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READING COMPREHENSION IN THE 1ST YEAR OF BGU AT UE IBARRA”

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DEDICATORY

I dedicate this work, first and foremost, to my dear mother, who has become my greatest source of support in life. It is she who, through her daily efforts and her example of perseverance, has taught me that no goal is unattainable if pursued with dedication. Every word of encouragement to keep going, every quiet sacrifice, and every boost of encouragement she has given me all of that is reflected in today's achievement. This success is not mine alone; it is the result of her unconditional support, and for that reason, it belongs to her just as much as it does to me.

I also dedicate this work to all those who, in various ways, have been part of this journey: to those who have supported me during difficult times, to those who have shared their knowledge with me without expecting anything in return, and to those who, often without realizing it, have given me the strength to keep going with a gesture of support or a kind word at just the right moment. To all of them, I express my most sincere gratitude.

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ABSTRACT

The purpose of this research project is to assess the contribution of metacognitive strategies to the development of reading comprehension in English among students in the “Bachillerato General Unificado” (BGU) at the Unidad Educativa “Ibarra” in Imbabura, Ecuador. This study employs a mixed-methods approach and a cross-sectional, descriptive-correlational, quasi-experimental design. A Likert-scale questionnaire was distributed to all first-year BGU students via the Google Forms platform, with a QR code provided to access; in addition, semi-structured interviews were conducted with key informants; and a checklist was used for direct observation in each of the classes. The results show a high level of use of monitoring strategies, particularly rereading, as well as a moderate level of use in setting reading goals. Triangulation, in turn, revealed a critical gap in the evaluation dimension: the items “summary” and “strategic reflection” were rated as “Never / Almost never” in all eight parallel groups. In light of this, a pedagogical guide titled “Reading in Action” has been developed to promote and further develop metacognitive strategies; it is an educational solution designed specifically for the B1 level in the Ecuadorian BGU. It is concluded that metacognitive strategies contribute positively to the comprehension of English texts, although their impact remains limited without explicit and systematic instruction.

Keywords: metacognitive strategies, reading comprehension, English as a foreign language, B1 level, “Bachillerato General Unificado”.

RESUMEN

El objetivo de este proyecto de investigación es evaluar la contribución de las estrategias metacognitivas al desarrollo de la comprensión lectora en inglés entre los estudiantes del programa “Bachillerato General Unificado” (BGU) en la Unidad Educativa “Ibarra”, Imbabura, Ecuador. Este estudio emplea un enfoque de métodos mixtos y un diseño transversal descriptivo correlacional de carácter cuasi experimental. Se distribuyó un cuestionario con escala de Likert a todos los estudiantes de primer año del BGU a través de la plataforma Google Forms, con un código QR para acceder al mismo; además, se realizaron entrevistas semiestructuradas con informantes clave; y se utilizó una lista de cotejo para la observación directa en cada uno de los paralelos. Los resultados muestran un alto nivel de uso de estrategias de monitoreo, particularmente la relectura, así como un nivel moderado de uso en el establecimiento de metas de lectura. La triangulación, a su vez, reveló una brecha crítica en la dimensión de evaluación: los ítems “resumen” y “reflexión estratégica” fueron calificados con un uso de “Nunca / Casi nunca” en los ocho paralelos. A la luz de esto, se ha desarrollado una guía pedagógica titulada «Reading in Action» para promover y desarrollar aún más las estrategias metacognitivas; se trata de una solución educativa diseñada específicamente para el contexto del nivel B1 en la BGU ecuatoriano. Se concluye que las estrategias metacognitivas contribuyen positivamente a la comprensión de textos en inglés, aunque su impacto sigue siendo limitado sin una instrucción explícita y sistemática.

Palabras clave: estrategias metacognitivas, comprensión lectora, inglés como lengua extranjera, nivel B1, “Bachillerato General Unificado”.

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ACRONYMS

APA: American Psychological Association

BGU: Bachillerato General Unificado

CALLA: Cognitive Academic Language Learning Approach

CEFR: Common European Framework of References for Language

EF EPI: Education First English Proficiency Index

EFL: English as a Foreign Language

FECYT: Facultad de Educación, Ciencia y Tecnología

MARSI: Metacognitive Awareness of Reading Strategies Inventory

QR: Quick Response

UE: Unidad Educativa

UNAE: Universidad Nacional de Educacion

UTN: Universidad Técnica del Norte

INTRODUCTION

Motivation for the Research

Learning English as a foreign language (EFL) in the Ecuadorian education system is one of the most persistent pedagogical challenges in schools and at the secondary level. At the Unidad Educativa “Ibarra”, first-year students in the “Bachillerato General Unificado” (BGU) program begin their formal English instruction at Level B1 of the Common European Framework of Reference for Languages (CEFR). At this level, reading comprehension is the most important skill; however, it is significantly hindered by students’ limited exposure to the language outside of class and the lack of systematic reading strategies.

The main motivation for this study arose from direct observation in the school setting: students were reading English texts mechanically, without drawing on prior knowledge, without checking their comprehension as they read, and without reflecting on what they had learned after reading. This finding, which was later confirmed by three key informants interviewed, underscores the urgent need to investigate the role of metacognitive strategies as pedagogical tools for improving reading comprehension in English among students at this level.

Problem Research

The reading comprehension skills of first year BGU students at Unidad Educativa “Ibarra” show significant limitations related to their limited and independent use of metacognitive reading strategies. Although the institution has qualified faculty and follows a pedagogical approach based on the communicative method, daily classroom practice shows that students have not yet developed the habit of planning before reading, monitoring their progress while reading, or reflecting on and evaluating the text once they have finished it.

This problem is exacerbated at the B1 level, where the linguistic difficulties inherent in the foreign language are compounded by a lack of strategic awareness regarding the reading process itself.

Problem formulation

What is the contribution of metacognitive strategies to the development of reading comprehension in English among 1st-year BGU students at UE “Ibarra”?

Justification

This research is justified by its scientific, pedagogical, and institutional relevance. From a scientific perspective, studies such as those by Shah et al. (2025) and Tan Kan et al. (2024) consistently demonstrate that the explicit teaching of metacognitive reading strategies leads to significant improvements in reading comprehension in English as a foreign language (EFL). However, studies conducted at the BGU level in Ecuador remain very scarce, which gives this research great value in terms of its originality and contextual relevance. From a pedagogical perspective, this research offers the institution’s English teachers a detailed and reliable assessment of students’ actual application of metacognitive strategies, as well as a concrete and applicable teaching proposal to promote reading comprehension at the B1 level. From an institutional perspective, these results can serve as the basis for a curriculum review aimed at integrating metacognitive instruction as an explicit component of the English curriculum at the BGU level, in line with the competency objectives of the Ecuadorian Government’s National Development Plan 2021–2025 for the 21st century.

Significance of the Study

The findings of this study have important implications for teachers and students learning English as a foreign language. Both can learn these metacognitive strategies and apply them in their daily lives.

In this regard, this study highlights three impacts: linguistic, academic, and metacognitive.

Linguistic Impact

This study contributes to the development of reading comprehension in English among first year students in the “Bachillerato General Unificado”, as it serves as a tool to help them consolidate the B1 level competencies established in the Common European Framework of Reference for Languages, such as general comprehension of written texts, the identification of specific information, and the development of a functional vocabulary.

Academic Impact

Furthermore, this study contributes to students’ academic performance in subjects other than English, since the information management and critical thinking strategies developed as part of this project can be applied to learning in other subjects, thereby strengthening their independent learning habits.

Metacognitive Impact

On the other hand, this study enables students to become aware of their own learning process by identifying the strategies they find most useful for planning, monitoring, and evaluating their learning, as well as by learning to apply these strategies to various English reading tasks.

Objectives

General Objective

To assess the contribution of metacognitive strategies in the development of reading comprehension in English among students in the 1st year of BGU at UE Ibarra.

Specific objectives

- To identify the types and frequency of metacognitive strategies (planning, monitoring, and evaluation) relevant to teenagers.
- To analyze teachers' and students' perceptions of the contribution of metacognitive strategies in the development of reading comprehension.
- To evaluate the impact of the application of metacognitive strategies on the development of reading comprehension.

CHAPTER I

1 THEORETICAL FRAMEWORK

This study investigates how metacognitive strategies can serve as a valuable tool to enhance reading comprehension in English among first-year students of the Unified General Baccalaureate (UGB) at Unidad Educativa “Ibarra”. To gain a deeper understanding of the interaction of these variables in the context of teaching English as a foreign language (EFL), it is essential to have a theoretical framework that links the conceptual and scientific aspects of the work. This chapter is primarily based on Flavell's (1979) theory of metacognition, Rumelhart's (1980) interactive reading model, and the contributions of Mokhtari and Reichard (2002) regarding metacognitive awareness in reading strategies. First, the chapter identifies the key variables of the study, then presents the theoretical foundations of each, and finally describes how they relate to each other.

1.1 Identification of Key Variables

This study analyzes two main variables related to learning English as a foreign language in secondary education. The independent variable is the use of metacognitive strategies, understood as conscious and deliberate actions that students employ to plan, monitor, and evaluate their reading comprehension (Flavell, 1979).

The dependent variable is reading comprehension in English, defined as students' ability to interpret texts in that language, integrating textual information, prior knowledge, and cognitive structures (Grabe, 2009). It is anticipated that reading comprehension will experience a significant improvement through the systematic teaching and application of metacognitive strategies, supported by recent studies that demonstrate this effect in EFL contexts similar to those of the present study (Shah et al., 2025; Tang Kan et al., 2024).

1.2 Theoretical Foundations of Variable 1: Reading Comprehension

1.2.1 *Definition of reading comprehension*

Reading comprehension in the field of specialized literature is viewed as a complex and multifaceted cognitive process that goes beyond simply decoding written signs. It involves the active creation of mental representations, integrating the information from the text with the reader's prior knowledge. Grabe (2009) emphasizes that reading consists of receiving and interpreting encoded information in written language, and that, in a foreign language, this process requires managing various sources of knowledge simultaneously, such as vocabulary, grammar, cultural context, and cognitive mechanisms. This same perspective is shared by Diem and Ramadhia (2025), who consider that reading comprehension requires inferential reasoning, synthesis of new information, and its relation to existing cognitive schemas, making it a key skill for effective literacy in educational settings.

In Ecuadorian BGU secondary education, reading comprehension in English depends on pedagogical, linguistic, and cognitive factors. Snow (2002) describes it as meaning constructed through interaction with text, influenced by reader traits like prior knowledge, motivation, and strategies, as well as text features and reading goals, enabling them to identify gaps in students' reading skills in a timely manner and, as a result, improve them.

Furthermore, reading comprehension in the context of English as a foreign language is described as a multidimensional process in which the reader constructs the meaning of a written text through the simultaneous interaction between word recognition and language comprehension (Jeon & Yamashita, 2022). This process requires English learners to decode the text and use their linguistic knowledge to interpret its message, which poses a challenge if their proficiency in the target language is not yet sufficient (Grabe & Stoller, 2020). In this regard, reading

comprehension in the teaching of English as a foreign language (EFL) depends not only on the accuracy of word recognition but also on the reader's ability to synthesize information, make inferences about meaning, and connect the ideas presented in the text.

1.2.2 Theoretical perspectives on reading comprehension

Theories of reading comprehension have shifted from simple, linear models to more complex, interactive, and dynamic approaches that emphasize the constructive nature of reading. In bottom-up models, understanding builds gradually from basic units such as phonemes, morphemes, and words up to the overall meaning. Conversely, top-down models involve the reader using prior knowledge to form global hypotheses that help interpret smaller text components (Rumelhart, 1980). Modern research indicates that skilled readers engage both processes simultaneously, resulting in what are called interactive models.

Rumelhart's (1980) interactive model shows that reading comprehension results from the interaction of orthographic, lexical, syntactic, semantic, and pragmatic knowledge, which operate simultaneously and influence each other. This has important implications for teaching English as a foreign language, emphasizing that comprehension issues arise from gaps in vocabulary, grammar, and integrating multiple knowledge areas. Metacognitive strategies are crucial for coordinating and monitoring this process, especially when some knowledge sources are limited.

The schema theory, introduced by Bartlett (1932) and later expanded, shows how readers use their existing knowledge to understand new information with familiar schemas (Iqbal et al., 2025). In EFL contexts, cultural differences and themes in English texts and Ecuadorian students' experiences can lead to incomplete schemas, hindering comprehension. Activating prior knowledge through metacognitive strategies helps bridge this gap, aiding understanding.

Recent researchers' active vision of reading expands the interactive view to include executive functions like comprehension control and inference, emphasizing metacognition's role, as Flavell (1979) noted, supporting processes in printed and digital reading (Moort, 2025).

1.2.3 Relevance of reading comprehension in the present study

Students who transition from basic education to higher education or who enter the Unified General High School program in Ecuador encounter content that requires a higher level of English proficiency. Not only do the words change, but the texts also discuss topics that are not part of everyday life, which creates certain difficulties when vocabulary is limited and grammar becomes more complex. Jeon and Yamashita (2022), after reviewing several studies, confirmed that even teachers noted that understanding what one is reading in a second language is more challenging than knowing how to spell each word. That said, the problem is not decoding; rather, students are unable to put the puzzle together because they are missing linguistic pieces.

From another perspective, Chamba-Zarango and Aguilar-Gordón (2025) found that future Ecuadorian high school graduates struggle when the teacher asks them to share their opinions, ask questions, or offer general ideas on the topic; it's not that they don't want to, but rather that no one has taught them to think aloud while reading. This shortcoming is most noticeable in English because students are already focused on mentally translating the text and lack the necessary tools for analysis. Sevy-Biloon et al. (2023) reached a similar conclusion, noting that at a public university, first-semester students approached academic texts in English with a sense of bewilderment that revealed years of inadequate strategic training. The authors attributed this situation to the fact that, during high school, students had not acquired the tools that would allow them to tackle texts on their own.

The data from the EF English Proficiency Index (2025) is revealing, as Ecuador ranks 83rd out of 123 countries with 466 points, placing it in the lowest tier, ahead of only Mexico and Colombia. Reading comprehension is one of the skills with the highest score (488), but it remains far below international standards.

This seems particularly concerning, because the Plan de Desarrollo 2021-2025 (2021) states that without real educational improvement, the country will not be able to compete effectively in the global economy. Given these findings, the importance of reading comprehension in this research study is particularly significant, as it is the means by which knowledge is acquired.

1.3 Theoretical Foundations of Variable 2: Metacognitive Strategies

1.3.1 Definition of metacognitive strategies

Metacognitive strategies are deliberate, conscious, goal-directed actions that individuals employ to plan, monitor, and evaluate their cognitive processes during complex tasks. Flavell (1979), in his pioneering work on the systematic study of metacognition, characterized these strategies as the knowledge an individual possesses regarding their own cognitive processes and products, as well as related aspects; this includes an understanding of the relevant properties of information, the nature of tasks, and strategies for processing information. This core concept delineates two primary components: metacognitive knowledge, which pertains to declarative beliefs about oneself as a learner, the tasks, and the strategies available; and metacognitive regulation, which involves the processes of planning, monitoring, and evaluating that the individual activates during task performance.

In reading research, Mokhtari and Reichard (2002) define metacognitive awareness of reading strategies as readers' understanding of their own skills and the factors influencing their

reading, they emphasized that metacognition was an indicator of significant success in reading, and after thorough psychological validation, they developed the Metacognitive Reading Strategies Awareness Inventory (MARSI), which classifies the three strategies into three types: general planning strategies, problem-solving strategies for overcoming difficulties, and support strategies that involve using resources and external help. This study used this framework to assess and teach metacognitive strategies to students at BGU.

Afflerbach et al. (2008) explain that metacognitive reading strategies involve deliberate actions aimed at specific goals, in which readers actively engage during reading. This distinguishes them from the automatic skills typical of expert readers. Their intentional and flexible nature makes these strategies suitable for direct teaching and adaptable to various reading situations, supporting the development of explicit pedagogical methods like the one proposed in this study. In the context of self-regulated learning, Zimmerman (2000) further emphasizes this by describing the cyclical process where students plan, monitor, and evaluate their learning efforts, especially important in EFL reading due to the additional cognitive challenges of learning a foreign language.

1.3.2 Theoretical perspectives on metacognitive strategies

Theoretical perspectives on metacognitive strategies have progressed from Flavell's seminal 1979 model to more comprehensive frameworks that incorporate self-regulation, motivation, and social learning. Paris et al. (1983) were among the first to break down the concept of the three interlocking components: declarative knowledge (knowing what the strategies are), procedural knowledge (knowing how to apply them step by step), and conditional knowledge (recognizing when and why one strategy may be more useful than another in a given

situation), According to these authors, a reader cannot become independent until they have mastered these three stages otherwise, their learning remains incomplete.

Explicit instruction in metacognitive reading strategies demonstrates substantial and consistent evidence from international EFL research. Shah et al. (2025), in a comprehensive review of studies conducted between 2018 and 2025, identified that all the reviewed studies indicate that metacognitive reading strategies enhance reading comprehension by actively engaging learners' cognitive abilities. They emphasize that explicit teaching fosters greater independence and engagement among students.

Similarly, Tang Kan et al. (2024), through another systematic review, underscore the beneficial impacts of metacognitive strategies on improving English comprehension, particularly when these strategies are methodically incorporated into the curriculum. This confirms that the metacognitive approach is an empirically validated method for teaching reading within EFL environments.

Experimental research consistently indicates that interventions centered on metacognitive instruction significantly enhance reading comprehension. For example, Noipa and Phusawisot (2025) conducted a study with engineering students in Thailand that involved explicitly training them in metacognitive strategies. As a result, the students improved their scores on final exams and demonstrated more autonomous attitudes toward planning, monitoring, and evaluating their reading habits.

Along the same lines, Klimova et al. (2024) noted that college students learning English as a foreign language (EFL) who use MARSİ tend to prefer problem-solving strategies over general and support strategies. They also identified gender differences in strategy use, highlighting the diagnostic value of the tool and the need for personalized interventions. On the

other hand, Khellab et al. (2022) used the Cognitive Approach to Academic Language Learning (CALLA) model to teach students specific metacognitive reading strategies, which led to exponential improvements in reading awareness and comprehension.

Instead, Metacognitive strategies interact with motivational and emotional factors affecting reading. Bozgun and Can (2023) found that reading metacognitive strategies correlate with self-efficacy in critical reading, mediated by reading motivation that enhances learner autonomy. This supports the idea that metacognitive strategies serve as cognitive tools and motivational factors in the context of teaching English as a foreign language. For its part, Salehi and Bolandifar (2025) have shown that teaching students to develop metacognitive awareness of reading strategies can reduce anxiety related to reading in a foreign language, since students who have strategies for overcoming difficulties experience more positive feelings, which in turn promotes learning.

Anggia and Habók (2024) investigated metacognitive awareness of online reading strategies among college students and found that general, problem-solving, and support strategies were associated with better comprehension of English reading, which promotes learning. Problem-solving and support strategies were associated with better comprehension of English reading material, which varies depending on students' proficiency levels and digital habits, highlighting the complexity of the issue. Similarly, Babashamasi et al. (2022) found that explicit instruction in metacognitive strategies improves independent reading outcomes and encourages the frequent use of these strategies, which is particularly important due to the increased use of digital learning platforms.

In their systematic review of the literature on metacognitive reading strategies in the context of English as a foreign language (EFL), Yulita and Napitupulu (2023) conclude that

these strategies reliably improve both students' reading comprehension and their reading habits. They also highlight significant differences influenced by cultural contexts.

In addition, Del Valle (2024) reported a significant improvement in the reading comprehension of tenth-grade students following the implementation of a program of contextualized metacognitive strategies, thereby demonstrating the effectiveness of this approach in addressing the common reading difficulties faced by high school students in Latin American contexts.

1.3.3 Relevance of metacognitive strategies in the present study

Metacognitive strategies are crucial to this research because they serve as the primary explanation for the variations in English reading performance among students enrolled in the Ecuadorian BGU. Chamba-Zarango and Aguilar-Gordón (2025) highlight that the students in Ecuadorian schools generally lack sufficient knowledge of metacognitive strategies, suggesting that their natural development cannot progress effectively without explicit instructional guidance. Pazmiño Moreira and Solórzano Solórzano (2025) support this observation by stating that traditional teaching methods remain prevalent in Ecuador due to limited teacher training, scarce institutional support, and inadequate technological resources. These conditions underscore the importance of developing innovative pedagogical approaches grounded in metacognition.

A key reason this variable is relevant for the current study is its practicality within the Ecuadorian educational setting. Pazmiño Moreira and Solórzano Solórzano (2025) note that active metacognitive interventions can be carried out using standard classroom supplies and integrated into regular schedules, without requiring extra budgets for specialized resources. This makes them particularly suitable for the Unidad Educativa “Ibarra”, where budget limitations are common. Additionally, Sevy-Biloon et al. (2023) conducted a research-action study in Ecuador

that showed the use of reading strategies enhances comprehension and motivation among Ecuadorian EFL students with basic proficiency. This confirms that strategic instruction remains effective even for learners with limited language skills. These local precedents support selecting metacognitive strategies as the independent variable and highlight the importance of explicit instruction as a pedagogical intervention at the Ecuadorian secondary education level.

González-Torres and Vargas-Saritama (2025) discovered that adding metacognitive resources to Ecuadorian EFL students' reading habits improves both their performance and motivation in learning English. Likewise, Del Valle (2024) observes that contextualized metacognitive strategy programs in Latin America produce significant average gains in reading comprehension. These regional findings support this study's goal to provide localized evidence that can guide teaching methods and influence educational policies on English education in Ecuador. This aligns with the Ecuadorian Government's 2021–2025 National Development Plan (2021), which highlights the importance of developing 21st century skills at all levels of education.

1.4 Theoretical Relationship Between the Variables

Building on Flavell's (1979) theory of metacognition, Rumelhart's (1980) interactive reading model, and current empirical findings, this study asserts that metacognitive strategies, as an independent variable, have a direct impact on reading comprehension in English, the dependent variable, through three main mechanisms. First, planning strategies mentally prepare readers by activating relevant prior knowledge, establishing reading goals, and predicting the content's structure. This reduces cognitive load during active reading and helps create coherent mental models (Mokhtari & Reichard, 2002). Second, monitoring strategies enable readers to detect inconsistencies, ambiguities, or gaps in understanding in real-time, supporting corrective

actions like re-reading or inference-making. These strategies aid in maintaining comprehension, especially in EFL contexts where linguistic challenges are common.

Thirdly, assessment strategies encourage critical reflection on both processes and outcomes, transforming the reading experience into a form of strategic learning that can be applied to future texts and contexts (Paris et al.,1983).

1.5 Conceptual Model of the Study

The model underlying this study suggests that explicit instruction in metacognitive strategies has a direct effect on reading comprehension in English for first year BGU students; however, although this relationship exists, it does not operate in isolation, as stated by Tang Kang et al. (2024) found in their systematic review that the effectiveness of these strategies depends on how they are implemented; if instruction is limited to merely naming the techniques without practicing them, no effect will occur.

Noipa and Phusawisot (2025) provide further evidence, showing that students who received systematic training in the three phases of metacognition not only improved their scores on follow-up tests but also developed greater autonomy, suggesting that the transfer of strategies requires intentional training rather than mere theoretical exposure.

