer and cycling, and that girls tend to play sports that require flexibility and grace, such as figure skating and gymnastics. But is there a difference in the types of sports that boys and girls play?

**Source taken from.** (Ministerio de Educación, 2013) Boxing is for boys; dancing is for girls.  
Elaborated by Lidia, 2023.

2. Scan the text above. Use self-testing cognitive strategy to select the correct option in each question.

1) Paragraph 1. What do some people think about sports?

- a. They think that women can't do sports
- b. They think that certain sports are only for men
- c. They think that certain sports are only for men or only for women.
- d. None

2) Paragraph 2. Why have women tried to participate in sports?

- a. Be recognized and accepted
- b. Be rejected and excluded
- c. Be integrated and criticized
- d. None

3) Paragraph 3. Nowadays, women can now choose their activity or protection.

- a. Yes
- b. No

4) Paragraph 4. What did Ann even realize?

- a. Love and taste
- b. Strength and height
- c. Strength and size
- d. Bravery and character.

3. Skim the text above. Circle the correct answer according to the text read.

- |  |     |    |
|--|-----|----|
| a. Women can participate in extreme sports             | YES | NO |
| b. Men should let women participate in all sports.     | YES | NO |
| c. Society is fair to women and men today.             | YES | NO |
| d. The laws are in favor of women.                     | YES | NO |
| e. Women need more support to demonstrate their talent | YES | NO |

## C. POST-READING

### PRACTICE

- Read the sentences and put (X) according to your opinion.

### Self-Evaluation


- |   |     |    |
|---|-----|----|
| a. I can predict the topic of a text before a reading.      | YES | NO |
| b. I use the scan to find specific information.             |     |    |
| c. I can skim the main ideas.                               |     |    |
| d. I can use self-testing strategy proposed in this lesson. |     |    |

# FINAL PROJECT

- Choose a favorite sport.
- Make a collage encouraging people to do the chosen sport.
- Be creative.

## SELF-EVALUATION

- |   |     |    |
|---|-----|----|
| • I can use the cognitive strategies proposed in each lesson. | YES | NO |
| • I can predict the topic of a text before a reading.         | YES | NO |
| • I use scanning to find specific information.                | YES | NO |
| • I can skim the main ideas of a text.                        | YES | NO |



**Education is the most  
powerful weapon  
which you can use to  
change the world.**



***NELSON MANDELA***

## **CHAPTER V: CONCLUSIONS AND RECOMENDATIONS**

### **5.1. Conclusions**

- The theoretical research was thoroughly analyzed to have a better understanding of the cognitive strategies used in the development of students' reading comprehension. This theoretical content has theoretical bases that allow their use in practice.
- The collected data allowed the analysis of the strategies that the students carry out in the classroom when they read; likewise, the teachers talked about the strategies that they usually use in the development of students' reading comprehension. These allow obtaining results for this research work.
- Cognitive strategies allow the student to improve reading comprehension skills. These help reasoning, comprehension and understanding of a reading text.
- The different needs of the students establish that the use of activities can improve their attention, motivation and concentration, before, during and after a reading.

## **5.2. Recommendations**

- Teachers must promote learning according to each of the students' needs, such as the use of appropriate strategies to develop different English language skills.
- The use of cognitive strategies must be guided by the teacher so that in practice the student can develop knowledge.
- The teacher must promote reading comprehension skills so that students understand with greater agility the essential idea that the author wants to convey.
- For effective learning, the teacher and the students must be the main entities in the development of reading comprehension.



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# ANNEXES

## Annex 1



Ministerio de Educación

### UNIDAD EDUCATIVA “LUIS ULPIANO DE LA TORRE”

CREADO: el 13 de abril de 1936

Resolución Unidad Educativa N° MINEDUC-CZ1-10D03-2015-0002-R del 21 de Abril de 2015

Bolívar 19-45 y Quiroga 062915119 – 062916853

Cotacachi – Imbabura – Ecuador Email: ucluisulpiano@gmail.com



Cotacachi, junio 14 de 2023

OF. N° 177-UELUT-R

Msc.

