

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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**Tema: “SELF-MONITORING STRATEGIES IN ENGLISH READING  
COMPREHENSION”**

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Trabajo de Investigación, previo a la obtención del Grado Académico de  
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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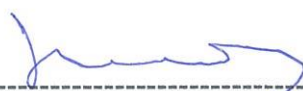
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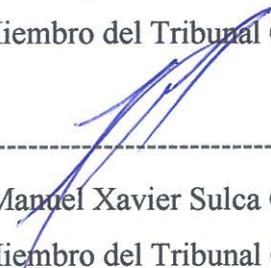
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**LENGUA EXTRANJERA**  
**TEMA:**  
**“SELF-MONITORING STRATEGIES IN ENGLISH READING**  
**COMPREHENSION”**

**AUTOR:** Licenciada Sandra Noemi Cola Chiguano

**DIRECTORA:** Doctora Wilma Elizabeth Suárez Mosquera Magister

**FECHA:** 04 de mayo del 2018

**RESUMEN EJECUTIVO**

El presente trabajo de investigación tuvo como objetivo comprobar cómo influyen las estrategias meta-cognitivas (auto monitoreo) en el mejoramiento de la comprensión lectora en inglés. Para determinar la efectividad de estas estrategias, se trabajó con un pre test y un post test de lectura basado en la prueba de Cambridge 2007 a los dos grupos de estudiantes de primero de bachillerato de la Unidad Educativa del Milenio “11 de Noviembre” en la ciudad de Machachi. Al primero de bachillerato “A” (25 estudiantes) se denominó grupo de control, mientras que el primero de bachillerato “B” (22 estudiantes) fue designado grupo experimental. Se escogieron cuatro estrategias de auto-monitoreo como son: “Look, Think and Predict Strategy”, “Guided Retelling Strategy”, “Response Journal Strategy” and “Thinking Along Strategy”, para ser aplicadas en el grupo experimental. Para la comprobación de la hipótesis formulada en el presente estudio, los resultados de la prueba de lectura de Cambridge (2007) fueron analizados estadísticamente. Como consecuencia, los resultados obtenidos de estas pruebas indicaron que los estudiantes quienes trabajaron con las estrategias de auto monitoreo mejoraron notablemente sus habilidades de comprensión lectora, mientras que el grupo de control lo hizo, pero en menor escala. Por consiguiente, es importante sugerir la implementación de las estrategias de auto-monitoreo mediante la utilización de un manual de estrategias que promueva el desarrollo de las habilidades de pensamiento de orden superior (Bloom, 1993); este manual tiene como objetivo inspirar al docente a promover el uso de estrategias efectivas para la comprensión lectora de acuerdo a las necesidades e intereses de los estudiantes.

**Descriptores:** actividades de lectura, aprendizaje colaborativo, aprendizaje cooperativo, comprensión lectora, estrategias de auto-monitoreo, habilidades de pensamiento de orden superior, interacciones comunicativas, manual del profesor, pensamiento crítico, proceso de lectura.

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**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO**  
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**COMPREHENSION”**

**AUTHOR:** Licenciada Sandra Noemi Cola Chiguano

**DIRECTED BY:** Doctora Wilma Elizabeth Suárez Mosquera Magister

**DATE:** May 4th 2018

**EXECUTIVE SUMMARY**

The main objective of this research work was to confirm how meta-cognitive strategies (self-monitoring) influence in the improvement of English reading comprehension. To determine the effectiveness of these strategies a Cambridge 2007 pre-test and post-test were applied in two groups of students from the first year of secondary education at Unidad Educativa del Milenio “11 de Noviembre” in the city of Machachi. The first A of secondary education (25 students) was established as the control group, while the first B of secondary education (22 students) was considered as the experimental group. Four self-monitoring strategies were chosen: "Look, Think and Predict Strategy", "Guided Retelling Strategy", "Response Journal Strategy" and "Thinking Along Strategy", all of them were implemented in the experimental group. Hence, to verify the hypothesis in this study, Cambridge reading tests (2007) results were analyzed statistically. As consequence, they indicated that the students who worked with the self-monitoring strategies remarkably improved their reading comprehension skills, while the control group increased it in a significant scale. Therefore, it is important to suggest the implementation of self-monitoring strategies through the use of a strategy manual that promotes the development of high-thinking skills (Bloom, 1993) for reading comprehension; this manual aims to help teacher to promote the use of effective strategies for reading comprehension according to the needs and interests of students.

**Keywords:** self-monitoring strategies, reading comprehension, high order thinking skills, critical thinking, cooperative learning, collaborative learning, teachers’ handbook, reading activities, reading process, communicative interactions.

## INTRODUCTION

Nowadays, many EFL students and teachers think that reading is only a task that they need to perform during the classroom time. However, reading goes beyond it, this is an important skill that helps learners to develop the entire process of language learning because it involves interactive and communicative driven tasks that provide students several opportunities to reflect, analyze and interchange ideas while they are exploring texts in order to become independent thinkers.

In Ecuador, for instance, English teachers have been following the alignments of the new curricula purposed by the Ecuadorian Government since 2016. It contains a set of language objectives to be reached through the improvement of language performance skills, methodological strategies, and assessment criteria with the purpose of foster to enhance students' critical thinking.

However, the majority of English teachers do not know how to use reading strategies that empower students to reach successful achievements in all language skills. Therefore, this research suggests the implementation of self-monitoring strategies for reading comprehension that enables students to increase their high order thinking skills (Bloom, 1956), cooperative and collaborative learning (Ross and Smyth, 1995) simultaneously.

Hence, by taking into consideration the concerns above, a handbook for teachers was created as the result of this research. It contains four self-monitoring strategies that were implemented during a four-week training with students of secondary education at Unidad Educativa del Milenio 11 de Noviembre and six alternative strategies to consider as part of the improvement process for reading comprehension in secondary education in private or public high schools. The main purpose of this handbook is to inspire teachers to use effective teaching tools during students' reading activities by aiming communicative interactions and thinking skills through different collaborative activities.

The general structure of this research contains 6 chapters which are organized and described as follows:



**CHAPTER I.** - It focuses on the problem, its contextualization, and the corresponding critical analysis. It also mentions the prognosis, the formulation of the problem, the research questions, the research problem, the justification and the objectives.

**CHAPTER II.** - This chapter covers the theoretical framework development, where research background, philosophical and legal foundation are included. It provides information about the fundamental categories (independent and dependent variables). It states the hypothesis of the research.

**CHAPTER III.** - It contains the research methodology, the research approach, basic research modality as well as the level of research with population and the operationalization of variables where the tools and techniques are mentioned for data collection that is also stated in this part.

**CHAPTER IV.** - It incorporates the analysis and interpretation of results and the hypothesis verification through the application of a statistical formula.

**CHAPTER V.** - It takes in consideration important conclusions and recommendations which result after the analysis and interpretation of the gathered data in the research.

**CHAPTER VI.** - It details the proposal components such as justification, objectives, methodology, administration, and evaluation.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 Research topic**

“Self-monitoring strategies in English reading comprehension”

#### **1.2 Problem statement**

How do self- monitoring strategies improve the low level of English reading comprehension in the first year of secondary education at Unidad Educativa Del Milenio “11 de Noviembre”

##### **1.2.1 Contextualization**

Recently, English teaching has evolved due to the influence of English as a global language (Crystal, 2003). Now, English is recognized as a “lingua franca” which means a common language that helps people to cross the bridge of communication between native and non-native speakers everywhere (Crystal, 2003). This situation fosters an effective people’s communicative interaction improvement to open more possibilities for accessing to job, study, business, and travel opportunities abroad.

As English is a language of globalization, many guidelines have been adopted to implement English teaching in many countries. The main purpose of English language teaching is to provide younger generations a language that helps students to develop their potentials in education and learning. Furthermore, the use of English as foreign or second language supports students’ appreciation for other societies, cultures and ideologies (Pathan, 2016).

Besides, teaching English as foreign language is reaching better outcomes due to the fact that many language skills such as listening, speaking, reading and writing enable students to interact effectively inside an innovative and optimized learning environment. In addition, students’ language learning process has to deal with students’ critical thinking through activities that engage them to the world of

knowledge. Consequently, one of the most effective skills to be developed for this purpose is reading (Mall-Amiri & Ahmadi, 2014).

As reading is one of the most essential language skills to be considered for academic life success, it involves comprehension of written texts and critical thinking. Through an effective reading comprehension process, students increase their ability to read as well as their motivation to become effective readers. Therefore, it is important to develop strategies that enhance students' willingness to read (Meniado, 2016). This means that as much as students activate their reading comprehension, they will be able to empower their academic performance in other subjects as well.

Under these circumstances, the application of an effective reading strategy activates other language aspects such as speaking, writing, grammar, vocabulary items, among others; due to the fact that the main purpose of reading is to enable readers to understand the world and themselves through the appreciation of others' written ideas. consequently, students are able to find solutions to their individual and group problems (Kowsary & Rouhani, 2013).

For the reasons stated above, English teachers are concerned about the application of effective reading strategies that encourage students to read and understand written texts. If teachers implement new teaching instructions, students will develop their high order thinking skills such as analysis, inference, interpretation, explanations, self-regulation and assessment (Fuad, Zubaidah, Mahanal, & Suarsini, 2017). Thus, selecting metacognitive strategies such as self-monitoring is a valuable tool for students to foster their critical thinking as well as the development of self- reflection and argumentation (Mall-Amiri & Ahmadi, 2014).

Regarding Ecuador, students in the public education system are immersed in a process of English learning that includes international standards proposed by local and external institutions which control learners' level of English proficiency. Therefore, it involves the students' language development in their cognitive,

social and emotional areas through the implementation of a new English curriculum (Ministerio de Educación, 2016).

Furthermore, The Ministry of Education in Ecuador is emphasizing a new proposal based on five curricular threads (elements of foreign language teaching). These components are used to empower the English language learning in the Ecuadorian public system. Ministerio de Educación (2016).

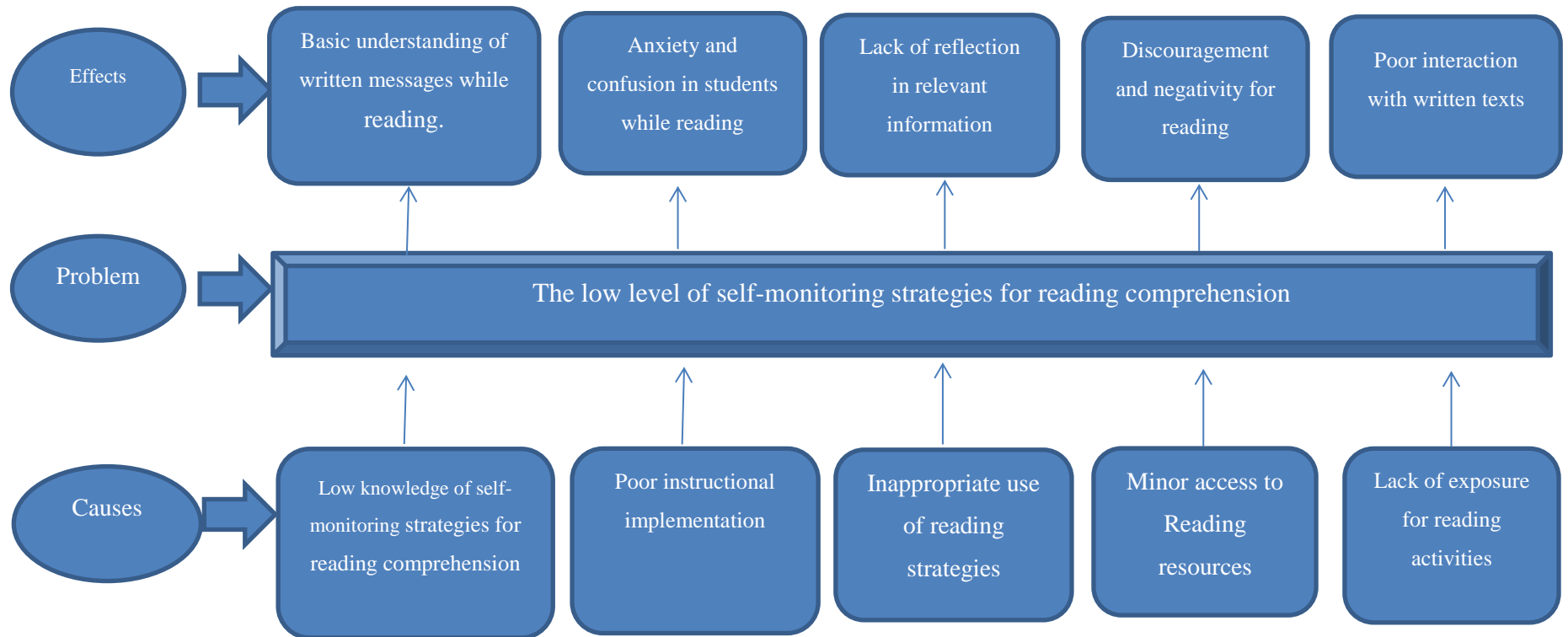
Therefore, it is indispensable to recognize that students in their first year of secondary education become effective readers by applying relevant strategies that guide them to read, reflect, understand and interpret different written texts (Ministerio de Educación, 2016).

Unidad Educativa del Milenio 11 de Noviembre is the first public institution in Machachi that is working with students who were relocated from different elementary and secondary schools of the local area in order to be benefited of a recently inaugurated institution with new facilities and technological resources for learning. This particular situation occurs as the result of the new government proposal for improving education.

The main objective in unidades educativas del Milenio is to follow new educational guidelines to reach the standards proposed by the Ministry of Education. These standards include education with quality for the students in those abandoned geographical areas which had never had the opportunity to access new technologies, school facilities and new pedagogical models during their school years.

## 1.2.2 Critical analysis

### 1.2.2.1 Problem scheme analysis



**Figure 1:** Problem scheme  
Created by: Cola, S. (2018)

One of the main reasons why students have low knowledge of self-monitoring strategies for reading comprehension is the fact that they have never been trained with a methodology that entails self-reflecting, self-monitoring and critical thinking development inside cooperative environments for learning a new language. In addition, the majority of English teachers are not concerned about their students' potentials while they are reading because a reading activity has become in a simple task to complete in the textbooks.

This section explains five critical issues that students at Unidad Educativa del Milenio 11 de Noviembre face regarding self-monitoring strategies and English reading comprehension. They include low knowledge of self-monitoring strategies for reading comprehension, poor teaching instruction, inappropriate use of strategies, minor access to reading resources, and limited students' exposure for reading activities.

First, low knowledge of self-monitoring strategies for reading comprehension in the first year of secondary education at Unidad Educativa Del Milenio 11 de Noviembre cause a basic understanding of written messages that is also reflected in the students' English language performance. Hence, an important number of students at this level are not able to comprehend while they are reading. As a result, they are limited to interpret texts and interact with them for content and pleasure (Yuill & Oakhill 1988).

Second, poor teaching instruction occurs when teachers are not prepared to guide students through reading activities. Teaching planning needs to implement an effective methodological process that increases reading comprehension of different written texts due to the fact that many text messages seem confusing and difficult for students to interpret or analyze (Ismail & Tawalbeh, 2015). This situation creates a feeling of anxiety and confusion in students. Learners are not able to improve their reading ability and enhance their critical thinking due to poor instruction.

Third, inappropriate use of strategies for reading comprehension discourages students from understanding, self-regulating and self-guiding their learning progress and comprehension while they are reading (Pinninti, 2016). Consequently, readers tend to translate sentences without reflecting about the main ideas of the passage and the author's reading inferences. As result, students skip relevant information in the text and avoid the development of personal opinions about reading topics (Verdezoto et al., 2015).

Fourth, minor access to reading material causes that a great number of students feel limited to read important written texts and publications such as books, magazines, graded readers, and brochures in English. This situation reduces the opportunities for students to practice reading and become in effective readers who are able to develop a foreign language skills effectively. Besides, inaccessibility to reading material produces a sense of discouragement and negative opinion about reading. Consequently, students assume that reading is one of the most difficult skills to improve (Rodriguez, 2017).

Fifth, lack of students' exposure to the reading activities does not allow students to increase reading comprehension in the different tasks. Most of the times, students only read what they have in a textbook without following an effective reading strategy for understanding. Hence, they demonstrated poor comprehension and interaction with written texts (Mohseni & Ahour, 2014).

### **1.2.3 Prognosis**

As the main purpose of unidades educativas del Milenio in Ecuador is to implement new teaching constructivist approach, use of technologies for learning, work under the good living policies to enhance students potentials in different areas and reach national and international standards in education. The correct use of self-monitoring strategies in English reading comprehension will contribute to the advance of students' language performance by activating their awareness of reading (Mijušković, M., & Simović, S. 2016).

Furthermore, based on the problems detected on the section before regarding to the low level of self-monitoring strategies for reading comprehension, it is essential to analyze some possible situations that will take place if self-monitoring strategies for reading comprehension are not considered.

If self-monitoring strategies in English reading comprehension are not applied in Unidad Educativa del Milenio 11 de Noviembre, students' critical thinking and foreign language development will not be changed. Therefore, the current research focuses on self-monitoring strategies as a teaching tool that impact in students' self-control attitude and their awareness of reading comprehension. Consequently, students are able to ask themselves if the new written information is meaningful or not in order to apply metacognitive strategies that empower their ability to interpret, analyze and infer information (Wassenburg, et al., 2015).

In addition, the consequences of not solving the low level of English reading comprehension will reduce the students' opportunities to improve language skills such as listening, speaking, writing because the majority of language skills works together by integrating one to another (Mohseni & Ahour, 2014).

If students do not increase their critical thinking through reading comprehension, they will not improve the ability to reflect, analyze and synthesize. Consequently, students' academic performance and language development will be reduced (Mahmuda & Trudell, 2010).

Lack of knowledge of self-monitoring strategies for English reading comprehension will prevent planning, monitoring and evaluating learning outcomes for a reading activity. Learners will not be able to construct meaning from texts and generate the goal of the reading task (Çubukçu, 2008).

Finally, if self-monitor strategies are not applied, students' lack of confidence will take place during reading, due to the fact that reading involves cognitive goals reaching and use of experiences, tasks and strategies that help students to understand texts in a foreign language (Iwai, 2011).



Consequently, students will tend to become unmotivated and passive readers who translate written texts word by word in their native language and never apply a reading strategy that allows them to plan, monitor, evaluate, understand and ask themselves about what they have read (Wassenburg et al., 2015).

#### **1.2. 4 Main research question**

How do self- monitoring strategies improve the low level of English reading comprehension in the first year of secondary education at Unidad Educativa del Milenio “11 de Noviembre”?

#### **1.2.5 Secondary questions**

- What self-monitoring strategies enhance English reading comprehension in students of first year of secondary education at Unidad Educativa del Milenio 11 de Noviembre?
- Which are the significant differences regarding reading comprehension performance among students who attended special reading lessons using self-monitoring strategies with students who attended normal reading lessons using conventional teaching methodology in the post-test?
- How self-monitoring strategies influence in teachers’ and students’ opinions regarding to reading comprehension?

#### **1.2.6 Delimitation of the research problem**

**Field:** English teaching

**Area:** Reading- receptive skill

**Aspect:** Reading comprehension

##### **1.2.6.1 Temporal delimitation**

The development of this research took place between December to February during the first term in the academic year 2017-2018.

### **1.2.6.2 Spatial delimitation**

The current research took place at Unidad Educativa del Milenio “11 de Noviembre” in Cantón Mejía, Pichincha province. Address: Uberto Toscano Street. San Vicente de Tahuachi-Machachi. Telephone: (02)23731818 e- mail: uemilenio11nov@hotmail.com

### **1.3 Justification**

The current research was conducted to determine a practical development of English as foreign language strategies for reading comprehension and how they empower important areas in the students’ thinking skills. This situation fosters an effective English language learning advancements in students at Unidad Educativa del Milenio who will become a group of reference for future researches.

The reason why this research was conducted entails the students’ reality which was detected in the English classes with regard to reading skill development, which has become an object of different researches due to the fact that it integrates other language skills and benefits the English language progress in all the educative levels.

Despite of having several studies related to strategies for reading comprehension, it is important to mention that it was the first time for the implementation of these strategies at Unidad Educativa del Milenio 11 de Noviembre, this prove the **originality** of the current research.

In addition, by researching self-monitoring strategies many **benefits** could be obtained for English teaching practice which includes helping students to become in better thinkers, promoting their awareness of reading, and working collaboratively (Kowsary & Rouhani, 2013).

Moreover, it is important to notice that instructional self-monitoring strategies enhance the students’ thinking skills in the entire reading process (before, during and after). This aim is accomplished by motivating students’ interest for reading according to their level of English (Fan, 2010).

The **feasibility** of this research is evident due to the fact that many strategies implemented demonstrated a great acceptance by the majority of the members of the institution of the institution. Besides, the strategies suggested in this research are practical and easy to adapt for any group of students with different English level.

To conclude, as self- monitoring learners are described as skillful individuals who choose effective learning strategies that increase their own demand for learning (Lau & Ho, 2016). It is important to remark the contribution of this research for the English language teaching where new strategies for learning a foreign language contributes to students' individual development, who are identified as self- efficacious, motivated and persistent to solve problems (Çubukçu, 2008).

## **1.4 Objectives**

### **1.4.1 General objective**

The goal of the current research is:

To determine the influence of self-monitoring strategies in English reading comprehension in the first year of secondary education at Unidad Educativa del Milenio “11 de Noviembre”

### **1.4.2 Specific objectives**

1. To identify effective self-monitoring strategies that improve reading comprehension in students of Unidad Educativa del Milenio “11 de Noviembre”.
2. To describe how the self-monitoring strategies increase English reading comprehension in the first year of secondary education students.
3. To explain significant differences with regard to reading comprehension performance among students who attended special reading lessons using self-monitoring strategies compared to students who attended normal reading lessons using a conventional teaching methodology through the application of the reading pre-test and post-test.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research background

In order to analyze some important studies in the field of English teaching and the strategies that were applied to enhance students' reading comprehension. It is necessary to remark that reading comprehension is a process that involves two basic elements for researching: literacy and academic achievement. The first one deals with readers' daily life and their needs for living in a reading environment. The second assumes the fact that readers have to reach accomplishments in their academic performance. Hence, it is also important to mention that reading comprehension empowers learner's improvement in language skills such as listening, writing, speaking, vocabulary and grammar. Therefore, it is essential to apply an effective strategy that enhances students' reading comprehension during the language learning process (Yazdani, 2015).

In his research Iwai (2011), states that metacognitive strategies play a vital part of each EFL learners' reading process. He also refers to Jhon Flavell's ideas that define metacognitive strategies as a process of monitoring, regulating and orchestrating to interpret written information and reach cognitive objects that support concrete goals in reading. Hence, he also analyzes some available literature based on metacognitive strategies for EFL/ESL learners and their instructional implications that refer to wide metacognitive reading strategies that promote the growth of independent thinkers.

In his article "How to enhance reading comprehension through metacognitive strategies", Cubuku (2008) presents a study of pre-service teachers who received a five-week program training regarding to these strategies. This study focuses on several effective outcomes that students produce after a period of time, where the main aim was to determine a regular direct instruction that includes a variety of metacognitive strategies such as bottom-up and top-down self-regulation which improved reading comprehension in the class. Furthermore, this article proposes

some innovative strategies based on metacognition which fosters autonomous learning and reading comprehension.