Khellab et al. (2022) provide a more detailed explanation of the mechanism through their CALLA model, they argue that improvement does not occur immediately, but rather when students become aware that they are reading, how they do so, and why they do so. Therefore, this model does not assume a mechanical relationship between the variables; rather, it recognizes that students themselves may use strategies with varying degrees of effectiveness depending on their personal and institutional contexts.

At the Unidad Educativa “Ibarra”, these factors will be incorporated into the analysis and interpretation, following a mixed-methods research framework (Creswell & Plano Clark, 2018).

1.6 Alignment with the Research Design

This chapter's theoretical framework guides the development of research questions, methodology, and data collection tools. Using Mokhtari and Reichard's (2002) model of metacognitive strategies, the study creates a twelve-item Likert scale questionnaire that assesses planning, monitoring, and evaluation aspects to be given to 240 first-year BGU students. Additionally, defining reading comprehension as a multidimensional dependent variable influences the choice of instruments that measure both educators' perceptions and reading outcomes. This supports the use of a mixed-methods approach that integrates quantitative and qualitative methods (Creswell & Plano Clark, 2018).

The study's specific objectives correspond with the key components of the theoretical framework as follows: the first goal, identify the types and frequency of metacognitive strategies used by adolescents, relates to Mokhtari and Reichard's (2002) taxonomy. The second, analyze teachers' and students' perceptions of the contribution of metacognitive strategies, draws on Flavell's (1979) perspective of metacognitive knowledge as a crucial factor affecting strategic use. The third, evaluate the impact of applying these strategies on reading comprehension development, aligns with existing empirical research, especially studies by Shah et al. (2025),

Tang Kan et al. (2024), and Del Valle (2024), which demonstrate how metacognitive instruction can significantly enhance reading comprehension in EFL students. Consequently, the theoretical framework not only underscores the importance of the research problem but also helps interpret the findings from the empirical phases.

1.7 Chapter Summary

This chapter outlines the theoretical foundation guiding the investigation into how metacognitive strategies enhance reading comprehension in English among first-year BGU students at the Unidad Educativa “Ibarra”. It draws on Flavell's (1979) metacognition theory, Rumelhart's (1980) interactive reading model, Mokhtari and Reichard's (2002) taxonomy of metacognitive strategies, and recent empirical research to establish key concepts for the study's two main variables.

First, reading comprehension is defined as a higher-order cognitive process that is influenced by various factors and can be improved through the teaching of certain strategies. The following variables are metacognitive strategies, which are described as conscious actions aimed at developing independent readers capable of planning, monitoring, and evaluating their reading comprehension. This chapter also identifies the linguistic, cognitive, and affective factors that influence reading in the context of EFL in Ecuador.

We have also reviewed the evidence supporting the effectiveness of these strategies in various EFL settings, including studies conducted in Latin America. We examined the relationship among variables that work together to improve reading comprehension. This approach is based on systematic reviews, experimental studies, and prior research on the Ecuadorian context. The resulting conceptual model, along with the coherence between the theoretical framework and the proposed methodology, provides a solid foundation for the following chapters, which are devoted to data collection, analysis of results, and discussion. Taken together, this framework highlights the scientific and contextual relevance of studying metacognitive strategies in English reading comprehension in Ecuadorian secondary education and provides the keys to interpreting the findings that will be presented later.

CHAPTER II

2 MATERIALS AND METHODS

2.1 Type of research

This study employed a mixed methods approach, which enhanced the reliability of the results, as it combines qualitative and quantitative methods. As described by Creswell and Creswell (2023), the mixed methods approach combines numerical and textual data within a single study to achieve a stronger integration, yielding results that go beyond what each method could offer on its own. The quantitative component measured the frequency of use of metacognitive strategies through a Likert questionnaire, while the qualitative component explored the perceptions of teachers and authorities through semi-structured interviews and a direct observation sheet.

The type of research was descriptive-correlational. The descriptive scope characterized the level of use of metacognitive strategies in the three dimensions: planning, monitoring, and evaluation, as well as the perception of reading comprehension in relation to the use of these strategies in reading performance (Johnson & Christensen, 2020). The design was non-experimental, cross-sectional, since the variables were observed in a natural context without manipulation, and data collection was carried out at a single point during the 2025-2026 academic year.

2.2 Research techniques and instruments

Three data collection techniques were used. The first was a survey, administered to students through a 12-item bilingual Likert questionnaire (English-Spanish), adapted from the Metacognitive Reading Strategies Inventory (MARSI) by Mokhtari and Reichard (2002). The survey was divided into three parts: planning, monitoring, and evaluation, respectively, with a

five-point response scale ranging from “Never” to “Always.” The survey was administered digitally using the Google Forms platform. Students accessed the form by scanning a QR code with their cell phones using mobile data provided by the researcher, the survey was conducted during English class to avoid interruptions.

The second technique was the interview, which was conducted in three different formats. The vice principal was asked 7 questions in Spanish; the English area coordinator was asked 10 questions in English; and finally, an English teacher was asked 10 questions in English in the same manner. The interviews were audio recorded with explicit consent and transcribed for thematic analysis (Kallio et al., 2022).

The third technique was the direct observation of the student questionnaire, planning, monitoring, and evaluation, from the perspective of the researcher as an external observer in the classroom.

2.3 Research questions

- What types of metacognitive strategies, such as planning, monitoring, and evaluation, do first-year BGU students at the Unidad Educativa “Ibarra” use during reading comprehension in English, and how often do they employ them?
- What are the perceptions of the vice-rector, the area coordinator, and the English teachers about how metacognitive strategies contribute to the development of reading comprehension in English among first-year BGU students?
- To what extent does the implementation of metacognitive strategies promote the development of reading comprehension in English among first-year students at BGU in the Unidad Educativa “Ibarra”?

2.4 Participants

The research was conducted at the Unidad Educativa “Ibarra”, a public institution located in the city of Ibarra, Imbabura Province, Ecuador. The population of the quantitative component consisted of all first-year BGU students for the 2025-2026 academic year: 240 students distributed across eight parallel classes (A-H) of approximately 30 students each. By surveying the entire population, the study adopted a census design, which eliminates sampling error and maximizes the representativeness of the results (Fink, 2023). The ages of the participants range from 15 to 16 years old. For the qualitative component, the vice-principal of the institution, the English area coordinator, and first-year BGU English teacher participated, acting as key informants.

2.5 Procedure

The development of the research followed four phases process. In the first phase, the instruments were validated through expert judgment. MSc. Mauro David Villacrés Benalcázar evaluated the Likert questionnaire, the three interview guides, and the observation chart on January 26, 2026, awarding the highest rating on all quantitative criteria and determining that the 12 items in the quantitative questionnaire should remain unchanged.

In the second phase, data was collected using the bilingual Likert questionnaire, which was published on Google Forms. It was administered in person across the eight parallel classes during English class hours. The students scanned the QR code of the form with their phones, using mobile data shared by the researcher, which allowed for responses to be obtained more securely and automatically. It is worth mentioning that the observation table was filled out while the students were responding to the survey. During the same week, individual interviews were conducted with the vice-principal, the area coordinator, and the level teacher. All interviews

were recorded in audio with the explicit consent of the participants to ensure the accuracy of the transcription, following the recommendations of Kallio et al. (2002).

In the third phase, data processing and analysis took place. The survey results (quantitative data), which were exported from Google Forms to Microsoft Excel, were classified by metacognitive processes and items, and the frequencies and percentages were calculated for subsequent presentation in bar charts. Meanwhile, the qualitative data from the interviews were transcribed and analyzed to identify possible correlations with the survey results, the data from the observation forms were processed in the same manner, and the data were compared with the survey data to determine similarities or differences between self-reported information and observed information.

In the fourth and final stage, the results were interpreted within a theoretical framework, which led to the formulation of impacts, conclusions, and recommendations for the study.

CHAPTER III

3 RESULTS AND DISCUSSION

The results obtained in this study are presented in this chapter. Data were collected through a survey of the 240 first-year BGU students at the Unidad Educativa “Ibarra”, as well as interviews with the institution’s vice principal, the English department coordinator, and the English teacher, along with an observation chart administered to the eight classes. The results are organized according to the three dimensions of metacognitive reading strategies: planning, monitoring, and evaluation, and are presented along with their respective analysis, interpretation, and discussion.

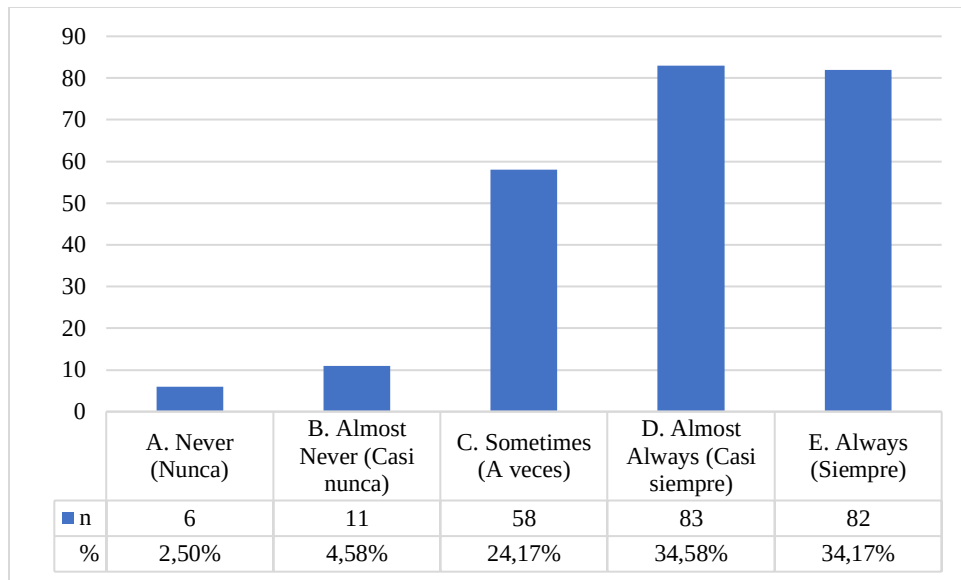
3.1 Results of the student survey

The survey consisted of twelve items, which were rated on a five-point Likert scale ranging from “Never” (A) to “Always” (E). It was administered to 240 first-year BGU students with the aim of determining the frequency with which metacognitive strategies are used when reading.

3.1.1 Section A: Planning Strategies (Before Reading)

Question 1: Before reading a text in English, I look at the title and images to anticipate the content.

Figure 1.
Previewing content through titles and images



Note: Own elaboration based on survey data. n= 240

The data in Table 1 show that 34,58% of students almost always look at the title and images before reading to anticipate the content, and 34,17% always do so. On the other hand, 24% say they do so sometimes, while only 4,58 % almost never and 2,50 % never use this strategy.

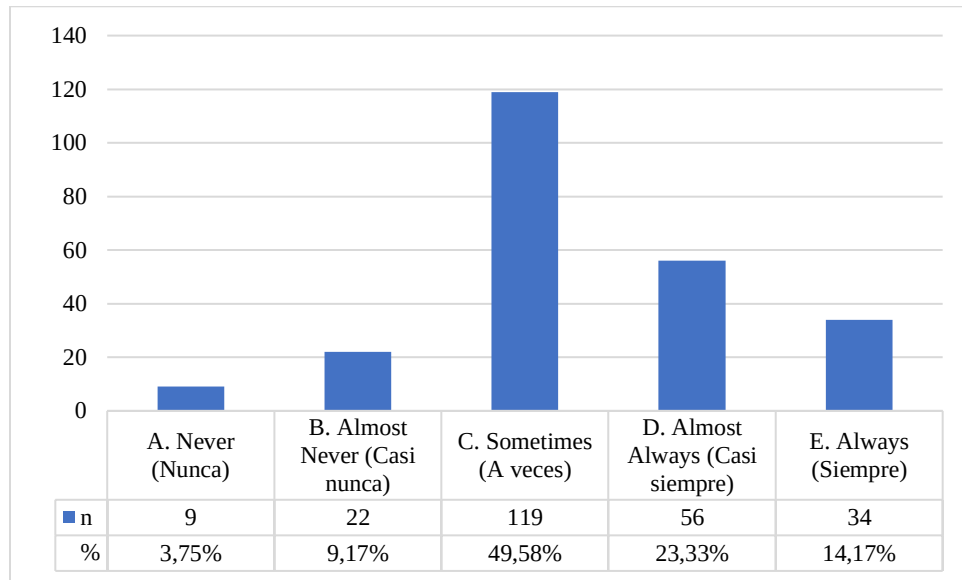
This suggests that students approach reading tasks with at least some level of metacognitive planning, even though it has not been explicitly taught as a formal strategy.

Scanning titles, headings, and images is recognized as a fundamental global planning strategy that establishes the cognitive context for reading comprehension. Berenji (2021) notes that goal-oriented pre-reading activities, including preliminary visual scanning, help students contextualize and define learning objectives before engaging with the text.

Question 2: I think about what I already know about the topic before I start reading.

Figure 2.

The student is familiar with the topic before reading



Note: Own elaboration based on survey data. n= 240

The results of the figure reveal that 49,58% of students only sometimes activate their prior knowledge before reading, the most common response, while 23,33% say they do so almost always and 14,17% always; a notable 9,17 % almost never do so, and 3,75 % never do.

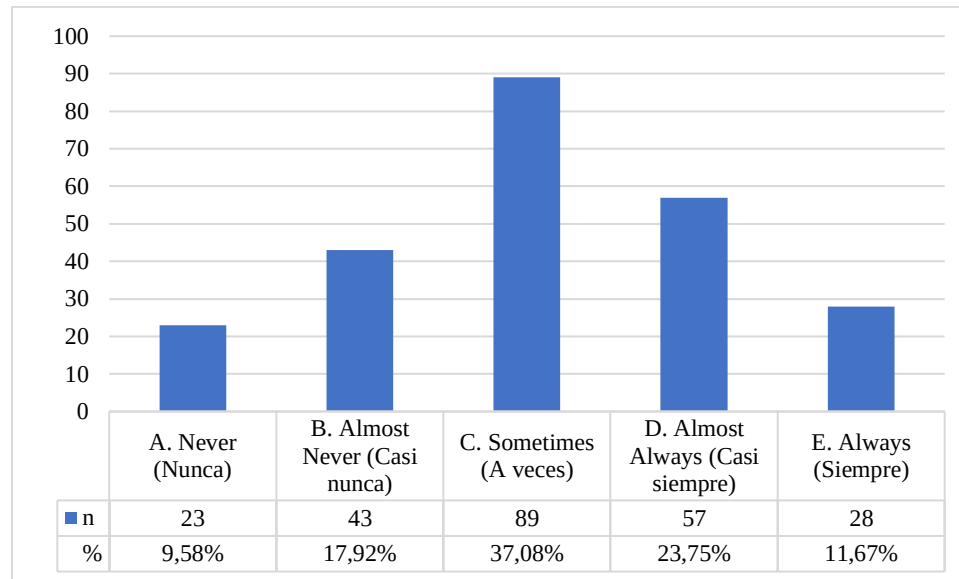
Therefore, more than half of the students do not systematically activate prior knowledge before beginning to read a text.

Activating prior knowledge is a key strategy before reading, as it allows readers to connect new information with existing cognitive frameworks, thereby facilitating comprehension. The fact that only one-third of students consciously apply this strategy suggests that students interact with texts without first establishing a frame.

The results confirm the importance of activating prior knowledge before reading. Suharni et al. (2023) emphasize that metacognitive strategies enable readers to understand their cognitive abilities and interact effectively with texts, with the activation of prior knowledge being a key strategy.

Question 3: I set a goal before reading.

Figure 3.
Goals before reading



Note: Own elaboration based on survey data. n= 240

The results shown in Figure 3 indicate that setting goals before reading is the weakest planning strategy among participants. The largest group, at 37,08%, says they set a reading goal only sometimes; a concerning 17,92% almost never do so, and 9,58% never set goals before reading, meaning that 27,5% of students almost completely lack this habit. Only 23,75% almost always, and 11,67% always set a goal, representing 35,42% of those who set goals consistently.

The fact that fewer than half of students systematically set reading goals reflects a significant metacognitive deficit. Students who read without a clear purpose tend to process the text passively rather than strategically, which undermines the quality of their comprehension.

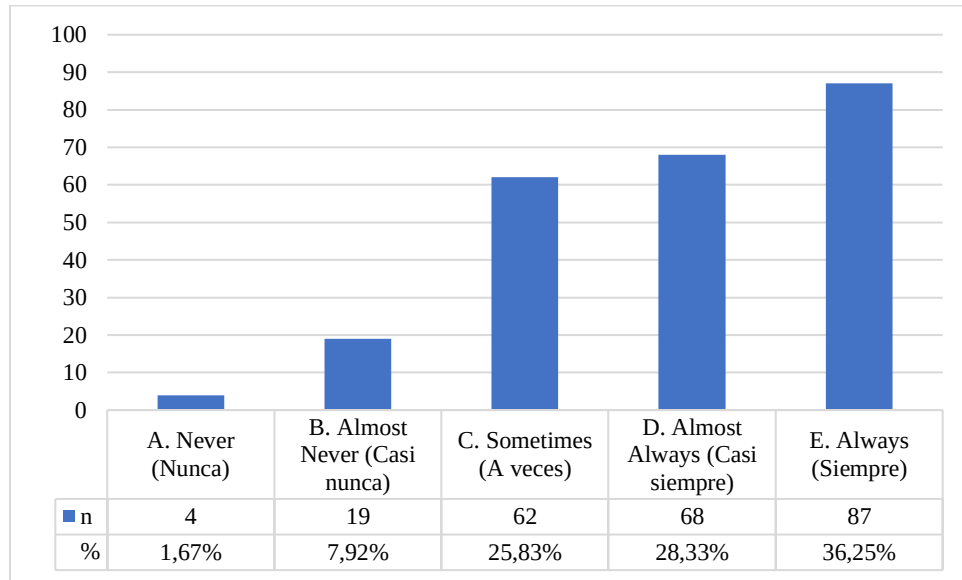
The importance of setting pre-reading goals has been widely documented. Benji (2021) describes global reading strategies, which include setting goals for texts, as deliberate and carefully planned activities that allow readers to monitor and direct their comprehension process.

3.1.2 Section B: Monitoring Strategies (During Reading)

Question 4: As I read, I check to see if I am understanding the text.

Figure 4.

The student checks their understanding as they read



Note: Own elaboration based on survey data. n= 240

The results in Figure 4 indicate that self-monitoring of comprehension while reading is relatively high among students. A total of 36,25% always check their comprehension while reading, and 28,33% do so almost always, for a combined total of 64,58% who consistently engage in self-monitoring. Another 26% do so sometimes, while only 7,92% almost never, and 1,67% never engage in self-monitoring of their comprehension.

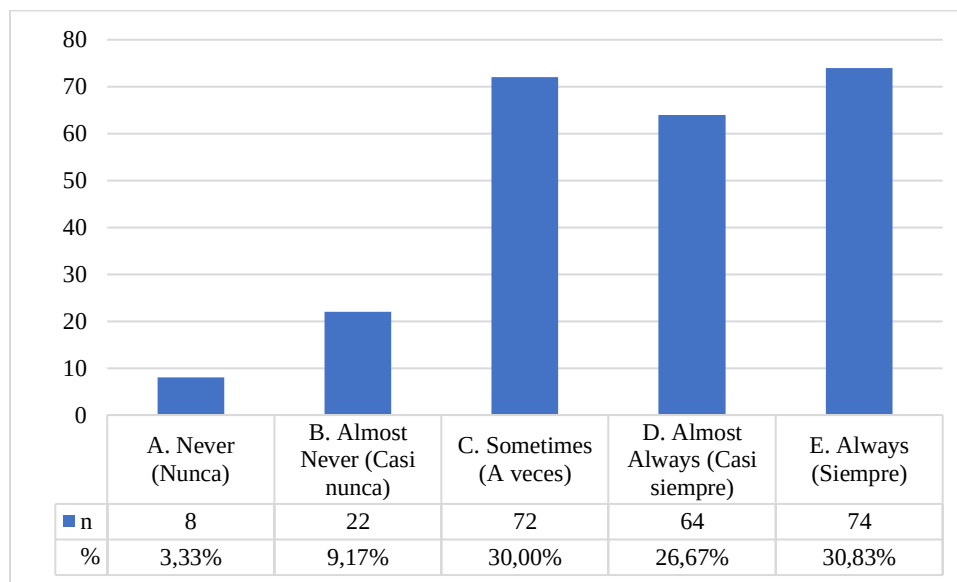
The high percentage of students who monitor their reading consistently is a positive finding, as it suggests the emergence of metacognitive awareness during the reading process. However, the remaining students either do so only occasionally or never at all, indicating that this group reads without self-assessment and may fail to notice comprehension errors when they occur.

Self-monitoring is a problem-solving strategy that research identifies as influential for EFL learners. Nilforoushan et al. (2023) found that EFL students with greater language proficiency demonstrate greater use of metacognitive reading strategies, suggesting that the subgroup that rarely engages in self-monitoring could benefit from proficiency-targeted scaffolding that makes self-checking a visible and practical routine.

Question 5: When I don't understand a word or phrase, I try to deduce its meaning from the context.

Figure 5.

The student infers the meaning of difficult words from the context



Note: Own elaboration based on survey data. n= 240

The results in Figure 5 show a relatively even distribution among the top response categories. The largest group, 30,83%, always uses contextual clues to deduce unknown vocabulary, and 26,67% do so almost always, representing 57,5% of consistent users. An additional 30% use this strategy sometimes, and 12,5% use it rarely or never, suggesting a moderate gap in this strategy.

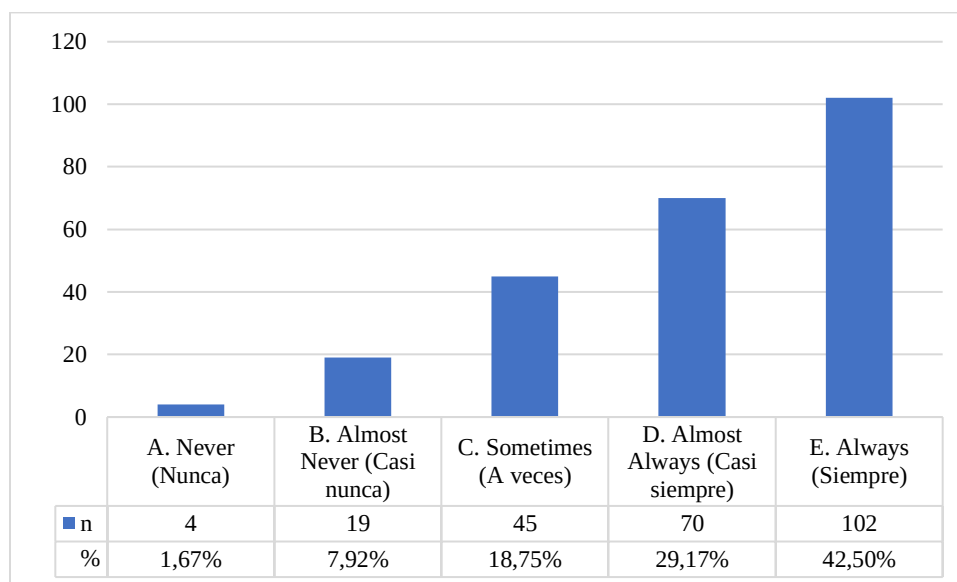
This may indicate a preference for resolving vocabulary obstacles independently without interrupting the reading process or immediately resorting to external translation tools or dictionaries.