José Revelo Ruiz

DECANO DE LA FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

Ibarra

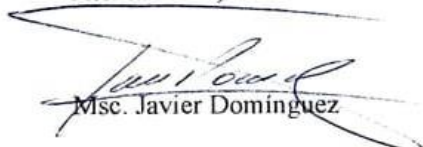
De mi consideración:

En referencia al Oficio nro. UTN-FECYT-D-2023-0090-O, fechado el 7 de junio de 2023, en el que solicita autorización para que la señorita Andrade Suárez Lidia Lisbeth con C.C. 1004760169, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular “COGNITIVE STRATEGIES TO DEVELOP READING COMPREHENSION IN JUNIOR STUDENTS AT LUIS ULPIANO DE LA TORRE HIGH SCHOOL, ACADEMIC PERIOD 2022-2023”

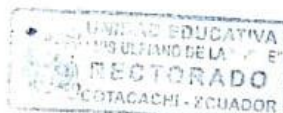
Ante la solicitud realizada comunico a usted, que su petición ha sido acogida favorablemente.

Particular que pongo en su conocimiento para los fines consiguientes.

Atentamente,

  
Msc. Javier Domínguez

RECTOR ENCARGADO



## Annex 2

REPUBLICA DEL ECUADOR



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO**



Oficio nro. **UTN-FECYT-D-2023-0090-O**  
Ibarra, 07 de junio de 2023

**ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. LIDIA LISBETH ANDRADE SUÁREZ**

Magister  
Javier Domínguez  
RECTORA DE LA UNIDAD EDUCATIVA LUIS ULPIANO DE LA TORRE  
Ibarra

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitar su autorización y colaboración para que la estudiante LIDIA LISBETH ANDRADE SUÁREZ, portadora de la cédula de ciudadanía 1004760169, del octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Educación, Ciencia y Tecnología - FECYT de la UTN, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular "COGNITIVE STRATEGIES TO DEVELOP READING COMPREHENSION IN JUNIOR STUDENTS AT LUIS ULPIANO DE LA TORRE HIGH SCHOOL, ACADEMIC PERIOD 2022-2023".

Por la atención favorable a la presente, anticipo mis sinceros agradecimientos.

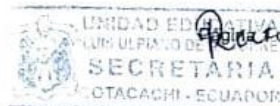
Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE  
LUCIANO  
REVELO RUIZ  
Firmado digitalmente  
por JOSE LUCIANO  
REVELO RUIZ  
Fecha: 2023.06.07  
15:24:10 -05'00'

MSc. José Revelo Ruiz  
**DECANO**  
CC: 1002072179  
Celular: 0993944457  
Correo Electrónico: [jlrevelo@utn.edu.ec](mailto:jlrevelo@utn.edu.ec)

JRR/M. Báez.

Ciudadela Universitaria Barrio El Olivo  
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Ibarra-Ecuador  
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### Annex 3



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

**PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Ibarra, 05 de Junio del 2023  
Magister

MSc: Rubén Congo  
Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar la Encuesta y Entrevista de Investigación del Informe final del trabajo de integración curricular, modalidad de proyecto de investigación "Cognitive Strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre High School" Previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés. Para lo cual, se dignará encontrar adjunto la encuesta, entrevista y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Lidia Lisbeth Andrade Suárez.  
Estudiante.  
C.C: 100476016-9





UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

**PROYECTO:** Cognitive Strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre High School

**Objetivo:** Propose cognitive strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre high school.

Incluir cuestionarios aquí

Fecha de envío para la evaluación del experto:	31/05/2023
Fecha de revisión del experto:	05/06/2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar ✓	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			
8	✓			
9	✓			
10	✓			

.....  
MSc. Rubén Congo

Firma del Evaluador

C.C.: 1001417235

Apellidos y nombres completos	CONGO MALDONADO RUBEN AGAPITO
Título académico	MAGISTER EN GERENCIA DE PROYECTOS EDUCATIVOS Y SOCIALES
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	<a href="mailto:racongo@utn.edu.ec">racongo@utn.edu.ec</a>
Teléfono	062539004

## Annex 4



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

**PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Ibarra, 05 de Junio del 2023

Magister

MSc: Fernando Flores

Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar la Encuesta y Entrevista de Investigación del Informe final del trabajo de integración curricular, modalidad de proyecto de investigación "Cognitive Strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre High School" Previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros mención Ingles. Para lo cual, se dignará encontrar adjunto la encuesta, entrevista y los instrumentos de validación.

Por la atención que se sirva dar al presente , le anticipo mis debidos agradecimientos.

Atentamente,

Lidia Lisbeth Andrade Suárez.