In his research Mohseni (2014) states that training students with self-monitoring strategies directly contribute to their performance improvement in reading comprehension at several cognitive levels as planning and monitoring. Mohseni research focuses explicit instructions about how to use self-monitoring strategies for experimental groups in order to visualize an important increase of EFL learners' comprehension.

These results are similar to other researchers, as Chumpavan (2000) who studied Thai students learning English as a foreign language at Illinois State University. Thai students have demonstrated an important increase of reading comprehension through the use of metacognitive strategies as self-monitoring. Nevertheless, those positive findings for reading comprehension, there are other studies which contradict this research such as Mante (2009) with Filipino high school students who did not reach effective achievements in reading understanding as the study predicted.

In the research "Metacognitive Process" Backer and Carter (2000) presented a study about the differences in reading comprehension between two groups of children from fourth and sixth grades who received specific instructions to identify embedded errors in short texts. This study reveals that students who applied specific instructions to find reading mistakes were able to increase their metacognitive abilities as well as their process of evaluation and regulation.

After all the considerations above, it is important to remark that the use of self-monitoring strategies in different researches reflected positive outcomes in reading comprehension and thinking skills. However, not all the studies had similar results as Mante (2009) demonstrated with Filipino learners. This situation challenges researchers to demonstrate how self-monitoring strategies could benefit reading development through the application of effective activities in different groups of students.

## **2.2 Philosophical foundation**

The current research focuses on pragmatic foundation because it involves the application of metacognitive reading strategies to improve comprehension problems. Metacognitive strategies enhance the ability to plan, monitor and evaluate students reading task in order to accomplish their goals through different interactions such as text and reader, readers and readers, and reader and teacher (Raooft, S., Chan, S., Mukundan, J., & Rashid, S. 2014).

According to Baker (2005), the pragmatic foundation also emphasizes the identification of practical solutions to help students' struggles with English learning. Therefore, self-monitoring strategies become the practical activity to enhance students' reading comprehension. In addition, it gives a great importance to the research question, in order to analyze and set up practical solutions for the contexts involved.

The practical use of self-monitoring strategies implicates the activation of high order thinking skills for solving problems in different circumstances during reading activities. This situation fosters the use of constructivism in this research. Badie (2017) defines that constructivism is a process that produces a meaningful students' learning; it involves a strong relationship between interpretation and explanation in reading tasks.

In his research, Vygotsky (1978) focused on three major themes to be considered during the learning process as social interaction, more knowledgeable other (this refers to someone who demonstrates better understanding than the learner) and zone of proximal development. These three important elements in student's learning process, contribute to increase problem solving, building ideas and understanding facts. As result students are able to monitor their learning and develop an effective metacognition process (Watson, 2003).

To conclude, it is highly important to recognize that self-monitoring strategies help students to reach goals in reading because it promotes students independence and control of their reading activities (Mandel, 1992).

### **2.3 Legal foundation**

The legal documents that support this research in the field of education and in the English teaching as a foreign language are established in concordance with the requirements and orientations to follow by foreign language teachers. For this reason, it is significant to analyze some Laws, legal documents and standards that regulate and provide the specifications for English language teaching and learning development.

First, The Ecuadorian Constitution (2008) that states that education will focus on the human being to guarantee a holistic development with respectfulness of the human rights, the sustainable environment and the democracy. Besides, education will be participative, obligatory, intercultural, democratic, inclusive, and diverse which demonstrates quality and warmth, in order to promote gender equity, justice, solidarity, and peace. It needs to stimulate the critical thinking, art, physical culture, individual, and community initiative for the development of skills and abilities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of an independent country, and constitutes a strategic axis for national development (Ecuadorian Constitution. Section 5 article 27)

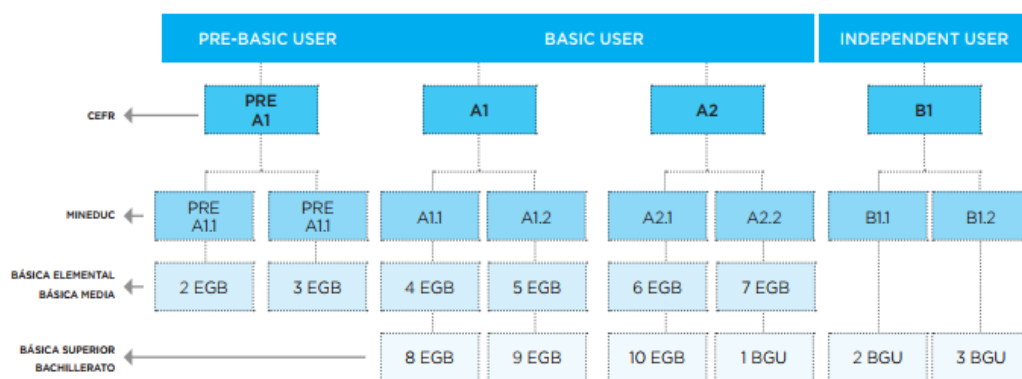
Second, The Ley Orgánica de Educación Intercultural (2011) refers to the obligations of the State regarding education; these obligations are focused on progressive application of educational and constitutional rights. Therefore, it is indispensable to promote scientific, technological and innovative studies that foster the artistic creation, practice of sports, the protection and conservation of cultural, natural and environmental heritage. Consequently, students will be able to respect cultural and linguistic diversities (Registro Oficial No.417. art. 6. p. 12).

Third, The Acuerdo Ministerial 052-14 (2014) which supports that English as a foreign language needs to be implemented as an important component of students' academic performance, this means a mandatory implementation of this language from the 2<sup>nd</sup> year of primary school until the 3<sup>rd</sup> year of secondary education.

In addition, students' English learning needs to be recognized by Common European Framework Reference for Languages CEFR (2001) levels. This regulatory institution recommends the use of methodological procedures for language teaching and learning. It guides teachers in teaching planning, implementations and indispensable assessments for teaching language by considering and supporting students' needs and differences.

Therefore, students in public schools need to become active learners who use English language to promote social, emotional, cognitive and physical growth. This is possible since students start to learn English from basic to intermediate levels (A2.2 to B1.2 CEFR) (Ministerio de Educación, 2016).

Figure 2 represents the English language learning levels adapted to the Ecuadorian Educational System in accordance to CEFR international levels.



Levels of Proficiency: Branching Approach.

**Figure 2:** Levels of Proficiency Branching Approach

**Source:** Ministerio de Educación, (2016).

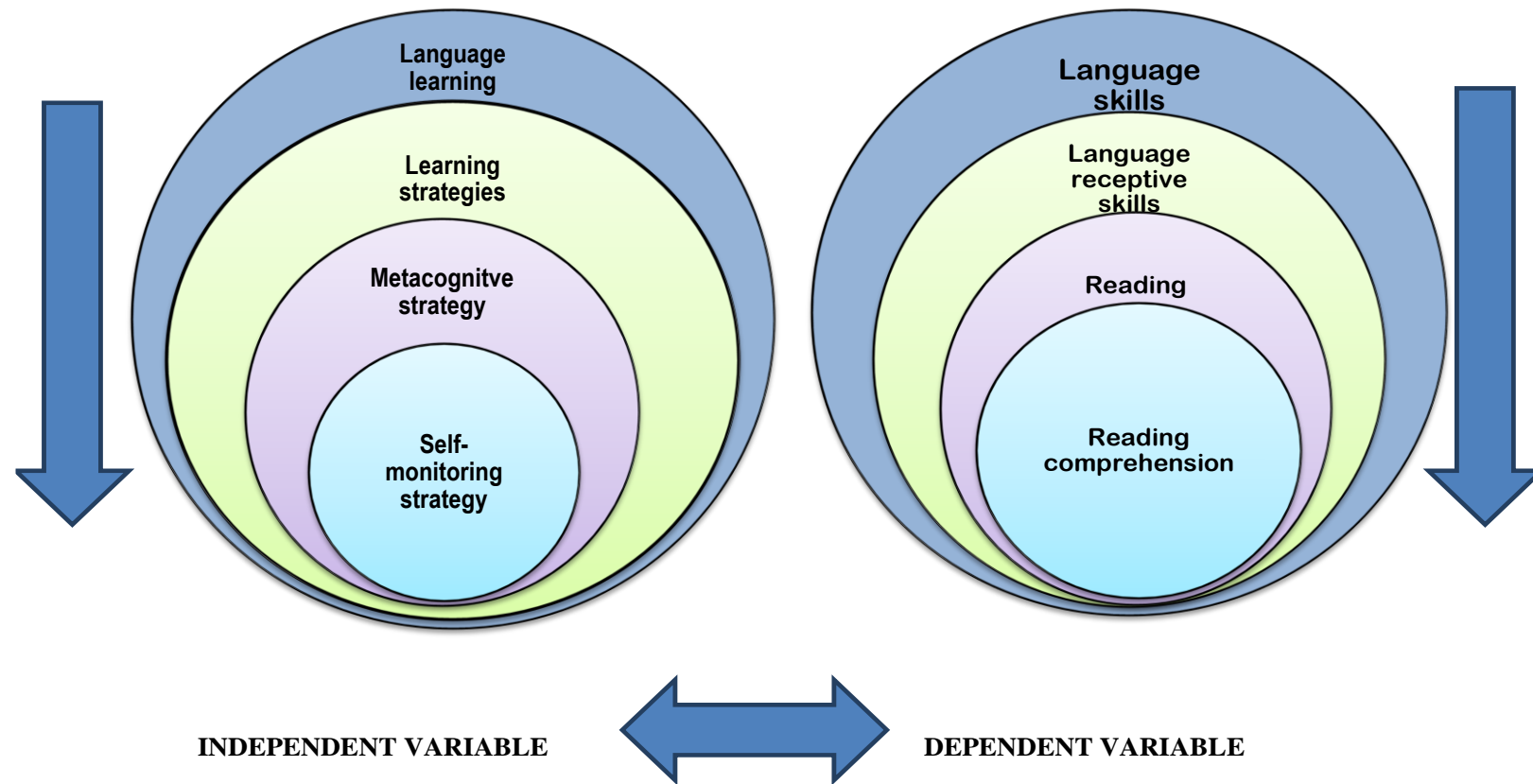
English language learning Ecuadorian curriculum supports three general goals: justice, innovation, and solidarity which foster the development of thinking skills to produce meaningful activities through the application of communicative approach in the language learning process.

Teachers need to help students to become independent readers able to infer, predict, ask questions, and summarize what they have read through a set of



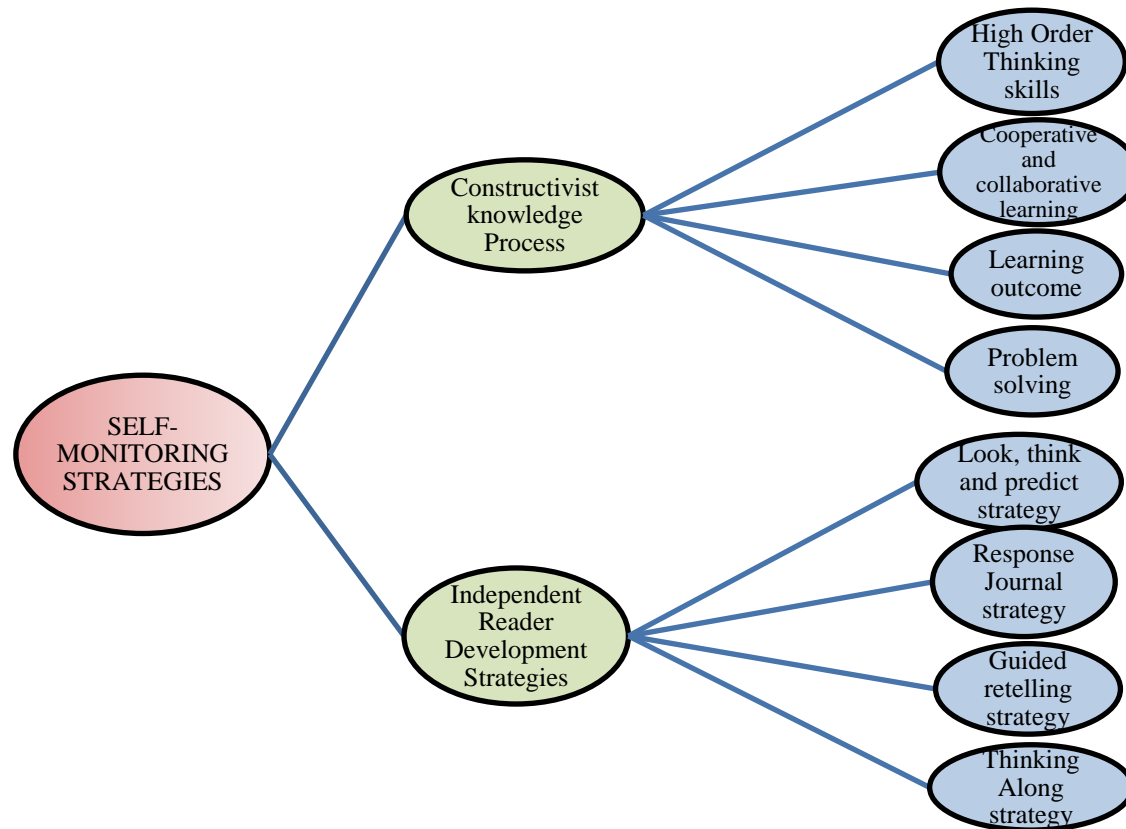
meaningful activities that promote their metacognitive abilities and empower students' ability to understand their world to compare and contrast with others' cultures (Ministerio de Educación, 2016 p.5).

## 2.4 Fundamental categories



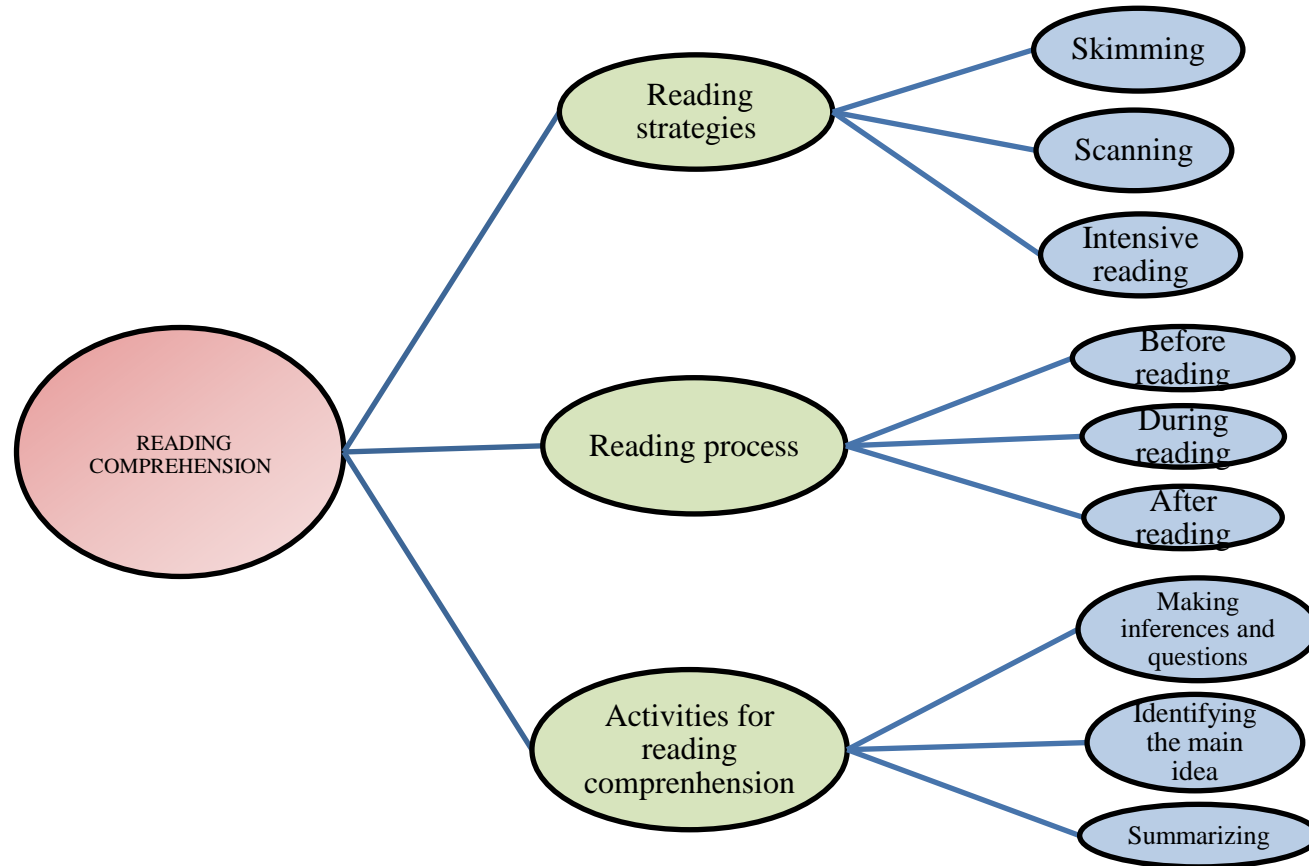
*Figure 3:* Two research variables mentioned in this study and how they are interconnected with other important components that influence this investigation  
Created by: Cola, S. (2018)

Figure 4 represents the independent variable and its components to be analyzed in the current research



**Figure 4:** Independent variable and its components  
**Created by:** Cola, S. (2018)

Figure 5 represents the dependent variable and its components to be analyzed in the current research.



**Figure 5:** Dependent variable and its components  
**Created by:** Cola, S. (2018)

## **Language learning**

The language learning regards a conscious process where the learners accumulate the knowledge of the language such as vocabulary, grammar, and phonics inside a typical institutional setting. The activities related to this learning are associated with the use of language teaching in the schools. Students' success takes place when the knowledge is increased. Consequently, Tests are the useful tools to demonstrate students' performance in the language (Yule, 2011).

According to Pathan (2016), language learning implicates the use of a target language to communicate effectively and creatively in order to participate in real life situations. Language learning also involves the access to other cultures, societies and ideologies. Therefore, through effective language learning, students are able to establish connections across content areas inside an intercultural understanding so language become in a vehicle for people's interaction to obtain linguistic and social knowledge (Harmer, 1991).

Language learning also involves a set of actions performed by people as individuals or social agents in a community with the purpose of reach different communicative competences inside a variety of contexts, conditions and environments. In addition, the language activities entail a process to produce and receive texts which are focused on specific contents, domains, and social interactions. Therefore, the use of appropriate strategies for language learning empowers learners to reinforce and accomplish their objectives in the target language (Council of Europe, 2001).

## **Learning strategies**

Language learning strategies are the procedural steps that students use to learn the target language. Researchers about what students do to learn a language have resulted in the identification of specific strategies to be applied in different learning settings such as primary, secondary and college education.

According to Oxford (1990), learning strategies are defined as behaviors and activities that a learner selects to obtain better outcomes in language learning. This process conducts a better, self-directed and suitable way to study a language. Besides, learning strategies are defined as the patterns of thinking to achieve students' goals. They implicate selecting information, organizing ideas according to their prior knowledge, reflecting during the process and applying new ideas in different contexts (Chamot & O'Malley, 1994).

Chamot and O'Malley (1994) have recognized three specific learning strategies that help learners to obtain their goals in language learning. They are cognitive, social- affective and metacognitive learning strategies. The first one involves the manipulation of the material for learning. The second one interconnects the cognitive and socio-cultural aspects of the learners as individuals and the interaction with others. The third one determines the learners' cognitive process through planning, monitoring and evaluating to understand their learning process.

An effective strategy instruction increases learners' awareness about their learning and performance. In particular for those less successful learners because the strategy's training provides more opportunities for learners to incorporate relevant and meaningful activities to enhance their language learning. Therefore, successful learners know how to face their problems in learning through the use of strategies and techniques for performing a particular task and its requirement. In addition, many researchers agreed that it is possible to have effective outcomes when learners are able to use an effective instruction to develop different language learning activities in different contexts (Raofi, Chan, Mukundan, & Md Rashid, 2013)

### **Metacognitive strategies**

Brown (2000) described metacognitive strategies as a functional approach that follows a sequence of actions such as planning, thinking about learning, monitoring language production and comprehension to evaluate what students have learned to success. In addition, Oxford (1990) refers that these strategies

empower students to become autonomous and confident learners. Through the application of these strategies are able to reflect, analyze and improve their language skills.

According to Pellegrino (2007), since metacognitive strategies foster students' critical thinking, it is essential that teachers include metacognitive skills in teaching curricula. In addition, metacognitive strategies refer to intentional and planned techniques that readers use to monitor their reading comprehension by being aware of their understanding and assessment of a particular strategy in reading tasks.

Metacognitive strategies also include the awareness and control of planning, monitoring, repairing, revising, summarizing, and evaluating. In other words, students learn through the consciousness of their comprehension processing. Therefore, students learn strategies that support their comprehension (awareness of strategies) and how they carry out these strategies effectively (control of strategies) (Baker, 2005).

Metacognitive strategies involve self-knowledge, and self-monitoring of reading comprehension in order to know if their goals in reading have been achieving. As metacognition refers to the knowledge and control that students have over their cognitive processes during a learning activity. It is important to highlight the two components of metacognitive strategies such as metacognitive awareness (what we know) and metacognitive regulation or control (knowing when, where, and how to use strategies, that is, what we can do) (Ismail & Tawalbeh, 2015).

### **Metacognitive awareness**

Metacognitive awareness deals with the students' consciousness of how they learn by evaluating their own learning needs. It involves the understanding of students' knowledge and necessities to accomplish a given activity. It also involves the awareness of thinking for performing and completing cognitive tasks by fostering students' direct learning (Çubukçu, 2008).

### **Metacognitive regulation**

Metacognitive regulation considers different planning activities to predict outcomes, follow a strategy schedule and forms that involves trial and error corrections. The activities that represent metacognitive regulation in learning are testing, revising, monitoring and checking outcomes. These actions are directly connected with the effectiveness of the strategy (Raofi et al., 2013).

### **Self-monitoring strategies**

It takes place when readers reflect about what they have read and taken in consideration for increasing their comprehension abilities in order to improve their language skills. At this point, they start recognizing their necessities, responsibilities, and reactions regarding their reading tasks. Pressley and Afflerbach (1995) pinpoint some forms of monitoring reading activities such as making connections, making predictions, making inferences, summarizing, discussing texts and identify the parts of the text.

According to Schraw (1998), self- monitoring strategies foster the awareness of a given activity to comprehend and interpret the ideas in reading texts. They usually contain a set of activities that students use to monitor and validate comprehension in reading tasks. Besides, the main purposes of self-monitoring strategies focus the activation of students' performance in reading. Therefore, the metacognitive process takes place and activates critical thinking of students (Mall-Amiri and Ahmadi, 2014).

Self-monitoring strategies raise students' possibilities to be risk takers, decision makers, and independent readers. Students accomplish those significant abilities because they are challenged to read and respond tasks independently. In addition, to develop these strategies is essential to cultivate students' responsibility for reading, control and active participation in reading tasks that promote understanding and comprehension (Mandel, 1992).