Klimova et al. (2024) found that problem-solving strategies, such as context inference, are the most common among first-year EFL students at BGU, which is consistent with the results obtained here.

Question 6: I reread parts of the text when something is unclear

Figure 6.

The student rereads the parts that were unclear



Note: Own elaboration based on survey data. n= 240

The results in Figure 6 reveal that rereading is the most commonly used strategy among the students surveyed: a surprising 42,50% of students always reread when something is unclear, and 29,17% do so almost always, for a total of 71,67%; only 18,75% do so sometimes, and a small minority, 9,59%, almost never or never reread.

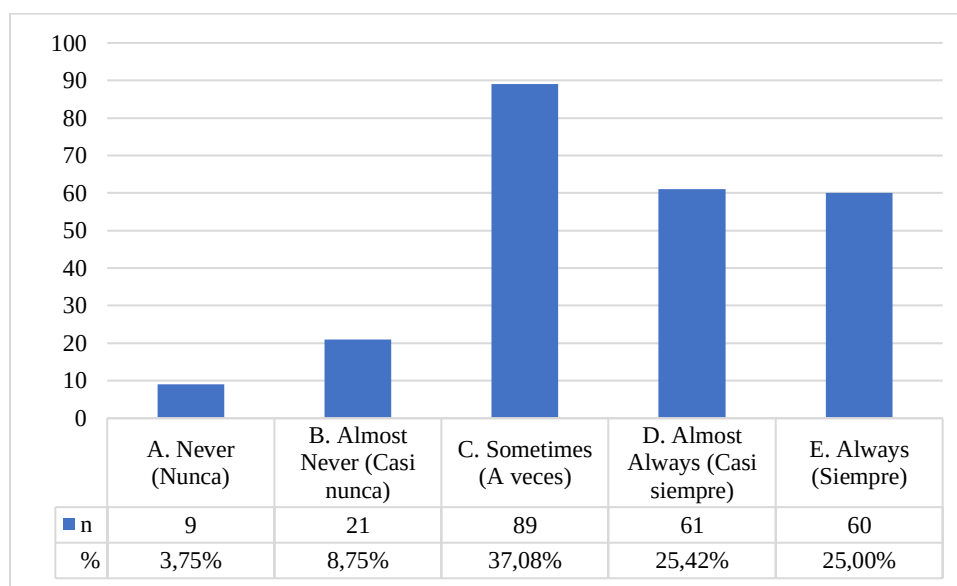
This finding confirms that students demonstrate the ability to identify contradictions or gaps in information while reading and to implement a direct corrective solution, establishing a solid foundation for teaching more structurally complex monitoring techniques.

Mokhtari and Reichard (2002) confirm that this strategy helps students understand a text, as they classified rereading as a highly relevant problem-solving strategy within MARSI. Bozgun and Can (2023) also demonstrated that the frequent use of problem-solving strategies such as rereading is positively associated with reading self-efficacy, which reinforces the importance of this finding.

Question 7: I adjust reading speed according to the difficulty of the text.

Figure 7.

The student adjusts their reading speed



Note: Own elaboration based on survey data. n= 240

The results in Figure 7 show a wide variation in the adjustment of reading speed. While 25.42% almost always and 25% always adjust their reading speed, 37.08% adjust their speed sometimes, which is the highest category. However, 8.75% almost never and 3.75% never adjust their reading speed, indicating a lack of adaptive behavior when reading.

The high concentration of responses in the middle category reveals that the ability to adjust reading speed is not a skill that has been developed uniformly across the group. This self-regulatory behavior requires the reader to maintain a dual focus of attention: assessing the intrinsic difficulty level of the text and controlling their own processing pace, which involves a higher level of metacognitive development than that required for purely mechanical actions.

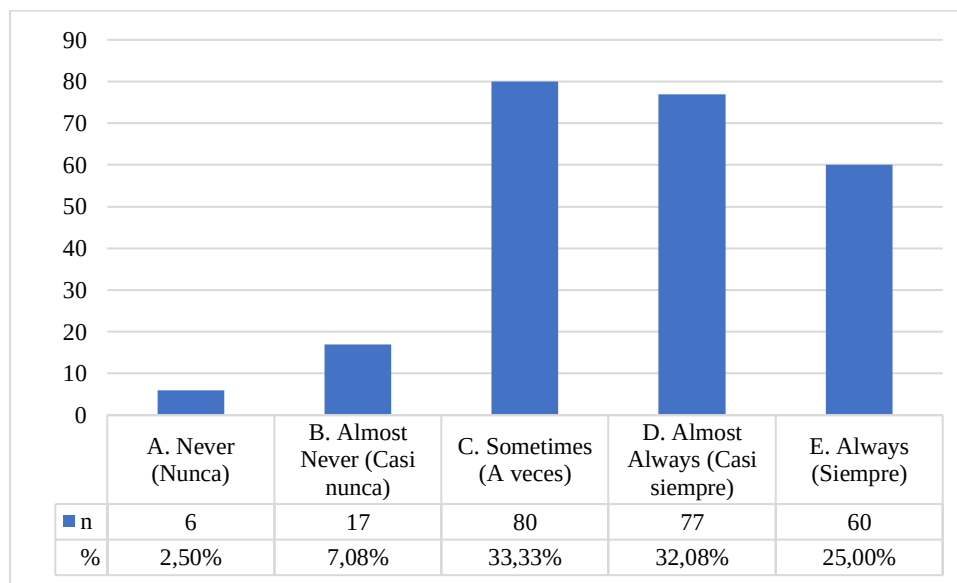
Speed regulation helps students with comprehension, provided that the teacher acts as a guide. Tang Kant et al. (2024) noted that self-regulation strategies for reading pace require guided practice with texts of graded difficulty to develop autonomously in EFL.

3.1.3 Section C: Evaluating Strategies (After Reading)

Question 8: After reading, I think about whether I understood the main idea of the text.

Figure 8.

The student understands the main idea of the text



Note: Own elaboration based on survey data. n= 240

The results in Figure 8 show that post-reading comprehension checks are relatively evenly distributed. A total of 57.08% assess their understanding of the main idea almost always

(32.08%) or always (25%) after reading. Another 33.33% do sometimes, while 9.58% almost never or never engage in this post-reading reflection.

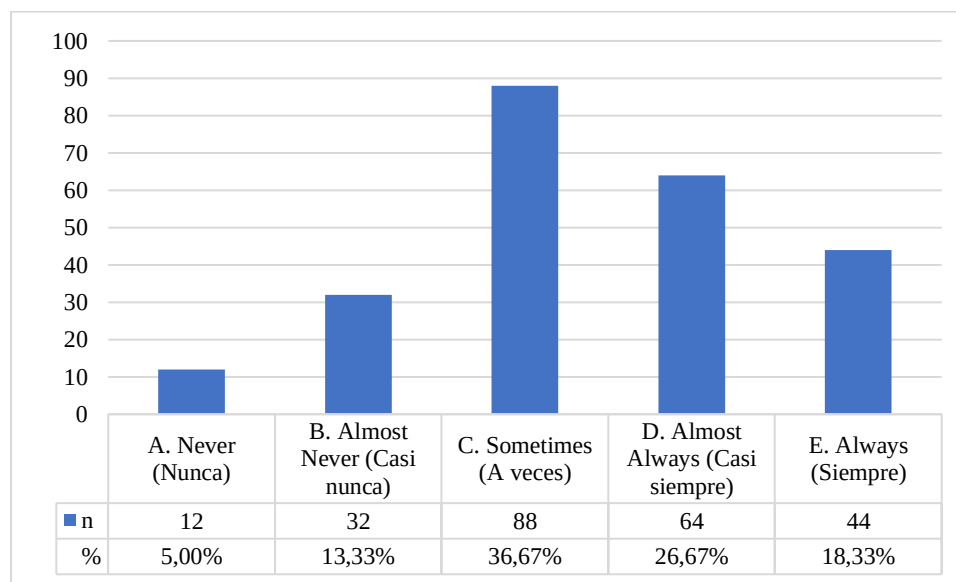
The notable dispersion of responses concentrated in the middle ranges suggests that, despite its accessibility, post-reading reflection does not yet qualify as a fully established practice in the methodological repertoire of all students.

Noipa and Phusawisot (2025) documented that post-reading reflection on the main idea is the most accessible assessment strategy for EFL students and that its instruction fosters positive attitudes toward the reading process.

Question 9: I mentally summarize what I have read.

Figure 9.

The student summarizes what they have read



Note: Own elaboration based on survey data. n= 240

In Figure 9, the results show that the use of mental summarizing is inconsistent among first-year BGU students. The most common response is “Sometimes” at 36.7%, while 26.7% do so “Almost always” and 18.3% “Always,” representing 45% of those who practice it regularly. A

concerning 13.3% almost never and 5.0% never summarize, totaling 18.3% who rarely use this assessment strategy.

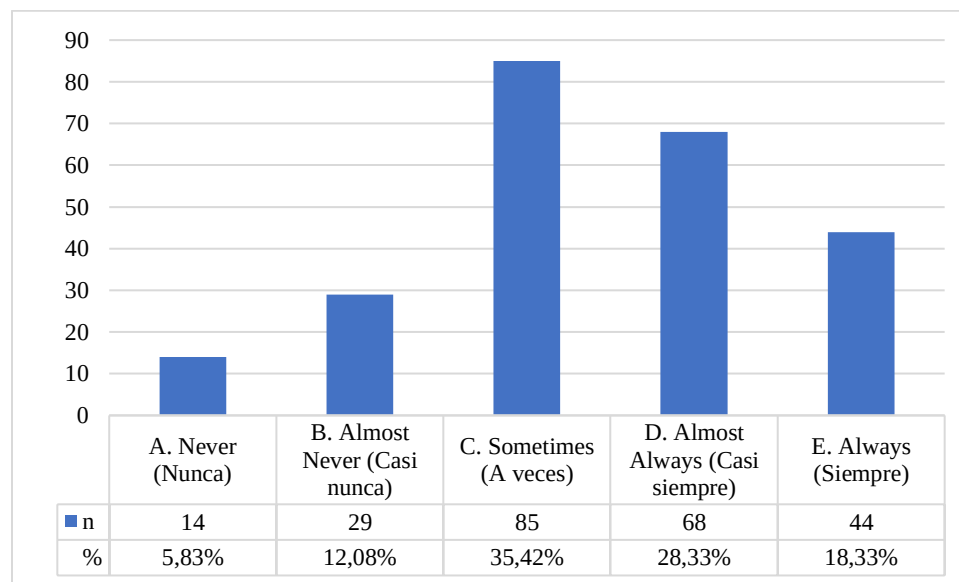
This means that a majority of students disregard or sporadically engage in the structuring of a revised mental summary; it is indicated that students mechanically conclude the act of reading without consolidating the content through active scaffolding, thereby reducing the effectiveness of long-term retention.

These findings align with those of Yulita and Napitupulu (2023), who identified post-reading summarization as the metacognitive strategy with the greatest impact on reading comprehension in EFL, but also as one of the least frequently used by students without explicit instruction.

Question 10: I reflect on which strategies helped me most to understand the text

Figure 10.

The student recognizes which strategies help them understand the text



Note: Own elaboration based on survey data. n= 240

The data presented in Figure 10 show that reflection on the strategies that help in understanding a text is equally sporadic. While 28.33% almost always and 18.33% always reflect

on which strategies were useful, the most common response is “sometimes,” at 35.42%. A total of 17.91% almost never evaluate the strategies used after reading.

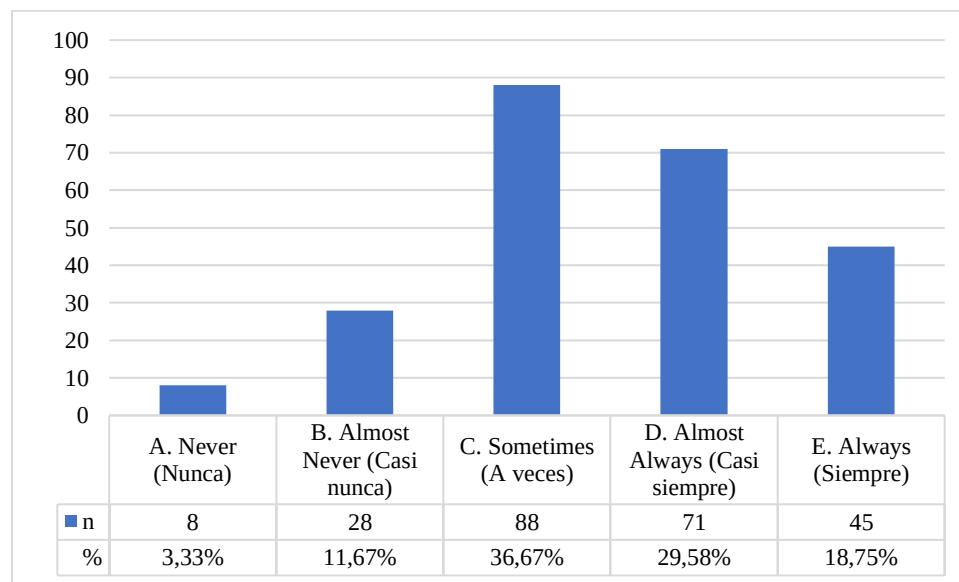
Based on these findings, it can be inferred that the large number of responses in the middle and lower ranges reveals that this facet of metacognition is in an incipient phase within the analyzed group.

These findings contrast with those of Flavell (1979), who posited that conditional metacognitive knowledge—knowing why and when to use strategies—is the most difficult component to develop and the one requiring the most pedagogical mediation. It is important to note that mastering this strategy can reduce reading anxiety and improve self-efficacy in EFL (Salehi and Bolandifar, 2025).

Question 11: I identify which parts of the text were most difficult for me.

Figure 11.

The student identifies the most difficult parts while reading



Note: Own elaboration based on survey data. n= 240

Figure 11 shows a moderate to positive trend regarding the identification of difficult parts of the text. A total of 48.4% of respondents almost always (29.58%) or always (18.75%) identify

the most difficult parts. An additional 36.67% do so sometimes, while only 15% almost never or never use this evaluation strategy.

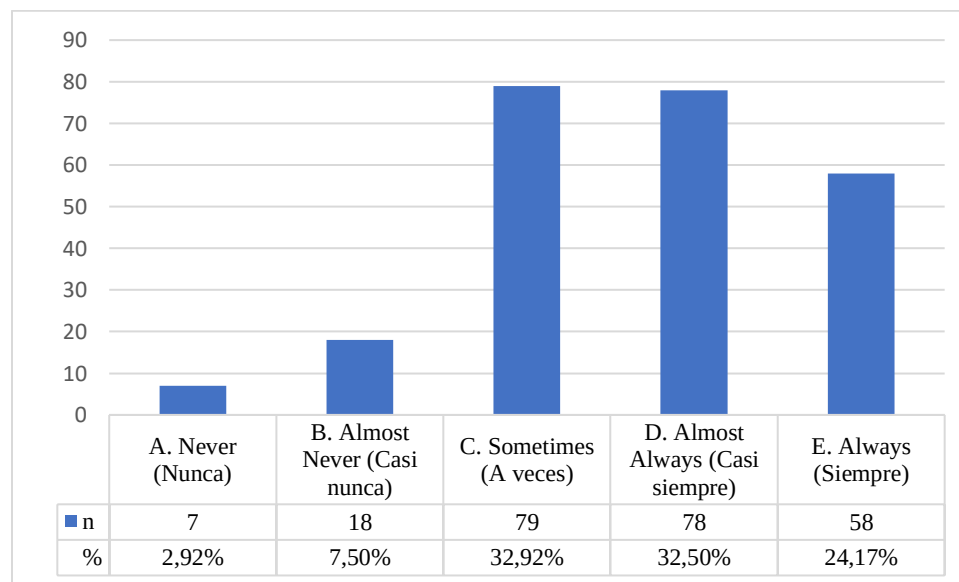
These results reflect the existence of a rudimentary recognition of one's own comprehension limitations, though without the consistency required to build a structured habit. This suggests a key mediating role between monitoring and reflective evaluation of the final product, helping students detect their conceptual weaknesses to adjust their strategies in future interactions with the language.

Babashamasi et al. (2022) documented that students who systematically identify their post-reading difficulties demonstrate greater autonomy and improvements in their comprehension scores than those who do not.

Question 12: I consider how I can improve my comprehension in Future English reading.

Figure 12.

Students believe they can improve their English reading skills in the future



Note: Own elaboration based on survey data. n= 240

Figure 12 shows that the most positive responses were regarding assessment strategies. A total of 56.7% of respondents consider this almost always (32.2%) or always (24.2%) to improve

their comprehension in future readings. On the other hand, an additional 32.9% do so sometimes, while only 10.4% rarely or never reflect on whether they could improve.

The positive responses suggest that students demonstrate a notable predisposition toward self-improvement in future scenarios. This forward-looking orientation represents a highly enriching pedagogical asset for teachers, as it reveals that students possess a keen interest and commitment to their own linguistic progress.

These results align with those of González-Torres and Vargas-Saritama (2025), who reported that Ecuadorian EFL students with positive attitudes toward learning English demonstrate greater openness to strategic instruction and better comprehension performance. The combination of a high level of motivation with a deficit in specific reflective strategies indicates that the institution has a favorable affective starting point upon which to build a specific metacognitive instruction program.

3.2 Results for interview

Semi-structured interviews were conducted with three key informants: the English teacher for the first-year BGU students, the English Area coordinator, and the vice principal of the Unidad Educativa “Ibarra”. The interviews explored pedagogical and institutional perspectives on the use of metacognitive strategies in reading comprehension. Key responses for each question are shown below:

3.2.1 Interview with the Vice Principal

Table 1.
Vice-principal’s responses

Question	Vice-Principal’s Response
1. ¿Qué estrategias metacognitivas en relación con la comprensión lectora se	Considero que en general las estrategias metacognitivas no se usan de manera común o directa dentro de la Unidad Educativa, puesto que en su mayor parte son usadas de manera superficial

usan en la Unidad Educativa “Ibarra”?	para poder activar el concomimiento de los estudiantes antes de arribar un texto de conocimiento, por otra parte es claro que las estrategias metacognitivas si están en nuestro sistema ya que los docentes, lo aplican de manera inconsciente al debatir por un tema o incluso al evaluar sus asignaturas con preguntas de opción múltiple o preguntas abiertas, donde los estudiantes generan la pregunta del porqué de las cosas
2. ¿Qué importancia se les da a las estrategias metacognitivas para mejorar la comprensión lectora en los alumnos de primer año de BGU?	Como se mencionó antes, las estrategias metacognitivas en la lectura, no se les da tanta relevancia como una asignatura como tal, a pesar de ser importantes para los estudiantes que están empezando su etapa de desarrollo cognitivo superior no se las enseña de manera directa, cada docente tiene su función de saber llevar su clase de saber planificar, monitorear y evaluar sus lecturas, pero en general es una habilidad que los mismos estudiantes adquieren a lo largo del periodo académico por lo que su relevancia queda más en la capacidad y necesidad del estudiante por superarse.
3. ¿Cómo cree que debería instruirse a los estudiantes a controlar su comprensión mientras leen en inglés?	Es una buena pregunta, pues actualmente las nuevas generaciones de estudiantes incluso de padres ya no leen libros y por ende ya no adquieren conocimiento y léxico lector, pero considero que si se encuentra un tema que les llame la atención se debería enseñar como una habilidad inconsciente ósea que ellos puedan usarla de manera natural, sería como un juego donde el docente pide sus opiniones antes de leer, que saben tema y a partir de ahí, durante la lectura, identificar ideas generales, subrayar lo que les sea clave y por qué no para terminar hacer preguntas, esto no se percibiría como estar enseñando como llevar una lectura sino más bien adaptar a los estudiantes a leer sin aburrirse o sin sentirse presionados. Esta práctica constante fortalece su autonomía y mejora su comprensión en lengua extranjera.
4. ¿Qué dificultades cree que encuentran los alumnos al aplicar estrategias metacognitivas en las tareas de lectura?	Creo que uno de los problemas más grandes que podrían tener los estudiantes es durante la lectura o como usted dice durante el monitoreo ya que no están acostumbrados a dar opiniones respecto a lo que leen o incluso no están acostumbrados a reflexionar sobre lo que leen, en general suelen leer de manera pasiva o de corrido, generando que no entiendan el contenido del texto, sino que se enfocan en terminar la tarea, lo que provoca baja comprensión la no adquisición de vocabulario o no saben que responder después de la lectura, lo que también puede provocar bajas notas.
5. ¿Qué estrategias cree que deberían utilizar los estudiantes cuando tienen dificultades para comprender un texto leído?	Lo que yo suelo o solía recomendar a mis estudiantes es releer claro que al ser un texto en inglés puede ser más difícil entender la idea general, pero en si el tratar de hacer inferencias del texto al leer otra vez puede generar un entendimiento sin la necesidad de traducir, al volver a leer también pueden detectar palabras clave o que ya conocen y a partir de este ejercicio pueden deducir el significado de nuevas palabras a treves del contexto, así pueden ser más autónomos mejorar su capacidad y no depender de la tecnología o traductores.
6. ¿Cómo influyen las estrategias metacognitivas en el rendimiento de los alumnos en la comprensión lectora?	Creo que, si de alguna manera los estudiantes aprenden a usar las estrategias metacognitivas de manera inconsciente, pueden influir de manera extremadamente positiva en su rendimiento académico, ya que les permitiría ser conscientes de cómo están leyendo, saber si realmente están comprendiendo el texto. Les ayudaría a ser más autosuficientes pues el material que necesitan lo tienen en la mano, y con el podrían aclarar sus dudas, corregir

	sus errores, adquirir conocimiento sin la necesidad de intervención externa.
7. ¿Qué estrategias metacognitivas para la comprensión lectora son utilizadas por los docentes de inglés?	Es de mi conocimiento que los docentes de inglés usan en mayor parte las estrategias metacognitivas pues activan a sus estudiantes con vocabulario, tiene lecturas que son de interés para los jóvenes pues es una asignatura que avanza junto con la modernidad, intentan que los estudiantes comprendan el texto sin necesidad de traductor digital, y claro evalúan su entendimiento con preguntas donde refuerzan los contenidos, donde pueden hacer ejercicios prácticos , considero que el trabajo de un docente de inglés es maravilloso pues es un reto donde se trata de agregar una ventaja a las nuevas generaciones.

Note: Own elaboration based on the responses from Vice Principal at Unidad Educativa “Ibarra”

The Vice Principal confirms that metacognitive strategies are highly valued at the institutional level, but she also identifies critical problems during their implementation in the classroom, since students focus only on completing the task rather than becoming aware of their own learning; she also notes that they lack the vocabulary needed to respond when they fail to understand something.

There is also a certain discrepancy between the institutional vision and the reality in the classroom; although planning and monitoring frameworks are defined at the administrative level, the assessment phase, particularly reflection on what is being learned, remains underdeveloped in practice with students. To bridge this gap, it is necessary to translate institutional policies into structured and coherent classroom protocols that go beyond a simple understanding of the strategies and focus on their routine implementation.