Estudiante.

C.C: 100476016-9



**UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT**

**CUESTIONARIOS**

**PROYECTO:** Cognitive Strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre High School

**Objetivo:** Propose cognitive strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre high school.

Incluir cuestionarios aquí

<b>Fecha de envío para la evaluación del experto:</b>	31/05/2023
<b>Fecha de revisión del experto:</b>	05/06/2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

<b>INSTRUMENTO DE EVALUACIÓN CUALITATIVO</b>			
<b>ITEMS</b>	<b>CRITERIOS DE EVALUACIÓN</b>		
	<b>MUCHO</b>	<b>POCO</b>	<b>NADA</b>
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	/			
2	/			
3	/			
4	/			
5	/			
6	/			
7	/			
8	/			
9	/			
10	/			



Msc. Fernando Flores

Firma del Evaluador

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## Annex 5



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 19 de Junio del 2023

Magister

MSc: Fernando Narváez

Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar la Encuesta y Entrevista de Investigación del Informe final del trabajo de integración curricular, modalidad de proyecto de investigación "Cognitive Strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre High School" Previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés. Para lo cual, se dignará encontrar adjunto la encuesta, entrevista y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Lidia Lisbeth Andrade Suárez.

Estudiante.

C.C: 100476016-9



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

**PROYECTO:** Cognitive Strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre High School

**Objetivo:** Propose cognitive strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre high school.

Incluir cuestionarios aquí

Fecha de envío para la evaluación del experto:	31/05/2023
Fecha de revisión del experto:	18/06/2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Item	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7				
8				
9				
10				



Msc. Fernando Narváez  
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## Annex 6



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-INGLÉS**



**Topic:** Cognitive Strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre High School

### Survey for Students

**Objective:** Identify the strategies that the teacher uses to develop students' reading comprehension skills at Luis Ulpiano de la Torre High School.

#### Directions:

- Read carefully each question and answer with honesty.
- Use a pen to select your answer.
- Mark with  on the answer you have selected.
- The data collected will be used in the development of the final degree report.
- Thanks for your collaboration.

#### Questions

**1. Do you like to read English texts in class?**

- a) A lot
- b) A bit
- c) Nothing

**2. How often does your teacher promote reading inside and outside the classroom?**

- a) Always
- b) Usually
- c) Sometimes
- d) Never

**3. How often does your teacher interact with the students when doing the reading of a text?**

- a) Always

- b) Usually
- c) Sometimes
- d) Never

**4. What reading techniques does your teacher use before reading an English text?**

- a) Read the title and look at the picture.
- b) Look for specific information (facts, detail, examples, words, name, prepositions, collocations)
- c) Look for the main ideas.
- d) Make some questions for inference.

**5. From the following list of activities, which reading activities does your teacher do when you and your classmates read an English text?**

- a) Underlining vocabulary.
- b) Memorizing.
- c) Identifying main ideas.
- d) Identifying the function of the words.
- e) Paraphrasing

**6. How long do your reading activities last?**

- a) 5 minutes
- b) 10 minutes
- c) 15 minutes
- d) 30 minutes

**7. How many times a week does your English teacher make you read texts during class?**

- a) 1 time
- b) 2 times
- c) 3 times
- d) More

**8. How often does your teacher use graphic organizers to help you understand a reading text?**

- a) Always
- b) Usually

c) Sometimes

d) Never

**9. Choose the most common activities your English teacher use after reading an English text.**

a) A summary

b) A report

c) An observation sheets

d) Write sentences

e) Make a paragraph

## Annex 7



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-INGLÉS**



**Topic:** Cognitive Strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre High School

### Interview for Teachers

**Objective:** Determine the strategies used by the teacher to develop reading comprehension skills in students at Luis Ulpiano de la Torre High School.

**Directions:**

- Read carefully each question and answer with honesty.
- The data collected will be used in the development of the final degree report.
- Thanks for your collaboration.

### Questions

1. According to your opinion. What level are your students in reading skills according to Common European Framework? Explain your opinion.
2. Do you let your students choose a reading text or do you choose the text? Explain your opinion.
3. How often do you read English texts with your students during the class? Explain your opinion.
4. What reading strategies do you implement with your students in your classes? Explain your opinion.
5. How much time do you establish for a reading activity? Explain your opinion.
6. How motivated are your students when they read an English text?

**Annex 8**



Annex 9