## **Constructivist knowledge process**

This process focuses its aims on the development of students' original ideas, experience, and psychological structures that enhance the construction of meaningful insights to foster students' prior knowledge building, creativity, and solidarity. The constructivist process involves important aspects such as students' individual performance, the situation during meaning construction, the collaboration and use of resources based mainly on students' centered learning (Huang, 2016).

According to Vygotsky (1978), cognitive development is achieved through the development of cultural, historical and social interaction rather than individual construction. Students create psychological tools to master their behavior. The knowledge is constructed through the cooperative and collaborative learning. In addition, there are two important notions that support this constructed knowledge (Hoover, 1996).

The first explains that students construct new understandings by using what they already know. They face learning situations with gained knowledge from previous experiences. This prior knowledge influences directly in their learning in order to modify the new knowledge and construct the new learning experiences.

The second notion affirms that learning is active rather than passive (Hoover, 1996). Students negotiate their understanding to support their new learning situation. When students meet inconsistent with their current understanding, they change to accommodate the new learning experience. Students stay active throughout this process.

According to Dagar and Yavav (2016), constructivist pedagogy takes place when teachers and students considerate seven principles for effective classrooms:

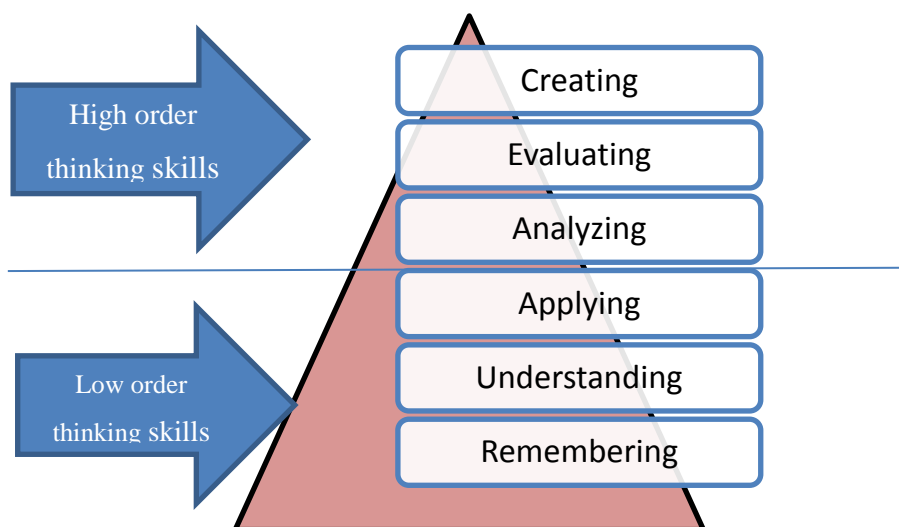
- First, students need to transform the knowledge rather than memorizing it.
- Second, acquiring and using knowledge are part of the same phase of learning. Knowledge is learned by applying it.

- Third, knowledge is used to solve problems.
- Fourth, motivating students to use their thinking activities and enhancing their metacognitive and self-regulative skills are driven to the study of content knowledge.
- Fifth, social interaction is the central part of the learning process.
- Sixth, assessment of learning is an essential part of the learning process.
- Seventh, students' self-assessment is part of their learning.

### Higher order thinking skills

These skills empower students' ability to reach better levels of reasoning during their academic performances. Bloom's taxonomy guides students to increase learning skills while they think critically, analyze problems, synthesize and evaluate their process of language learning (Collins, 2014).

Figure 6 represents the classification of the thinking skills according to the Bloom (1956). It has six thinking skills which are divided in two parts high and low order thinking skills.



**Figure 6:** Classification of thinking skills in Blooms' Taxonomy  
**Source:** Vanderbilt University Center for Teaching

High order thinking skills enable students to apply strategies that develop learners' thinking and learning through induction, deduction, comparing, analyzing and synthesizing, decision making and problem solving in complex and in-depth activities (Mijušković & Simović, 2016).

Bloom's taxonomy is not only a framework for teaching thinking; its aim involves the promotion of higher forms of thinking in education such as analyzing and evaluating. Besides, it deals with three important domains in the educational activity: cognitive (mental skills), affective (feeling, emotional areas), psychomotor (physical skills) (Collins, 2014).

In his journal article Collins, (2014) determines that higher order thinking skills are classified into three categories as transfer, critical thinking and problem solving. When higher order thinking skills are recognized as the transfer, students use their learning to make sense and apply their learning. Thinking skills allow students to apply different mental activities that involve great or little effort for students. Besides, they also permit students to express themselves about any topic by applying logic, argumentation, and reasoning in their academic tasks.

The goal for students who use higher thinking skills is to become good thinkers and be able to identify what they need to achieve in the language. Students organize their ideas to master their potentials to solve problems, evaluate their ideas and think critically (Swartz & McGuinness, 2014). On the other hand, lower-order thinking skills indicate the lower three levels in Bloom's taxonomy: remembering, understanding, and applying, they are the initial part of educational levels. They are the basis to reach the higher – order thinking skills.

- **Remembering:**

It involves the recall of the learning material. At this stage, learners empower their awareness and ability to retrieve information. Remembering represents the lowest level in Bloom's taxonomy, but it constitutes the basis of the development of higher order thinking skills such as analyzing, evaluating and creating. At this

level, students are able to relate specific information from students' long term memory. For instance, students remember how to spell a difficult word, naming the author of the book or a date of important fact (Krathwohl, 2002).

- **Understanding:**

It constitutes the second level of the hierarchical framework of Bloom's Taxonomy. At this level students grasp to explain the learning material to others. Students are able to explain a concept and communicate in a verbal or non-verbal form. Through the development of cognitive level students interpret meaningful concepts to their peers. They are able to develop their thoughts and ideas in order to share a new concept by using different activities (Padmanabhan, 2011).

- **Applying:**

According to Abdullah and Mohd (2010), this cognitive level empowers students to use methods, theories and concepts to create new insights. Consequently, students are prompt to solve problems and share knowledge with others. Through the development of this cognitive level, students are able to move beyond a simple comprehension and apply their learning in a meaningful way.

- **Analyzing:**

Analyzing takes place when students are able to identify patterns, organize and recognize hidden meanings, by connecting the parts and its components to identify and explain the main ideas in texts. Analysis helps students to develop their high order thinking skills as Bloom's taxonomy states. In addition, the analysis allows students to establish differences and compare realities and decide practical solutions of an issue (Abdullah & Mohd, 2010)

- **Evaluating:**

This reader's activity requires effective performance in two simultaneous activities. First, the opportunity to defend students' opinion regarding a given activity. Second, student's ability to set judgments about the materials and methods applied. During this stage, students compare and discriminate their ideas

to judge and support their conclusions, at this stage, other components of thinking skills such as interpretation, analysis, inferences, explanation, and self-regulation are also applied because students need to apply defined criteria to judge their work (Badie, 2017).

- **Creating:**

This stage involves the organization of the new concepts to produce new things. At this level, students arrange, construct, design and organize their thoughts to extend learning in a meaningful and creative production. According to Bloom's taxonomy creating means combining the learned concept to generate a new whole (Padmanabhan, 2011).

### **Cooperative and collaborative learning**

According to Vygotsky (1978), cooperative and collaborative learning are directly connected with social constructivism and the cognitive developmental theories. Other exponents as Piaget (1951) states that students' collaborative learning promotes a deeper reasoning through the development of students' socio-cognitive level.

This type of learning promotes interactions and ideas sharing for students' success. Each student is responsible for others' learning. Classrooms become in social places to interact and collaborate for a common goal. Through cooperative learning, students improve social aspects and communication skills that later, promotes the ability to be successful in the world of work (Swartz & Mc Guinness, C., 2014)

Researchers have shown that humans are able to find a solution to their problems through interaction. Therefore, cooperative learning benefits students to create an atmosphere of achievement through social interactions that influence students' reflection to take decisions for solving problems (Tobergte & Curtis, 2013).

### **Learning outcomes**

During the constructivist process, learning activities provide a variety of insights for students to promote meaningful ideas that generate an environment of reflection, researching, and creativity that promotes self-awareness of their own learning (student centered learning). Students centered learning implicates the connection of the activities with their real life challenges which reflects the learning outcomes (Yazdani, 2015).

Besides, The main goal for constructivist pedagogy is to provide learners opportunities to build connections with the world of knowledge through the interactions that permit learners to bridge their prior knowledge and the new learning insights (Dagar & Yadav, 2016).

Learning outcome deals with students' performances and competencies obtained after the learning process. Students are able to demonstrate what they have acquired regarding a language skill to prove the efficacy of the methodology, strategy or technique. This situation permits students to go beyond of a task or textbook instruction.

### **Problem solving**

Problem solving constitutes the aim of the teaching process, due to the fact that during this stage students are challenged to find an effective solution for a given problem. This problem usually appears in learning tasks where students need to stop and apply reflective thinking that allows them to analyze and determine solutions by considering and making judgments about the situation (Meniado, 2016).

Problem solving involves the awareness and control of students' learning by applying reflective thinking before, during, after the process of learning. Problem-solving provides students the opportunity to overcome difficulties that students

commonly face. In addition, it provides the elements to set up the problems and choose the right strategy that allows students to achieve a goal (Padmanabhan, 2011).

### **Independent reader development strategies**

According to Oxford (1990), reading strategies have become a potential aspect that enriches language learning methodology because they allow students to learn in meaningful way, unpressured by learning environment or other factors. Reading strategies are useful tools that help students to avoid struggling with text comprehension through the use of guessing, scanning, predicting, and analysis, among others.

In this section several self-monitoring strategies will be described with the purpose of encouraging learners to take risks, make decisions, promote responsibility and empower students to control their reading activities. These strategies take place during the different stages of the reading process.

#### **Look, Think and Predict Strategy**

In this strategy, students look at the pictures in the text to activate previous ideas that they involve before reading a text. Teacher prompts students to produce initial thoughts. In addition, students need to justify their predictions and answer teacher's questions in the class. This strategy helps students to interpret information by looking at the pictures and predicting what is going to happen in the story. In the end, students write their predictions in a handout by giving a reason why they wrote those ideas. (Mandel, 1992).

#### **Guided Retellings Strategy**

Retellings are designed to direct students' responses, encourage students to recall after reading. Teachers are able to prompt students to add more ideas during this process. The prompts used in this strategy allow the teacher to ask questions

frequently. After some sessions, students are able to question themselves to retell the story to become independent thinkers (Mandel, 1992).

### **Response Journal Strategy**

Response Journal Strategy is a diary or log created by students in order to promote responses to their reading comprehension. During this strategy, students predict about the text, skim, create questions, share ideas in the groups, organize ideas about the reading by writing a journal and present to the class for discussion. This strategy allows students to use their writing ability to interact with other students (Mandel, 1992).

### **Thinking Along Strategy**

This strategy allows students to reflect along the text reading interaction. Effective teacher's instruction helps students to practice and reflect on what they have read. In addition, students use this strategy to read and re-read to construct their comprehension.

During this strategy, the teacher helps students to think aloud about one text. The teacher provides a list of different things that students take advantage to reinforce their understanding during their reading. Therefore, students are able to describe the activity that helped them to support an effective reading comprehension in their own words (Mandel, 1992).

### **Language skills**

Language skills refer to an ability to produce a meaningful output. The main goal is to share knowledge with others. It deals with productive skills (speaking and writing) and receptive skills (listening and reading). Speaking and writing are called productive skills because people use them to produce meaningful sounds or symbols. On the other hand, listening and reading are considered receptive skills because during its development, people are generally passive to understand the given information either through listening or reading (Husain, 2015).



The four language skills are also called integrated skills because they work together during a communicative activity. This means that oral and written skills (receptive and productive skills) allow students to receive and produce the message effectively in different levels, contexts, and environments.

These four skills improve the communication process and the language skills. For instance, everyday students use more than one language skills to communicate with others. In other words, students talk while they are listening and they write (take notes) about what they have read. Therefore, students demonstrate an individual ability to comprehend and produce spoken and written texts for an effective interpersonal communication (Raofi, Chan, Mukundan, & Md Rashid, 2013).

### **Language receptive skills**

English learning receptive skills allow students to receive information from oral or written texts to make sense. During this process, learners need to connect their previous knowledge with the new information to process the ideas, give opinions, and produce new texts. At this stage, learners comprehend information in a passive process. However, what they have understood, later become in the productive skills such as speaking or writing (López-Rocha , 2016).

According to Harmer (1991), receptive skills are used to obtain meaning from the text. This kind of processing presents some generalities in the two receptive skills (reading and listening) as well as differences that allow teachers to plan lessons and obtain their learning goals. In both receptive skills, the background information is a strong reference to start an activity and activate students' prior knowledge. Reading and listening take place because students always have an instrumental use to perform while the skill is developing.

## **Reading**

Reading is part of the four language skills: reading, listening, writing and speaking. Reading is recognized as the receptive skill that entails responding a text. Therefore, to read effectively is important that students understand the language of the text to make sense of the text so they can connect the text to their knowledge of the world (Spratt, M., Pulverness, A. & Williams, M., 2005).

According to Hadfield (2008), reading in the native language is very different from reading in a foreign language, because the mother tongue presents different methods for reading. Students have learned different ways of reading since they have attended their primary school years depending on the type of text that students are reading and the purpose for reading. The use of students' background knowledge for reading activities empowers students to predict the ideas of a text and also understand it in a better way because students have already known how written texts are structured.

According to Harmer (2007), reading is classified in extensive and intensive reading. The first one deals with the students' reading activities for pleasure. This type of reading fosters students' enjoyment and motivation because they have the opportunity to select what they want to read. On the other intensive reading promotes students' enhance for content materials in order to reach academic purposes and increase their lexical skills; they include books, manuals, textbooks, among others.

Meniado (2016) refers that reading is a process that involves the word recognition, comprehension, fluency, and motivation. During this process students need to:

- Identify the printed text. This process is also called word recognition
- Construct an understanding from the text this process is called comprehension.

- Identifying words and making meaning from them so reading becomes in a fluency activity.

### **Reading comprehension**

According to Snow (2002), reading comprehension is a simultaneous process that permits readers to extract and build concepts by an active relationship between the texts and the reader. In addition, to define reading comprehension, it is essential to clarify some key concepts that Snow (2002) uses to determine this process. They are the reader, the text, and the activity. This author also mentions the abilities, capacities, knowledge, and experiences that a reader has to permit that the act of reading flows.

Reading texts are printed or electronic texts that allow students to comprehend the written ideas. The purposes, process, and results are directly associated with the activities that teacher proposes for understanding information. Consequently, the meaning is built through the text, activities, and reader inside the development of sociocultural context (Yazdani, 2015).

According to Blachowicz and Ogle (2008), reading comprehension is a process that demands the application of skills and strategies to get an effective outcome in learning and teaching. Students who get a good performance in reading comprehension are able to construct the meaning, monitor their reading and use strategies effectively.

Since reading comprehension permits students to clarify concepts comprehend ideas and understand information. It is important to select the best strategies to promote meaningful experiences for students who can obtain an effective outcome and readings succeed for communication as Blachowicz and Ogle (2008) refer.

## **Reading strategies**

Reading strategies help students to archive an efficient reading performance. They save time and focus activities on readings goals. In addition, they determine the use of critical analysis of the readers because they involve different questions and ideas to find an answer. This means that reading strategies implicate responding to text by understanding it. Therefore, reading strategies enhance to connect the text message to our knowledge of the world (Spratt, M., Pulverness, A. & Williams, M., 2005).

Through reading strategies, readers are immersed in a conscious and active process where comprehension activities take place before, during and after reading. Hence, students are able to connect their reading goals and interest in the text by the application of their prior knowledge to remember, understand and retrieve general and specific ideas from the text (Rodriguez, 2017)

## **Implications of reading strategies**

According to Janzen (2002), reading strategies are defined as “plans for solving problems in meaning construction” (Duffy, 1993). Many activities are considered such as vocabulary strategies to more comprehensive actions such as connecting background knowledge. Therefore many organizations have discussed strategy instruction to improve reading skill. One of these is TESOL (Teaching English to speakers of other languages) that entails reading comprehension through the use of comprehensive approach with the following characteristics:

- Reading is embedded in a content area. This means that students use a learning strategy while they are engaged in their reading for different purposes.
- Reading strategies are taught through direct teachers’ instruction, modeling, and feedback.
- Reading strategies are recycled over the new texts. This situation helps students to connect their reached abilities to the new ones. Therefore,

students promote better understanding and transfer the usefulness of other strategies.

### **Skimming**

According to Harmer (2001), students are able to do several activities with reading texts. One of these is skimming. In this activity, the reader focuses on an overview of the information. In other words, the task for readers is consolidating the main ideas without pointing out specific details. This strategy involves a general reading before reading for specific information.

Skimming is a selective reading where certain parts of the text are read. This activity involves more complex thinking skills to interpret and analyze important part of the texts so unnecessary parts are omitted to accomplish the reading task. Through this activity, students can work in pairs to confirm their ideas, discuss, and modify their interpretations (Mikulecky & Jeffries, 2005).

### **Scanning**

Scanning involves reading a text quickly to find specific information. Students read what they need and focus on important details of the text. This strategy promotes students' engagement and motivation because they have a purpose for reading. This strategy helps students to identify the part of the text that contains relevant information for them, consequently, they are able to perform a task effectively (Spratt, M., Pulverness, A. & Williams, M., 2005).

Scanning conducts students to a visual search for information. Speed is essential to perform the task. During this activity, students' time for the task is controlled by the teacher. This task allows students' discussion and opportunities to practice writing questions that later help them to understand the text in a better way (Mikulecky & Jeffries, 2005).

### **Intensive reading**

Intensive reading is represented by a detailed reading, where the reader organizes the most relevant information in manageable sections, underlines the main ideas and makes brief notes to obtain a better comprehension of the text. It deals with language awareness and the implications that it uses (Spratt, M., Pulverness, A. & Williams, M., 2008).

During intensive reading, the students emphasize the details of the text. The main ideas appear after the application of a skimming activity. This type of reading usually takes place for increasing the students' comprehension level. The reading features of this activity are related to close re-reading, note taking and summary writing. Many students use this reading activity before an examination in order to interpret the essential parts of the text (Raofifi, Chan, Mukundan, & Md Rashid, 2013).

As intensive reading involves a high level of understanding, the majority of readers need to be aware of the important details in the text to take notes and write summaries, this activity entails reading comprehension. However, it requires that a reader demonstrates a good level of organization to manage the ideas of the text as well as his or her language awareness.

### **Reading process**

According to Grabe (1991), the reading process involves the construction of meaning by using the interaction between the person who performs reading and text. The interaction of text appeared in two different conceptions:

First, when the interaction takes place between reader and text; where the reader constructs meaning based on his or her background knowledge and the text meaning.

Second, the interactivity occurred during the reading performance. This happens because of the development of skills' components for reading comprehension

At this point it is important to mention that reading process is developed in three different stages:

### **Before reading**

This process begins the reading activity; it is one part of the reading process where students apply their thinking to connect prior knowledge to the current written text. This previewing activity permits readers to establish a real purpose for their reading task. It also helps students to activate their background to set up predictions about the text. However, it is difficult to assume that struggled readers are able to perform this process without an effective teaching instruction (Brokenshire, 2014).

In addition, using previous knowledge constitutes the starting point for any strategy development. Learning through this perspective helps students to increase students' motivation and awareness in the reading process (Huang, 2016). By using background knowledge, students' information processing is performed better. New information is built on the basis of what they already know.

Self-monitoring strategies provide essential activities that encourage students to perform better outcomes before reading, so they are able to use previous knowledge to connect ideas in the text. Besides, these strategies are set up by the teacher in the reading activity; for instance, students look at the pictures of the book and give ideas, think about them and predict about the text (Mandel, 1992).

### **During reading**

At this part of the reading process, the reader is instructed to understand and comprehend a reading text. At this stage, readers had predicted their initial ideas about the text and are able to follow a variety of reading instruction format. They are able to work cooperatively or individually by monitoring their comprehension by answering questions while they are reading. In addition, effective readers identify new words in different text forms by monitoring their understanding while they are reading (Brokenshire, 2014).

Self-monitoring is an effective tool that allows students to make adjustments for reading tasks in order to summarizing and synthesizing. Self-monitor activities enhance students to identify the meaning of the written texts. These strategies help teachers to know if the students understand the ideas of the text. For instance, students demonstrate their achievements when they apply the thinking aloud strategy by questioning their own reading during the reading process (Mandel, 1992).

### **After reading**

It is a stage that takes place at the end of the reading process, where ineffective readers think that the reading activity has already finished. On the other hand, effective readers evaluate what they have read in order to apply their critical thinking by pointing out the relevant parts of the book. This situation empowers students to organize debates, discussions and reading projects presentations to share their reflections on the reading activity. At this point, students feel confident to connect their understandings by checking their predictions and initial ideas (Brokenshire, 2014).

At this point, self-monitoring strategies are used to demonstrate students' own comprehension about specific reading activities, the most appropriate reading activities for this stage are: literary response journal, creative questions about books and self-monitoring conferences (Mandel, 1992).

### **Activities for reading comprehension**

It involves the development of students' thinking skills; the main aim is to select effective activities that allow students to promote their critical awareness as well as their cognitive level of learning.

### **Making inferences and questions**

When students make inferences, they analyze the evidence first to conclude. This strategy helps readers to remember and apply what they have understood. The majority of the time when students make inferences, they read between the lines,



this means that they need to extract the idea of the author to explain their understanding (Brokenshire, 2014).

Inferences and questions allow students to make meaning from the context. Students support their acceptable answers for discussions. Predictions also play a vital part in these activities where students are asked to tell what they think will happen next in the story or play. These activities also foster writing skills because students write answers questions about the reading (Mikulecky & Jeffries, 2005).

### **Identifying the main idea**

This strategy helps students to recognize the most important concepts in a text. The aim of this strategy is to entail the relevant ideas in the paragraphs. Therefore, students are able to demonstrate what they understand in the reading texts and be able to recognize significant ideas to transmit others the new learning (Walsenburg, et al., 2015).

In order to identify the main idea in the text, students require generating a clear idea of the content of the text. Identifying the main idea involves an effective understanding of the text structures by using clues that provide students an interpretation of written texts to foster students' critical thinking through the development of a meaningful activity (Brokenshire, 2014).

### **Summarizing**

This strategy deals with the ideas that learners can extract from a written text, through this activity. Learners focus the most important details to synthesize information from the written text. Hacker, Dunlosky, and Graesser (1998), explain that summarizing involves simplifying a text by extracting the main points accurately.

## **2.5 Hypothesis**

If self-monitoring strategies are applied, students of 1<sup>st</sup> year of secondary education at Unidad Educativa Del Milenio “11 de Noviembre” will improve their English reading comprehension.

## **2.6 Identification of Variables**

- **Independent Variable:** Self-monitoring strategies
- **Dependent Variable:** Improvement of English reading comprehension
- **Observational Unit:** Students of 1<sup>st</sup> year of secondary education at Unidad Educativa del Milenio “11 de Noviembre”

## CHAPTER III

### METHODOLOGY

#### 3.1 Basic research modality

The modality of this research was based on two basic forms: qualitative and quantitative research. There were two main reasons to explain the importance of qualitative research.