3.2.2 Interview with English Area Coordinator

Table 2.
English Area Coordinator's responses

Question	Coordinator's responses
1. How do you understand the concept of metacognitive strategies in relation to reading comprehension in English?	For me, metacognitive strategies refer to the reader's awareness, that is, how students recognize what they already know about a text, what they understand, and, most importantly, how they identify the parts they find most difficult to understand.

<p>2. How important do you think metacognitive strategies are for improving reading comprehension in 1st BGU students?</p>	<p>I believe that effective use of metacognitive strategies can be very important for students because they can improve their comprehension and, consequently, their acquisition of knowledge. They are also very important because they turn students into active readers, and I also believe that the use of these strategies would not be limited to our subject but rather that learning and applying them would be of great importance across various subjects.</p>
<p>3. What activities do you recommend using to help students plan their reading before starting a text?</p>	<p>Before to start reading a text, I would recommend skimming the headings, and perhaps looking at the images, so the student can get a sense of what the text might be about, and then set a goal for yourself, which would be to determine whether the predictions made are accurate.</p>
<p>4. How do you suggest encouraging students to monitor their comprehension while reading in English?</p>	<p>What generally works well is conducting a guided question activity to try to summarize several paragraphs in a single sentence. It's also a good idea to use images to illustrate events that occurred in the text, so that students can understand the context of the reading.</p>
<p>5. What strategies do you recommend using when students have difficulty understanding a text they have read?</p>	<p>As teachers, we serve as guides for our students, and the best recommendation that I can give is for them to ask us for help or feedback. This way, they can clear up any doubts and avoid feeling frustrated. If we're unavailable or if it's during an assessment, I recommend that students use the overall context to figure out difficult vocabulary.</p>
<p>6. Do you promote explicitly teaching or modeling metacognitive reading strategies (e.g., predicting, questioning, thinking aloud)? Explain your answer.</p>	<p>Yes, even if I don't teach it directly, that is, during a class, it's usually necessary to draw on prior knowledge to keep the discussion flowing. Even when I'm explaining a topic, asking students questions encourages them to think or share their own examples, which makes for a more interactive class and, as a result, greater understanding.</p>
<p>7. What activities do you recommend using after reading to help students assess their comprehension?</p>	<p>What I recommend are guided questions, for example, asking, "What was the topic about?" or "Who were the main characters?" This helps students think, recall, and identify the relevant parts of the text, thereby gaining a better understanding of what they've read.</p>
<p>8. What difficulties do you observe students having when applying metacognitive strategies in reading tasks?</p>	<p>In my experience, I have noticed that students do not know how to organize their thoughts while reading; that is, they read the text passively, without pausing, in a linear fashion, and then translate the text word for word, which may indicate that they lack sufficient vocabulary, have difficulty formulating questions, etc.</p>
<p>9. In your opinion, how do metacognitive strategies influence students' reading comprehension performance?</p>	<p>I believe that, if implemented effectively, it can have a powerful and direct impact on student performance, as it would not be limited to simply reading a text but would focus on understanding what is written. It would change the way students approach a subject, and they could even apply these strategies in other subjects to gain a deeper understanding.</p>

10. What suggestions do you have for improving the teaching of metacognitive strategies in reading classes?	While it is true that teaching advanced critical thinking skills is difficult, I would suggest an explicit teaching approach, in which we as teachers guide students to understand what they read. Perseverance is also recommended, since in life nothing is learned in a single class, everything takes time, especially skills that are currently being lost.
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Note: Own elaboration based on the responses from the English Area Coordinator at “Unidad Educativa Ibarra”

The English area coordinator notes that students’ main difficulty lies in metacognitive development, specifically, in their difficulty organizing their reflective processes while reading. She also advocates for the teaching of metacognitive strategies, which should be consciously applied in all English classes.

The interview responses partly align with the survey results, as they reveal limited use or establishment of goals and mental summaries; the recommendation to adopt visible and internalized strategies in the classroom points to the need to externalize metacognitive processes so that students can use them independently.

3.2.3 Interview with English Teacher

Table 3.
English Teacher's responses

Question	Teacher’s Response
1. How do you understand the concept of metacognitive strategies in relation to reading comprehension in English?	In my opinion, I think it refers to the reader’s awareness that is, when students recognize what they already know, what they understand, and which parts of the text might be difficult for them.
2. How important do you consider metacognitive strategies for improving reading comprehension in 1st year BGU students?	I believe that, when implemented effectively during a one-hour class, these activities can be truly effective in improving reading comprehension, in other words, they could help students become active readers.
3. What activities do you usually use to help students plan their reading before starting a text?	What I usually do during my classes or while reading is first to draw on their prior knowledge, what they already know about the topic at hand and what ideas they have, and then to set reading objectives, what we’re going to learn from this topic. This way, we can take a quick look at the titles, headings, and images to make predictions, share opinions, and so on.

<p>4. How do you encourage students to monitor their understanding while reading in English?</p>	<p>The key to motivating students is to provide texts that interest them, such as sports, science, technology, reviews, and topics that are relevant without straying from the class subject. We can also motivate students by modeling and reinforcing the content, perhaps by asking questions, identifying difficult words or concepts, or even adjusting their reading speed.</p>
<p>5. What strategies do students commonly use when they face difficulties understanding a reading text?</p>	<p>The strategy students use most often is rereading. Through this strategy, students can identify words they may have overlooked, use contextual clues, and identify main ideas. I have even seen cases where they break the text down into smaller parts so they can use inference to understand it. If necessary, students also ask for help.</p>
<p>6. Do you explicitly teach or model metacognitive reading strategies (e.g., predicting, questioning, thinking aloud)? Please explain.</p>	<p>In general, metacognitive strategies are not taught directly during class, but are integrated subtly. First, when a text is introduced, students are asked to make inferences based on the title and explain why it is important; next, students are asked to identify words they already know; followed by a guided practice session in which students underline phrases that are easy to understand, and finally, they reflect on which explanation was most helpful to them while reading, or which strategy helped them overcome comprehension difficulties.</p>
<p>7. What activities do you use after reading to help students evaluate their comprehension?</p>	<p>The activity I use most often after a reading is brainstorming. With this activity, students can actively participate in discussing what was covered, and based on this, we can also create a general summary that highlights the main ideas and some details. It also helps us organize our understanding of the content, since guided questions can help us form a clearer understanding.</p>
<p>8. What difficulties do students face when applying metacognitive strategies in reading tasks?</p>	<p>The difficulty students face when applying metacognitive strategies is that they do not do so naturally, but rather in a robotic manner, since they are not accustomed to forming their own opinions, they often focus solely on completing the activity. This also leads to difficulties such as a limited vocabulary, lack of language practice, and reliance on translation tools; however, what affects them most is low motivation, fear of failure, and a lack of self-confidence.</p>
<p>9. In your opinion, how do metacognitive strategies influence students' reading comprehension performance?</p>	<p>In my opinion, metacognitive strategies have a strong and positive influence on students' reading comprehension performance because they help learners become active, aware, and strategic readers rather than passive decoders of text.</p>
<p>10. What suggestions do you have for improving the teaching of metacognitive strategies in reading classes?</p>	<p>The best suggestion for teaching metacognitive strategies in reading is to try to use a wider variety of texts, diversify the content, and keep the content up to date. This way, students will want to read and will want to learn what is being taught. Another suggestion is not to leave all the work to the students, we know they have the ability, but it's better to guide them in the right direction, clarify their doubts, and, above all, help them reflect on the purpose of this learning.</p>

Note: Own elaboration based on the responses from the English teacher at “Unidad Educativa Ibarra”

The English teacher demonstrates extensive knowledge of English reading skills and has shown practical, indirect knowledge of metacognitive strategies during her classes, as she is able to identify when students have a limited vocabulary, rely on external tools, or fail to reflect on their reading.

The teacher’s views align with research, which highlights the need for explicit instruction and the modeling of metacognitive strategies. The identified challenges highlight that, while the teacher attempts to implement advanced strategies, students have not yet adopted these behaviors as habits, suggesting a need for increased exposure and gradual practice so that these strategies become behaviors genuinely implemented by the students.

3.2.4 Results from the observation table

The observation table includes twelve indicators that were applied to the eight first-grade BGU classes (from A through H) at the Unidad Educativa “Ibarra”. Each indicator was evaluated using the Likert scale, as in the survey, ranging from “Never” to “Almost always.” The table below summarizes the results obtained from all classes, showing the groups categorized by frequency level and the overall trend for each indicator.

Table 4.
Aggregated results from the observation table.

Indicator	Never	Almost Never	Sometimes	Almost Always	Overall Trend
1. Before reading a text in English, students look at the title and images to anticipate the content.			C/ E	A/ B/ D/ F/ G/ H	Almost Always
2. The student thinks about what they already know about the topic before they start reading.			B/ C/ D/ E/ F/ G	H	Sometimes
3. The student sets a purpose before reading.		A/ B/ C/ G/ H	D/ E/ F		Almost Neves - Sometimes
4. While reading, the student checks to see if they are understanding the text.		A/ G	B/ C/ D/ E/ F/ H		Sometimes

5. When students do not understand a word or phrase, they try to deduce its meaning from the context.		A/ B/ C/ H	D/ E/ F/ G	Sometimes - Almost Always
6. The student rereads parts of the text when something is unclear.	E	A/ B/ C/ D/ F	G/ H	Sometimes
7. The student adjusts their reading speed according to the difficulty of the text.	E/ F/ G/ H	A/ B/ C/ D		Sometimes
8. After reading, the student thinks about whether they understood the main idea of the text.	F/ G/ H	A/ B/ C/ D/ E		Sometimes
9. The student summarizes what they read either mentally or in writing.	A/ F/ G/ H	B/ C/ D/ E		Almost Never
10. The student reflects on which strategies helped him or her most in understanding the text.	A/ F/ G/ H	B/ C/ D/ E		Almost Never
11. The student identifies which parts of the text were most difficult.	F	E/ G/ H	A/ B/ C/ D	Almost Always
12. The student considers how they could improve their comprehension in future English readings.		E	A/ B/ C/ D/ F/ G/ H	Almost Always

Note: Own elaboration, analysis based on classroom observation data (2025). The letters indicate which parallel groups (A–H) were observed at that frequency level for each indicator.

Table 4 reveals clear patterns across the three phases of metacognitive strategies. Regarding the planning strategy (indicators 1 through 3), the most consistent behavior is that students glance at the titles and images beforehand, with the majority doing so “almost always.” Meanwhile, the use of prior knowledge of the topic (indicator 2) shows that students use it “sometimes,” whereas setting goals, question 3, is the weakest, as most courses rated it as “almost never” or “sometimes.” As for monitoring strategies, indicators 4 through 7, checking for understanding (indicator 4) and inferring vocabulary from the text (indicator 5) show moderately positive trends, whereas rereading, indicator 6, is used frequently in most courses, and adjusting reading speed, indicator 7, is consistently reported at a “sometimes” level. Likewise, regarding evaluation strategies (indicators 8 through 12), the most striking finding is that mental summarization (indicator 9) and reflection on strategies (indicator 10) both scored “never” in four of the eight groups, suggesting these are among the weakest metacognitive

behaviors observed. On the other hand, identifying difficulties (indicator 11) and reflecting on future improvements (indicator 12) were rated as “Almost always” in most of the groups.

The results in the observation table essentially align with and reinforce the survey findings, as they confirm that the evaluation stage, particularly the synthesis and reflection on the strategies used, is a weak link in the reading process of students at the Unidad Educativa “Ibarra”. The consistency of this finding across several grades suggests that this is a systemic problem, rather than an individual one, rooted in the way reading tasks are organized and carried out in the classroom, rather than in individual differences among students. The fact that students identify problems and reflect on how to improve demonstrates that they possess a certain degree of self-assessment ability; however, they lack a formal process to guide the transformation of this ability into higher-order metacognitive behaviors in reading.

4 CHAPTER IV

4.1 Proposal

4.1.1 *Proposal Title*

Reading in Action: A guide based on Metacognitive Strategies to promote reading comprehension.

4.1.2 *Justification for the Proposal*

The results of surveys conducted among first year students at BGU indicate that they have difficulty understanding texts in English, which is mainly due to their lack of clear strategies for preparing before reading, checking their comprehension while reading, and assessing what they have learned after finishing the text.

Given this need, the “Reading in Action” approach is justified, as it guides students throughout the entire reading process, rather than focusing exclusively on vocabulary or repetition.

This proposal directly addresses the problem by integrating metacognitive strategies into each activity; in this way, students not only improve their understanding but also learn to identify and apply strategies that are effective for them personally. It can be implemented during the regular school day, since the proposed activities are integrated into the topics and content typically taught at this grade level.

4.1.3 *Proposal Objective*

To develop reading comprehension in English among first year BGU students at the Unidad Educativa “Ibarra” through a learning guide based on metacognitive strategies.

4.1.4 Development of the Proposal

This proposal consists of a learning guide comprising four units, each of which includes four reading comprehension lessons. The topics were selected based on the interests of students at this level: social media and technology apps; entertainment, music, sports, and health; as well as travel and the environment.

Each lesson follows the same structure, so that students can gradually learn to use metacognitive strategies:

- **Planning:** At the beginning of each lesson, students draw on their prior knowledge, make predictions about the text's content, and set reading goals. In this phase, they also review important words using a word bank, matching exercises, and fill in the blank texts.
- **Monitoring:** As they read, students review their predictions and assess their understanding through activities such as true or false questions, distinguishing between facts and opinions, organizing information, and writing summaries.
- **Evaluation.** At the end of each reading, students reflect on their own learning process, identify the most useful strategies, and evaluate their own performance.

Digital tools are used to develop instructional materials. With the help of AI-based image-generation tools, illustrations are created to accompany certain texts. This ensures that the images are tailored to the topic of each learning unit and are appropriate for the students' level. In addition, "Grammarly" is used to review and optimize texts, correct grammatical errors, and simplify and clarify the language used in reading passages and assignments. The use of these tools is limited exclusively to their role as support resources in the development of instructional materials.



STUDENT'S WORKBOOK

READING IN ACTION

DEVELOPING READING
COMPREHENSION
THROUGH METACOGNITIVE
STRATEGIES

FOR YOUNG LEARNERS

By: John C

Some of the illustrations in this material were created using artificial intelligence (Gemini AI and ChatGPT/OpenAI) and were subsequently adapted by the author in Canva for academic and educational purposes, as part of the teaching proposal developed.

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HOW TO USE THIS BOOK

For Students

Welcome to Reading in Action! Each lesson in this book has four parts. Work through them in order — they are designed to help you read better in English by thinking about how you read.

STEP 1 Vocabulary (Activity 1)

- Read each word and its definition in the Word Bank.
- Complete the vocabulary task before you start reading.
- These words appear in the reading text — knowing them will help you understand more.

STEP 2 Planning — Before You Read (Activity 2)

- Answer these questions BEFORE you read the text.
- Think about the title and what you already know about the topic.
- Write your prediction — it's okay if you're wrong!

STEP 3 Reading + Monitoring — While You Read (Activity 3 + 4)

- Read the text once quickly. Then read it again carefully.
- Stop at the points marked and answer the monitoring questions.
- If you don't understand, re-read or use the Word Bank.

STEP 4 Evaluation — After You Read (Activity 5)

- Answer these questions AFTER you finish reading.
- Be honest — there are no wrong answers in this section!
- Think about WHAT you understood and HOW you understood it.

GUIDE FOR TEACHERS

Purpose of This Workbook

This workbook develops reading comprehension in 1st Year BGU students (Level B1) through explicit practice of metacognitive strategies: Planning, Monitoring and Evaluation, following the model of Flavell and the ERK/CEFR Can Do Statements framework. Each lesson begins with vocabulary instruction and ends with reflective evaluation, ensuring that reading comprehension is always the focus and metacognition is embedded within it.

Suggested Lesson Procedure

1	5 min Vocabulary – Activity 1	Introduce the Word Bank. Elicit student examples, use images or realia. Ask students to complete the vocabulary matching task before reading. Do not translate – encourage students to infer meaning from the definitions.
2	5 min Planning – Activity 2	Guide students through the Before You Read questions as a pair discussion. Elicit predictions but do not reveal the text. The goal is activating prior knowledge and setting a reading purpose.
3	10 min First Reading – Activity 3	Students read the text silently without stopping. Remind them that understanding every word is not necessary at this stage.
4	15 min Monitoring – Activity 4 (Second Reading)	Students read again and answer monitoring questions at the indicated points. This can be done individually, then compared in pairs. Circulate to support students who struggle to identify the relevant section.
5	10 min Evaluation – Activity 5	Students complete the After You Read questions individually. Close with a brief class share: ask 1–2 volunteers which strategy helped them most. This builds collective metacognitive awareness.

UNIT

1

Reading About Social Media and Technology

► Can Do Statements

- I can understand the main points in straightforward factual texts on subjects of personal interest.
- I can find and understand the information I need in brochures, leaflets and other short texts relating to my interests.

► Metacognitive Strategies

- Planning: Activating prior knowledge · Predicting · Setting a reading purpose
- Monitoring: Checking comprehension · Using context clues · Fix-up strategies
- Evaluation: Reflecting on comprehension · Assessing strategy effectiveness



YouTube



LESSON A Reading Social Media Posts

1 Read the Word Bank. Then complete the sentences below with the correct word.

- a. A message or photo you share online is called a _____.
- b. When something is shared by millions of people very fast, it has gone _____.
- c. People who see your content regularly are your _____.

Word Bank

- post (n.) a message shared online
- trend (n.) a popular topic right now
- follower (n.) someone who follows an account
- caption (n.) text below a photo
- viral (adj.) shared rapidly online
- hashtag (n.) a # label for topics

✦ BEFORE YOU READ

2 Think about the topic. Answer these questions

- a. Look at the title. What do you think this text is about? Write your prediction:

- b. What do you already know about teenagers and social media? List two things:

- c. What information do you want to find in this text? Write one question:



► Planning Strategy

Before you read, think about what you already know about the topic. This is called activating prior knowledge. Predicting helps your brain prepare to understand the text.

✦ WHILE YOU READ

3 Read the text below carefully. Use the Word Bank to help you with difficult words.



Social Media and Teenagers

Social media platforms like Instagram, TikTok and YouTube have become a huge part of teenagers' lives. Many young people spend several hours a day scrolling through posts, watching videos and sharing content with their followers.

According to a recent survey, 78% of teenagers in Ecuador use social media every day. Most of them say they use it to stay connected with friends, discover new music and follow their favourite content creators. However, some experts warn that spending too much time on social media can affect sleep, concentration and mental health. They recommend setting limits on screen time and taking regular breaks.

At the same time, social media can be a powerful tool. Many teenagers use it to share their creativity, learn new skills and even start small businesses. The key is to find a healthy balance.

4 Stop and check your understanding. Answer these questions as you read.

a. After paragraph 1 – What is the main idea? Write it in your own words:

b. Underline any words you do not know. Use the Word Bank to help you.

c. After paragraph 3 – What problem is mentioned in the text?

► Monitoring Strategy

Good readers stop and check their understanding while they read. If you don't understand a paragraph, re-read it before moving

✦ AFTER YOU READ

5 You have finished reading. Now reflect on your comprehension.

a. What was the most important idea in the text? Write one sentence:

b. Which reading strategy helped you most today? Circle one:

Predicting / Using the Word Bank / Re-reading

c. What would you like to read next about this topic?

► Evaluation Strategy

After reading, think about WHAT you understood and HOW you understood it. This is the most important metacognitive skill.

LESSON B Reading Technology Articles



1 Read the Word Bank below. Then complete the text using the correct words.

Last week, the company decided to (1) _____ a new (2) _____ that helps students practice English. The app has a friendly (3) _____ that is easy to use, and a special (4) _____ that corrects pronunciation. Students just need a (5) _____ like a phone or tablet, and they should (6) _____ the app every month for the best experience.

Word Bank: launch- app- interface- feature- device- update

✦ BEFORE YOU READ

2 Choose the best prediction for each question. Circle your answer.

What type of text is this?

- (a) A factual article
- (b) A short story
- (c) An advertisement

What benefit of educational apps do you predict will be mentioned?

- (a) Better test scores
- (b) Lower prices
- (c) Faster internet

Now write: Set your reading purpose: *I am going to read to find out...*



► Planning Strategy

Identifying the text type before you read helps you choose the right strategy. A factual article is read differently from a story or an advertisement.

✦ WHILE YOU READ

3 Read the text below carefully. Use the Word Bank to help with difficult words.

The Rise of Educational Apps

In recent years, educational apps have changed the way students learn. Platforms like Duolingo, Khan Academy and Quizlet allow learners to study anytime and anywhere using their smartphones or tablets.

These apps use features like games, videos and instant feedback to make learning more engaging. Students can track their progress, set daily goals and earn rewards for completing lessons.

A recent study showed that students who used educational apps for 20 minutes a day improved their test scores by an average of 15%. Teachers also report that students are more motivated when they use technology in their studies.

However, not all apps are created equal. Experts recommend checking reviews before downloading and making sure the app matches your learning level and goals.

Word Bank

- **device (n.)** a piece of technology
- **app (n.)** a software application
- **update (v.)** to install a new version
- **feature (n.)** a special function
- **launch (v.)** to release a product officially
- **interface (n.)** how you interact with a screen

4 Stop and check your understanding. Answer these questions as you read

★ Monitoring Strategy

Finding statistics while you read helps you monitor comprehension. Numbers often signal important information — make sure you understand what they prove.

a. Stop after paragraph 2. Summarise it in one sentence.

b. Find a statistic (a number) in the text. What does it prove?

c. Is there anything you don't understand? What strategy can help?

✦ AFTER YOU READ

5 You have finished reading. Now reflect on your comprehension.

a. Did your prediction from Activity 2 match the text? What was different?

b. Was your reading purpose achieved? Explain.

Rate your comprehension of this text:

- (a) Very good
- (b) Good
- (c) I need to re-read

★ Evaluation Strategy

Comparing your predictions to the real text shows how well you understood the topic before reading. This builds your prediction skill for next time.





LESSON C Reading Online Reviews

1 Match each word to its correct meaning. Write the letter in the blank.

___	1. review (n.)	a	A technical error
___	2. rating (n.)	b	The visual quality of a game
___	3. recommend (v.)	c	Very hard to stop doing
___	4. graphics (n.)	d	An opinion about a product
___	5. glitch (n.)	e	To suggest to others
___	6. addictive (adj.)	f	A score given to something



✦ BEFORE YOU READ

2 Think about the topic before you read. Answer these questions.

a. What information do you expect to find in a review text? List three things.

b. Have you played Minecraft before? Write what you already know.

c. Predict: will this review be mostly positive, negative or balanced? Why?

★ Planning Strategy

When you read a review, you expect opinions, descriptions and a recommendation. Knowing this before you read helps you understand the text more easily.