First, qualitative research deals with the internal worlds of the participants. This means their perceptions of a given situation where the detailed understanding of the singularities was required. Second, through the observation of the students, the investigator was able to understand the social phenomena and interpret compiled data to describe in detail the issues concerning to the research questions (Sampieri, Fernández, & Baptista, 1997).

Another important form of research was quantitative research because it helped the investigator to measure the things (surveys for teachers and students, results of pre- test and post-test) through numerical, mathematical and statistical analysis to support the hypothesis of the research (Aravena, M. et al., 2006)

In addition, it is important to mention that the combination of quantitative and qualitative research helped the investigator to determine feasible results.

It was also based on applied research that focuses on practical solutions for problems through the application of well-known principles and theories Patil (2016) rather than simple knowledge acquisition. Therefore, the aim for this research was to provide practical solutions in reading comprehension of the first year of secondary education students by the application of self-monitoring strategies.

According to Cohen, Manion, and Morriso (1994), research works follow a set of systematic stages that allow the researcher to determine solutions to a given problem. They are:

1. Observation and assumptions of the researcher
2. Assessment of the phenomenon
3. Intervention with the application of strategies
4. Assessment based of the phenomenon
5. Analysis of results to verify the hypothesis

### **3.2 Level of research**

In this research three types of research were considered to determine the validity of the investigation, they were:

#### **3.2.1 Quasi-experimental research**

According to Sampieri (2003), the quasi-experimental method allows the researcher to manipulate the independent variable and establish direct connections with the dependent variable. The difference established in the quasi-experimental research was the randomization of the population and the application of methodology to pre-established groups. However, this research followed the same steps as others such as research methodology, data analysis, and interpretations.

#### **3.2.2 Correlational research**

This current research was based on correlational research because it studied the association of the variables that lead to the clarification of the correlation among them. Furthermore, it identified the incidence of the application of self-monitoring strategies in the reading comprehension process and how it changed the learning outcomes in English language learning (Sampieri, Fernández, & Baptista, 1997).

#### **3.2.3 Socio-educational research**

This research was developed as a social educational model, due to the fact that an effective application of self-monitoring strategies in reading comprehension promoted the academic performance and language growing in students. These strategies also involved the improvement of language learning as part of their cultural identity in different social contexts and learning environments (Cohen, Manion, & Morrison, 1994).

### 3.3. Population and sample

#### 3.3.1 Population

This research was applied at Unidad Educativa del Milenio “11 de Noviembre”, a public school in Ecuador, province of Pichincha, in Mejia. As part of this quasi experimental research two groups were studied. Students of first A of secondary education as the control group and students of first B of secondary education as the experimental group.

In addition, a survey with 11 questions was applied to 4 English teachers in the institution and 25 students of monitor group and 22 students of experimental group.

**Table 1**

*Number of English teachers for survey*

<b>Population</b>	<b>Number</b>
English teachers	<b>4</b>
<b>Total</b>	<b>4</b>

Created by: Cola, S. (2018)

**Table 2**

*Number of students for the research*

<b>Population</b>	<b>Number</b>
First A students	<b>25</b>
First B students	<b>22</b>
<b>Total</b>	<b>47</b>

Created by: Cola, S. (2018)

### 3.4 Operationalization of variables

**Table 3**

*Operationalization of independent variable: Self-Monitoring strategies*

Independent Variable	Dimensions	Indicators	Item	Technique	Instrument
<b>SELF-MONITORING STRATEGIES</b>  <u>Constructivist knowledge process</u> that promotes the production of original ideas, experience, and psychological structures to enhance the construction of meaningful insights to foster students' prior knowledge building, creativity, and solidarity in a social environment that proposes the development of students' high order <u>thinking skills</u> to become <u>independent thinkers</u> .	1. Constructivist knowledge process	1.1 High order thinking skills	1. Do you consider that the application of self-monitoring strategies increase the high order thinking skills in the students?	Survey	Questionnaire for English teachers and students of Unidad Educativa del Milenio "11 de Noviembre"
		1.2 Cooperative and collaborative learning	2. Do you think that cooperative and collaborative learning play an important part of self-monitoring strategies?	Survey	Questionnaire for English teachers and students of Unidad Educativa del Milenio "11 de Noviembre"
		1.3 Learning outcome	3. When you apply a reading strategy, do you consider learning outcomes? If so, which domains do you use?	Survey	Questionnaire for English teachers and students of Unidad Educativa del Milenio "11 de Noviembre"
		1.4 Problem solving	4. Do you use problem solving activities for reading strategies?	Survey	Questionnaire for English teachers and students of Unidad Educativa del Milenio "11 de Noviembre"
	2. Thinking skills	2.1 Remembering 2.2 Understanding	5. When students read, do you help them to	Survey	Questionnaire for English teachers and students of Unidad

		2.3 Applying		remember, understand and apply relevant information?		Educativa del Milenio “11 de Noviembre”
		2.4 Analyzing 2.5 Evaluating 2.6 Creating		6. During a reading activity are your students able to analyze, evaluate and create new information?	Survey	Questionnaire for English teachers of Unidad Educativa del Milenio “11 de Noviembre”
	3. Independent Reader Development Strategies	3.1 Look, Think and Predict Strategy		Implementation of look, think and predict strategy.	Reading strategy	Strategy template for the students of First B in Unidad Educativa del Milenio “11 de Noviembre”
		3.2 Guided Strategy	Retelling	Implementation of retelling strategy	Reading strategy	Strategy Template for the students of First B in Unidad Educativa del Milenio “11 de Noviembre”
		3.3 Response Strategy	Journals	Implementation of response Journals strategy	Reading strategy	Strategy Template for the students of First B in Unidad Educativa del Milenio “11 de Noviembre”
		3.4 Thinking Along Strategy		Implementation of Thinking along strategy	Reading strategy	Strategy Template for the students of First B in Unidad Educativa del Milenio “11 de Noviembre”

Created by: Cola, S. (2018)

**Table 4***Operationalization of the dependent variable: Reading comprehension*

Dependent Variable	Dimensions	Indicators	Item	Tech	Instruments	
<b>READING COMPREHENSION</b>  Intentional, active, interactive and simultaneous process that permits readers to extract and build concepts by an active relationship between the texts and the reader that involves <u>reading strategies</u> during the whole <u>reading process</u> by applying <u>activities</u> that allow students to make inferences, identify main idea and summarize.	1. Reading strategies	1.1 Skimming 1.2 Scanning 1.3 Intensive Reading	7. Do you think that skimming, scanning, and intensive reading are useful strategies for reading comprehension?	Survey	Questionnaire for English teachers and students of Unidad Educativa del Milenio “11 de Noviembre”	
	2. Reading process	2.1 Before reading 2.2 During reading 2.3 After reading	8. Do you use strategies before, during and after reading activities?	Survey	Questionnaire for English teachers and students of Unidad Educativa del Milenio “11 de Noviembre”	
	3. Activities for reading comprehension		3.1 Making inferences and questions	9. When your students read, do you help them to make inferences and questions about the reading?	Survey	Questionnaire for English teachers and students of Unidad Educativa del Milenio “11 de Noviembre”
			3.2 Identifying the main idea	10. Do your students identify the main idea in the text for reading comprehension?	Survey	Questionnaire for English teachers and students of Unidad Educativa del Milenio “11 de Noviembre”
			3.3 Summarizing	11. Is summarizing an important activity for reading comprehension?	Survey	Questionnaire for English teachers and student of Unidad Educativa del Milenio “11 de Noviembre”

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### Tools and techniques

In this research project, a survey was used as a technique, and a questionnaire as a tool.

The results of these two important resources provided important data to draw conclusions and recommendations.

### 3.5 Data collection plan

**Table 5**

*Data collection plan*

<b>Purpose:</b>	Reading comprehension improvement enables students to extract and build meaning from the” interaction between the reader and the written text to understand information and produce meaningful information in English language”(Snow, ...)
<b>Place:</b>	Unidad Educativa del Milenio “11 de Noviembre” Ecuador- Pichincha province
<b>Target group:</b>	Students of first A and B of secondary education
<b>Theme:</b>	Self-monitoring strategies for reading comprehension.
<b>Researcher:</b>	Sandra Noemi Cola Chiguano
<b>Time for the collection of information:</b>	December- February in academic year 2017-2018
<b>Techniques:</b>	Testing and strategy implementation
<b>Instruments:</b>	Cambridge Key English Reading Test for EFL students (Pre- test) Look, Think and Predict strategy Guided Retelling Strategy Response Journals Strategy Thinking Aloud Strategy Cambridge Key English Reading Test for EFL students (Post- Test) Survey questions template for teachers and students

Created by: Cola, S. (2018)

**Table 6***Basic questions for the research*

BASIC QUESTIONS	EXPLANATION
<b>1. Why?</b>	Reading comprehension improvement enables students to extract and build meaning from the written text to understand, analyze and compare information in order to develop critical thinking.
<b>2. Who will be researched?</b>	First year of secondary education students and English teachers from Unidad Educativa del Milenio 11 de Noviembre.
<b>3. What will be researched?</b>	The impact of self-monitoring strategies in reading comprehension
<b>4. Who will do the research?</b>	Sandra Noemi Cola Chiguano
<b>5. Who will be researched exactly?</b>	English Teachers and students of First A and B of secondary education
<b>6. When?</b>	December- February in Academic year 2017-2018.
<b>7. Where?</b>	Unidad Educativa del Milenio 11 de Noviembre
<b>8. How many times?</b>	One
<b>9. Which technique will be used?</b>	Testing and strategy implementation
<b>10. Which research instrument will be used?</b>	Survey questions for students and teachers Cambridge Key English Reading Test for EFL students (Pre- test) Look, Think and Predict Strategy Guided Retelling Strategy Response Journals Strategy Thinking Along Strategy Cambridge Key English Reading Test for EFL students (Post- Test)

Created by: Cola, S. (2018)

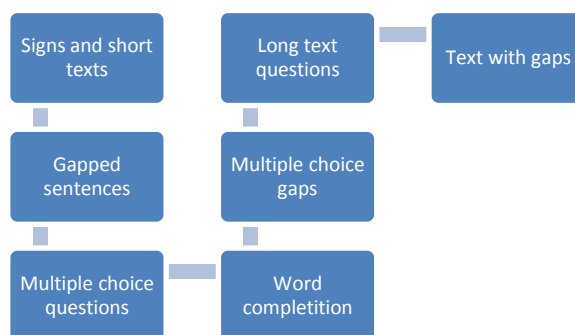
### 3.6 Process and analysis plan

This section involved five procedures:

- First, pre-reading test results collection to validate the information about students reading comprehension level before the implementation of the strategies. At this stage, the data helped the researcher to obtain real and eloquent information that later supported the validity of this research.
- Second, the implementation of the strategies lasted four weeks with four selected self-monitoring strategies such as: Look, Think and Predict, Guided Retelling, Response Journal, Thinking Along Strategies.
- Third, analysis of post-test reading results to draw conclusions
- Fourth, a collection of survey results from students and English teachers to highlight the importance of self-monitoring strategies for the improvement of English reading comprehension.
- Fifth, final conclusions and comparative analysis.

For pre-reading and post- reading assessment, two Cambridge KET English Tests for reading were applied in order to measure students' reading skills before and after the strategy implementation. These tests are free on line resources for teachers who are preparing students for International English Language Examinations. Besides, this test represents A2 level as the CEFR (2001) mentions in its publication.

Figure 7 represent seven Reading comprehension tasks in Cambridge KET English test



**Figure 7:** Reading Comprehension Tasks in Cambridge KET English Test  
**Source:** Exam English Ltd. (2014)

For the implementation of the strategy two reading books were used: “The Year of Sharing” Gilbert (2008) for students of the intervention group and “Amelia Earhart” Hardy (2014) for control group. Ten lesson plans were developed to support the application of four strategies in order to improve English reading comprehension in the experimental group.

**Table 1**

*Lessons with strategies’ implementation for research*

No.	LESSON TOPIC	READING STRATEGY	TIME
1	The year of sharing Chapter 1 and 2 Before reading activity	Look, Think and Predict Strategy	2 hours (80 minutes)
2	The year of sharing Chapter 1 and 2 During reading activity	Look, Think and Predict Strategy	1 hour (40 minutes)
3	The year of sharing Chapter 1 and 2 After reading activity	Look, Think and Predict Strategy	2 hours (80 minutes)
4	The year of sharing Chapter 3 Before reading activity	Guided Retelling Strategy	2 hours (80 minutes)
5	The year of sharing Chapter 3 During reading activity	Guided Retelling Strategy	2 hours ( 80 minutes)

6	The year of sharing Chapter 3 After reading activity	Guided Strategy	Retelling	1 hour (40 minutes)
7	The year of sharing Chapter 4 Before reading activity	Response Strategy	Journal	2 hours (80 minutes)
8	The year of sharing Chapter 4 During and after reading activity	Response Strategy	Journal	3 hours ( 120 minutes)
9	The year of sharing Chapter 5 Before and during reading activity	Thinking Strategy	Along	2 hours (80 minutes)
10	The year of sharing Chapter 5 Before and during reading activity	Thinking Strategy	Along	3 hours ( 120 minutes)

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**Created by:** Cola, S. (2018)

For further information of these lessons, please check the annex 5 at the end of this document.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION

#### 4.1 Analysis of results

This research applied a descriptive and inferential statistic method to analyze and present the results of the teachers' and students' survey based on the variables of the research. Besides, the correlative analysis of pre and post test results through T- test statistical application.

##### Students' survey

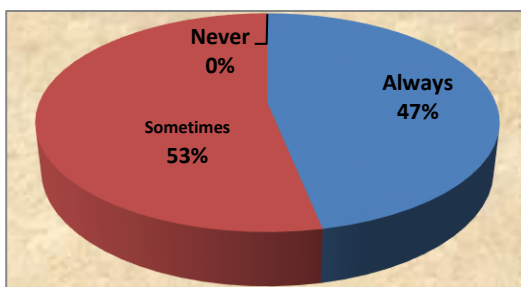
1. Do you consider that the application of self-monitoring strategies increase your high order thinking skills?

**Table 2**

*Self-monitoring strategies increase high order thinking skills*

Opinion	Frequency	Percentage
Always	22	47%
Sometimes	25	53%
Never	0	0%
<b>Total</b>	<b>47</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 1:** Self-monitoring strategies increase high order thinking skills

Created by Cola, S. 2018

### 4.2.1 Data interpretation

**Analysis and interpretation:** The results of this question showed that 22 students who represent 47% of the population always considered that high order thinking skills is increased by using self-monitoring strategies, while 25 students who represent 53% of the population believe that high order thinking skills are sometimes increased by using self- monitoring strategies and 0% of the students think that that the application of self-monitoring strategies never increase high order thinking skills.

In general, there is a slightly difference between two important groups who manifested that high order thinking skills is developed through the use of self-monitoring strategies. Since these strategies promote thinking skills and students' proper interaction with written texts

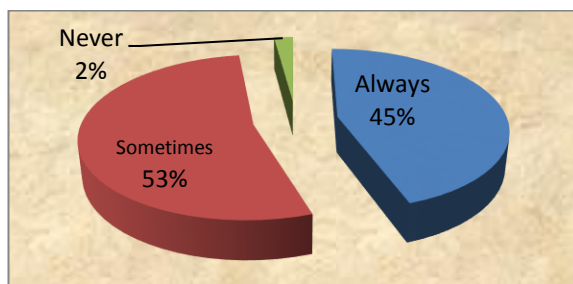
2. Do you think that cooperative and collaborative learning play an important part in the self-monitoring reading strategies?

**Table 3**

*Importance of cooperative and collaborative learning*

Opinion	Frequency	Percentage
Always	21	45%
Sometimes	25	53%
Never	1	2%
<b>Total</b>	<b>47</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 2:** Importance of cooperative and collaborative learning

Created by: Cola, S. (2018)

**Analysis and interpretation:** The results of this question show that 21 students who represent 45% of the population are concerned about cooperative and collaborative learning during self-monitoring strategies. 25 students who represent 53% of the population think that cooperative and collaborative learning are sometimes important of self- monitoring strategies, and 1 student who represents 2 % of population never mind that cooperative and collaborative learning play an essential part of self- monitoring strategies. It is evident that students are concerned about working cooperatively in the different reading activities.

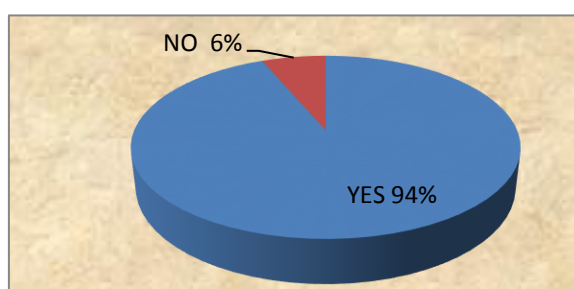
3. When you use a reading strategy, do you consider learning outcomes?

**Table 4**

*Reading strategy and learning outcome*

Opinion	Frequency	Percentage
Yes	44	94%
No	3	6%
<b>Total</b>	<b>47</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 3:** Reading strategy and learning outcome

Created by: Cola, S. (2018)

**Analysis and interpretation:** Based upon the results displayed above, 44 students who represent 94% of the population say that it is important to consider learning outcomes when they use a reading strategy. However, 3 students who represent 6% of the population think that it is not necessary taking in consideration any learning outcomes when they use a reading strategy. These



results are highly essential to know, because the majority of students give a great importance to the learning outcomes when they use a reading strategy.

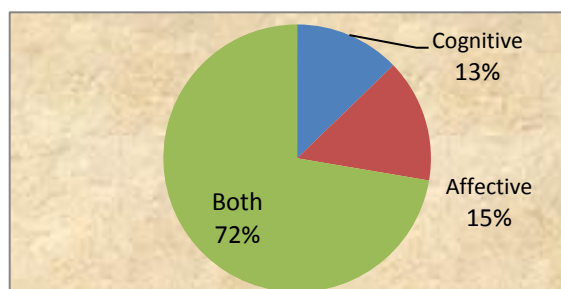
3.1 If you answer yes, which field would you contemplate?

**Table 5**

*Learning fields in the application of self-monitoring strategies*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Cognitive	6	13%
Affective	7	15%
Both	34	72%
<b>Total</b>	<b>47</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 4:** Learning fields in the application of self-monitoring strategies

Created by: Cola, S. (2018)

**Analysis and interpretation:** As the majority of students answered positively to the question 3, it is also important to analyze which fields of learning outcomes are recognized as the most essential. Concerning this inquiry, 6 students who represent 13% of the population believe that cognitive field is necessary to contemplate, while 7 students that represent 15% of the population say that affective field is important to contemplate, and 34 students that represents 72% of the population think that both fields are crucial in the outcome development for reading strategies. As the results show, students give a great importance to cognitive and affective field during the development or learning outcomes in the reading strategies.

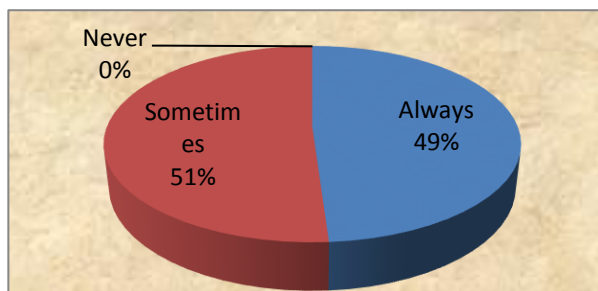
4. Do you think that problem-solving activities are important in reading strategies?

**Table 6**

*Problem solving activities in reading strategies*

Opinion	Frequency	Percentage
Always	23	49%
Sometimes	24	51%
Never	0	0%
<b>Total</b>	<b>47</b>	<b>100%</b>

Created by: Cola,S. (2018)



**Graph 5:** Problem solving activities in reading strategies

Created by: Cola, S. (2018)

**Analysis and interpretation:** According to the data above, 23 students that represent 49% of the population say that problem solving activities are always important in reading strategies, while 24 students that represent 51% of the population refers that problem solving activities are sometimes important in reading strategies and 0% of them never contemplate problem solving activities in reading strategies. Due to the importance of problem solving activities, the results represented in the graph above conducts the researcher to consider problem.

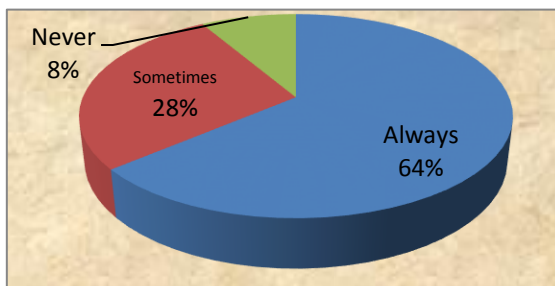
5. When you read, your teacher helps you to remember, understand and apply relevant information?

**Table 7**

*Remembering, understanding and applying relevant information during reading activities*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Always	30	64%
Sometimes	13	28%
Never	4	8%
<b>Total</b>	<b>47</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 6:** Students remember, understand and apply relevant information  
Created by: Cola, S. (2018)

**Analysis and interpretation:** Out of the total of 47 students, 30 students who represent 64% of the population say that the teacher always helps them to remember, understand and apply relevant information, 13 students who represent 28% of the population refer that the teacher sometimes helps them to remember, understand and apply relevant information, and 0% of them say never. These results demonstrate that an important number of students recognizes that teacher helps them to remember, understand and apply relevant information during reading activities.

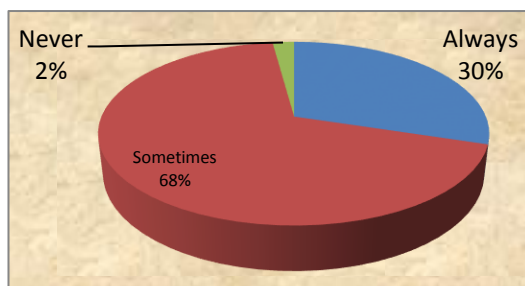
6. During a reading activity are you able to analyze, evaluate and create new information?

**Table 8**

*Students are able to analyze, evaluate and create during reading*

Opinion	Frequency	Percentage
Always	14	30%
Sometimes	32	68%
Never	1	2%
<b>Total</b>	<b>47</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 7:** Students are able to analyze, evaluate and create during reading.

Created by: Cola, S. (2018)

**Analysis and interpretation:** According to the results displayed above, 14 students who represent 30% of the population believe that they are always able to analyze, evaluate and create during reading activities, 32 students who represent 68% of the population say that they are sometimes able to analyze, evaluate and create during reading activities, and 1 student who represents 2% of the population never analyze, evaluate and create during reading activity. These results demonstrate that students need to analyze, evaluate and create during reading.

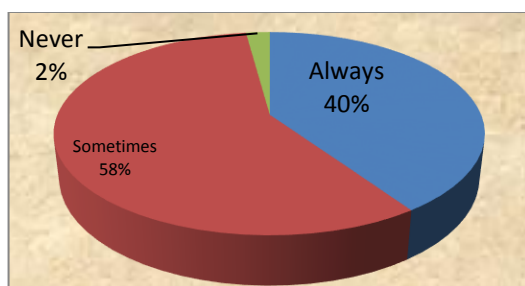
7. When you read, do you think that skimming, scanning, and intensive reading are useful strategies for reading comprehension?

**Table 9**

*Skimming, scanning and intensive readings are useful strategies for reading comprehension*

Opinion	Frequency	Percentage
Always	19	40%
Sometimes	27	58%
Never	1	2%
<b>Total</b>	<b>47</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 8:** Skimming, scanning and intensive readings are useful strategies for reading comprehension

Created by: Cola, S. (2018)

**Analysis and interpretation:** The results above remark that 19 students that represent 40% of the population believe that skimming, scanning and intensive reading are always useful strategies for reading comprehension. 27 students that represent 58% of the population say that skimming, scanning, and intensive reading are sometimes useful strategies for reading comprehension. 1 student that represents 2% of the population never consider skimming, scanning, and intensive as useful strategies for reading comprehension. These results show that students need to apply skimming, scanning, and intensive reading as useful strategies for reading comprehension.

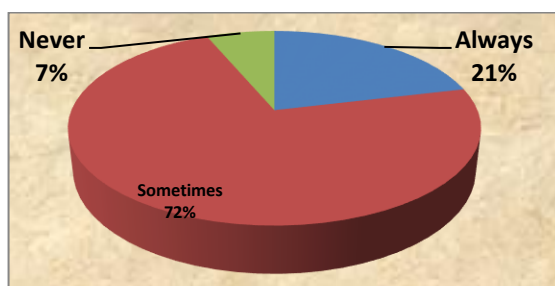
8. Do you use strategies before, during and after reading activities?

**Table 10**

*Use of strategies before, during and after reading activity*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Always	10	21%
Sometimes	34	72%
Never	3	7%
<b>Total</b>	<b>47</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 9:** Use of strategies before, during and after reading activity

Created by: Cola, S. (2018)

**Analysis and interpretation:** Based upon the data above, 10 students that represent 21% of the population say that they always use strategies before, during and after the reading activity. 34 students that represent 72% of the population say that sometimes use strategies before, during and after reading activity. 3 students that represent 7% of the population never use strategies in a reading activity. These results demonstrate that it is necessary to implement reading strategies before, during and after which support students to work in the reading process.

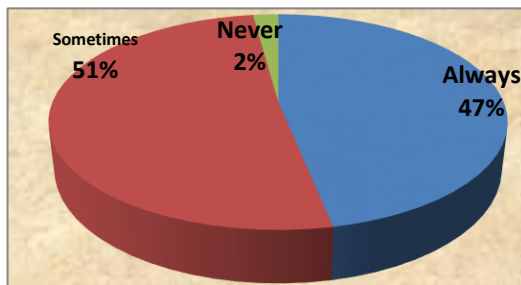
9. When you read, does your teacher help you to make inferences and questions about the reading?

**Table 11**

*Self-monitoring strategies help students to make inferences*

Opinion	Frequency	Percentage
Always	22	47%
Sometimes	24	51%
Never	1	2%
<b>Total</b>	<b>47</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 10:** Self-monitoring strategies help students to make inferences

Created by: Cola, S. (2018)

**Analysis and interpretation:** According to the data displayed, 22 students that represent 47% of the population say that self-monitoring strategies always help them to make inferences. 24 students that represent 51% of the population believe that self-monitoring strategies sometimes help them to make inferences. And 1 student that represents 2 % of the population thinks that self-monitoring strategies never support them to make inferences. These results highlight that half of the group believes that self-monitoring strategies are important to make inferences during reading process (before, during and after).

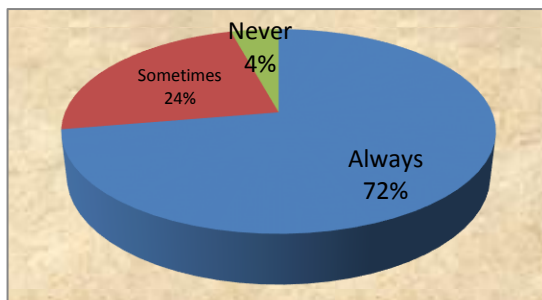
10. Do you think that you need to identify the main idea in the text for reading?

**Table 12**

*Main idea identification for reading comprehension*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Always	34	72%
Sometimes	11	24%
Never	2	4%
<b>Total</b>	<b>47</b>	<b>100%</b>

**Created by:** Cola, S. (2018)



**Graph 11:** Main idea identification for reading comprehension  
**Created by:** Cola, S. (2018)

**Analysis and interpretation:** The results of this question show that 34 students that represent 72% of the population say that it is always important to identify the main idea in the text for reading comprehension. 11 students that represent 24% of the population think that it is sometimes essential to identify the main idea in the text for reading comprehension. 2 students that represent 4% of the population state that they never identify the main idea in the text for reading comprehension. The results demonstrate that the majority of students give a relevant importance to the main idea in the text to have a real reading comprehension.



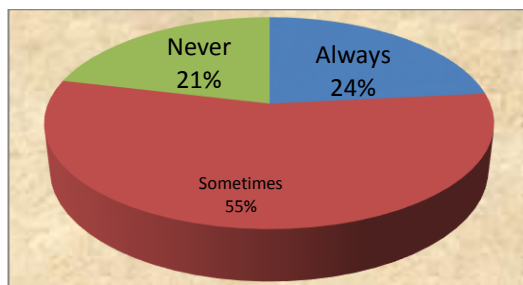
11. During a reading activity, do you summarize for reading comprehension?

**Table 13**

*Summarizing for Reading comprehension*

Opinion	Frequency	Percentage
Always	11	24%
Sometimes	26	55%
Never	10	21%
<b>Total</b>	<b>47</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 12:** Summarizing for reading comprehension

Created by: Cola, S. (2018)

**Analysis and interpretation:** According to the data displayed above, 11 students that represent 24 % of the population always summarize for reading comprehension. 26 students that represent 55% of the population sometimes make summaries to comprehend texts. And 10 students that represent 21% of the population never summarize for text understanding. These results show that students need to increase more reading strategies that let them summarize to understand written text while they are reading.

### Teachers' Survey

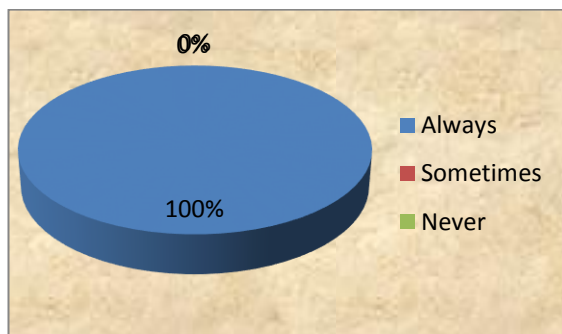
1. Do you consider that the application of self-monitoring strategies increase the high order thinking skills of the students?

**Table 14**

*Self-monitoring strategies increase high order thinking skills*

Opinion	Frequency	Percentage
Always	4	100%
Sometimes	0	0%
Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 13:** Self-monitoring strategies increase high order thinking skills

Created by: Cola, S. (2018)

**Analysis and interpretation:** The results of this question shows that 4 teachers who represent 100% of the population think that the application of self-monitoring strategies increase the high order thinking skills. This situation strengthens the current study because self- monitoring strategies are important tools to activate student's critical thinking and problem solving through the enhancing of reading comprehension that produces more valuable results and benefits for English language learning.

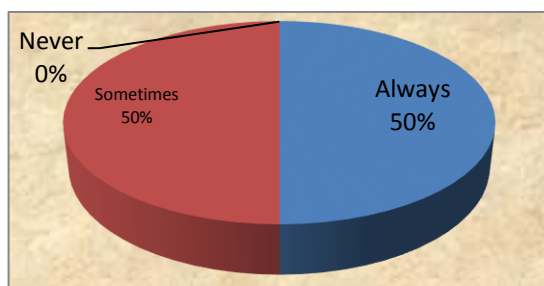
2. Do you think that cooperative and collaborative learning play an important part of the self-monitoring reading strategies?

**Table 15**

*Cooperative and collaborative learning*

Opinion	Frequency	Percentage
Always	2	50%
Sometimes	2	50%
Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 14:** Cooperative and collaborative learning  
Created by: Cola, S. (2018)

**Analysis and interpretation:** The results obtained in this question show that 2 teachers who represent 50% of the population believe that cooperative and collaborative learning are always essential components of the self-monitoring strategies for reading comprehension, while 2 teachers who represent 50% of the population think that cooperative and collaborative learning are sometimes essential components of the self-monitoring strategies for reading comprehension. This result throws important data to be taken into account in the field of social constructivism where students create new things through the interaction with others. Therefore, it is essential to keep in mind that collaborative working is an important element in the implementation of self- monitoring strategies for reading comprehension.

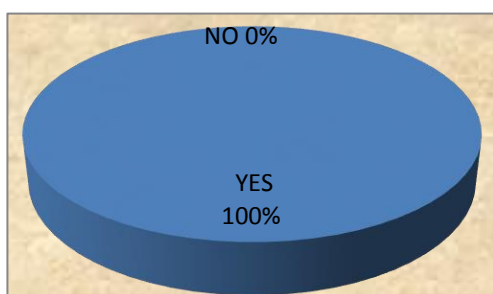
3. When you apply a reading strategy, do you consider learning outcomes?

**Table 16**

*Learning outcomes in reading strategy*

Opinion	Frequency	Percentage
Yes	4	100%
No	0	0%
<b>Total</b>	<b>0</b>	<b>0</b>

Created by: Cola, S. (2018)



**Graph 15:** Learning outcomes in reading strategy

Created by: Cola, S. (2018)

**Analysis and interpretation:** The data obtained in this question indicates that 4 teachers that represent 100% of the population believe that it is essential to consider learning outcomes for the application of strategy during reading. This means that all the aims for self-monitoring strategies need to involve learning results in the students' language performance because every learning outcome reflects students' and teachers' commitment in a given task.

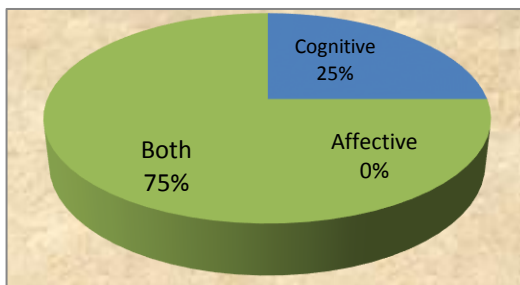
If you answer yes which field would you contemplate?

**Table 17**

*Learning fields in the application of self-monitoring strategies*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Cognitive	1	25%
Affective	0	0
Both	3	75%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Created by:** Cola, S. (2018)



**Graph 16:** Learning fields in the application of self-monitoring strategies

**Created by:** Cola, S. (2018)

**Analysis and interpretation:** According to the data displayed, 1 teacher who represents 25% of the population say that cognitive field is an essential part to contemplate in the learning outcomes. 3 teachers who represent 75% of the population contemplate both fields (cognitive and affective) in the development of learning outcomes during the application of reading strategies. This situation is logical since the majority of teachers believe in the holistic education where students develop their cognitive abilities as well as their emotional parts in the learning process. Students need to feel engaged and motivated to discover something new to understand, analyze and create new information.

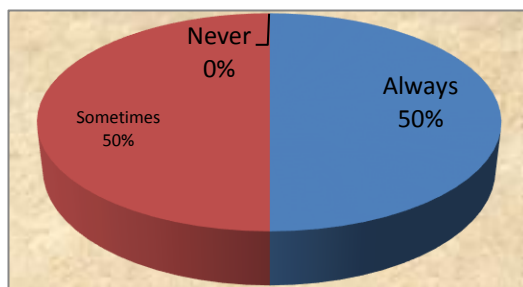
4. Do you think that problem-solving activities are important in reading strategies?

**Table 18**

*Importance of problem solving in reading strategies*

Opinion	Frequency	Percentage
Always	2	50%
Sometimes	2	50%
Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 17:** Importance of problem solving in reading strategies

Created by: Cola, S. (2018)

**Analysis and interpretation:** Based upon the data above, 2 teachers who represent 50% of population say that problem solving is always an important component of the self-monitoring strategies. 2 teachers who represent 50% of the population believe that problem solving is sometimes an important component of self-monitoring strategies. And, 0 % of them think that problem solving is never important in reading strategies development. This means that half group of teachers takes into account problem solving skills in their reading activities because it permits to develop students learning in an effective way.

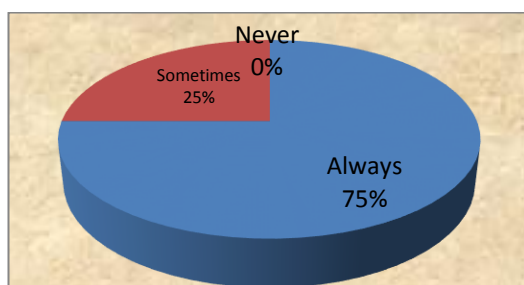
5. When your students read, do you help them to remember, understand and apply relevant information?

**Table 19**

*Remembering, understanding and applying relevant information in reading activities*

Opinion	Frequency	Percentage
Always	3	75%
Sometimes	1	25%
Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 18:** Remembering, understanding and applying relevant information in reading activities  
Created by: Cola, S. (2018)

**Analysis and interpretation:** Based upon the data above, 3 teachers that represent 75% of the population always help students to remember, understand and apply relevant information in reading activities and 1 teacher who represent 25% of the population sometimes support students in these levels of thinking skills. 0% of them never help students to remember, understand and apply relevant information when student read. Based in these results is notable to remark that teachers are taking into account the improvement of students learning process though the activation of categories in the cognitive domain (Bloom, 2001) as well as the high order thinking skills that permit students obtain better outcomes in reading activities.

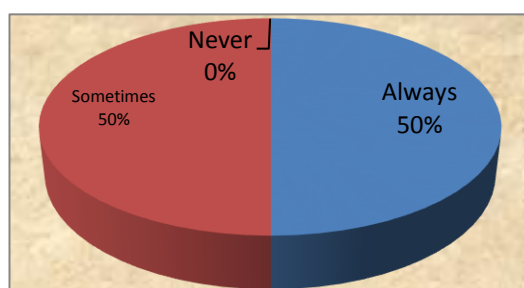
6. During a reading activity are your students able to analyze, evaluate and create new information?

**Table 20**

*Analyzing, evaluating, creating new information in reading activities*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Always	2	50%
Sometimes	2	50%
Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Created by:** Cola, S. (2018)



**Graph 19:** Analyzing, evaluating, creating new information in reading activities

**Created by:** Cola, S. (2018)

**Analysis and interpretation:** According to the results show above, 2 teachers who represent 50% of the population think that students are always able to analyze, evaluate and create new information during a reading activity. 2 students who represent 50% of the population believe that students sometimes analyze, evaluate and create new information in a reading activity. In addition, 0 % of teachers say that students never analyze, evaluate and create new information in a reading activity. This means that half of the group is aware of the development of high order thinking skills in students while they are reading.



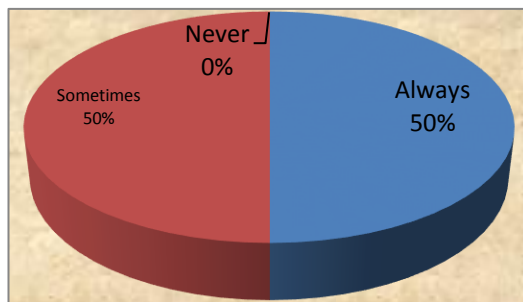
7. When students read, do you think that skimming, scanning, and intensive reading are useful strategies for reading comprehension?

**Table 21**

*Skimming, scanning and intensive reading as strategies for reading comprehension*

Opinion	Frequency	Percentage
Always	2	50%
Sometimes	2	50%
Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 20:** Skimming, Scanning and intensive reading as strategies for reading comprehension  
Created by: Cola, S. (2018)

**Analysis and interpretation:** According to the data above, 2 teachers who represent 50% of the population believe that skimming, scanning and intensive reading are always important tools for reading activities. 2 teachers who represent 50% of the population believe that skimming, scanning and intensive reading are sometimes important strategies for reading comprehension. 0% of them never think that skimming, scanning and intensive reading are important strategies for reading comprehension. These results reflect a transcendental importance that half of the group remark in these reading strategies.

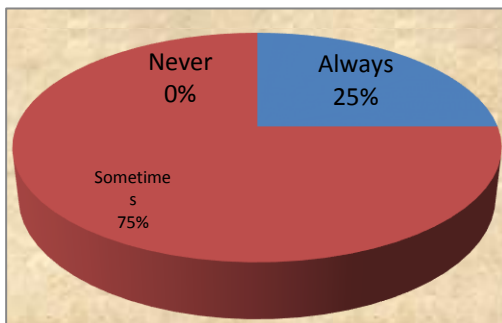
8. Do you use strategies before, during and after reading activities?

**Table 22**

*Strategies before, during and after reading activities*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Always	1	25%
Sometimes	3	75%
Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Created by: Cola,S. (2018)



**Graph 21:** Strategies before, during and after reading activities  
Created by: Cola, S. (2018)

**Analysis and interpretation:** According to the data showed above, 1 teacher who represent 25% of the population say that is always necessary to use strategies before, during and after reading activities. 3 teachers who represent 75% of the population sometimes use strategies before, during and after reading and 0% never use strategies before, during and after reading. This means that it is necessary to consider a reading strategy implementation that covers the whole process of reading.

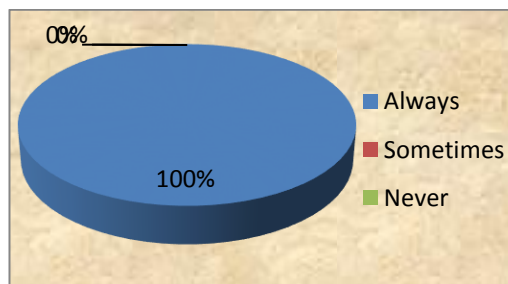
9. When your students read, do you help them make inferences and questions about the reading?

**Table 23**

*Inferences and questions about reading*

Opinion	Frequency	Percentage
Always	4	100%
Sometimes	0	0%
Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 22:** Inferences and questions about reading  
Created by: Cola, S. (2018)

**Analysis and interpretation:** According to the data obtained above, 4 teachers that represent 100% of population say that they help students to make inferences and questions while they are reading. This means that teachers totally agree with the use of inferences while students are reading. Through inference, students are able to read between lines. This helps them to make text more personal and memorable. Therefore, students experiment an enjoyment for reading because their critical thinking take place in comprehension activities.

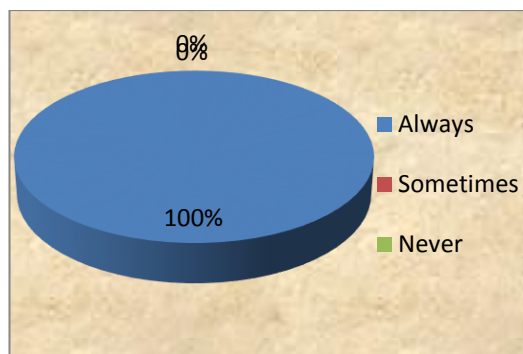
10. Do you think that your students need to identify the main idea in the text for reading comprehension?

**Table 24**

*Identifying the main idea for reading comprehension*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Always	4	100%
Sometimes	0	0%
Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 23:** Identifying the main idea for reading comprehension

Created by: Cola, S. (2018)

**Analysis and interpretation:** Regarding to the results displayed above, 4 teachers that represent 100 % of the population say that is highly important to support students to identify the main idea in the text for reading comprehension. 0% of them believe that inferences and questions are not important. These results reveal the relevance of using strategies that permit students to identify the main idea to comprehend written texts.

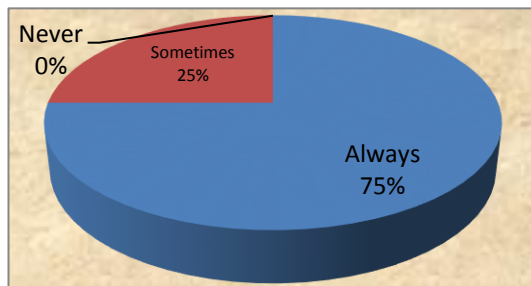
11. During a reading activity, do you ask students to summarize for reading comprehension?

**Table 25**

*Summarizing for reading comprehension*

Opinion	Frequency	Percentage
Always	3	75%
Sometimes	1	25%
Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Created by: Cola, S. (2018)



**Graph 24:** summarizing for reading comprehension

Created by: Cola, S. (2018)

**Analysis and interpretation:** The results of this question showed that 3 teachers that represent 75% of the population always ask students to summarize for reading comprehension. 1 teacher who represents 25% of the population sometimes permits students to summarize for reading comprehension. 0% of teachers never asks students to summarize for reading comprehension. This means that the majority of teachers considers summarizing as an important activity to use for reading comprehension.

To conclude the analysis of the survey for students and teachers. It is important to mention that all the data collected in this part were useful information to establish the difference between students and teachers point of view about relevant topics related to the two variables for research (self-monitoring and reading comprehension). They provide a general view of the relevance of this research as well as the specific situations to consider in the implementation of the strategy. The table below shows the summary of results obtained in the survey.

**Table 26***Summary of students and teachers survey's results.*

QUESTIONS	Type	Always	Average	Sometimes	Average	Never	Average	Total	Observation
1 Do you consider that self-monitoring strategies increase your thinking skills during a reading activity	students	22	46.81	25	53.19	0	0	47	Different
	teachers	4	100	0	0	0	0	4	
2 Do you think that cooperative learning play an important role in the self-monitoring strategies for reading?	students	21	44.68	25	53.19	1	2.13	47	Similar
	teachers	2	50	2	50	0	0	4	
3 When you use a reading strategy do you do consider the learning outcomes?	students	44	93.62	3	6.383	0	0	47	Similar
	teachers	4	100	0	0	0	0	4	
4 Do you think that problem-solving activities are important in reading strategies?	students	23	48.94	24	51.06	0	0	47	Similar
	teachers	2	50	2	50	0	0	4	
5 When you read, does your teacher helps you to remember, understand and apply important information?	students	30	63.83	13	27.66	4	8.51	47	Similar
	teachers	3	75	1	25	0	0	4	
6 During a reading activity, are you able to analyze, evaluate and create new information?	students	14	29.79	32	68.09	1	2.13	47	Different
	teachers	2	50	2	50	0	0	4	
7 Do you consider that skimming, scanning, intensive reading and scanning are useful strategies for reading comprehension?	students	19	40.43	27	57.45	1	2.13	47	Different
	teachers	2	50	2	50	0	100	4	
8 Do you use strategies before, during and after reading activities?	students	10	21.28	34	72.34	3	6.38	47	Similar
	teachers	1	25	3	75	0	0	4	
9 When you are reading, does your teacher helps to inference and ask questions?	students	22	46.81	24	51.06	1	2.13	47	Different
	teachers	4	100	0	0	0	0	4	
10 Do you consider that it is important to identify the main idea in the text to understand the reading?	students	34	72.34	11	23.4	2	4.26	47	Different
	teachers	4	100	0	0	0	0	4	
11 During a reading activity, do you make summaries to understand?	students	11	23.40	26	55.32	10	21.28	47	Different
	teachers	3	75	1	25	0	0	4	

*Source: Teacher's survey**Created by: Cola. S. (2018).*

#### 4.2.2 Pre- test and post-test: Cambridge KET test for reading

It is important to mention that two tests were applied in different groups of students (control and experimental) to determine the hypothesis validation.