✦ WHILE YOU READ

3 Read the text below carefully. Use the Word Bank to help with difficult words.

Word Bank	Game Review: Minecraft Education Edition
<ul style="list-style-type: none"> • review (n.) <i>an opinion about a product</i> • rating (n.) <i>a score given to something</i> • recommend (v.) <i>to suggest to others</i> • graphics (n.) <i>the visual quality of a game</i> • glitch (n.) <i>a technical error</i> • addictive (adj.) <i>very hard to stop doing</i> 	<p>Minecraft Education Edition has become one of the most popular educational games in schools worldwide. Unlike the original version, this edition includes special tools for teachers and features that encourage teamwork and problem-solving.</p> <p>The graphics are simple but effective, and the gameplay is highly addictive. Players can build entire worlds, solve challenges and even learn coding through built-in lessons. The interface is easy to navigate, even for beginners.</p> <p>Some users have reported occasional glitches when playing on older devices. However, the developers regularly launch updates to fix these problems and add new features.</p> <p>Overall, Minecraft Education Edition receives a 4.5 out of 5 rating from most educators. It is highly recommended for students aged 10 and above who enjoy creative, hands-on learning.</p>



4 Read the statements. Decide if each one is True or False.

Statement	TRUE	FALSE
1. Minecraft Education Edition has special tools for teachers.	☐	☐
2. The graphics are described as extremely realistic.	☐	☐
3. Some users have never had any technical problems.	☐	☐
4. The game receives a 4.5 out of 5 rating from educators.	☐	☐

★ Monitoring Strategy

Good readers distinguish between positive and negative language. Words like 'simple but effective' or 'occasional glitches' signal the writer's attitude.

★ AFTER YOU READ

5 You have finished reading. Now reflect on your comprehension.

Based on this review, how would you rate the game?

☆☆☆☆☆

a. Would you recommend this game after reading? Why?

b. Which strategy helped you understand the writer's opinion most?

★ Evaluation Strategy

Reflecting on your strategy use after reading helps you become a more independent reader. Think about which tools were most useful today.

11

LESSON D Reading Digital Advertisements

1 Read the Word Bank below. Then complete the text using the correct words.

This summer, the gym is offering an (1) _____ for new members — sign up today and get a 30-day (2) _____ completely free! After the trial, you can choose a monthly (3) _____ at a special 20% (4) _____. This (5) _____ deal is only for students, so don't wait too long to register.

Word Bank: free trial · limited · discount · exclusive offer · subscription

✦ BEFORE YOU READ

2 With Activity 3. Choose the best prediction for each question. Circle your answer.

Who probably wrote this text?

- (a) A company selling a service
- (b) A journalist
- (c) A teacher

What is the purpose of this text?

- (a) To persuade you to buy something
- (b) To inform you neutrally
- (c) To tell a story

★ Planning Strategy

When reading an advertisement, always ask: Who wrote this? Why? Reading with a critical purpose helps you avoid being manipulated by persuasive language.

Now write: What persuasive techniques do you expect to find? List two.

✦ WHILE YOU READ

3 Read the text below carefully. Use the Word Bank to help with difficult words.



Word Bank

- **limited offer** available for a short time only
- **subscription** a regular payment for a service
- **free trial** a period to test something for free
- **exclusive (adj.)** only for certain people
- **discount (n.)** a reduction in the original price
- **click-bait (n.)** content designed to get clicks

Spotify Premium — Special Student Offer

Are you a student? Get Spotify Premium for only \$2.99 per month — that's 50% off the regular price! This exclusive offer is available for a limited time only, so don't miss out.

With Spotify Premium, you can listen to millions of songs and podcasts without any advertisements. Download your favourite music and listen offline, anywhere and anytime — even without internet connection. Start your free 3-month trial today. No credit card required. Cancel anytime. After the trial period, your subscription will automatically renew at the student rate of \$2.99 per month.

Join over 600 million listeners worldwide. Click the button below to verify your student status and activate your offer before it expires!



4 Read the statements. Decide if each one is True or False..

Statement	TRUE	FALSE
1. Spotify Premium costs \$2.99 per month for students.	☐	☐
2. Spotify Premium is the best music app in the world.	☐	☐
3. The free trial lasts three months.	☐	☐
4. Everyone should subscribe to Spotify Premium immediately.	☐	☐

★ Monitoring Strategy

Persuasive texts mix facts with opinions. Deciding whether each sentence is a fact (can be proven) or an opinion (a belief) is a powerful monitoring strategy.

✦ AFTER YOU READ



5 You have finished reading. Now reflect on your comprehension.

★ Evaluation Strategy

After reading a persuasive text, evaluate whether your critical strategy changed your understanding. This is an essential real-world reading skill.

a. Did the advertisement try to persuade you? Which technique was most effective?

b. Did reading critically change how you understood the text?

c. List the metacognitive strategies you used in this lesson.

APPENDIX

Teacher's Guide · Unit 1 · Objectives, Materials and Answer Keys

This appendix provides lesson-specific objectives, materials and answer keys for Unit 1. For the general lesson procedure and timing overview, see the Guide for Teachers. Open-ended activities accept any well-reasoned student response.

LESSON A Reading Social Media Posts

Learning Objectives

1. To complete vocabulary related to social media and online communication.
2. To activate prior knowledge and make predictions about teenagers and social media before reading.
3. To read a factual text about social media use among Ecuadorian teenagers.
4. To monitor comprehension by identifying the main idea and a problem mentioned in the text.
5. To reflect on the reading experience and identify the most useful strategy.

Materials

- Student workbook
- Pen or pencil
- Optional: examples of real (anonymised) social media posts for a warm-up discussion

Timing

45 min – Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Cloze)

- a → post
b → viral
c → followers

Activity 2 Before You Read

Note: Open-ended. Accept any reasonable prediction related to teenagers and social media.

Activity 3 Only Read

Activity 4 Monitoring

- a. Main idea of paragraph 1 – Expected idea: Social media platforms are a huge and very popular part of modern teenagers' daily lives.
- b. Underlining unknown words – Open-ended, no single correct answer.
- c. Problem mentioned after paragraph 3 – Spending too much time on social media can negatively affect teenagers' sleep, concentration, and mental health.

Activity 5 Evaluation

Note: Open-ended. The strategy chosen and the answers are the student's own reflection. Accept any well-reasoned response.

LESSON B Reading Technology Articles

Learning Objectives

1. To complete vocabulary related to technology and digital tools.
2. To identify the text type and set a specific reading purpose before reading.
3. To read a factual article about the rise of educational apps.
4. To monitor comprehension by summarising a paragraph and identifying a statistic.
5. To evaluate whether predictions and reading purpose were achieved.

Materials

- Student workbook
- Pen or pencil
- Optional: a short demo or screenshots of an educational app (e.g., Duolingo) as a warm-up

Timing

45 min – Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Cloze)

- a → launch
b → app
c → interface
d → feature
e → device
f → update

Activity 2 Before You Read

Note: The text type is factual (an informative article). Predicted benefits of educational apps are open-ended – accept any reasonable answer.
Possible response: I am going to read to find out...
• ... how this new educational app can help students improve their English skills and what features it offers.

Activity 3 Only Read

Activity 4 Monitoring

- a. Summary of paragraph 2 – Educational apps make learning more engaging and motivating by using features like games, videos, and reward systems to track progress.
- b. Statistic found – Expected answer: 15% (average improvement in test scores) or 20 minutes a day (recommended daily use). Either is acceptable if the student explains what it proves.
- c. Strategy for unclear parts – Open-ended.

Activity 5 Evaluation

Note: Open-ended. Comparing predictions with the text and self-rating comprehension are the student's own reflection.

APPENDIX

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LESSON C Reading Online Reviews

Learning Objectives

1. To complete vocabulary related to video games and product reviews.
2. To activate prior knowledge and predict the overall tone of a review before reading.
3. To read a review of an educational video game.
4. To monitor comprehension by distinguishing positive and negative language in the text.
5. To reflect on strategy use and personal response to the review.

Materials

- Student workbook
- Pen or pencil
- Optional: a short gameplay clip of Minecraft Education Edition as a warm-up

Timing

45 min – Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Cloze)

- d 1. review (n.)
f 2. rating (n.)
e 3. recommend (v.)
b 4. graphics (n.)
a 5. glitch (n.)
c 6. addictive (adj.)

Activity 2 Before You Read

Note: Open-ended. Accept any reasonable prediction about the tone of the review (positive, negative or balanced), as long as it is justified.

Activity 3 Only Read

Activity 4 Monitoring

- T 1. TRUE – "this edition includes special tools for teachers...")
F 2. FALSE – "The graphics are simple but effective...")
T 3. TRUE – "Some users have reported occasional glitches..."
T 4. TRUE – "Overall, Minecraft Education Edition receives a 4.5 out of 5 rating from most educators.")

Activity 5 Evaluation

Note: Open-ended. Accept any well-reasoned recommendation and reflection.

LESSON D Reading Digital Advertisements

Learning Objectives

1. To complete vocabulary related to subscriptions and online offers.
2. To identify the purpose and persuasive intent of a text before reading.
3. To read a digital advertisement critically (B1).
4. To monitor comprehension by distinguishing facts from opinions and identifying persuasive language.
5. To reflect on how critical reading affected understanding of the text.

Materials

- Student workbook
- Pen or pencil
- Optional: real subscription advertisements (streaming apps, magazines) to compare persuasive techniques

Timing

45 min – Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Cloze)

- a → exclusive offer
b → free trial
c → subscription
d → discount
e → limited

Activity 2 Before You Read

1. (a) A company selling a service
2. (a) To persuade you to buy something
3. Persuasive techniques

Possible Answers:

Creating urgency / Scarcity: Using phrases like "limited time only" or "before it expires".

Social proof: Mentioning large numbers like "Join over 600 million listeners worldwide".

Special discounts / Offers: Mentioning "50% off regular price" or "free 3-month trial".

Activity 3 Only Read

Activity 4 Monitoring

- T 1. TRUE – "Get Spotify Premium for only \$2.99 per month"
F 2. FALSE – (Opinion/Not mentioned in the text)
T 3. TRUE – "Start your free 3-month trial today."
F 4. FALSE – (Persuasive call to action/Not a factual statement)

Activity 5 Evaluation

Note: Open-ended. Accept any well-reasoned reflection on the effect of critical reading.

UNIT

2

Reading About Music, Film and Entertainment

► Can Do Statements

- I can understand the main points in short newspaper and magazine articles about current and familiar topics.
- I can understand the main points in short stories and narratives with a clear structure, with some effort.

► In This Unit You Will

- ✓ Read about music, superhero films, awards shows and a musician's interview
- ✓ Practise Planning, Monitoring and Evaluation strategies in varied activity formats
- ✓ Complete matching, cloze, True/False, Fact/Opinion and reflection activities

LESSON A Reading Music Reviews

A 1 Match each word (left) to its correct meaning (right). Write the letter in the blank.

___	1. genre (n.)	a	The words of a song
___	2. album (n.)	b	A music record with multiple tracks
___	3. lyrics (n.)	c	Reaching number one in the charts
___	4. beat (n.)	d	Working together with another artist
___	5. chart-topping (adj.)	e	The rhythm or pulse of music
___	6. collaboration (n.)	f	A category of music

✦ BEFORE YOU READ

? 2. Go to the text in activity 3. Think about the topic before you read. Answer these questions.



a. Look at the title. What do you predict this article will be about?

b. Name two Latin music artists you know. Write what you already know about them.

c. Write one question you want this article to answer.

✦ WHILE YOU READ

3 Read the text below carefully. Use the Word Bank to help with difficult words.

Word Bank

- **genre (n.)** a category of music
- **album (n.)** a music record with multiple tracks
- **lyrics (n.)** the words of a song
- **beat (n.)** the rhythm or pulse of music
- **chart-topping (adj.)** reaching number one in the charts
- **collaboration (n.)** working together with another artist



Latin Music Goes Global

Latin music, once mainly popular in Spanish-speaking countries, has become one of the most listened-to genres in the world. Artists like Bad Bunny, Shakira and J Balvin regularly appear at the top of international charts, and their music videos receive billions of views on YouTube. According to Spotify, Bad Bunny was the most-streamed artist in the world for three consecutive years. Songs in Spanish are now regularly topping the charts in countries like the United States, the United Kingdom and Germany, where Spanish is not an official language. Latin music has also begun to influence other genres. Pop, hip-hop and electronic artists from around the world are collaborating with Latin musicians, creating chart-topping songs that mix languages, rhythms and styles. This has helped Latin music reach an even wider global audience. The rise of Latin music has also opened doors for young artists from countries like Ecuador, Colombia and Mexico. Social media platforms have made it easier than ever for new talent to share their music and connect directly with fans worldwide. The future of Latin music looks brighter than ever.

T/F 4 Read the statements. Decide if each one is True or False.

Statement	TRUE	FALSE
1. Latin music has always been popular in countries like Germany and the UK.	☐	☐
2. Bad Bunny was the most-streamed artist on Spotify for three consecutive years.	☐	☐
3. Latin music has had no influence on pop, hip-hop or electronic genres.	☐	☐
4. Social media has made it easier for new Latin artists to connect with global fans.	☐	☐

✦ AFTER YOU READ

✓ 5 You have finished reading. Now reflect on your comprehension.

How much did you enjoy reading this article? ☆☆☆☆☆

a. What was the most surprising fact in the article? Why?

b. Which reading strategy helped you most — predicting, the Word Bank or re-reading?

c. Would you recommend this article to a classmate? Why or why not?



LESSON B Reading Film Descriptions

Aa

1 Read the Word Bank. Then complete the text using the correct words.

The (1)_____ of the new film follows a teenager who discovers she has special powers. The film has a talented (2)_____ including several award-winning actors. The (3)_____, who is known for her previous films, spent three years making it. The film's (4)_____, featuring songs by popular artists, became a hit before it was even released. Audiences loved it so much that the studio has already announced a (5)_____. The original film was a massive (6)_____, earning 900 million dollars worldwide in its opening month.



Word Bank: plot · cast · director · soundtrack · sequel · blockbuster

✦ BEFORE YOU READ

?

2 Choose the best answer. Then complete the sentence below.

What type of text is this?

- (a) A factual article about cinema
- (b) A fictional story
- (c) A film advertisement

What do you expect to find in a film description?

- (a) Plot summary, cast, opinions
- (b) Shopping prices
- (c) A True/False quiz

Now write: Set your reading purpose: *I am going to read to find out...*

✦ WHILE YOU READ



3 Read the text below carefully. Use the Word Bank to help with difficult words.



Word Bank

- **plot (n.)** the main story of a film
- **cast (n.)** all the actors in a film
- **director (n.)** the person who makes creative decisions
- **soundtrack (n.)** the music of a film
- **sequel (n.)** a second film continuing the story
- **blockbuster (n.)** a very successful, popular film

📺 Superheroes on the Big Screen

Superhero films have become the most popular genre in modern cinema. Every year, millions of people around the world buy tickets to watch their favorite characters come to life on the big screen. Films from the Marvel and DC universes have dominated box offices for more than a decade.

What makes a superhero film successful? Experts point to three key elements: an exciting plot, a talented cast and impressive special effects. Films that combine all three usually become blockbusters. The soundtrack also plays an important role — a memorable score can make emotional scenes even more powerful.

However, not everyone is a fan. Some critics argue that studios produce too many sequels and that the stories are becoming repetitive. Despite this criticism, audiences continue to watch in huge numbers. The most recent superhero film earned over one billion dollars at the box office in its first week.

Interestingly, superhero stories often deal with serious themes such as identity, loss and responsibility. This is part of what makes them appealing to people of all ages. Whether you enjoy the action or the story, there is usually something for everyone in a superhero film.



4 Stop and check your understanding. Answer these questions as you read.



a. Stop after paragraph 2. What THREE elements make a superhero film successful? List them.

b. Find ONE negative opinion in the text. Who gives it? What do they say?

c. Does the text mostly agree or disagree with the idea that superhero films are good? Explain.

✦ AFTER YOU READ



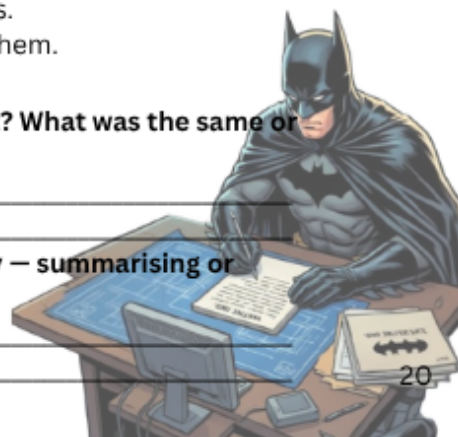
5 You have finished reading. Now reflect on your comprehension.

Which sentence best summarises the article?

- (a) Superhero films are popular but have some critics.
- (b) Superhero films are perfect and everyone loves them.
- (c) Superhero films are too expensive to produce.

a. Did your prediction from Activity 2 match the text? What was the same or different?

b. Which monitoring strategy helped you most today — summarising or finding opinions?



LESSON C Reading Entertainment News

Aa	1 Match each word (left) to its correct meaning (right). Write the letter in the blank.		
___	1. announce (v.)	a	<i>A famous person in the media</i>
___	2. premiere (n.)	b	<i>Selected as a candidate for a prize</i>
___	3. award (n.)	c	<i>To make something known to the public</i>
___	4. nominated (adj.)	d	<i>A public disagreement or scandal</i>
___	5. celebrity (n.)	e	<i>A prize for achievement</i>
___	6. controversy (n.)	f	<i>The first public showing of a film</i>

✦ BEFORE YOU READ

? 2 Think about the topic before you read. Answer these questions.

a. What do you already know about music awards shows (e.g. Grammys, MTV VMAs)?

b. Predict: what types of information will appear in an entertainment news article?

c. Write one question you want this article to answer.



✦ WHILE YOU READ

3 Read the text below carefully. Use the Word Bank to help with difficult words.



Word Bank

- **announce (v.)** to make something known to the public
- **premiere (n.)** the first public showing of a film
- **award (n.)** a prize for achievement
- **nominated (adj.)** selected as a candidate for a prize
- **celebrity (n.)** a famous person in the media
- **controversy (n.)** a public disagreement or scandal



Awards Season: The Music Industry's Biggest Night

Every year, the music industry celebrates its biggest achievements at events like the Grammy Awards and the MTV Video Music Awards. These ceremonies bring together the most popular artists, producers and songwriters to recognise outstanding work in music and video production. Being nominated for an award is already considered a major achievement for any artist. However, winning can completely change a musician's career. After receiving a Grammy, artists often see a significant increase in streaming numbers, album sales and concert attendance. This year's Grammy ceremony was held in Los Angeles and attracted over 20 million viewers worldwide. Several unexpected artists were nominated, which surprised many music critics. However, some fans expressed controversy when their favourite artists were left out of the nominations completely. Despite the occasional controversy, awards ceremonies remain an important part of the entertainment industry. They give artists recognition for their work and introduce them to new audiences. For many young musicians, winning a prestigious award is a lifelong dream and a symbol of success.

F/O 4 Decide if each statement is a **Fact** (can be proven) or an **Opinion** (a belief).

Statement	Fact	Opinion
1. The Grammy Awards ceremony is held every year.	☐	☐
2. Winning a Grammy is the most important achievement in any musician's career.	☐	☐
3. This year's Grammy ceremony attracted over 20 million viewers worldwide.	☐	☐
4. Awards ceremonies are the best way to judge the quality of music.	☐	☐

Tip: A Fact can be found in a reliable source. An Opinion reflects someone's view and cannot be proven.

✦ AFTER YOU READ ✦

✓ 5 You have finished reading. Now reflect on your comprehension.

How useful was the Fact / Opinion strategy for this text? ☆☆☆☆☆

What is the writer's overall opinion of awards ceremonies?

- (a) They are important and beneficial for the music industry.
- (b) They cause too much controversy and should be cancelled.
- (c) They are only relevant for very famous artists.

d. What was the most interesting fact or opinion in this article? Why?



LESSON D Reading Celebrity Interviews

Aa

1 Read the Word Bank. Then complete the text using the correct words.



Being in the (1)_____ from a young age was not always easy for Ana. Her biggest (2)_____ was dealing with negative comments online. However, she managed to (3)_____ her fears by focusing on what she loves most – creating music. Winning her first award was her proudest (4)_____. She says she feels deeply (5)_____ to her fans for their unconditional support. 'Find someone who (6)_____s you,' she says, 'but always develop your own style.'

Word Bank: spotlight · challenge · overcome · achievement · grateful · inspire

✦ BEFORE YOU READ

?

2 Choose the best answer. Then complete the sentence below.

What is the purpose of an interview text?

- (a) To share a person's opinions and experiences
- (b) To advertise a product
- (c) To give instructions

What kind of information do you expect from this interview?

- (a) Personal story, challenges and advice
- (b) Box office statistics
- (c) Music theory explanations



Now write: What do you already know about young musicians from Ecuador or Latin America?

✦ WHILE YOU READ



3 Read the text below carefully. Use the Word Bank to help with difficult words.

Word Bank

- **spotlight (n.)** public attention and fame
- **challenge (n.)** something difficult to do
- **overcome (v.)** to successfully deal with a problem
- **achievement (n.)** something you have done successfully
- **grateful (adj.)** feeling thankful for something
- **inspire (v.)** to motivate someone to do something great



From School Choir to Global Star: An Interview with Ana Torres

Ana Torres was just 14 years old when she joined her school choir in Quito, Ecuador. Today, at 22, she is one of the most talked-about young musicians in Latin America. We sat down with Ana to talk about her journey, her challenges and her advice for young musicians who want to follow in her footsteps.

"Being in the spotlight from a young age was not easy," Ana explains. "My biggest challenge was dealing with negative comments online. At first, it really affected my confidence." However, she managed to overcome her fears by focusing on what she loves most — creating music that connects with people.

Ana's debut album, released last year, reached the top 10 in five countries. Her concert tour sold out in under 24 hours. "My greatest achievement so far is knowing that my songs have helped people feel less alone," she says. She feels deeply grateful to her fans for their unconditional support throughout her career.

When asked about advice for young musicians, Ana does not hesitate: "Find an artist who inspires you, but always develop your own unique style. Don't be afraid to make mistakes — every mistake is a lesson." For Ana Torres, the journey is only just beginning.

T/F 4 Read the statements. Decide if each one is True or False.

Statement	TRUE	FALSE
1. Ana Torres joined her school choir at the age of 14.	☐	☐
2. Ana found it easy and enjoyable to deal with negative comments online.	☐	☐
3. Ana's debut album reached the top 10 in five countries.	☐	☐
4. Ana advises young musicians to copy their favourite artists exactly.	☐	☐

✦ AFTER YOU READ

✓ 5 You have finished reading. Now reflect on your comprehension.

a. What was the most inspiring part of Ana's story? Explain in your own words.

b. Did the interview change your opinion about being a musician? How?

c. Which metacognitive strategy (planning, monitoring or evaluation) do you feel most confident using now? Why?



APPENDIX

Teacher's Guide · Unit 2 · Objectives, Materials and Answer Keys

This appendix provides lesson-specific objectives, materials and answer keys for Unit 2. For the general lesson procedure and timing overview, see the Guide for Teachers. Open-ended activities accept any well-reasoned student response.

LESSON A Reading Music Reviews

Learning Objectives

1. To match vocabulary related to music genres and the music industry.
2. To activate prior knowledge about Latin music before reading.
3. To read a factual article about the global rise of Latin music.
4. To verify comprehension using a True/False monitoring grid.
5. To reflect on the reading experience and evaluate strategy use.

Materials

- Student workbook
- Pen or pencil
- Optional: Spotify or YouTube to listen to artists mentioned in the text as a warm-up

Timing

45 min – Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Matching)

- 1 → f A category of music
- 2 → b A music record with multiple tracks
- 3 → a The words of a song
- 4 → e The rhythm or pulse of music
- 5 → c Reaching number one in the charts
- 6 → d Working together with another artist

Activity 2 Before You Read

Note: Open-ended. Accept any reasonable predictions related to Latin music. No single correct answer.