##### Control Group

**Table 27**

*Cases processing in control group*

	Valid Cases		Invalid		Total	
	N	Percentage	N	Percentage	N	Percentage
<b>Pre-test</b>	25	100,0%	0	0,0%	25	100,0%
<b>Post-test</b>	25	100,0%	0	0,0%	25	100,0%

Created by: Cola,S.(2018)

To perform this study, a control group with 25 valid cases (students) was considered. They represent 100% of the cases for this group as the table above demonstrates.

**Table 28**

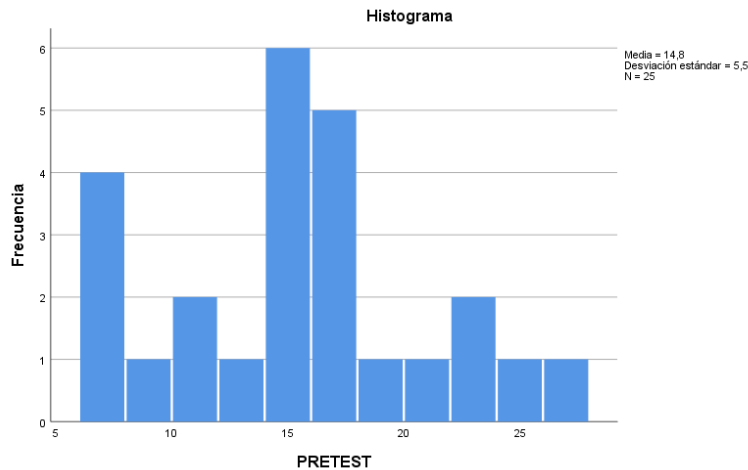
*Descriptive analysis in the control group*

			Statistics	Error Deviation
<b>Average</b>			14,80	1,100
	Low limit		12,53	
	High limit		17,07	
Minimum			7	
Maximum			26	
<b>Average</b>			19,20	1,194
	Low limit		16,73	
	High limit		21,67	
Minimum			10	
Maximum			31	

Created by: Cola, S.(2018)

In this table the data of two important tests are described: pre-test with an average of 14, 80 with an error deviation of 1, 10 and the post-test average of 19, 30 with an error deviation of 1, 19. The results are analyzed with 95% of reliability.

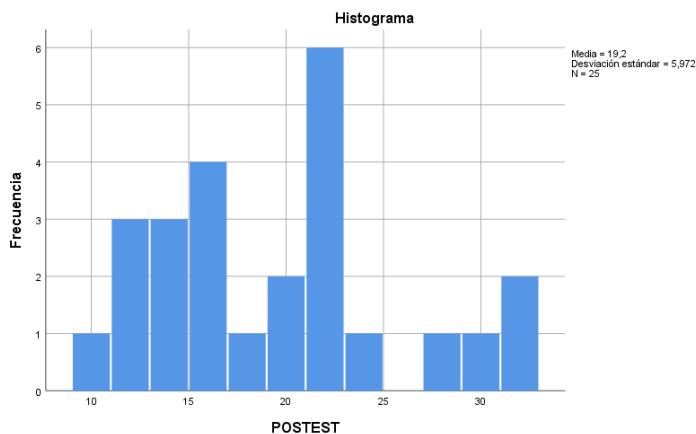
### Histogram of pre-test in control group



**Graph 25:** Histogram of pre-test in control group  
**Created by:** Cola, S. (2018)

As the pre- test histogram shows above, it is noticeable the high average in the group placed between 15- 18 score with a standard deviation of 5, 5.

### Histogram of post- test in the control group



**Graph 26:** Histogram of post-test in monitor group  
**Created by:** Cola. S. (2018)

As the post- test histogram shows above, it is noticeable an important average in the group placed between 20 - 25 score with a standard deviation of 5, 5.



## Experimental group

**Table 29**

*Cases processing in the experimental group*

Valid cases		Invalid cases		Total	
Number	Percentage	Number	Percentage	Number	Percentage
22	100,0%	0	0,0%	22	100,0%
22	100,0%	0	0,0%	22	100,0%

**Created by:** Cola, S. (2018)

To perform self-monitoring strategies, 22 valid cases (students) were considered as the Experimental group participants. They are 100% of the cases for this group as the table above demonstrates.

**Table 30**

*Descriptive analysis in the experimental group*

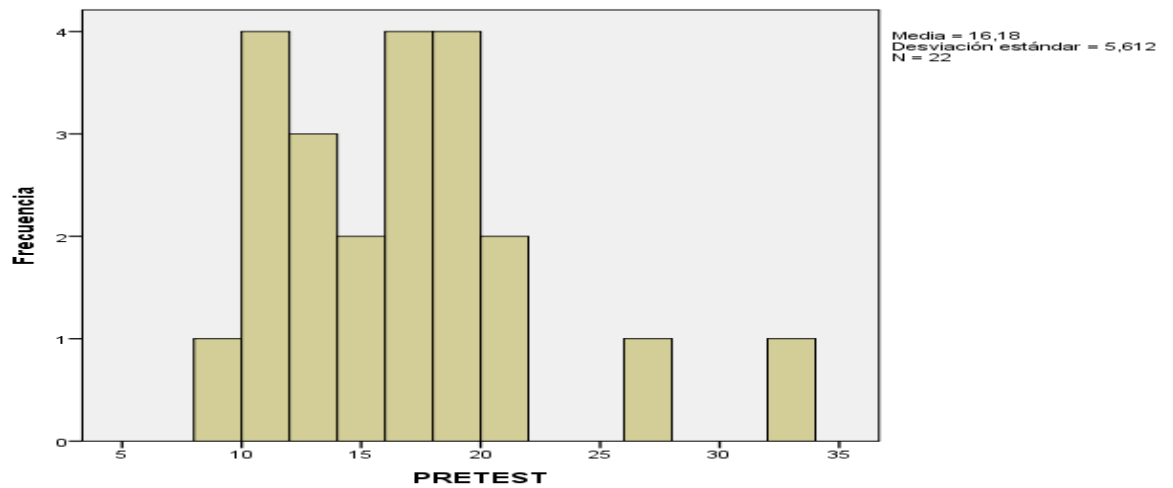
Statistics description of experimental group		Statistics	Error standard
Average		16,18	1,196
	Minimum	13,69	
	Maximum	18,67	
Minimum		9	
Maximum		33	
Average		27,55	1,555
	Minimum	24,31	
	Maximum	30,78	
Minimum		14	
Maximum		37	

**Created by:** Cola, S. (2018)

In the table above, the data gathered in the experimental group highlight an average of 16,18 in the pre-test with and error standard of 1,96 and 27,55 average

in the post-test with an error standard of 1,55. The results are analyzed with 95% of reliability

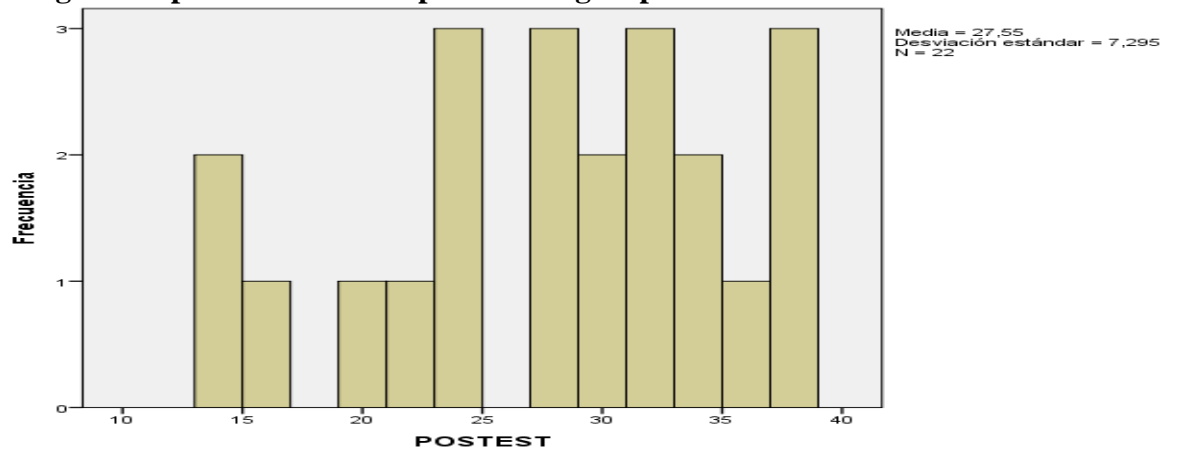
### Histogram of pre-test in experimental group



**Graph 27:** Histogram of pre-test in experimental group  
**Created by:** Cola, S (2018)

As the pre- test histogram shows above, it is noticeable a common average in the group placed between 16 - 22 score with a standard deviation of 5, 61.

### Histogram of post- test in the experimental group



**Graph 28:** Histogram of post-test in experimental group  
**Created by:** Cola, S.(2018)

As the post- test histogram shows above, it is noticeable an important average in the group placed between 27 - 37 score with a standard deviation of 7, 29.

### **4. 3 Hypothesis verification**

To establish the correlation between self-monitoring strategies and English reading comprehension, two Cambridge Tests were applied (before and after implementation) in two study groups (control and experimental), the results were tabulated and analyzed to demonstrate the incidence of the strategies in the experimental group. Therefore, to verify the hypothesis the Students' T- test was carried out.

#### **4.3.1 Hypothesis approach**

**Null hypothesis (H<sub>0</sub>):** Self-monitoring strategies **do not** improve English reading comprehension in students of the first year of secondary education at Unidad Educativa del Milenio “11 de Noviembre”.

**Alternative hypothesis (H<sub>1</sub>):** Self-monitoring strategies **do** improve English reading comprehension in students of the first year of secondary education in Unidad Educativa Del Milenio “11 de Noviembre”.

#### **4.3.2 Selection of the level of significance**

To prove the hypothesis, the level of significance **a= 0.05** was utilized.

#### **4.3.3 Description of the population**

To perform this research project, 47 students of first year of secondary education in Unidad Educativa del Milenio “11 de Noviembre” were considered. They represent the total number of the students at this level. It is important to mention the participation of 4 English teachers in the survey application too.

#### **4.3.4 Statistical specifications**

A following statistical formula was used to obtain the result of the T-test score.

$$t = \frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)(N)}}$$

Source: <http://www.statisticshowto.com/probability-and-statistics/t-test/>

#### 4.3.5 Specification of the region of acceptance and rejection

The results were analyzed with 95% of reliability and 1.5 error deviation

#### 4.3.6 Rule of decision

If the bilateral significance (**p**) is smaller or similar to  $\alpha = 0,05$ , therefore the null hypothesis (**H<sub>0</sub>**) will be discarded and the alternative hypothesis (**H<sub>1</sub>**) will be accepted. In the same way, if the result average calculated from experimental students group is higher than the control students; the null hypothesis (**H<sub>0</sub>**) will be rejected and the alternative hypothesis (**H<sub>1</sub>**) will be taken.

#### 4.3.7 Data collection and calculation of statistics

##### T- Test

This statistical method helps the researcher to compare two groups of study in different times of research (before and after intervention). The results of this comparative analysis help the researcher to determine the correlation of the variables and determine the hypothesis validation.

**Table 31**

*Paired sample statistics in the control group*

	Average Number		Deviation	Deviation error average
<b>Pre-test</b>	14,80	25	5,500	1,100
<b>Post-test</b>	19,20	25	5,972	1,194

Created by: Cola. S. (2018)

In the paired simple statistics pre- test results show an average of 14, 80 with a deviation of 5, 50 while post- test results are 19, 20 average with a deviation of 5, 97. Consequently there is an increase of deviation on 0, 47 with an error average of 1, 10.

**Table 32**

*Correlations of paired samples in the control group*

		<b>Number</b>	<b>correlation</b>	<b>significance</b>
Par 1	<b>Pre-test and post- test in the control group</b>	25	,462	,020

Created by: Cola,S. (2018)

There is a correlation between pre-test and post-test of 0,462 with a significance of 0,020 in the control group.

### **T- Test**

**Table 33**

*Paired sample statistics in the Experimental Group*

	<b>Average</b>	<b>Number</b>	<b>Deviation</b>	<b>Error deviation</b>
<b>Pre-test</b>	16,18	22	5,612	1,196
<b>Post-test</b>	27,55	22	7,295	1,555

Created by: Cola, S. (2018)

In the paired simple statistics pre- test results shows an average of 16, 18 with a deviation of 5, 61 while post- test results are 27, 55 average with a deviation of 7, 85 consequently, there is an increase of deviation on 1, 67 with an error average of 1, 37.

**Table 40**

*Correlation of paired samples*

		N	Correlation	Significance
Par 1	<b>Pre-test and post-test</b>	22	0,281	0,205

**Created by:** Cola, S. (2018)

There is a correlation between pretest and posttest of 0,281 with a significance of 0,205 in the experimental group.

**Comparison between control group and experimental group**

After the analysis of T-Test results in both groups (Control and Experimental), it is necessary to compare the charts that contain the data about the differences established in both groups in order to determine the final decision of this research. Therefore, it is important to highlight the differences for paired samples as the charts above show.

**Table 34**

*Test for paired samples (pre- test and post- test in control group)*

<b>Differences for paired samples in control group</b>							
<b>95% of reliability</b>							
<b>Low High</b>							
-4,400	5,965	1,193	-6,862	-1.938	-3,688	24	0,001

**Created by:** Cola, S. (2018)

As the above chart shows, the difference of paired samples in the control group (pre- test and post- test) are done in the following form: average -4,400 with a deviation standard of 5,965 by considering 1, 93 of error with 95% of reliability

that indicates a low average of -6, 86 and high average of -1,93 with a tendency of -3,68 of 24 degrees of freedom. The bilateral significance in this group is 0,001.

**Table 35**

*Test for paired samples (pre- test and post- test in experimental group)*

Differences for paired samples in experimental group							
95% of reliability							
		Low		High			
-11,364	7,853	1,674	-14,846	-7,882	-6,787	21	0,000

Created by: Cola, S. (2018)

As the above chart shows, the difference of paired samples in the experimental group (pre- test and post- test) are done in the following form: average -11,364 with a deviation standard of 7,853 by considering 1, 67 of error with 95% of reliability that indicates a low average of -14,846 and high average of -7,882 with a tendency of -6,787 of 21 degrees of freedom. The bilateral significance in this group is 0,000.

#### 4.3.8 Final decision

With **95%** of reliability and **0.05** of level of significance. The results of data collected, analyzed and processed in both groups (experimental and control) highlight that experimental group obtained  **$P = 0,000 < \alpha = 0, 05$**  while control group shows  **$P = 0,001 < \alpha = 0, 05$** , given that Test for paired samples shows an average of **-4,400** in control group is less significant in comparison than experimental group **-11,364**.

Therefore, the null hypothesis (**H<sub>0</sub>**) is rejected and the alternative hypothesis (**H<sub>1</sub>**) is accepted, in other words: Self-monitoring Strategies improve English Reading comprehension.

## CHAPTER VI

### CONCLUSIONS AND RECOMENDATIONS

#### 5.1 Conclusions

After a meticulous analysis of the gathered results of the current study (survey and pre-test and post- test data). There are some important conclusions to consider:

- The 70.45% of English teachers are concerned about the use of self-monitoring strategies to improve reading comprehension because they support reading skills and students' critical thinking. This result highlights the immersion of students in the social constructivism foundation, where students create new things through the interaction with others. Therefore, collaborative work is an important element in the development of reading strategies that promote better results in English language learning.
- The 48.35% of students consider that thinking skills are developed through the use of self-monitoring strategies due to the fact that they promote interaction with others through the reading of written texts by increasing their ability to remember, understand, analyze, apply and create in the whole process of reading.
- The two groups mentioned above believe that self-monitoring strategies help students to reach their goals in language learning (cognitive and affective) by fostering the increase of problem solving and reading activities in a collaborative environment.
- It is evident an increase of reading comprehension in the students who were trained with the self-monitoring strategies (-11,364) versus the control group (-4,400). This result validates the effectiveness of the strategies for reading skills improvement. In addition, the correlation of the variables (self-monitoring strategies and reading comprehension) is clearly identified by the use of the statistical analysis that proves the reliability of this current research.



## 5.2 Recommendations

Based upon the conclusions mentioned before, some important recommendations are stated above:

- It is highly important that teachers consider students' ability to think critically, solve problems, construct learning, and work cooperatively when they are exposed to written texts. These abilities lead students to raise their potentials as English language learners and independent thinkers who go beyond that performing a reading task to obtain the text meaning; instead, they reflect, describe and analyze what the text really represent for them inside a learning context.
- It is suggested that teachers provide students effective tools to work collaboratively by supporting each other to discuss, evaluate and create better understandings that permits students to solve problems and build new insights. Therefore, self-monitoring strategies become in a powerful learning instrument that enables students to self- question and present a reasoned argument to interpret text ideas in order to enhance their reading comprehension as well as their critical awareness.
- It is recommended the use of the handbook "Self-Monitoring Strategies" that involves activities for students to think and share with their peers, promoting the ability to communicate in a constructivist atmosphere, solve problems in the reading comprehension, and share their insights to promote their increase of high-order thinking skills that foster the production of English language in a significant and innovative way of education inside the class environment with learning materials that also involves the use of technology.

## CHAPTER VI

### THE PROPOSAL

**Topic:** Handbook of self-monitoring strategies for reading comprehension

#### 6.1 Informative sata

**Name of the institution:** Unidad Educativa del Milenio 11 de Noviembre

**Location:** Machachi-Barrio San Francisco de Tahuachi, calle Uberto Toscano

**Beneficiaries:** English teachers and students of the of the secondary level

Estimated time for the execution: third partial of the second semester of the school year 2017 – 2018.

**Beginning:** First week of June

**Person in Charge:** Sandra Noemi Cola Chiguano

**Cost:** \$ 100

#### 6.2 Background of the proposal

This proposal emerges since four self-monitoring strategies have been applied in a group of 22 students of secondary education in Unidad Educativa del Milenio 11 de Noviembre during 4 weeks, where effective outcomes have been found by the researcher. One of the outcomes was a notable improvement of reading comprehension that each student obtained after the experimentation. At this point, it is important to mention that before the experimentation the KET Cambridge Test was applied to measure students reading skill; where the majority of them demonstrated a big struggle in reading skills. However, after the implementation of four self-monitoring strategies; the results of the KET Cambridge Test changed by showing a big increase of reading comprehension.

Furthermore, the results of English teachers' surveys about this issue proved that there is a necessity to increase reading comprehension in students of the

institution through the application of reading strategies. When the results of students' and teachers' surveys were compiled, critically analyzed and interpreted, important recommendations were taken into consideration to support the creation of this proposal.

Generally, it was seen that English teachers do not use reading strategies for its comprehension during their classes. This situation leads to some difficulties for students that demonstrate demotivation for reading activities. Besides, there are low opportunities for students to develop high order thinking skills (understand, apply, analyze, evaluate and create) and to work in a cooperative and collaborative way in class.

The proposal includes ten reading strategies that are described systematically to understand step by step the teaching process in order to enhance students' reading comprehension. The aim of this handbook is to support teachers' work to motivate students' reading with a clear purpose and the development of their critical thinking by working cooperatively. In addition, it contains lesson plans and handouts for students.

### **6.3 Justification**

Unquestionably, teaching reading in a foreign language is not an easy task. Therefore, there is a necessity to implement new reading strategies that challenge students to become effective readers in the English language. In Ecuadorian schools, there are many negative factors that influence reading activities in class; one of these is the lack of English reading material available to students. Second, the number of hours for English class is limited since teachers have to cover the national curriculum topics in the school year. Third, the demotivation that many secondary high students have for reading even in their native language.

By keeping in mind the last reason, English teachers in Ecuadorian public schools do not apply reading strategies that promote critical thinking, interaction and cooperative work among students. It is evident that during reading activities, students are passive readers who are limited to find the new vocabulary and

answer questions prepared by the teacher. This situation makes students feel bored and unable to provide important insights, and opinions about what they have read.

As students do not feel interested in reading, they tend to react negatively when the teacher suggests a reading activity. Therefore, it is essential to create a new material to empower students' reading comprehension and critical thinking inside a cooperative and collaborative learning environment (Bloom, 1956).

The current handbook will help teachers and students of English as a foreign language to activate their desire for reading in the target language for the following reasons:

First, teachers engage students in reading activities since the given strategies will be part of the whole reading process; this situation fosters students' confidence, self-questioning creativity and discussion in the reading class.

Second, students will become active readers who are able to transmit their ideas to others and develop their thinking skills (Bloom, 1999) the teacher will notice that students create meaningful ideas about the text and transmit them to others in a natural form. Students will be the center of the class while the teacher monitors their work.

Third, students will be involved in activities that help them think about their real-life situations, where they need to analyze, compare and evaluate the situation in order to propose solutions (problem-solving). At this stage, students have already reached high order thinking skills proposed by the new Foreign Language curriculum in Ecuador since 2016.

## **6.4 Objectives**

### **6.4.1 General**

Design a handbook of self-monitoring strategies for English reading comprehension to support secondary students' reading skill development.

#### **6.4.2 Specific objectives**

- To introduce ten selected self-monitoring strategies for improving reading comprehension in students of secondary schools.
- To provide effective tools that work in reading activities systematically.
- To train English teachers in the use of self-monitoring strategies.

#### **6.5 Feasibility analysis**

This proposal is feasible to implement because it does not need any special resources, budget, or any other factors that impede teachers to reach the objectives of the strategies. By bearing in mind the considerations above, it is important to have the support and allowance of the authorities in the institution to execute this proposal. Since English teachers will be empowered to apply useful strategies that permit their students to overcome from their reading struggles.

In terms of classroom facilities, the institution has classrooms with good equipment for students such as individual tables and chairs that permit them to read individually also to work in small teams to discuss the reading tasks. There is also a library where students have some English readers to use.

Furthermore, for the familiarization of the handbook with English teachers, the institution has a foreign language–laboratory where teachers have seminars or meetings. Another important thing to mention is the fact that all English teachers in the institution are very committed to increase their knowledge for teaching practice.

#### **6.6 Foundation**

##### **Metacognitive strategies**

Critical thinking of students increases through the development of metacognitive strategies where meaningful learning grows as their thinking process organizes

ideas to represent them in new information. Therefore, metacognitive strategies are those activities which help students to connect new information with their thinking skills. This situation permits students to feel engaged and motivated to produce meaningful ideas (Mall-Amiri & Ahmadi, 2014).

### **Self-monitoring strategies**

These strategies are essential metacognitive tools that promote reading comprehension because they foster students' self-questioning while they are reading. There are some factors that foster self-monitoring strategies. First, the questions that activate students' thinking, the monitor role that each student adopts in the reading process (before, during, after), and their awareness of solving problems while they read (Spafford & Grosser, 2005).

### **Reading comprehension**

Reading comprehension is a simultaneous process of extracting and constructing meaning through the interaction of the following elements:

- The reader who is performing the comprehension
- The text that has to be comprehended
- The activity that involves different steps to achieve the comprehension.