Activity 4 Monitoring (True / False)

- F1. FALSE** – 'once mainly popular in Spanish-speaking countries' (not always global)
- T2. TRUE** – 'Bad Bunny was the most-streamed artist in the world for three consecutive years.'
- F3. FALSE** – 'Latin music has also begun to influence other genres' (pop, hip-hop, electronic).
- T4. TRUE** – 'Social media platforms have made it easier than ever for new talent to connect with fans worldwide.'

Activity 5 Evaluation

Note: Open-ended. The star rating and answers are the student's own reflection. Accept any well-reasoned response.

LESSON B Reading Film Descriptions

Learning Objectives

1. To complete a cloze task using vocabulary related to cinema.
2. To identify text type and set a specific reading purpose.
3. To read a factual article about superhero films (B1).
4. To apply open-ended monitoring strategies (summarising, finding opinions).
5. To identify the best summary of an article from multiple-choice options.

Materials

- Student workbook
- Pen or pencil
- Optional: a short trailer for a superhero film to introduce the topic

Timing

45 min – Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Cloze)

- (1) plot
- (2) cast
- (3) director
- (4) soundtrack
- (5) sequel
- (6) blockbuster

Activity 2 Before You Read

Multiple Choice: Q1 → (a) A factual article about cinema Q2 → (a) Plot summary, cast, opinions

Note: Reading purpose is open-ended. Accept any clearly stated reading goal.

Activity 3 Only Read

Activity 4 Monitoring

Note: Open monitoring. Suggested answers: a. Plot + talented cast + impressive special effects. b. Critics argue studios produce too many sequels and stories are becoming repetitive. c. The text mostly agrees – it highlights popularity and positive themes despite acknowledging criticism.

Activity 5 Evaluation (Multiple Choice)

Best summary → (a) Superhero films are popular but have some critics.

Note: Open items are the student's own reflection. Accept any well-reasoned comparison

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This appendix provides lesson-specific objectives, materials and answer keys for Unit 2. For the general lesson procedure and timing overview, see the Guide for Teachers. Open-ended activities accept any well-reasoned student response.

LESSON C Reading Entertainment News

Learning Objectives

1. To match vocabulary related to entertainment news and awards.
2. To activate prior knowledge about music awards shows.
3. To read an entertainment news article about the Grammy Awards.
4. To distinguish facts from opinions in a news text (Fact/Opinion monitoring grid).
5. To evaluate the writer's overall point of view after reading.

Materials

- Student workbook
- Pen or pencil
- Optional: a short video clip of a real awards ceremony for context

Timing

45 min — Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Matching)

- 1 → c To make something known to the public
- 2 → f The first public showing of a film
- 3 → e A prize for achievement
- 4 → b Selected as a candidate for a prize
- 5 → a A famous person in the media
- 6 → d A public disagreement or scandal

Activity 2 Before You Read

Note: Open-ended. Accept any relevant prior knowledge about music awards. Look for: prizes, ceremonies, artists, categories.

Activity 3 Only Read

Activity 4 Monitoring (Fact / Opinion)

Fc 1. FACT — Music awards events like the Grammys do take place every year.

Op 2. OPINION — 'The most important achievement' is a subjective judgement, not provable.

Fc 3. FACT — 'This year's Grammy ceremony attracted over 20 million viewers worldwide.'

Op 4. OPINION — 'The best way to judge music quality' is a personal view, not a fact.

Activity 5 Evaluation (Multiple Choice + Star Rating)

Best answer → (a) They are important and beneficial for the music industry.

Note: Star rating is the student's own choice. Open question: accept any opinion supported by the text.

LESSON D Reading Celebrity Interviews

Learning Objectives

1. To complete a cloze task using vocabulary about emotions and personal development.
2. To identify the purpose of an interview text and predict its content.
3. To read a celebrity interview and extract specific details.
4. To verify comprehension using a True/False grid with detailed monitoring.
5. To reflect on metacognitive strategy development across the unit.

Materials

- Student workbook
- Pen or pencil
- Optional: a short real interview clip or article about a young musician from Ecuador or Latin America

Timing

45 min — Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Cloze)

- (1) spotlight
- (2) challenge
- (3) overcome
- (4) achievement
- (5) grateful
- (6) inspire

Activity 2 Before You Read

Multiple Choice: Q1 → (a) To share a person's opinions and experiences Q2 → (a) Personal story, challenges and advice

Note: Prior knowledge is open-ended. Accept any relevant answer about Latin American musicians.

Activity 3 Only Read

Activity 4 Monitoring (True / False)

T 1. TRUE — 'Ana Torres was just 14 years old when she joined her school choir.'

F 2. FALSE — 'It really affected my confidence' — she did not find it easy.

T 3. TRUE — 'Her debut album reached the top 10 in five countries.'

F 4. FALSE — 'Always develop your own unique style' — she does NOT advise copying.

Activity 5 Evaluation

Note: Fully open-ended reflection. Look for: specific reference to Ana's story (Q1), a personal opinion about music (Q2), and a named metacognitive strategy with justification (Q3).

UNIT 3

Reading About Sports and Health



► Can Do Statements



- I can understand private letters and personal messages about events, feelings and experiences.
- I can understand the main points in short descriptive and narrative texts on familiar subjects.



► In This Unit You Will

- ✓ Read a sports news report, an athlete profile, a health article and a personal letter
- ✓ Practise Planning, Monitoring and Evaluation strategies in different formats
- ✓ Complete matching, cloze, True/False, Fact/Opinion and reflective activities

Dear Emma,

I hope you are doing well. Last weekend, I participated in a charity run. It was an amazing experience! I felt proud and happy to help others.

Let's catch up soon and I'll tell you all about it.

Best wishes,
Alex ♥

SPORTS NEWS

LOCAL TEAM WINS CHAMPIONSHIP



In an exciting game, the Eagles defeated their rivals 3-1. The team showed great skill and teamwork throughout.

27

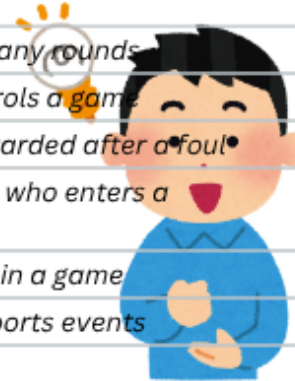


LESSON A Reading Sports News

Aa

1 Match each word (left) to its correct meaning (right). Write the letter in the blank.

___	1. tournament (n.)	a	<i>A competition with many rounds</i>
___	2. defeat (v.)	b	<i>The official who controls a game</i>
___	3. stadium (n.)	c	<i>A punishment kick awarded after a foul</i>
___	4. referee (n.)	d	<i>A match that decides who enters a competition</i>
___	5. qualifier (n.)	e	<i>To beat an opponent in a game</i>
___	6. penalty (n.)	f	<i>A large building for sports events</i>



✦ BEFORE YOU READ

?

2 Go to the activity 3. Think about the topic before you read. Answer these questions.



a. Look at the headline. What do you predict this sports news article will be about?

b. What do you already know about youth football tournaments in South America?

c. Write one question you want this article to answer.

✦ WHILE YOU READ



3 Read the text carefully. Use the Word Bank to help with difficult words.

Word Bank

- **tournament (n.)** *a competition with many rounds*
- **defeat (v.)** *to beat an opponent in a game*
- **stadium (n.)** *a large building for sports events*
- **referee (n.)** *the official who controls a game*
- **qualifier (n.)** *a match that decides who enters a competition*
- **penalty (n.)** *a punishment kick awarded after a foul*

Ecuador Reaches South American Youth Football Final

The Ecuadorian under-20 national football team has qualified for the final of the South American Youth Tournament after a dramatic 2-1 victory over Colombia in the semifinal last Tuesday. The match, played at the Estadio Olímpico Atahualpa in Quito, attracted over 40,000 fans.

The game was tense from the start. Colombia took the lead in the 23rd minute with a well-placed goal, leaving Ecuadorian fans worried. However, Ecuador responded quickly, equalising in the 38th minute through a powerful shot from midfielder Carlos Tipán. The crowd inside the stadium erupted with celebration.

The winning goal came in the second half, when referee Diego Mora awarded Ecuador a penalty after a foul in the box. Captain Valentina Cruz stepped up and converted the kick with confidence, sending Ecuador into the final. Ecuador will now face Brazil in the final, to be held in Buenos Aires next Saturday. Coach Martínez said after the match: 'Our players showed incredible determination today. We are ready for the final and we believe we can win the tournament.' Millions of Ecuadorians will be watching.



T/F 4 Read the statements. Decide if each one is True or False.



Statement	TRUE	FALSE
1. Ecuador played the semifinal against Brazil.	☐	☐
2. Ecuador equalised in the 38th minute of the first half.	☐	☐
3. A penalty was awarded against Ecuador, not for Ecuador.	☐	☐
4. The final will be played in Buenos Aires next Saturday.	☐	☐

✦ AFTER YOU READ



5 You have finished reading. Now reflect on your comprehension.

How exciting did you find this sports article? ☆☆☆☆☆

a. What was the most dramatic moment in the match?
Find evidence in the text.

b. Which monitoring strategy – predicting or True/False – helped you most today?

c. Would you like to read more sports news articles in English? Why?





LESSON B Reading Athlete Profiles

Aa

1 Read the Word Bank. Then complete the text using the correct words.

Luisa became (1)_____ at the age of 18 when she signed her first contract with a national athletics club. Her success required years of (2)_____ — she trained six days a week, even during holidays. Her coach says her secret weapon is (3)_____; she follows every training plan without exception. Last year, she broke her own (4)_____ in the 400 metres by two full seconds. Her achievements attracted major (5)_____, and leading sports brands now support her career. She plans to compete until she is 30, and then (6)_____ to become a coach herself.

Word Bank: professional · dedication · discipline · personal best · sponsorship · retire

✦ BEFORE YOU READ

? **2 Choose the best answer. Then complete the sentence below.**

What is an athlete profile?

- (a) A description of a person's life and achievements
- (b) A technical analysis of training methods
- (c) A news report about a recent competition

What type of information do you expect from this profile?

- (a) Early life, challenges, achievements and quotes
- (b) Box scores and match statistics
- (c) Opinions from different sports journalists

Now write: What do you already know about athletes from Ecuador? Write two things.

✦ WHILE YOU READ



3 Read the text carefully. Use the Word Bank to help with difficult words.

Word Bank

- **dedication (n.)** complete commitment to something
- **discipline (n.)** the ability to control behaviour and work hard
- **professional (adj.)** doing something as a paid career
- **retire (v.)** to stop working at the end of a career
- **personal best (n.)** your best performance in a sport
- **sponsorship (n.)** financial support from a company or brand



Luisa Herrera: The Runner Who Never Gives Up

At just 24 years old, Luisa Herrera from Cuenca, Ecuador, is already considered one of the most promising middle-distance runners in South America. She first discovered her talent at the age of nine when she ran her school's cross-country race and finished first — wearing ordinary school shoes.

Her journey to the top has not been easy. At 16, she suffered a serious knee injury that kept her away from competition for over a year. Many people told her she would never compete professionally again. But Luisa refused to give up. She spent months in rehabilitation, working harder than ever before, and returned to competition stronger than she had been.

Today, Luisa holds three national records and has competed in two Pan-American Games. Her training schedule is relentless: she runs over 100 kilometres per week, follows a strict diet and sleeps nine hours every night. Her dedication and discipline have inspired thousands of young athletes across Ecuador.

'The moment I almost retired is the moment I became who I am today,' she says.

'Failure is not the opposite of success — it is part of the journey.' Luisa is currently preparing for the South American Athletics Championships and has her eyes firmly set on the Olympic Games.



4 Stop and check your understanding. Answer these questions as you read.

a. When did Luisa first discover her talent? What was special about that moment?

b. What was Luisa's biggest challenge? How did she overcome it?

c. Find a direct quote from Luisa. What does it tell you about her personality?



✦ AFTER YOU READ



5 You have finished reading. Now reflect on your comprehension.

Which sentence best describes Luisa Herrera?

- (a) A talented but unlucky athlete who never reached her full potential.
- (b) A dedicated athlete who overcame challenges to become a role model.
- (c) A professional runner who succeeded only because of natural talent.

a. Did reading about Luisa's challenges change your opinion about success? How?

b. Which monitoring question was hardest to answer? What did you do when you didn't know?

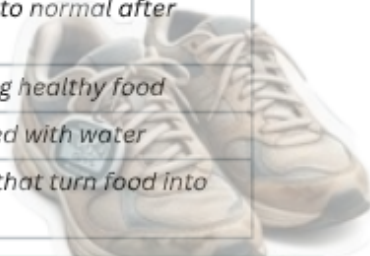


LESSON C Reading Health and Fitness Tips

Aa

1 Match each word (left) to its correct meaning (right). Write the letter in the blank.

___	1. nutrition (n.)	a	A regular set of activities done in a fixed order
___	2. hydration (n.)	b	Relating to the heart and blood circulation
___	3. cardiovascular (adj.)	c	The process of returning to normal after exercise
___	4. routine (n.)	d	The process of consuming healthy food
___	5. recovery (n.)	e	Keeping the body supplied with water
___	6. metabolism (n.)	f	The chemical processes that turn food into energy



✦ BEFORE YOU READ

?

2 Choose the best answer. Then complete the sentence below.

This text is a health and fitness article. What type of information will it include?

- (a) Practical advice supported by research
- (b) A personal story about an athlete
- (c) An advertisement for a fitness product

How many habits do you predict this article will recommend?

- (a) Five
- (b) Three
- (c) Ten



Now write: Write one healthy habit you already practise and one you would like to improve.

✦ WHILE YOU READ

3 Read the text below carefully. Use the Word Bank to help with difficult words.



Word Bank

- **nutrition (n.)** the process of consuming healthy food
- **hydration (n.)** keeping the body supplied with water
- **cardiovascular (adj.)** relating to the heart and blood circulation
- **routine (n.)** a regular set of activities done in a fixed order
- **recovery (n.)** the process of returning to normal after exercise
- **metabolism (n.)** the chemical processes that turn food into energy

Five Science-Backed Habits for a Healthier Life

Living a healthy life does not require expensive gym memberships or complicated diets. According to nutritionists and sports scientists, five simple habits can significantly improve your physical and mental wellbeing – and most of them cost nothing at all. First, prioritise your sleep. Research shows that teenagers need between eight and ten hours of sleep every night for optimal physical recovery and mental focus. Poor sleep negatively affects metabolism, mood and academic performance. Second, stay hydrated. Doctors recommend drinking at least two litres of water per day, as even mild dehydration reduces concentration and energy levels significantly. Third, build a daily movement routine. You do not need to be an athlete – even a 30-minute walk improves cardiovascular health and releases endorphins, the brain's natural mood-boosters. Fourth, focus on nutrition. A balanced diet rich in fruit, vegetables and protein provides your body with the fuel it needs for energy and concentration during the school day. Finally, learn to rest actively. Recovery is just as important as exercise. Stretching, deep breathing and light yoga help your muscles recover and reduce the risk of injury. The good news is that these five habits, practised consistently, can transform your health – no expensive equipment required.

T/F 4 Read the statements. Decide if each one is True or False.



Statement	TRUE	FALSE
1. According to the article, teenagers need between eight and ten hours of sleep.	☐	☐
2. The article recommends drinking at least three litres of water per day.	☐	☐
3. A 30-minute walk improves cardiovascular health and releases endorphins.	☐	☐
4. Recovery activities like stretching and yoga are considered less important than exercise.	☐	☐

✦ AFTER YOU READ

✓ 5 You have finished reading. Now reflect on your comprehension.

How useful was this article for your daily life? ☆☆☆☆☆

What is the main message of this article?

- (a) Healthy habits are simple, free and have real benefits for wellbeing.
- (b) You need expensive equipment and gym memberships to be healthy.
- (c) Only professional athletes need to worry about sleep and nutrition.
- d. Which of the five habits in the article is most useful for you personally? Why?



LESSON D Reading Personal Sports Stories

Aa

1 Read the Word Bank. Then complete the text using the correct words.

I felt incredibly (1) _____ before the race – my hands were shaking and I could not stop thinking about all the things that could go wrong. My (2) _____, who had competed many times before, told me to breathe deeply and focus. It took real (3) _____ to walk up to the starting line. The race itself was the hardest thing I have ever done. My legs felt heavy and I was almost completely (4) _____ by the final lap. But I told myself to (5) _____ – and I did. Crossing the finish line in second place was an incredible (6) _____. I will never forget that moment.

Word Bank: nervous · teammate · courage · exhausted · persevere · triumph

✦ BEFORE YOU READ



2 Think about the topic before you read. Answer these questions.

a. This text is a personal letter. Who do you think wrote it and to whom?

b. What feelings do you predict the writer will describe? List three.

c. Have you ever felt nervous before a competition or challenge? Write one sentence.

✦ WHILE YOU READ



3 Read the text carefully. Use the Word Bank to help with difficult words.



Word Bank

- **courage (n.)** the ability to do something despite fear
- **persevere (v.)** to continue despite difficulties
- **nervous (adj.)** feeling anxious or worried before something
- **teammate (n.)** a person on the same sports team as you
- **triumph (n.)** a great victory or success
- **exhausted (adj.)** completely tired after great effort

The Race That Changed Everything: A Personal Story

Dear Coach Ramírez, I am writing to tell you about the experience that I believe changed me as both an athlete and a person. You were always there to support me, and I think you deserve to hear this story.

Before the Regional Athletics Championship last March, I genuinely considered dropping out. I had lost three races in a row and my confidence was completely gone. The night before the competition, I could not sleep — I spent the whole night imagining myself failing in front of everyone.

But something changed when I arrived at the stadium. My teammates welcomed me with such warmth that I felt, for the first time in months, that I was not alone. When the starting gun fired, I did not think about winning. I focused only on my own rhythm, my own breathing, and the next step in front of me.

I finished second — not first, but second. Three months ago, I would have considered that a failure. Now I know it was one of the greatest triumphs of my life. Because I persevered when every part of me wanted to give up. Thank you for teaching me that courage is not the absence of fear — it is deciding to run anyway. With gratitude, Sofia Vargas

F/O

4 Decide if each statement is a Fact (provable) or an Opinion (a personal view).

Statement	Fact	Opinion
1. Sofia considered dropping out before the Regional Athletics Championship.	☐	☐
2. Losing a race is always a sign that an athlete will never succeed.	☐	☐
3. Sofia finished second place in the championship.	☐	☐
4. Second place is always a disappointing result in any competition.	☐	☐

Remember: A fact appears in the text and can be verified. An opinion is someone's belief or judgement.

AFTER YOU READ



5 You have finished reading. Now reflect on your comprehension.

a. What is the most powerful sentence in Sofia's letter? Write it and explain why.

b. How did identifying facts and opinions help you understand this personal story?

c. Looking back at all four lessons in Unit 3: which text did you find most interesting, and which metacognitive strategy are you most confident using now?

APPENDIX

Teacher's Guide · Unit 3 · Objectives, Materials and Answer Keys

This appendix provides lesson-specific objectives, materials and answer keys for Unit 3. For the general lesson procedure and timing, see the Guide for Teachers. Open-ended activities accept any well-reasoned student response.

LESSON A Reading Sports News

Learning Objectives

1. To match key vocabulary related to sports events and football.
2. To predict the content of a sports news article before reading.
3. To read a sports news report about a fictional tournament.
4. To verify comprehension using a True/False monitoring grid.
5. To evaluate personal engagement with the text using a star rating.

Materials

- Student workbook
- Pen or pencil
- Optional: a real sports news article in English for comparison

Timing

45 min — Vocabulary 5 min
· Before You Read 5 min ·
Reading 10 min ·
Monitoring 15 min ·
Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Matching)

- 1 → a A competition with many rounds
- 2 → e To beat an opponent in a game
- 3 → f A large building for sports events
- 4 → b The official who controls a game
- 5 → d A match that decides who enters a competition
- 6 → c A punishment kick awarded after a foul

Activity 2 Before You Read

Note: Open-ended. Accept any reasonable predictions about a youth football tournament. No single correct answer.

Activity 3 Only Read

Activity 4 Monitoring (True / False)

F 1. FALSE — Ecuador played against Colombia, not Brazil.

T 2. TRUE — 'Ecuador equalising in the 38th minute through a powerful shot.'

F 3. FALSE — 'The referee awarded Ecuador a penalty' (for Ecuador, not against).

T 4. TRUE — 'The final, to be held in Buenos Aires next Saturday.'

Activity 5 Evaluation

Note: Open-ended. Star rating and answers are the student's own reflection. Accept any well-reasoned response.

LESSON B Reading Athlete Profiles

Learning Objectives

1. To complete a cloze task using vocabulary related to sports careers.
2. To identify the text type (profile) and predict its content structure.
3. To read an athlete profile and extract specific narrative details.
4. To apply open-ended monitoring strategies (text referencing, inference).
5. To evaluate character and select the best overall summary of the text.

Materials

- Student workbook
- Pen or pencil
- Optional: a short video or profile of a real athlete from Ecuador

Timing

45 min — Vocabulary 5 min
· Before You Read 5 min ·
Reading 10 min ·
Monitoring 15 min ·
Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Cloze)

- (1) professional
- (2) dedication
- (3) discipline
- (4) personal best
- (5) sponsorship
- (6) retire

Activity 2 Before You Read

Multiple Choice: Q1 → (a) A description of a person's life and achievements Q2 → (a) Early life, challenges, achievements and quotes

Note: Prior knowledge is open-ended. Accept any relevant mention of Ecuadorian or Latin American athletes.

Activity 3 Only Read

Activity 4 Monitoring

Note: Open monitoring. Suggested answers:

- a. At 9, running a cross-country race and finishing first in school shoes — remarkable because of her age and ordinary equipment.
- b. A serious knee injury at 16 that kept her from competition for a year — overcome through rehabilitation and determination.
- c. Accept any direct quote from paragraphs 2 or 4. Look for inference about personality (e.g. determined, philosophical, resilient).

Activity 5 Evaluation (Multiple Choice + Open)

Best summary → (b) A dedicated athlete who overcame challenges to become a role model.

Note: Open questions accept any well-reasoned personal reflection.

APPENDIX

Teacher's Guide · Unit 3 · Objectives, Materials and Answer Keys

This appendix provides lesson-specific objectives, materials and answer keys for Unit 3. For the general lesson procedure and timing, see the Guide for Teachers. Open-ended activities accept any well-reasoned student response.

LESSON C Reading Sports News

Learning Objectives

1. To match key vocabulary related to health and fitness science.
2. To identify the text type and set a reading purpose before reading.
3. To read a health tips article and verify specific details.
4. To check comprehension of precise numbers and statistics (True/False).
5. To connect the text to personal daily life (critical evaluation).

Materials

- Student workbook
- Pen or pencil
- Optional: a short wellbeing questionnaire as a warm-up before reading

Timing

45 min – Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Matching)

- 1 → a A competition with many rounds
- 2 → e To beat an opponent in a game
- 3 → f A large building for sports events
- 4 → b The official who controls a game
- 5 → d A match that decides who enters a competition
- 6 → c A punishment kick awarded after a foul

Activity 2 Before You Read

Multiple Choice: Q1 → (a) Practical advice supported by research Q2 → (a) Five
Note: Writing task is open-ended. Accept any honest personal habit and improvement goal.