Consequently, the reader needs to include all the capacities, abilities, knowledge, and experiences to accomplish the reading activities (Mokhtari, 2017). Whether the text is printed or electronic, students need to consider objectives, processes, and outcomes associated with the reading performance (Schoenbach, Greenleaf & Murphy, 2012)

## **6.7 Methodology**

The procedure in the current proposal focuses the development of students' metacognition (think to think). Ten self-monitor strategies foster the improvement reading comprehension in the students inside a cooperative and collaborative learning atmosphere. Some of these strategies have been adapted and others

shaped according to students' needs and interests. This situation helps students assimilate the activities more effectively. It is also essential to notice that four strategies keep students motivated in reading and able to activate their critical thinking.

The central objective of the strategies in this handbook are directly connected to descriptive learning aims in specific domains such as remembering, understanding, applying, analysing, evaluation and, creating. They also cover important objectives to be achieved in the development of the different curricular threads proposed by Ministry of Education for English teaching in Ecuador since 2016. Each objective, indicator, performance skill and criteria is detailed in the lessons plans designed for implementation.

Moreover, the ten self-monitoring strategies guide students to understand the different parts of the written texts. The first step is predicting the situations in the text by connecting their background knowledge about the topic. They start individually but later they work with other students to share information and clarify their ideas in a confident environment. This happens when students work cooperatively in pairs or groups. According to Krashen (1982) cooperative work entails students' interaction and active participation. This situation conducts to reduce their anxiety for learning a foreign language due to the fact that English lessons in this handbook foster the oral and written interaction among students inside a communicative and friendly environment.

Finally, it is important to mention that all the templates designed for the 10 strategies were uploaded in Google shared documents to use them as part of the technological innovation activities in English interactive classes.

The ten strategies included in this current handbook are:

### **1. Look, Think and Predict Strategy**

In this strategy, students predict their ideas through looking at the pictures of the text in order to interpret its information and answer teacher's questions by justifying their initial thoughts to the class (Mandel, S. 1992).

### **2. Response Journal Strategy**

This strategy promotes students reading comprehension by using a journal where students share their ideas while they are reading texts. It also promotes the development of students' written and thinking skills (Mandel, S. 1992).

### **3. Guided Retelling Strategy**

This strategy is designed to motivate students to recall their ideas from the text. Teachers' prompts are used constantly to produce meaningful ideas while students are reading. This situation promotes students ability to reflect and become independent thinkers (Mandel, S. 1992).

### **4. Thinking Along Strategy**

Through this strategy, students learn how to think along the reading. Teacher's instruction plays an important role during the development of the strategy because teacher provides a list of different activities that students use effectively to reinforce their understanding during their reading (Mandel, S. 1992).

### **5. U-C-ME (Uncover ideas, Concentrate on the topic, Monitor Understanding, Evaluate learning) Strategy**

Throughout the development of this strategy, teachers guide students to monitor their comprehension by recording answers of important questions that students create as the reading is performed. It also promotes the cooperative learning where students articulate answers and support other students' reflections (Herrera, S. Kavimandan, S. & Holmes, M.,2011).



## **6. Active Bookmarks Strategy**

This strategy helps students to construct a purpose for reading due to the fact that students first are prompted to confirm or disconfirm their predictions about the text. Along the reading students locate the justifications for the given statements. Besides, they develop their selective attention, background knowledge and contextual clues to clarify their initial ideas and make inferences (Herrera, S. Kavimandan, S. & Holmes, M., 2011).

## **7. KWL Chart Strategy**

KWL strategy allows students to engage with reading in a meaningful way. It contains three phases where students promote their thinking skills. In the K part, they activate their background knowledge. In the W part, they write about their learning necessities. In the L part, students determine the generation of the new learning developed through the reading activity (Queensland Government, 2010).

## **8. Inking your Thinking Strategy**

This strategy helps students to activate their comprehension skills through the development of the decoding skills, world knowledge and vocabulary. It also fosters predicting, analyzing, questioning, summarizing and self-monitoring abilities during the reading process (Queensland Government, 2010).

## **9. Click and Clunk Fixing up Strategy**

This strategy involves students' monitoring and understanding while they are reading. It promotes students' control over their understanding. It involves the use of "clunks" parts to fix up the information that students do not understand in order to clarify their ideas and use an activity that helps students to determine the text maintain a reading engagement (The University of Texas, 2012).

## **10. SQ3R Strategy**

This strategy contains five steps: survey part, where students scan the text to have a general idea of the text while they are reading. A question part, where students prepare questions about what they need to learn during reading. A reading part,

where students highlight relevant information, make notes of what they understand and answer the previous questions. Recite part, where students summarize and answer their initial questions. Review part, where students do something different with their understandings such as mind maps, flashcards or diagrams (The University of Manitoba, 2005).

They take into consideration the whole process of reading and the general objectives for reading stated by Ministry of Education in English as a foreign language curriculum since 2016.

The handbook is expected to be implemented by all English teachers of Unidad Educativa del Milenio 11 de Noviembre in both sections: morning and afternoon. The main purpose is to empower students' critical thinking in reading comprehension in a cooperative and collaborative environment.

The execution of the current proposal will follow this operating model:

**Table 36***Operating model for proposal*

<b>PHASES</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>PEOPLE RESPONSIBLE</b>	<b>TIME</b>
<b>1. PLANNING</b>	To communicate the institution authorities about the proposal socialization. To organize an agenda to present the activities in this proposal to the English Teachers	-Write an allowance letter to the Principal of the Institution.  -Prepare a workshop with self-monitoring strategies for reading comprehension.	<ul style="list-style-type: none"> <li>• Official letter</li> <li>• Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Author of the proposal</li> </ul>	<ul style="list-style-type: none"> <li>• 5 hours</li> </ul>
<b>2. SOCIALIZATION</b>	To introduce the Self-monitoring strategies and how they perform reading activities	-Present the different templates for the strategies and when and how they work. -Demonstrate the strategies development before, during and after reading	<ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Projector</li> <li>• Handbook</li> <li>• Didactic material</li> </ul>	<ul style="list-style-type: none"> <li>• Author of the proposal</li> <li>• English teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 1 week</li> </ul>
<b>3. APPLICATION</b>	To perform all the activities mentioned in the strategies with the students in the classroom.	-Execution of 1 strategy per week (5 class hour)	<ul style="list-style-type: none"> <li>• Handbook</li> <li>• Didactic material</li> </ul>	<ul style="list-style-type: none"> <li>• Author of the proposal</li> <li>• English teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 4 weeks</li> </ul>
<b>4. EVALUATION</b>	To assess the effectiveness of the Self-monitoring strategies for reading comprehension	-Use the standardized tests for reading comprehension (KET Cambridge Test) samples in the Textbook. -Complete a written feedback for the author of the proposal.	<ul style="list-style-type: none"> <li>• Tests samples</li> <li>• Feedback sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Author of the proposal</li> <li>• English teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 1 week</li> </ul>

Created by: Cola, S (2018)

*TEACHERS' HANDBOOK*

*“Self- Monitoring Strategies*

*For*

*Reading Comprehension”*

*“Education is not the learning of facts, but the training of the mind to think”*

*Albert Einstein*



*By: Sandra Noemi Cola Chiguano*

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## **TO THE TEACHER**

Nowadays, students are challenged to read different types of text such as books, magazines, brochures and many on line materials during their whole school life because these resources have become important tools for their education. However, they demand students' ability to read and understand the main ideas clearly. Therefore, it is important to say that a student who works on reading skills effectively can easily become an independent thinker.

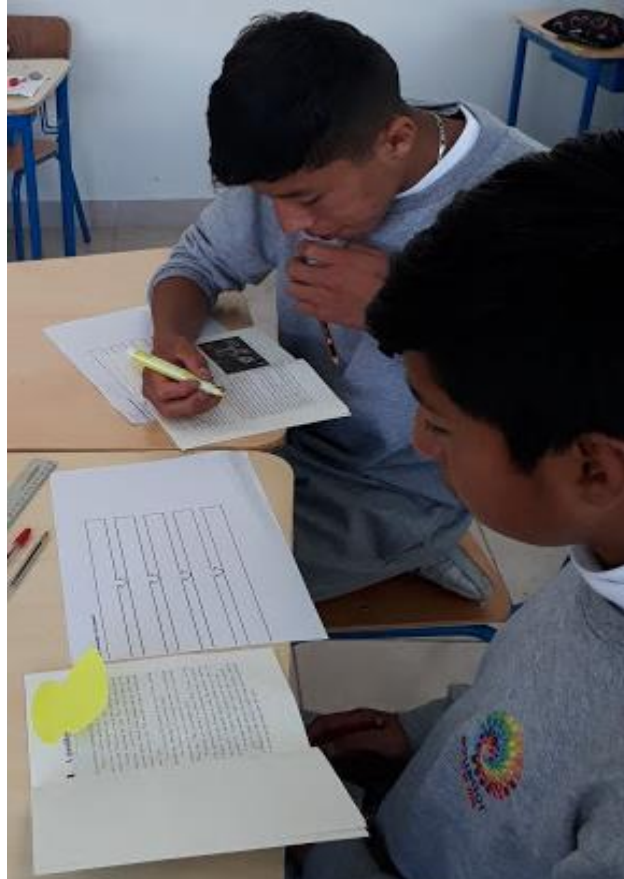
However, for English teachers working to develop students' thinking skills is not an easy task, since reading activities in the classroom are facing many difficulties such as the lack of motivation and unsuccessful application of an effective reading strategy. Consequently, it is important to implement new strategies that enhance students reading performance inside a communicative and collaborative environment. Therefore, it is a pleasure to introduce a useful handbook that was elaborated to promote English reading comprehension.

This handbook contains a set of selected self-monitoring strategies that are adaptable in different groups of students no matter their level of English or usage of specific material for reading. Furthermore, teachers can use these strategies step by step in a logical sequence given by the reading process (before, during, after) to increase students' English reading comprehension with some materials that also involves online activities.

The goal of this handbook is enrich teachers' resources to support students' work in reading in order to promote the development of reading skills as well as thinking skills in a practical and interactive way for language learning. By considering students' abilities to remember, understand, analyze, apply and create inside a cooperative learning environment so teachers are able to foster better learning results.

The Author.

## ***LOOK, THINK AND PREDICT STRATEGY***



***I look and think about the wolves. They are big and dangerous; I predict they are going to eat the boy...***



## **Strategy 1: Look, Think and Predict Strategy** (teacher's resource)

**Reading objective:** Students are able to predict and confirm their ideas to discuss and summarize the text.

**Evaluation Instruments:** templates, interviews, graphic organizers, academic checklist

**Target group:** level A.2.2

**Group configuration:** Individual and pairs

**Class Time:** 5 hours

**Materials:** templates, reading book, dictionaries

**EFL objective:** O.EFL 5.3

**Skills performance:** EFL 5.3.2

**Performance indicators:** I.EFL 5.12.1

**Evaluation criteria:** CE.EFL 5.12

### **Before reading**



- Students look at the book's covers and pictures through the book to predict about the text.
- Teacher provides students template 1 to write their predictions.
- Teacher asks students to justify their predictions and answer their questions to share in groups of 3 students.

### **During reading**



- Teacher asks students to read the story individually by paying attention to their predictions.
- While students are reading, the teacher asks them to confirm or disconfirm their ideas with the predictions done in the template 1.
- Ask students to confirm or disconfirm their ideas in their templates 1.
- If students disconfirm, they need to clarify their ideas by giving an explanation.

### **After reading**



- Ask students to work in groups of 2 to talk about their predictions and confirmations.
- Teacher provides template 2 to write 5 important questions for their partners.
- Students work in pairs to ask and answer questions in template 2.
- Students summarize the important ideas of the text in template 3 to present in the class.

Template 1 (for students' use)

**LOOK, THINK AND PREDICT STRATEGY**

**IDEAS BEFORE AND DURING READING**

My Name:..... Book: .....

Date:..... Author:.....

**Directions:**

- Complete the chart with your predictions about the reading by asking questions.
- Read the text and check your confirmations, explain the reasons

MY PREDICTION	WHY DID I MAKE THAT PREDICTION?	CONFIRM / DISCONFIRM	MY EXPLANATIONS

*Adapted from: Reading Comprehension*

*Author: Mandel (1992, pag.46)*

*Strategy: Look, Think and Predict*

*Template 2 (for students' use)*

**LOOK, THINK AND PREDICT STRATEGY**

Name: .....

Class: .....

Date: .....

**IDEAS AFTER READING**

<b>MY QUESTIONS ABOUT THE TEXT</b>	<b>MY PARTNER'S ANSWERS</b>
1.	
2.	
3.	
4.	
5.	

*Author: Sandra Cola  
Strategy: Look, Think and Predict*

## Look, Think and Predict Strategy

### *Student Academic Behavior Checklist (teacher's resource)*

Name:

Class:

Date:

Topic: \_\_\_\_\_

Descriptors	Score*	Comments
Student looks at the picture to predict the text.		
Student justifies predictions by demonstrating understanding of the text.		
Student confirms and disconfirms ideas by working cooperatively.		
Discussion is held by pointing out the relevant ideas in the text.		
Summary reflects the understanding of the text.		

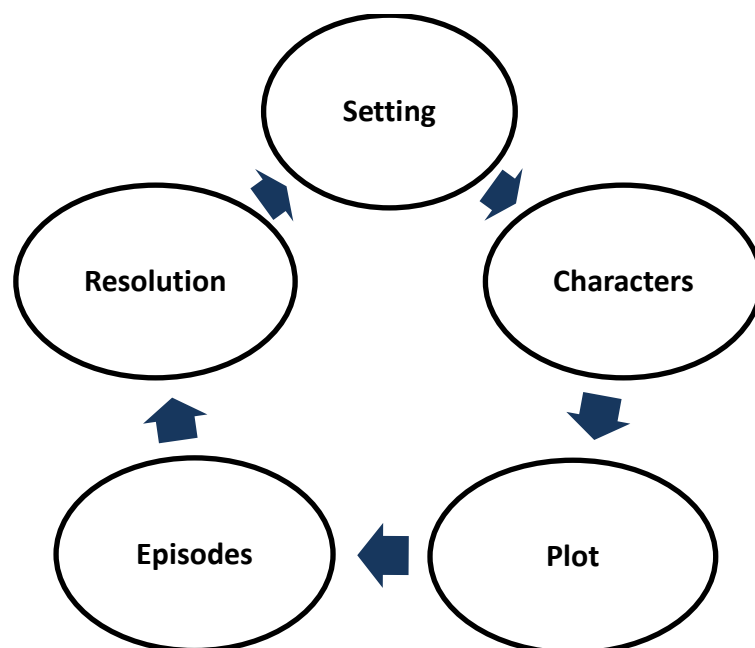
*\*Score is optional*

*Adapted from: Crossing the Vocabulary Bridge*

*Author: Cola, S. (2018)*

*Strategy: Look, Think and Predict*

## ***GUIDED RETELLING STRATEGY***



## Strategy 2: Guided Retelling

(teacher's resource)

**Reading Objective:** Students are able to predict, identify the elements of the text, summarize and retell the story

**Instruments for Evaluation:** templates, oral presentation, rubric

**Target group:** A2.2 students

**Class Time:** 5 hours

**EFL Objective:** O.EFL 5.4

**Performance Indicators:** I.EFL 5.10.1

**Group configuration:** 3 -4 students

**Materials:** templates, book, big papers

**Skills Performance:** EFL 5.3.8

**Evaluation Criteria:** CE.EFL 5.10

### Before reading



- Teacher asks students to predict the text by looking at the picture at the beginning of the story.
- Students answer the questions in template 1.
- Students work in groups of 3 to share their ideas about the text.
- Students listen to other students and add more ideas in their templates.
- Students skim the text quickly to create 5 new questions in template 1.

### During reading



- Teacher asks the student to read the text individually.
- Students work in a group of three and teacher provides students template 2 to:
- Identify the five story elements in the text (introduction, setting, theme, plot, episodes, and resolutions).
- While students are clarifying their ideas in template 2, they can read their initial ideas in template 1.
- Ask students to bring pictures of the story for next class.

### After reading



- Teacher asks students to elaborate a summarizing chart with pictures to present their retellings in groups of four.
- While students are retelling the story, the teacher asks questions about it.
- Teacher asks students to give a personal opinion about the text to conclude the activity.

Template 1 (for students' use)

**GUIDED RETELLING STRATEGY**

NAME: ..... CLASS: .....

DATE:.....

<b>Directions: Read the text and answer the questions then create 5 additional questions from the text.</b>
<b>What occurred at the story opening?</b> ..... ..... .....
<b>Where did the story take place?</b> ..... ..... .....
<b>When was the story?</b> ..... ..... .....
<b>Who is the story about?</b> ..... ..... .....
<b>What is the problem?</b> ..... ..... .....
<b>What happened first? What happened next?</b> ..... ..... .....
<b>How was the problem solved?</b> ..... ..... .....
<b>Additional Questions:</b> 1..... 2..... 3..... 4..... 5.....

*Adapted from: Reading Comprehension  
Author: Mandel (1992, pag.52)*

Template 2 (for students' use)

**GUIDED RETELLING – SUMMARIZING CHART**

**Directions:**  
 Identify the five story elements in the text (introduction, setting, theme, plot, episodes, and resolutions, then write them in the second column of this template.

STORY ELEMENTS	IDEAS FROM THE TEXT
<b>INTRODUCTION</b>	
<b>SETTING</b> <i>Place</i> <i>Time</i>	..... ..... ..... .....
<b>CHARACTERS</b> Main character Other characters	..... ..... ..... .....
<b>PLOT</b> Problem	..... ..... ..... .....
<b>EPISODES</b> Events	..... ..... ..... .....
<b>RESOLUTION</b> Problem solver	..... ..... ..... .....

*Adapted from: Reading Comprehension  
 Author: Mandel (1992, pag.52)  
 Strategy: Guided Retelling*



**Guided Retelling Strategy**  
**Student's Assessment Rubric (teacher's resource)**

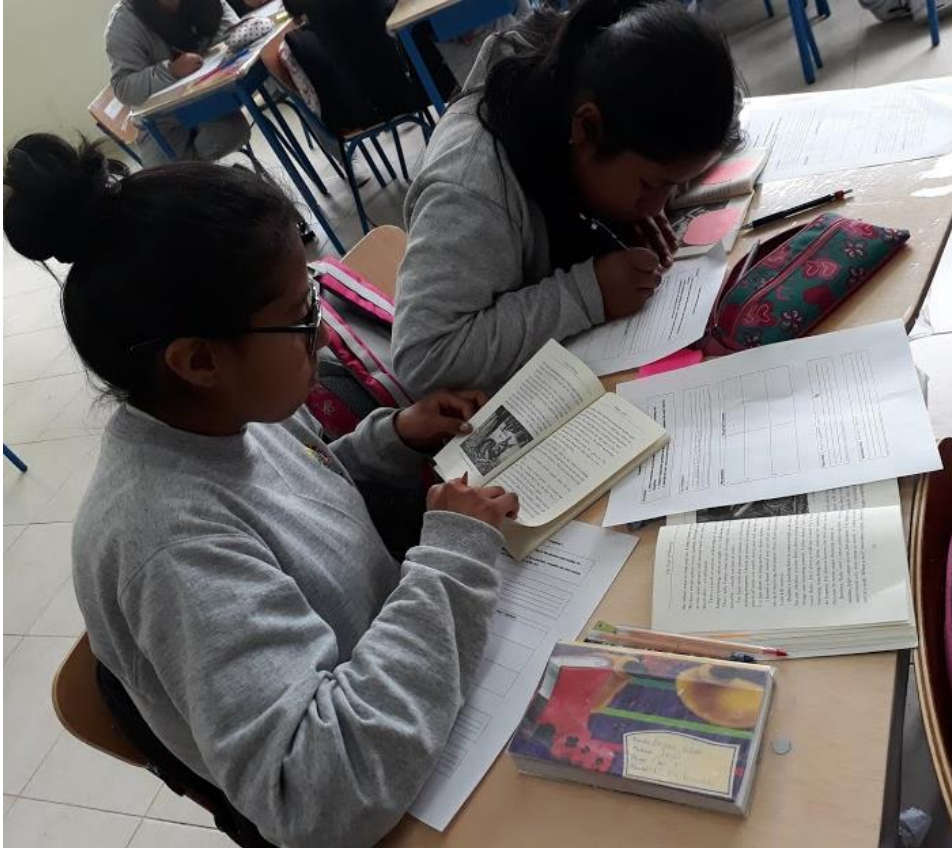
**Name:** \_\_\_\_\_ **Topic:** \_\_\_\_\_ **Score:** \_\_\_\_\_

<b>Criteria</b>	<b>Needs improvement (1-2)</b>	<b>Good (3-4)</b>	<b>Outstanding (5)</b>	<b>Score</b>
<b>Sequencing</b>	Arguments do not follow a logical order.	Arguments follow the story elements sequence.	Arguments in the retelling are well organized and allow effective discussions in the class	
<b>Narrative</b>	Some ideas are taken from the text and do not generate discussions.	Ideas are generated by the strategy but do not generate discussions.	Ideas are mentioned in the strategy and permit discussions.	
<b>Sentence structure</b>	Most of the sentences are not complete and promotes misunderstandings to the audience.	Most of the sentences are well constructed and sequenced according to the strategy.	All the sentences are well organized and promote effective concern of the topic.	
<b>Personal opinion</b>	Some ideas are vague and do not demonstrate good understanding of the topic	Most ideas are clear and promote students' critical thinking	All the ideas show a deep understanding of the topic that permits students to think critically.	

**Comments:**

*Author: Cola, S. (2018)*  
*Strategy: Guided Retelling*

## ***RESPONSE JOURNAL STRATEGY***



***Was Richard  
a Happy Boy?***

***What was he  
doing in the  
Forest?***

***Who was his new  
family?***

## **Strategy 3: Response Journal** (teachers' resource)

**Reading Objective:** students are able to predict, identify the ideas in the text, discuss and retell the story.

**Instruments for evaluation:** templates, oral interviews, graphic organizer, academic checklist

**Target group:** A.2.2 students

**Group configuration:** individual and pairs

**Class Time:** 5 hours

**Materials:** templates, book, and big papers

**EFL objective:** O.EFL 5.4

**Performance criteria:** EFL 5.3.3

**Performance Indicators:** EFL 5.12.1

**Evaluation criteria:** CE EFL.5.11

### **Before reading**



- Students will write a prediction about the text by looking at the pictures and reading the headlines of the text. They use template 1.
- Ask students to skim the text and create 3 important questions to ask a partner.
- Students ask and answer questions in groups of two by using template 1.
- In groups of 4, students share ideas and identify the main and secondary ideas of the text.

### **During reading**



- Teacher provides students template 2 and explains how to use it by giving examples.
- Ask students to read the text individually and complete template 2.
- Students share and compare their templates in groups of three.

### **After reading**



- Teacher asks students to talk about their predictions, retelling the main idea and discussing questions in template 1 and 2.
- Ask students to present their work to the class.

## RESPONSE JOURNAL STRATEGY

**Directions:**

- 1. Write a prediction about the text by looking at the pictures and reading the headlines**
- 2. Create 3 important questions to ask to a partner, complete the chart below.**
- 3. Identify the main and secondary ideas of the text**

My Predictions:

.....  
.....  
.....  
.....