Activity 3 Only Read

Activity 4 Monitoring (True / False)

T 1. TRUE – 'Teenagers need between eight and ten hours of sleep every night.'

F 2. FALSE – 'At least two litres of water per day' (not three).

T 3. TRUE – 'A 30-minute walk improves cardiovascular health and releases endorphins.'

F 4. FALSE – 'Recovery is just as important as exercise.' (Not less important.)

Activity 5 Evaluation (Multiple Choice + Star Rating + Open)

Best answer → (a) Healthy habits are simple, free and have real benefits for wellbeing.

Note: Star rating and open answer (which habit is most useful) are personal. Accept any well-reasoned response linked to the text.

LESSON D Reading Personal Sports Stories

Learning Objectives

1. To complete a cloze task using emotional vocabulary related to sports experiences.
2. To identify the purpose and structure of a personal letter.
3. To read a personal sports narrative and distinguish facts from emotions.
4. To apply the Fact/Opinion monitoring strategy to a personal text.
5. To reflect on personal metacognitive development across the entire unit.

Materials

- Student workbook
- Pen or pencil
- Optional: students write their own short personal sports story as an extension task

Timing

45 min – Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Cloze)

- (1) nervous
- (2) teammate
- (3) courage
- (4) exhausted
- (5) persevere
- (6) triumph

Activity 2 Before You Read

Note: Open-ended predictions.

Q1: A student athlete (Sofia) writing to her coach.

Q2: Accept fear, nerves, determination, gratitude.

Q3: Personal answer – no single correct response.

Activity 3 Only Read

Activity 4 Monitoring (Fact / Opinion)

Fc 1. FACT – 'She considered dropping out before the Regional Athletics Championship.'

Op 2. OPINION – 'Will never succeed' is a negative judgement, not a verifiable fact.

Fc 3. FACT – 'Sofia finished second place in the championship.'

Op 4. OPINION – Whether second place is 'disappointing' is a personal view, not a fact.

Activity 5 Evaluation

Note: Fully open-ended unit closure. Q1: Look for a specific sentence from the text with a clear explanation. Q2: Accept any reflection linking Fact/Opinion to emotional vs. factual content. Q3: Accept any named lesson (a-d) with a named metacognitive strategy (planning, monitoring, evaluation) and clear justification.

UNIT 4

Reading About Travel, Environment and Global Issues

▶ Can Do Statements

- I can follow straightforward instructions and understand texts related to areas of personal interest.
- I can ask someone to clarify or elaborate what they have said and summarise to confirm understanding.

▶ In This Unit You Will

- ★ **Word Sort** — classify vocabulary into categories
- ★ **Prediction Table** — predict, then verify after reading
- ★ **Sentence Stems** — complete sentences from the text
- ★ **Paragraph Labels** — identify each paragraph's function
- ★ **5W+H Scan** — structured pre/post reading scan
- ★ **My Metacognitive Journey** — reflect on all 4 units

*Small actions,
BIG impact.*

The world is waiting.
Let's take care of it together.

THERE IS NO PLANET B

REDUCE
REUSE
RECYCLE

PASSPORT

✈️ LESSON A Reading Travel Blogs

Aa **1** Sort the words below into the correct category. Write each word in the right box.

Word list: *destination (n.) · itinerary (n.) · local cuisine (n.) · explore (v.) · breathtaking (adj.) · budget (n.)*



TRAVEL NOUNS

VERBS & ADJECTIVES

✦ BEFORE YOU READ

? **2** Before you read, predict whether each statement is True or False. After reading, write what the text actually says.

Statement	My prediction (True / False)	What the text actually says
1. The blogger visited a waterfall during her trip.		
2. The local food was very expensive.		
3. The blogger was afraid during one of her activities.		
4. The blogger visited a famous swing at high altitude.		

Tip: Fill in the 'My prediction' column NOW. Complete the last column AFTER reading Activity 3.

✦ WHILE YOU READ

📖 **3** Read the text below carefully. Use the Word Bank to help with difficult words.

Word Bank
• destination (n.) a place you travel to
• itinerary (n.) a detailed travel plan
• local cuisine (n.) the traditional food of a region
• explore (v.) to travel and discover new places
• breathtaking (adj.) extremely impressive or beautiful
• budget (n.) the amount of money available to spend



Three Days in Baños: A Student Travel Blog

When my classmates asked where I was going for the long weekend, I just smiled and said 'somewhere with waterfalls'. Baños de Agua Santa, a small town in the Ecuadorian Andes, had been on my itinerary for months. Three days later, I can honestly say it was the most breathtaking experience of my life.

On the first day, I explored the town centre and tried the local cuisine – the famous taffy candy, pulled right in front of you on metal hooks, and a warming bowl of caldo de gallina. My budget for food that day was just five dollars, and I ate like a queen. In the afternoon, I walked to the Pailón del Diablo waterfall, where the noise and spray of the water made me feel incredibly small.

Day two was for adventure. I signed up for a canopy tour over the jungle and, after five seconds of pure terror, found myself laughing at the top of my voice. Later, I took a chiva bus along the 'Route of the Waterfalls' as the sun set over the valley. Every corner of the road revealed another destination worth exploring.

On my final morning, I woke early and walked to the Casa del Árbol – the famous swing at the end of the world. At 2,800 metres above sea level, with clouds below me and the volcano behind me, I swung out over the edge and felt, just for a moment, like I could fly. If you ever get the chance to visit Baños, take it. You will not regret it.

4 Go back to the text. Complete each sentence using information from the article.

1. The blogger describes the sound and spray of Pailón del Diablo as making her feel...

Your answer: _____

2. On Day 2, the blogger's first feeling during the canopy tour was...

Your answer: _____

3. The 'Route of the Waterfalls' was experienced by the blogger at the time of...

Your answer: _____

4. The Casa del Árbol is located at an altitude of...

Your answer: _____

* AFTER YOU READ

✓ 5 You have finished reading. Now reflect on your comprehension.

How much would you like to visit Baños after reading this blog? ☆☆☆☆☆

a. Which part of the blogger's trip would you most like to experience? Why?

b. Did the Prediction Table help you read more actively? What was different from your prediction?

c. Write one sentence recommending this blog to a classmate, using words from the Word Bank.



LESSON B Reading About Environmental Issues

Aa

1 Read the Word Bank. Then complete the text using the correct words.

The Galápagos Islands are home to an extraordinary (1) _____ – more than 9,000 species of animals and plants, many found nowhere else on Earth. However, several of these species are now (2) _____ due to climate change and human activity. The unique (3) _____ of the marine iguana, for example, is threatened by rising sea temperatures. (4) _____ efforts by the Ecuadorian government have helped protect many species, but scientists warn that more (5) _____ tourism practices are urgently needed. Without immediate action, this fragile (6) _____ may be permanently damaged.

Word Bank: biodiversity · endangered · habitat · Conservation · sustainable · ecosystem

✦ BEFORE YOU READ

?

2 Choose the best answer. Then write what you already know.

What is the main purpose of this environmental article?

- (a) To inform about a threat and describe conservation efforts
- (b) To advertise a travel destination
- (c) To persuade readers to stop all tourism

Which text type best describes this article?

- (a) Factual report with expert opinions
- (b) Personal diary entry
- (c) Creative fiction story

Now write: Write two things you already know about the Galápagos Islands.



✦ WHILE YOU READ



3 Read the text carefully. Use the Word Bank to help with difficult words.



Word Bank

- **endangered (adj.)** at risk of disappearing forever
- **habitat (n.)** the natural environment of an animal or plant
- **conservation (n.)** the protection of nature and wildlife
- **biodiversity (n.)** the variety of species in an ecosystem
- **sustainable (adj.)** not harmful to the environment long-term
- **ecosystem (n.)** a community of living things sharing an environment

The Galápagos Under Threat

The Galápagos Islands, a UNESCO World Heritage Site located 1,000 kilometers off the coast of Ecuador, are home to some of the most unique wildlife on the planet. Giant tortoises, blue-footed boobies, marine iguanas and hammerhead sharks have evolved in isolation for millions of years, making the islands a living laboratory of natural history.

However, this extraordinary ecosystem is under serious threat. Over the past decade, the number of tourists visiting the Galápagos has increased by more than 60%, bringing economic benefits but also significant environmental pressure. Plastic waste from tourist boats has been found in the stomachs of sea turtles. Invasive plant species, introduced accidentally by visitors, have begun to outcompete native vegetation.

Conservation organizations and the Ecuadorian government have introduced strict regulations to protect the islands. The number of visitors per year is now limited, guides must be certified, and certain areas remain completely closed to the public. Scientists from Charles Darwin Research Station monitor species populations continuously to detect early warning signs of ecological change.

Despite these efforts, experts warn that climate change poses the greatest long-term threat. Rising ocean temperatures have damaged coral reefs and reduced food supplies for marine life. 'We are at a critical moment,' says marine biologist Dr. Elena Vargas. 'The decisions we make in the next ten years will determine whether the Galápagos survives as we know it.'

F 4 Read each paragraph. Then write the correct label for each one.

Labels: Main problem presented | Evidence / Supporting data | Conservation measures taken | Expert warning about the future



Paragraph	Label (write one from the box above)
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	



**AFTER
YOU
READ**

✓ 5 You have finished reading. Now reflect on your comprehension.

a. Which fact in this article surprised you most? Find it in the text and explain why.

b. Did the Paragraph Labelling activity help you understand the text structure? How?

c. What is ONE thing you personally could do to help protect places like the Galápagos?



LESSON C Reading Reports on Global Topics

Aa

1 Read the Word Bank. Then complete the text using the correct words.

A new (1) _____ carried out by the United Nations asked 15,000 teenagers across 30 countries about their views on climate change. The (2) _____ revealed that 87% of young people aged 13–18 believe climate change is the most serious challenge facing their (3) _____. Despite this high level of (4) _____, only 32% said their school teaches them about the environmental (5) _____ of daily habits. Many students said they want to start a climate (6) _____ in their community but do not know how to begin.

Word Bank: survey · statistics · generation · awareness · impact · campaign

★ BEFORE YOU READ

?

2 Before reading, write what you want to find out. After reading, add the answers.

Question	What I want to find out (before reading)	What the text says (after reading)
WHO?	Who conducted this survey?	
WHAT?	What percentage feel climate change is a serious threat?	
WHERE?	Which Ecuadorian cities are mentioned?	
WHEN?	What time period does this report refer to?	
WHY?	Why do some young people struggle to take action?	
HOW?	How are students taking action globally?	

Fill in 'What I want to find out' NOW. Complete the right column AFTER reading Activity 3.

★ WHILE YOU READ

1

3 Read the text carefully. Use the Word Bank to help with difficult words.



Word Bank

- **survey (n.)** a study collecting information from many people
- **statistics (n.)** numbers that represent facts or data
- **generation (n.)** all people born in the same time period
- **awareness (n.)** knowledge and understanding of a situation
- **campaign (n.)** an organised effort to achieve a goal
- **impact (n.)** the effect that something has on a situation

Generation Z and Climate Action: A Global Survey Report

According to a new report by the United Nations Environment Programme, teenagers around the world are more concerned about climate change than any previous generation. The survey, which collected responses from over 50,000 young people in 45 countries, found that 9 in 10 teenagers consider climate change a serious or very serious threat to their future.

Importantly, young people are not just worried — they are taking action. In Sweden, 17-year-old activist Greta Thunberg inspired millions of students to go on strike for the climate. In Ecuador, student groups in Quito and Guayaquil have organised beach clean-ups, tree-planting campaigns and petitions to local governments asking for greener public transport. Similar movements have emerged in Indonesia, Nigeria, India and across Latin America.

However, the report also highlights significant inequalities. Young people in wealthier countries are more likely to have access to environmental education and the resources needed to take action. In contrast, teenagers in lower-income countries often feel the effects of climate change most severely — through drought, flooding and food insecurity — but have the least ability to address them.

The report concludes with a clear message: the awareness and motivation of Generation Z must be matched with political action and investment. 'These young people are not the problem,' writes the report's author. 'They are the solution — but only if we give them the tools and support they need to act.'

T/F 4 Read the statements. Decide if each one is True or False.

Statement	TRUE	FALSE
1. 9 in 10 teenagers consider climate change a serious threat.	☐	☐
2. Only students in wealthy countries are taking action on climate change.	☐	☐
3. Student groups in Quito and Guayaquil have organised environmental campaigns.	☐	☐
4. The report says Generation Z is the main cause of the climate crisis.	☐	☐

✓ 5 You have finished reading. Now reflect on your comprehension.

How important do you think this global report is for young people? ☆☆☆☆☆

What is the report's main conclusion?

(a) Young people's motivation must be supported with resources and political action.

(b) Teenagers are not interested in climate change.

(c) Environmental education is already excellent in all countries.

d. Write one action you could take in your school or community inspired by this report.



LESSON D Reading for Critical Response

Aa

1 Sort the words below into the correct category. Write each word in the right box.

Word list: *ban (v.) · essential (adj.) · alternative (n.) · evidence (n.) · argue (v.) · undeniably (adv.)*



PERSUASIVE LANGUAGE

NEUTRAL / ANALYTICAL LANGUAGE

✦ BEFORE YOU READ

?

2 Think about the topic before you read. Answer these questions.

a. What do you already know about plastic pollution? Write two facts.

b. Before reading: Are you FOR or AGAINST a plastic ban? Write your prediction.

c. What arguments do you expect to find for EACH side? List one per side.

✦ WHILE YOU READ

📖

3 Read the text carefully. Use the Word Bank to help with difficult words.



Word Bank

- **ban (v.)** to officially forbid something
- **essential (adj.)** absolutely necessary
- **alternative (n.)** another option or possibility
- **evidence (n.)** facts that prove something is true
- **argue (v.)** to give reasons to support a view
- **undeniably (adv.)** in a way that cannot be denied

Should Single-Use Plastic Be Banned? Two Points of View

POINT OF VIEW A — FOR A BAN: Single-use plastic is undeniably one of the greatest environmental disasters of our time. Every year, over eight million tonnes of plastic enter the world's oceans, killing marine life and contaminating the food chain. Countries that have introduced plastic bans — including Kenya, Rwanda and France — have seen measurable improvements in environmental quality. A complete ban is not just desirable; it is essential for the survival of our planet.

POINT OF VIEW B — AGAINST AN IMMEDIATE BAN: While the environmental impact of plastic is a serious concern, an immediate ban would cause significant economic and social problems. In many countries, single-use plastic is essential for food safety — keeping food hygienic and preventing illness. For low-income communities, plastic packaging is often the most affordable option available. Rather than a ban, governments should invest in better recycling infrastructure and affordable biodegradable alternatives.

EXPERT OPINION: Dr. Martín Espinosa, an environmental economist at Universidad San Francisco de Quito, argues that the debate is more complex than it appears. 'The evidence shows that a complete ban works best in countries with strong enforcement systems and economic support for affected industries,' he says. 'In countries without these conditions, partial regulations and investment in alternatives may produce better long-term results.'

WHAT DO YOU THINK? Both perspectives raise valid points. Point A highlights the urgency of the environmental crisis and points to successful examples of bans. Point B reminds us of the economic realities that affect real people's lives. A truly informed opinion on this issue requires reading both sides carefully, evaluating the evidence, and considering context. What is your view?

F/O

4 Decide if each statement is a Fact (provable) or an Opinion (a personal view).

Statement	Fact	Opinion
1. Over eight million tonnes of plastic enter the oceans every year.	☐	☐
2. A plastic ban is the only solution that could ever reduce plastic pollution.	☐	☐
3. Countries like Kenya, Rwanda and France have introduced plastic bans.	☐	☐
4. Single-use plastic is always harmful and has no useful purpose.	☐	☐

Tip: A fact can be verified in a reliable source. An opinion is a belief or judgement that cannot be proven.

✦ AFTER YOU READ

✓

5 You have finished reading. Now reflect on your comprehension.

a. Did your view on the plastic ban change after reading both sides? How?

b. Which argument did you find more convincing — Point A or Point B? Use evidence from the text.

★ My Metacognitive Journey – Looking Back Across All 4 Units

Complete this table to reflect on your reading journey across Units 1-4.

	Unit 1 Social Media & Technology	Unit 2 Music, Film & Entertainment	Unit 3 Sports & Health	Unit 4 Travel & Environment
My favourite text was... (write the lesson title)				
Strategy I used most... (Planning / Monitoring / Evaluation)				
My comprehension rating ☆☆☆☆				
My reading goal now is... (write one personal goal)				

APPENDIX

Teacher's Guide · Unit 4 · Objectives, Materials and Answer Keys

This appendix provides lesson-specific objectives, materials and answer keys for Unit 4. For the general lesson procedure and timing, see the Guide for Teachers. Open-ended activities accept any well-reasoned student response.

LESSON A Reading Travel Blogs

Learning Objectives

1. To sort vocabulary into categories related to travel.
2. To make and verify predictions using a Before/After table.
3. To read a travel blog and locate precise details.
4. To complete sentence stems using text evidence.
5. To evaluate personal engagement with the text.

Materials

- Student workbook
- Pen or pencil
- Optional: a real travel blog about Baños or another Ecuadorian destination

Timing

45 min — Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Word Sort)

TRAVEL NOUNS: destination · itinerary · local cuisine · budget
VERBS & ADJECTIVES: explore · breathtaking

Activity 2 Before You Read

Note: Prediction Table — Before reading: accept any True/False predictions. After reading:

Note: 1. TRUE — the blogger visited Pailón del Diablo.

Note: 2. FALSE — food cost only five dollars ('I ate like a queen').

Note: 3. TRUE — 'five seconds of pure terror' during canopy tour.

Note: 4. TRUE — Casa del Árbol is at 2,800 metres above sea level.

Activity 3 Only Read

Activity 4 Monitoring

Note: Sentence Stems. Suggested answers:

1. '...feel incredibly small.'
2. '...pure terror' (then she laughed).
3. '...the sun set over the valley.'
4. '...2,800 metres above sea level.'

Activity 5 Evaluation

Note: Stars and open answers are personal. Q3: look for correct use of at least one word from the Word Bank (destination, explore, breathtaking, itinerary, local cuisine, budget).

LESSON B Reading About Environmental Issues

Learning Objectives

1. To complete a cloze using environmental science vocabulary.
2. To identify text purpose and type before reading.
3. To read an environmental report and map its structure (B1).
4. To label paragraph functions (Main Problem / Evidence / Solution / Warning).
5. To connect a global issue to personal responsibility.

Materials

- Student workbook
- Pen or pencil
- Optional: a map showing the location of the Galápagos Islands

Timing

45 min — Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Cloze)

(1) biodiversity (2) endangered (3) habitat (4) Conservation (5) sustainable (6) ecosystem

Activity 2 Before You Read

Multiple Choice: Q1 → (a) To inform about a threat and describe conservation efforts Q2 → (a) Factual report with expert opinions

Prior knowledge is open-ended. Accept any accurate information about the Galápagos

Activity 3 Only Read

Activity 4 Monitoring

Note: Paragraph Labels:

Paragraph 1 → Main problem presented
Paragraph 2 → Evidence / Supporting data
Paragraph 3 → Conservation measures taken
Paragraph 4 → Expert warning about the future

Activity 5 Evaluation

Note: All three questions are open-ended.

Q1: look for specific text evidence.

Q2: accept any honest self-evaluation of the labelling strategy.

Q3: accept any realistic personal action connected to the article's message.

APPENDIX

Teacher's Guide · Unit 4 · Objectives, Materials and Answer Keys

This appendix provides lesson-specific objectives, materials and answer keys for Unit 4. For the general lesson procedure and timing, see the Guide for Teachers. Open-ended activities accept any well-reasoned student response.

LESSON C Reading Reports on Global Topics

Learning Objectives

1. To complete a cloze using survey and report vocabulary.
2. To use a 5W+H scan as a structured pre/post reading strategy.
3. To read a global survey report and verify specific data.
4. To check comprehension using True/False with a focus on precise statistics.
5. To evaluate the report's relevance to personal and community life.

Materials

- Student workbook
- Pen or pencil
- Optional: a short video about youth climate activism (e.g. Fridays for Future)

Timing

45 min — Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Cloze)

(1) survey (2) statistics (3) generation (4) awareness (5) impact (6) campaign

Activity 2 Before You Read

Note: 5W+H Scan — Before reading (predictions): accept any reasonable expectations. After reading:

Note: WHO: UN Environment Programme WHAT: 9 in 10 / 87% consider it a serious threat

Note: WHERE: Quito and Guayaquil WHEN: current generation (Generation Z)

Note: WHY: lack of resources and education in lower-income countries

Note: HOW: strikes, beach clean-ups, tree planting, petitions

Activity 3 Only Read

Activity 4 Monitoring (True / False)

T 1. TRUE — '9 in 10 teenagers consider climate change a serious or very serious threat.'

F 2. FALSE — Students in Ecuador, Indonesia, Nigeria, India also take action.

T 3. TRUE — 'Student groups in Quito and Guayaquil have organised beach clean-ups.'

F 4. FALSE — 'These young people are not the problem — they are the solution.'

Activity 5 Evaluation (Multiple Choice + Stars + Open)

Best answer → (a) Young people's motivation must be supported with resources and political action.

Note: Stars and open answer are personal. Look for a realistic, specific community action linked to the article.

LESSON D Reading for Critical Response

Learning Objectives

1. To sort vocabulary into persuasive vs. neutral/analytical language categories.
2. To form a personal position before reading an opinion text.
3. To read a two-sided opinion text critically.
4. To apply the Fact/Opinion strategy to persuasive language.
5. To complete a final self-assessment of metacognitive development across all 4 units.

Materials

- Student workbook
- Pen or pencil
- Optional: a class debate on the plastic ban as a follow-up speaking activity

Timing

45 min — Vocabulary 5 min · Before You Read 5 min · Reading 10 min · Monitoring 15 min · Evaluation 10 min

Answer Key

Activity 1 Vocabulary (Word Sort)

PERSUASIVE LANGUAGE: undeniably · essential · ban (used strongly)

NEUTRAL / ANALYTICAL LANGUAGE: alternative · evidence · argue

Note: some words may be used in either way depending on context — accept well-reasoned answers.

Activity 2 Before You Read

Note: Open-ended planning. Q2: record student's initial position (for or against) — useful to compare with evaluation. Q3: FOR side: environmental damage / ocean pollution. AGAINST: food safety / economic impact. Accept any reasonable prediction.

Activity 3 Only Read

Activity 4 Monitoring (Fact / Opinion)

Fc 1. FACT — '8 million tonnes of plastic enter the oceans every year' is a verifiable statistic.

Op 2. OPINION — 'the only solution' is an absolute claim that cannot be factually proven.

Fc 3. FACT — 'Countries including Kenya, Rwanda and France have introduced plastic bans' — verifiable.

Op 4. OPINION — 'always harmful and no useful purpose' is an extreme judgement, contradicted by Point B.

Activity 5 Evaluation

Note: Q1 & Q2: open reflection — look for direct reference to the text. My Metacognitive Journey table: all answers are personal; there are no wrong answers. Look for completeness (all 4 units filled), a named strategy, and a realistic reading goal.

5 Impacts

This section presents an analysis of the impacts generated by this research proposal. Since the proposal was implemented in the students' teaching and learning process, the analysis is based on the results obtained during its implementation. In accordance with the proposal, three types of impacts are identified:

- Linguistic Impact
- Academic Impact
- Metacognitive Impact

To analyze these impacts, a numerical scale is used to evaluate various indicators. That scale is presented below.

Table 5.
Numerical Impact Level

Number	Level of impact
-3	High negative impact.
-2	Moderately negative impact.
-1	Low negative impact.
0	There is no impact.
1	Low positive impact.
2	Moderately positive impact.
3	High positive impact.

Note: Adapted from Posso (2018).

Formula to collect results.

$$IL \text{ (Impact Level)} = \frac{\Sigma}{\text{number of items}} = \frac{12}{4} = 3$$

Σ = The results for each indicator are added together.

4= number of indicators included in the table.

5.1.1 Linguistic Impact

Table 6.
Linguistic Impact Indicators

Indicators	-3	-2	-1	0	1	2	3
Develop reading comprehension through activities aligned with the B1-level descriptors of the Common European Framework of Reference for Languages.							X
Expand students' functional vocabulary.						X	
It helps students develop the ability to identify specific information and main ideas in academic texts.							X
Develop critical reading skills by identifying facts and opinions in the texts studied.						X	
Total							10

Note: Own elaboration

$$\text{Linguistic Impact} = \frac{\Sigma}{\text{number of items}} = \frac{10}{4} = 2,5$$

Linguistic Impact = Moderately High Positive Impact

The proposal includes reading comprehension exercises that are directly aligned with the CEFR B1 level descriptors and enable students to develop this skill gradually and with guidance. For this reason, these indicators have a high positive impact.

Consistent work on functional vocabulary in each learning unit has expanded the students' vocabulary; however, since this is a cumulative process that extends beyond the scope of the proposal, its impact is considered moderately positive.

The monitoring activities incorporated into each lesson helped students identify certain key information and messages in the texts they wrote, which had a highly positive impact

The ability to distinguish between facts and opinions in the analyzed texts has fostered students' critical reading skills; however, since this is a skill that requires constant effort, its impact is considered moderately positive.

5.1.2 Academic Impact

Table 7.
Academic Impact Indicators

Indicators	-3	-2	-1	0	1	2	3
Development of information organization skills through the use of prediction, summarization, and outlining strategies applicable to reading in other subjects.						X	
Integration of interdisciplinary content, such as the environment, health, and social issues into reading comprehension practice.							X
Development of critical thinking and its application to other areas of learning.						X	
Promoting independent learning through the setting of reading goals.						X	
Total							9

Note: Own elaboration

$$\text{Academic Impact} = \frac{\Sigma}{\text{number of items}} = \frac{9}{4} = 2,25$$

Academic Impact = Moderately positive impact

The tools for organizing information used in the proposal such as predictions, summaries, and outlines, can also be applied to other subjects; however, their successful implementation depends on teacher support, so their impact is assessed as moderately positive.

By linking interdisciplinary topics such as the environment, health, and social issues to reading comprehension, the initiative directly contributes to a holistic learning process for students, which has a highly positive impact.

Critical thinking, which is fostered through the analysis of facts and opinions, can be applied to subjects such as Social Studies or Language and Literature; however, its development goes beyond the scope of this proposal, so its impact is considered moderately positive.

Setting reading goals fosters independent reading habits that can be applied to all subjects and have a moderately positive impact on students' overall academic performance.

5.1.3 Metacognitive Impact

Table 8.
Indicators of Metacognitive Impact

Indicators	-3	-2	-1	0	1	2	3
Planning the reading process by activating prior knowledge and establishing a reading purpose.							X
Monitoring reading comprehension by identifying difficulties and selecting strategies to address them.							X
Self-assessment of reading performance through reflection on the strategies used.							X
Promoting self-regulation in the reading process through continuous monitoring of the reader's own strategies.							X
Total							12

Note: Own elaboration

$$\text{Metacognitive Impact} = \frac{\Sigma}{\text{number of items}} = \frac{12}{4} = 3$$

Metacognitive Impact = High positive impact

According to Flavell's model, students' planning of the reading process, through the activation of prior knowledge and the setting of goals, formed the basis of the metacognitive process discussed in this proposal; this process is believed to have a high positive impact.

Actively monitoring their understanding by asking themselves questions and testing their predictions allowed the students to monitor their own reading process as they progressed, as described by Brown in the monitoring phase; this is considered highly positive impact.

Assessment and self-reflection on their own understanding at the end of each reading allowed students to evaluate what they had learned during the reading, in line with the models proposed by Flavell and Pintrich; this is considered to have a high positive impact.

Strengthening self-regulation in the reading process through ongoing observation of students' own strategies integrated the previous phases into a continuous cycle throughout the entire program, in accordance with Pintrich's self-regulated learning model; this represents the most significant contribution and explains the highly positive impact.

Overall Impact

Table 9.
Overall Impact Matrix

Impact Type	Impact Level
Linguistic Impact	2,50
Academic Impact	2,25
Metacognitive Impact	3,00
Total	2,58

Note: Own elaboration

$$\text{General Impact} = \frac{\Sigma}{\text{number of items}} = \frac{2,50 + 2,25 + 3,00}{4} = 2,58$$

Metacognitive Impact = Moderately high positive impact

The overall average of the three types of impacts shows that the proposal had a moderately high positive effect on student development. The metacognitive impact is the most significant, which is consistent with the central focus of the research, while the linguistic and academic impacts complement this finding by demonstrating benefits in both learning and students' overall academic performance.

6 Conclusions

1. Flavell's (1979) theory of metacognition, supplemented by Mokhtari and Reichard's (2002) MARSI inventory, forms the central theoretical foundation of this study and provides a precise operational framework for identifying, classifying, and teaching metacognitive reading strategies to EFL students at the B1 level.
2. International scientific evidence consistently confirms that teaching metacognitive reading strategies leads to significant improvements in reading comprehension among EFL learners, thereby validating the relevance of its application in the Ecuadorian BGU context.
3. The mixed-methods approach adopted which combined a Likert-scale questionnaire, three semistructured interviews, and a direct observation checklist, allowed us to gain a comprehensive understanding of the study that none of the approaches alone would have provided.
4. The survey design, which surveyed 240 first year students at BGU divided into 8 classes, along with the validation of instruments and the use of digital tools, ensured the representativeness, content validity, and logistical feasibility of data collection within the institutional context.
5. First year BGU students at the Unidad Educativa "Ibarra" demonstrated a high level of use of metacognitive monitoring strategies, with rereading when encountering difficulties being the most consistently reported item on the entire questionnaire. This indicates that students employ spontaneous, reactive strategies but lack a diverse and intentional repertoire of strategies.

6. Setting a reading purpose turned out to be the least frequently used metacognitive strategy in the entire questionnaire, with 27.5% of students reporting that they never or almost never use it, which indicates that reading in English is predominantly carried out as an undirected decoding exercise.
7. The triangulation between the questionnaire and the checklist revealed a systematic and significant gap in the assessment dimension; sections such as “summarizing” and “reflecting on strategies” fell in the “moderate to high” range, while direct observation in the parallel classes showed low scores in the “never” or “almost never” categories, confirming that metacognitive behaviors are virtually absent in the classroom without explicit teacher scaffolding.
8. The three informants, the vice principal, the English area coordinator, and an English teacher, all agreed that metacognitive strategies are a valuable tool for transforming the reading process; they identified planning as the least developed cognitive skill; and they unanimously recommended explicit and consistent instruction as an essential condition for students to develop this skill independently.
9. The teaching guide “Reading in Action,” organized into four instructional units, each with four activities, is structured around the B1 level “Can Do Statements” of the CEFR and grounded in the phases of planning, monitoring, and evaluation, constitutes a direct, contextualized, and viable response to the metacognitive gap identified among first-year BGU students at the Unidad Educativa “Ibarra”.
10. The “Reading in Action” guide can be implemented using basic classroom materials, if necessary, without requiring an additional budget or specialized equipment, making it relevant and sustainable for education.

11. The systematic integration of metacognitive reading strategies into B1-level English instruction during the first year of the BGU program at the Unidad Educativa “Ibarra” contributes significantly to the development of reading comprehension, to bridging the gap between aspirational and autonomous use of these strategies, and to the development of active, reflective, and strategically aware readers in the educational context.

7 Recommendations

1. English teachers in their first year at BGU are encouraged to familiarize themselves with Flavell’s model (1979) and the MARS model by Mokhtari and Reichard (2002), and to incorporate them as theoretical frameworks in curriculum planning, in order to design the teaching of metacognitive strategies in a well-founded and systematic manner.
2. It is recommended that the administrators of the Unidad Educativa “Ibarra” promote teacher training in the area of metacognitive reading strategies and include in their training programs an analysis of studies such as those by Shah et al. (2025) and González-Torres and Vargas-Saritama (2025), in order to provide scientific support for the school’s teaching practices.
3. For future research on metacognition in reading in English as a Foreign Language (EFL) classrooms, it is recommended to use similar mixed-methods approaches and incorporate a triangulation of questionnaires, interviews, and direct observation, since this combination revealed significant discrepancies between self-reported and observed use of evaluation strategies, discrepancies that would have gone unnoticed had a single instrument been used.
4. Future researchers are advised to use digital surveys via QR codes as a strategy for large-scale data collection, as these allow responses to be recorded simultaneously, paperless

and automatically, which significantly reduces the time and resources required compared to traditional paper-based survey instruments.

5. English teachers are encouraged to use materials that treat rereading as a starting point for introducing more advanced reading strategies, such as drawing conclusions and adjusting reading speed. To do so, they should use reading aloud as a model, as well as step by step guided exercises, in order to expand students' strategic repertoire beyond everyday reactions.
6. It is recommended to explicitly and systematically incorporate the setting of a reading goal as an initial activity in all English classes that include reading texts, so that students gradually internalize this metacognitive aspect as a natural part of their reading process before tackling a text.
7. It is recommended that English teachers, in sessions that include texts, use structured summarization activities after reading, such as summarizing in a single sentence or guided reflection on the strategies used, in order to bridge the gap between what students say they do and what they actually do independently in class.
8. It is recommended that the Unidad Educativa "Ibarra" may implement instructional units on metacognitive reading strategies as part of the English curriculum for the first year of the BGU. To this end, the school should draw on the documented consensus of key informants and verified scientific findings to ensure that the teaching of these strategies is explicit, consistent, and uniform among English teachers.
9. English teachers for first year students at BGU are encouraged to use the "Reading in Action" guide during the first block of the academic period and to adapt the texts for each

activity to the content of the current curriculum, with the aim of integrating metacognitive instruction, rather than replacing regular English classes.

10. English teachers are encouraged to use the “Reading in Action” guide because, compared to the pedagogical effects documented in this study, it requires no additional resources beyond the basic materials.
11. It is recommended that Ecuador’s Ministry of Education incorporate the explicit teaching of metacognitive reading strategies as a cross-curricular competency into the BGU English curriculum, using contextualized research studies such as this one as a model, and that it promotes ongoing teacher training in the area of reading metacognition in the teaching of English as a foreign language (EFL) as a national policy to foster 21st-century skills among Ecuadorian students.

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Appendices

Appendix A. Request for Instrument Validation



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

Ibarra, 26 de enero de 2026

Magister
Villacrés Benalcázar Mauro David
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "The Role of Metacognitive Strategies in Developing Reading Comprehension in the 1st year of BGU at UE Ibarra"

Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas e instrumentos de validación.

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

Atentamente,

Cevallos Rosero John Brayan

C.I: 0401873534

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros –
En línea

Appendix B. Vice Principal Interview Instrument



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

INTERVIEW FORMAT FOR VICE-PRINCIPAL OF THE "UNIDAD EDUCATIVA IBARRA"

Objetivo: Obtener información, desde el punto de vista de la Vicerrectoría, sobre el uso de estrategias metacognitivas en el desarrollo de la comprensión lectora en estudiantes de primer año de BGU de la "Unidad Educativa Ibarra"

1. ¿Qué estrategias metacognitivas en relación con la comprensión lectora se usan en la Unidad Educativa "Ibarra"?
2. ¿Qué importancia se les da a las estrategias metacognitivas para mejorar la comprensión lectora en los alumnos de primer año de BGU?
3. ¿Cómo cree que debería instruirse a los estudiantes a controlar su comprensión mientras leen en inglés?
4. ¿Qué dificultades cree que encuentran los alumnos al aplicar estrategias metacognitivas en las tareas de lectura?
5. ¿Qué estrategias cree que deberían utilizar los estudiantes cuando tienen dificultades para comprender un texto leído?
6. ¿Cómo influyen las estrategias metacognitivas en el rendimiento de los alumnos en la comprensión lectora?
7. ¿Qué estrategias metacognitivas para la comprensión lectora son utilizadas por los docentes de inglés?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

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:

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Appendix C. English Area Coordinator Interview Instrument



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT “UNIDAD EDUCATIVA IBARRA”

Objective: To obtain information from the area coordinator's point of view on the use of metacognitive strategies for the development of reading comprehension in 1st BGU students of the “Unidad Educativa Ibarra”

1. How do you understand the concept of metacognitive strategies in relation to reading comprehension in English?
2. How important do you think metacognitive strategies are for improving reading comprehension in 1st BGU students?
3. What activities do you recommend using to help students plan their reading before starting a text?
4. How do you suggest encouraging students to monitor their comprehension while reading in English?
5. What strategies do you recommend using when students have difficulty understanding a text they have read?
6. Do you promote explicitly teaching or modeling metacognitive reading strategies (e.g., predicting, questioning, thinking aloud)? Explain your answer.
7. What activities do you recommend using after reading to help students assess their comprehension?
8. What difficulties do you observe students having when applying metacognitive strategies in reading tasks?
9. In your opinion, how do metacognitive strategies influence students' reading comprehension performance?
10. What suggestions do you have for improving the teaching of metacognitive strategies in reading classes?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

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:

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Appendix D. English Teacher Interview Instrument



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

**INTERVIEW FORMAT FOR ENGLISH TEACHERS AT "UNIDAD EDUCATIVA
IBARRA"**

Objective: To obtain information from the teacher's point of view on the use of metacognitive strategies for the development of reading comprehension in 1st BGU students of the "Unidad Educativa Ibarra"

1. How do you understand the concept of metacognitive strategies in relation to reading comprehension in English?
2. How important do you consider metacognitive strategies for improving reading comprehension in 1st year BGU students?
3. What activities do you usually use to help students plan their reading before starting a text?
4. How do you encourage students to monitor their understanding while reading in English?
5. What strategies do students commonly use when they face difficulties understanding a reading text?
6. Do you explicitly teach or model metacognitive reading strategies (e.g., predicting, questioning, thinking aloud)? Please explain.
7. What activities do you use after reading to help students evaluate their comprehension?
8. What difficulties do students face when applying metacognitive strategies in reading tasks?
9. In your opinion, how do metacognitive strategies influence students' reading comprehension performance?
10. What suggestions do you have to improve the teaching of metacognitive strategies in reading classes?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

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:

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Appendix E. Student's Survey Instrument



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

SURVEY FORMAT APPLIED TO 1ST BGU STUDENTS OF THE "UNIDAD EDUCATIVA IBARRA"

Objective: Collect information from the perspective of 1st year BGU students from the "Unidad Educativa Ibarra" on the role of metacognitive strategies in reading comprehension.

Instructions: Dear students

Mark the option that best describes what you usually do when reading a text in English.

Instrucciones: Marque la opción que mejor describa lo que suele hacer cuando lee un texto en inglés.

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

QUESTIONNAIRE

- A. Planning Strategies (Before Reading)
- A. Estrategias de planificación (antes de leer)*

1. Before reading a text in English, I look at the title and images to anticipate the content.

1. Antes de leer un texto en inglés, observo el título e imágenes para anticipar el contenido.

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

2. I think about what I already know about the topic before I start reading.

2. Pienso en lo que ya sé sobre el tema antes de empezar a leer.

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

3. I set a goal before reading.

3. Establezco un propósito antes de leer.

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

B. Monitoring Strategies (During Reading)

B. Estrategias de monitoreo (durante la lectura)

4. As I read, I check to see if I am understanding the text.

4. Mientras leo, verifico si estoy entendiendo el texto.

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

5. When I don't understand a word or phrase, I try to deduce its meaning from the context.

5. Cuando no entiendo una palabra o frase, trato de deducir su significado por el contexto.

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

6. I reread parts of the text when something is unclear.

6. *Vuelvo a leer partes del texto cuando algo no queda claro.*

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

7. I adjust my reading speed according to the difficulty of the text.

7. *Ajusto mi velocidad de lectura según la dificultad del texto.*

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

C. Evaluating Strategies (After Reading)

C. *Evaluación de estrategias (después de la lectura)*

8. After reading, I think about whether I understood the main idea of the text.

8. *Después de leer, pienso si entendí la idea principal del texto.*

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

9. I mentally summarize what I have read.

9. *Resumo mentalmente o por escrito lo que leí.*

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

10. I reflect on which strategies helped me most to understand the text.

10. *Reflexiono sobre qué estrategias me ayudaron más a comprender el texto.*

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)

- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

11. I identify which parts of the text were most difficult for me.

11. Identifico qué partes del texto fueron más difíciles para mí.

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)

12. I consider how I can improve my comprehension in future English reading.

12. Considero cómo puedo mejorar mi comprensión en futuras lecturas en inglés.

- A. Never (*Nunca*)
- B. Almost never (*Casi nunca*)
- C. Sometimes (*A veces*)
- D. Almost always (*Casi siempre*)
- E. Always (*Siempre*)



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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	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			
12	X			

Appendix F. Checklist Instrument



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

Checklist of observations	Never	Almost Never	Sometimes	Almost always	Observation
1. Before reading a text in English, students look at the title and images to anticipate the content.					
2. The student thinks about what they already know about the topic before they start reading.					
3. The student sets a purpose before reading.					
4. While reading, the student checks to see if they are understanding the text.					
5. When students do not understand a word or phrase, they try to deduce its meaning from the context.					
6. The student rereads parts of the text when something is unclear					
7. The student adjusts their reading speed according to the difficulty of the text.					
8. After reading, the student thinks about whether they understood the main idea of the text.					
9. The student summarizes what they read either mentally or in writing.					
10. The student reflects on which strategies helped him or her most in understanding the text.					
11. The student identifies which parts of the text were most difficult.					
12. The student considers how they could improve their comprehension in future English readings.					



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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:

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Verifique el documento por:
MAURO DAVID
VILLACRES
BENALCAZAR
Código Documento: 1003342373

Mauro David Villacrés

C.C.:1003342373

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Fecha de envío para la evaluación del experto:	26 de enero del 2026
Fecha de revisión del experto:	26 de enero del 2026

Appendix G. Request for Authorization to Conduct Surveys for Academic Purposes

REPÚBLICA 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-2026-0045-O
Ibarra, 02 de febrero de 2026

PARA: MSc. Susana Chamorro
RECTORA DE LA UNIDAD EDUCATIVA IBARRA

ASUNTO: Trabajo de integración curricular Sr. John Brayan Cevallos Rosero

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias al Señor JOHN BRAYAN CEVALLOS ROSERO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en línea, para que obtenga información a través de la aplicación de instrumentos de investigación, lo cual requiere para el desarrollo del trabajo de integración curricular: "THE ROLE OF METACOGNITIVE STRATEGIES IN DEVELOPING READING COMPREHENSION IN THE 1ST YEAR OF BGU AT UE IBARRA".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO



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JOSE LUCIANO REVELO
RETEL
Validador documental con FICODI

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Appendix H. Authorization for the application of data collection instruments



UEIBARRA

La ciencia y voluntad conducen a la cima

Av. Mariano Acosta 1427 y Gabriela Mistral. Teléfonos: 2644867 - 2600606 Ext. 102. Ibarra-Ecuador

RECTORADO

RECTORADO

OFICIO N° : 0312 R. UEI.

FECHA : Miércoles, 04 de febrero de 2026

PARA : Magister José Revelo

DECANO DE LA FECYT

ASUNTO : AUTORIZACIÓN PARA OBTENER INFORMACION

De mi consideración:

A nombre de la Unidad Educativa Ibarra, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Mediante el presente, me permito comunicar a usted que la aceptación para que obtenga información a través de la aplicación de instrumentos de investigación, lo cual requiere para el desarrollo del trabajo de integración curricular "THE ROLE OF METACOGNITIVE STRATEGIES IN DEVELOPING READING COMPREHENSION IN THE 1ST YEAR OF BGU AT UE "IBARRA", ha sido favorable.

Lo que comunico a usted para los fines pertinentes.

Atentamente

SCIENTIA ET VOLUNTAS AD ASTRA

MSc. Susana Chamorro
RECTORA (E) U.E. IBARRA
C. I. 1002460176

0983717526 / Susana.chamorro@educacion.gob.ec



Appendix I. Vice Principal's Interview Evidence



Appendix J. English Area Coordinator's Interview Evidence



Appendix K. English Teacher's Interview Evidence



Appendix L. Student's Survey Evidence



Appendix M. Request for socialization



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS-EN LÍNEA

Ibarra, 7 de septiembre de 2025

Magíster
Susana Hortencia Chamorro Zapata
RECTORA DE LA UNIDAD EDUCATIVA "IBARRA"

De mis consideraciones:

Reciba un cordial y respetuoso saludo. Mi nombre es Cevallos Rosero John Brayan., estudiante egresado de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte.

Por medio de la presente, me permito solicitar a usted, de la manera más comedida, su autorización y colaboración para facilitar la socialización de la propuesta académica correspondiente al tema de investigación: **"The Role of Metacognitive Strategies in Developing Reading Comprehension in the 1st year of BGU at UE 'Ibarra'"**.

La presente solicitud tiene como finalidad desarrollar dicha actividad con fines exclusivamente académicos y contribuir al cumplimiento de los requisitos establecidos para la continuidad del proceso de titulación, en el marco del desarrollo del trabajo de investigación mencionado.

Agradezco de antemano la atención brindada a la presente solicitud y, especialmente, su gentil colaboración y disposición para apoyar el desarrollo de actividades vinculadas con la formación académica y el proceso de titulación.

Sin otro particular, reitero mi consideración y estima, deseándole éxitos en el ejercicio de sus funciones.

Atentamente,

Cevallos Rosero John Brayan
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Universidad Técnica del Norte



Appendix N. Acceptance of socialization



Ibarra, 7 de septiembre de 2026

Estimado

Sr. Cevallos Rosero John Brayan

**ESTUDANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS DE LA UNIVERSIDAD TÉCNICA DEL NORTE - EN LÍNEA**

Presente.

CARTA DE ACEPTACIÓN

Quien suscribe, MSc. Susana Hortencia Chamorro Zapata, Rectora de la Unidad Educativa "Ibarra".

Por medio del presente, me dirijo a usted con la finalidad de informarle que, en respuesta a su solicitud, la institución tiene el gusto de aceptar y autorizar la socialización de la propuesta académica correspondiente al tema de investigación "The Role of Metacognitive Strategies in Developing Reading Comprehension in the 1st year of BGU at UE Ibarra".

La presente autorización se concede con fines exclusivamente académicos y en apoyo al desarrollo de su proceso de titulación, permitiéndole realizar la actividad solicitada dentro de la institución, previa coordinación con las autoridades correspondientes.

Sin otro particular, le deseamos éxitos en el desarrollo de su proceso académico.

Atentamente,



MSc. Susana Chamorro
RECTORA (E) DE LA UNIDAD EDUCATIVA "IBARRA"
Telf. 0983717526
CC: 1002460176
susana.chamorro@educacion.gob.ec