My questions	My partner's answers
1	
2	
3	

Main idea

.....  
.....  
.....  
.....

Secondary idea

.....  
.....  
.....  
.....

*Author: Sandra Cola  
Strategy: Response Journal Strategy*

Template 2 (For students' use)

**RESPONSE JOURNAL STRATEGY**

**Directions: Read the text and complete the topic, prediction, main idea, and secondary idea to summarize the text and provide 3 questions about the text.**

<b>TOPIC:</b> .....
<b>PREDICTION:</b> ..... ..... ..... .....
<b>MAIN IDEA:</b> ..... ..... ..... ..... .....
<b>SECONDARY IDEA:</b> ..... ..... ..... ..... .....
<b>SUMMARY:</b> ..... ..... ..... ..... ..... ..... ..... ..... ..... .....
<b>QUESTIONS:</b> 1 .....? 2 .....? 3 .....?

*Author: Sandra Cola  
Strategy: Response Journal Strategy*

## Response Journal Strategy

### *Student Academic Behavior Checklist (Teacher's resource)*

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

**Class:** \_\_\_\_\_

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

**Topic:** \_\_\_\_\_

Descriptors	Score*	Comments
Predictions are connected with the pictures and headlines of the text.		
Students use the strategy template to share their ideas.		
Students identify the main and secondary ideas of the text.		
Student promote interaction during the development of the strategy		
Students present the ideas of the text in clear and logical order to promote discussion in the class.		

*Adapted from: Crossing the Vocabulary Bridge*

*Author: Cola, S. (2018)*

*Strategy: Response Journal Strategy*

## ***THINKING ALONG STRATEGY***



**My personal experience with the ideas in the text is...**

## Strategy 4: Thinking Along

(Teachers' resource)

**Reading Objective:** Students are able to predict, clarify ideas, and make connections and present information.

**Instruments for Evaluation:** templates, oral interviews

**Target group:** A.2.2 students

**Class Time:** 5 hours

**EFL objective:** O.EFL 5.4

**Performance Indicators:** EFL.5.12.1

**Group configuration:** individual and pairs

**Materials:** templates, book, and big pieces of papers

**Performance criteria:** EFL 5.3.2

**Evaluation Criteria:** CE.EFL.5.10

### Before reading



- Teacher asks students to look at the pictures to make their initial predictions.
- Teacher provides template 1 to write initial ideas about the text.
- Teacher asks students to write 3 questions that students figure out about the text.

### During reading



- Teacher asks students to read and confirm their initial predictions and the answers of 3 questions by stopping in each paragraph.
- While students are reading, teacher challenge them to write key words about what is coming next in the story in template 1.
- Students re-read the text to clarify their ideas and the word meaning.

### After reading



- Teacher provides students template 2 to check the activities that they have done in the last session.
- Teacher gives students template 3 (T-Chart) to connect important ideas from the story with their daily life.
- Ask students to work in groups of 3 to discuss and share information.
- Students create a new T-chart in a big piece of paper with the group's ideas.
- Students present their information with the rest of the class.



*Template 1 (for students' use)*

**THINKING ALONG STRATEGY**

Name:

Class:

Date:

**Write your predictions before reading the text by looking at the pictures in the text.**

My Prediction:
----------------

**Ask questions about the text before reading. Read and confirm your ideas**

MY QUESTIONS	CONFIRMATIONS FROM THE TEXT
1.	
2.	
3.	

**While reading stop to think and write ideas that predict the next paragraph information.**

WHAT IS COMING NEXT?	KEY IDEAS
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

*Author: Sandra Cola  
Strategy: Thinking Along*

*Template 2 (for students' use)*

**THINKING ALONG STRATEGY**

Name:

Class:

Date:

**Complete the chart below by checking the activities that you have done in the last reading session**

ACTIVITY	YES, I DID	NO, I DIDN'T
Make a picture in my mind		
Predict from the text		
Ask myself questions		
Re-read to clarify ideas		
Re-read for word meaning		
Personalize the text		

*Adapted from: Reading Comprehension  
Author: Mandel (1992, pag.70)  
Strategy: Thinking Along*

*Template 3 (for students' use)*

**T- CHART**

Name:

Class:

Date:

*Complete the chart by connecting your personal experiences and the text information.*

PERSONAL EXPERIENCE	TEXT IDEAS
•	•
•	•
•	•
•	•
•	•

*Author: Sandra Cola  
Strategy: Thinking Along*

***U.C.ME***  
***(Uncover, Concentrate, Monitor, Evaluate)***  
***STRATEGY***



U: Uncover



C: Concentrate



ME: Monitor &  
Evaluate

**Strategy 5: U-C-ME Chart**  
**(uncover, concentrate, monitor, evaluate)**  
*(teachers' resource)*

**Reading Objective:** students are able to identify the ideas of the text, confirm, discuss and write a summary.  
**Instruments for Evaluation:** templates, discussions, summaries, essays, rubric  
**Target group:** A.2.2 students      **Group configuration:** individual and pairs  
**Class Time:** 2 hours      **Materials:** templates, text book, blank sheet of papers, slides  
**Objective:** O.EFL 5.4      **Performance criteria:** EFL 5.3.2  
**Performance indicators:** EFL.5.12.1      **Evaluation criteria:** CE.EFL.5.10

**Before reading**



- Teacher gives students a U-C-ME template before the lesson.
- Students write the topic of the reading in the oval at the center of the template 1
- Teacher organizes groups of 3 – 4 students and provides a blank sheet of paper where students create a mind map to write their ideas about the topic.
- Students discuss about their initial ideas in groups.
- Teacher shares 8 new vocabulary words to discuss and connect with their initial thoughts in groups.
- Students select 4 relevant words from the list and write them in the center of the template 1 under the topic oval.

**During reading**



- Teacher asks students to read the text individually and generate 5 questions about the topic in U-C-ME template 1.
- Teacher monitors students' work and provides enough time for students to read, understand and concentrate to generate questions in template 1.
- Teacher Asks students to read again to answer the questions in the ovals of template 1.

**After reading**



- After students have finished, make groups of 4 to discuss their answers to confirm or disconfirm their ideas and words in the center of the charts.
- Students write the number of the paragraph or page where the answer was found.
- Ask students to write a summary paragraph individually or in pairs in a blank piece of paper. (Beginner level)

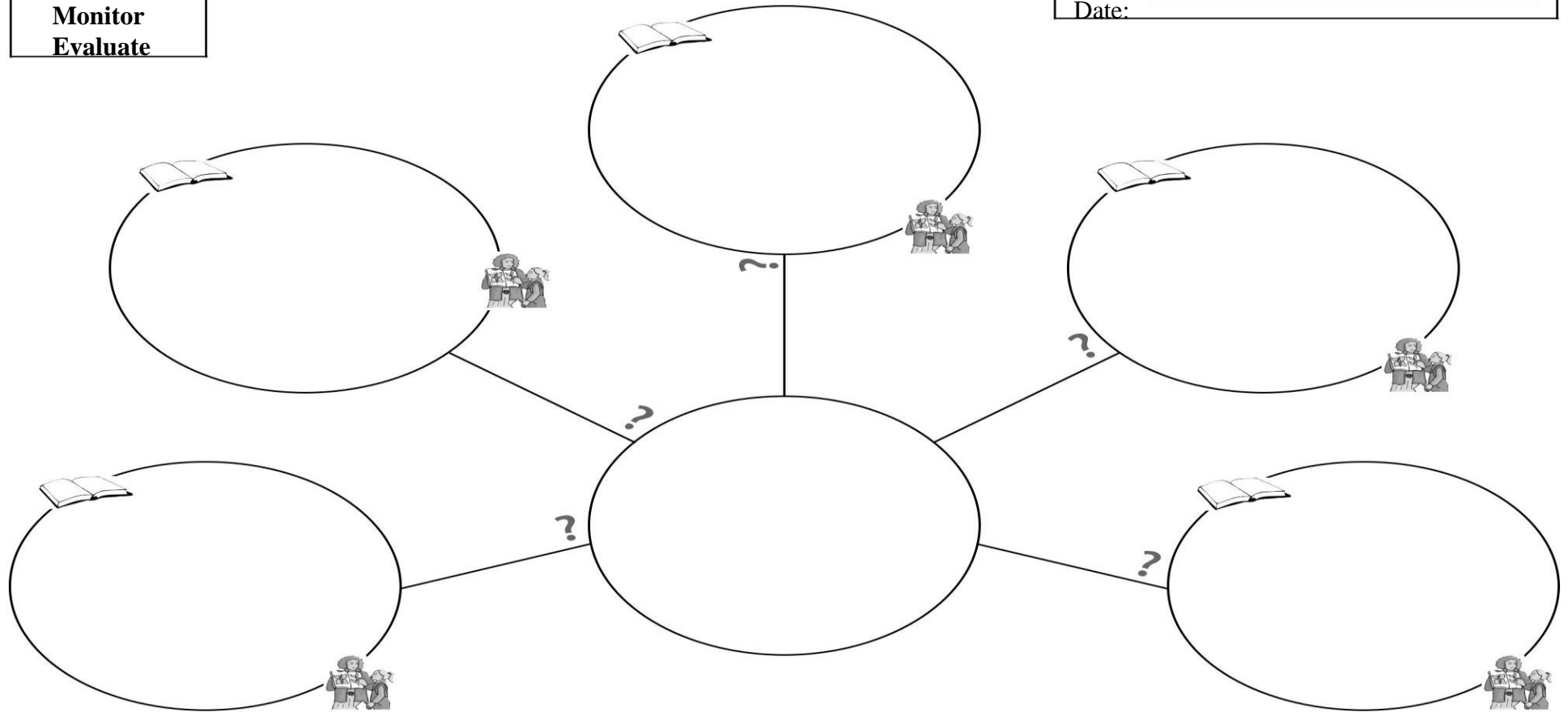
**VARIATIONS:**

Provide a new U-C-ME template to write a five paragraph essay, where students write the topic in the center of the oval, and introduction, body paragraphs and conclusion in the ovals (advanced level)

**Uncover  
Concentrate  
Monitor  
Evaluate**

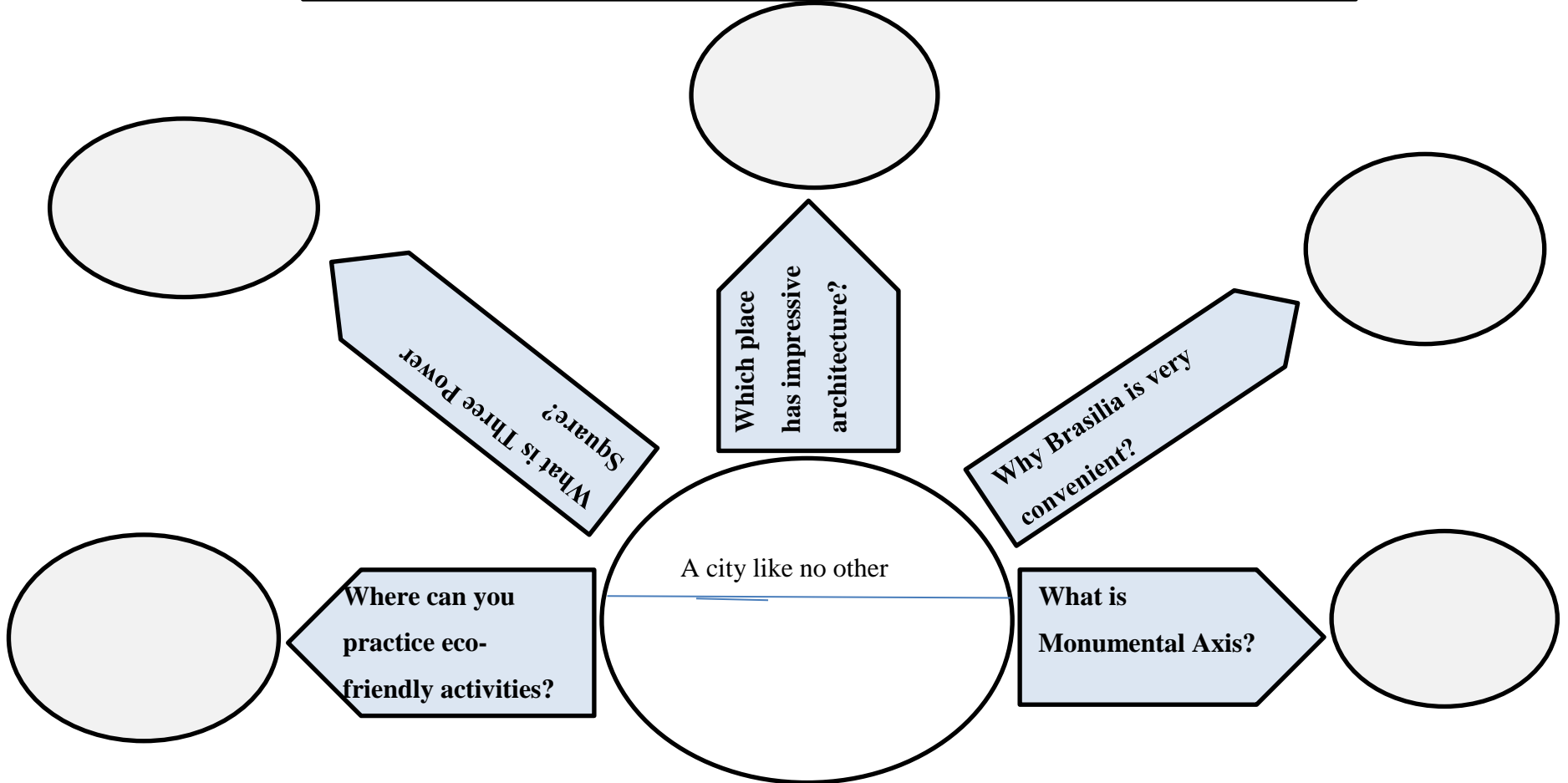
*Template 1 (for students' use)*

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



*Adapted from: Crossing the Vocabulary Bridge  
Author: Herrera, Kavimandan & Holmes (2011,pag.114)  
Strategy: U.C.M.E Strategy*

**Uncover, Concentrate, Monitor and Evaluate Strategy Example (teachers' resource)**



*Strategy: U.C.M.E Strategy*

**U-C-ME**  
**(Uncover, Concentrate, Monitor and Evaluate)**

**Student’s Assessment Rubric (teacher’s resource)**

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Total  
 Score: \_\_\_\_\_

Criteria	Beginning 1-2	Developing 3-4	Accomplished 5	Score
<b>Sequencing</b>	Many of arguments do not have logical order	Arguments are provided in logical order and easy to understand	Arguments are very well organized and follow the sequence of the discussions from the class	
<b>Paragraph Narrative</b>	Few opinions are taken from the strategy	Opinions are part of U-C-ME chart but are not part of the class discussion.	Ideas mentioned in the U-C-ME chart go beyond the class discussions.	
<b>Sentence Structure</b>	None of the constructed sentences are sequenced according to U-C-ME chart.	A few sentences are well constructed and sequenced according to U-C-ME chart.	All sentences are well constructed and sequenced according to U-C-ME chart.	
<b>Connections to Prior Knowledge</b>	Many paragraphs do not demonstrate connections with the prior knowledge stated in the U-C-ME template.	Some paragraphs indicate connections with the prior knowledge stated in the U-C-ME template.	All the paragraphs show a thoughtful connections with prior knowledge stated in the U-C-ME template.	

**Comments:** .....

*Adapted from: Crossing the Vocabulary Bridge*  
*Author: Herrera, Kavimandan & Holmes (2011,pag.178)*  
*Strategy: U.C.M.E Strategy-Assessment Rubric*



## ACTIVE BOOKMARK STRATEGY



## Strategy 6: Active Bookmarks

**Reading objective:** students are able to predict, confirm ideas, discuss and write a summary

**Instruments for Evaluation:** Templates, discussions, summaries in the we, academic checklist

**Target group:** A.2.2 students

**Group configuration:** individual and pairs

**Class Time:** 5 hours

**Materials:** templates, text book, sheet of papers, slide mode

**Objective:** O.EFL 5.2

**Performance criteria:** EFL 5.3.8

**Performance indicators:** EFL.5.10. **Evaluation criteria:** CE.EFL.5.11

### Before reading



- Explain that active bookmarks strategy helps students to predict the content of the reading.
- Give students the reading topic and allow them to predict it in pairs, students should take notes in a blank sheet of paper.
- Make groups of 4 students and provide template 1 so students make predictions.

### During reading



- Students read the text and confirm their predictions
- Ask students to read again silently to check their ideas and justify why they are true or false.

### After reading



- Students work in pairs to share, discuss and clarify their ideas.
- After students have completed the entire template, ask them to use technology in order to write a summary in Google Docs.
- Students attach their summaries where other students can read, write comments or improve their own summaries.
- The teacher provides observations or feedback of the assignment simultaneously.

*Template 1 (for student's use)*

<b>ACTIVE BOOKMARK STRATEGY</b>				
<b>Name:</b>		<b>Class:</b>		<b>Date:</b>
<b>Text Selection: A MYTHICAL STORY</b>				
	<b>Prediction</b>			
<b>1.</b> Perseus lived with his son in the Island of Seripos				
<b>2.</b> Medussa was a beautiful lady, who adore Athenea.				

*Adapted from: Crossing the Vocabulary Bridge*  
*Author: Herrera, Kavimandan & Holmes (2011,pag.148)*  
*Strategy: Active Bookmarks Strateg*

## Active Bookmarks

### Student Academic Behavior Checklist (teacher's resource)

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

Class: \_\_\_\_\_

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

Topic: \_\_\_\_\_

Descriptors	Score *	Comments
Predictions of the student reflect background knowledge.		
Student shares predictions about the topic by using bookmark strategy.		
Student provides a rationale of his or her predictions.		
Student monitors his/her comprehension along the strategy.		
Justifications reflect student's understanding of the topic.		

***\*Score is optional***

***Adapted from:*** *Crossing the Vocabulary Bridge*

***Author:*** *Herrera, Kavimandan & Holmes (2011, pag.182)*

***Strategy:*** *Active Bookmarks Strategy- Student academic behavior checklist*

## ***KWL CHART STRATEGY***



## **Strategy 7: KWL Chart** (teachers' resource)

**Reading Objective:** students are able to ask and answer questions, discuss, make connections, share their learning.

**Instruments for evaluation:** template, Google documents with paragraphs, academic checklist

**Target group:** A.2.2 students

**Group configuration:** 3-4 students

**Class Time:** 2 hours

**Materials:** templates, text book, blank sheet of papers, slides

**Objective:** O.EFL.4

**Performance criteria:** EFL 5.3.3

**Performance Ind.** EFL.5.10.1

**Evaluation Criteria:** CE.EFL.5.12.1

### **Before reading**



Explain the importance of background knowledge to give ideas of some topics that students already know.

Activate students' prior knowledge by asking questions to the class about the topic that they are going to read.

Give each student a KWL template 1 and ask them to write 5 initial ideas on the K column of the chart individually.

Make groups of 4 students to discuss their ideas.

Ask students to complete the W column with the things that they want to know about the topic.

### **During reading**



Students read the text to underline the most useful information that connects the written ideas in the W column.

### **After reading**



Students share their information in groups of 4 students.

Ask students to write the ideas about what they have learned during reading in the L column.

Provide students opportunities to share their leanings through a paragraph to share with the rest of the class.

#### **VARIATIONS:**

Students read texts independently in a silent way by completing each part of the KWL template individually to share in a Google Docs where other students read and write comments about it.

*Template 1 (for students' use)*

## KWL CHART

Name:

Class:

Date:

Topic: \_\_\_\_\_

K- What do I Know?	W- What do I want to know?	L- What have I learn?

*Adapted from: Teaching Reading and Viewing*

*Author: Queensland Curriculum and Assessment Authority (2010, pag.37)*

*Strategy: KWL strategy*

## KWL CHART

### Student Academic Behavior Checklist (teacher's resource)

Name:

Class:

Date:

Topic:

---

Descriptors	Score*	Comments
Student demonstrates an active participation during prior knowledge activation in class.		
Student performs teachers' instructions during the strategy.		
Student promotes interaction during the group work activities.		
Student connects reading ideas with the strategy.		
Student constructs paragraphs that reflect text comprehension.		

***\*Score is optional***

*Adapted from: Crossing the Vocabulary Bridge*

*Author: Cola. S. (2018).*

*Strategy: KWL Chart*



## ***INKING YOUR THINKING STRATEGY***



## **Strategy 8: Inking your Thinking** (teachers' resource)

**Reading Objective:** Students are able to analyze information, confirm ideas, monitor and summarize their understanding.

**Instruments for evaluation:** self-monitoring worksheet, text creation

**Target group:** A.2.2 students

**Class time:** 2 hours

**Objective:** O.EFL.3

**Performance Indicators:** EFL.5.11.

**Group configuration:** 3-4 students

**Materials:** templates, blank sheet of papers, slides

**Performance criteria:** EFL 5.3.2

**Evaluation Criteria :** CE.EFL.5.12

### **Before reading**



- Present a visual chart of the topic (Venn's diagram, web map, t-chart).
- Ask students to analyze the information of the visual chart to identify the relevant key concepts for the reading.
- Students work in pairs to affirm their ideas about the concepts in the chart.

### **During reading**



- While students are reading they follow these 4 steps:
- Students scan the text and write interesting words in the vocabulary part of template 1
- Students list the main verbs in the reading so they summarize the main ideas of the text.
- Students build a visual representation of their understanding by creating symbols, screens or other multimedia pictures
- Students create questions about the text that permit them to accept, challenge or reject the text.

### **After reading**



- Ask students to create a new text based on the reading by using their creativity and depth understanding..

#### **• VARIATION**

Students can use a self-monitoring template to control their reading performance during the application of inking your thinking strategy

*Template 1 (for students' use)*

## INKING YOUR THINKING WORKSHEET

Name:

Class:

Date:

TOPIC: \_\_\_\_\_

<b>TEXT:</b>	<b>VOCABULARY:</b>	<b>SUMMARY:</b>
	<b>VISUALIZATION:</b>	<b>Q &amp; DO (Questions and Actions):</b>

*Adapted from: Teaching Reading and Viewing*


*Author: Queensland Curriculum and Assessment Authority (2010, pag.34)*

*Strategy: Inking your Thinking strategy*

**Inking your thinking example (Teacher’s resource)**

**Inking your thinking — example**

**Sport thirst takes its toll on teeth**

<p><i>Courier Mail</i> 01.02.05 Tess Livingston</p> <p>Children were damaging their teeth with a combination of sports, dehydration in Queensland’s hot climate and the sugary soft and sports drinks they gulp down afterwards, a University of Queensland oral health expert warned yesterday.</p> <p>Associate Professor William Young said drinking plenty of plain water before and after the games was the best way to avoid the problem, which was common among children he had seen with dental erosion.</p>	<p><b>Vocabulary</b></p> <p>Damaging (hurting) Dehydration (dried out) Sugary (sweet) Afterwards (later) Associate Professor (Dental expert) Erosion (destruction) Conserve (protect)</p>	<p><b>Summary</b></p> <table border="0"> <tr> <td><i>Processes</i></td> <td><i>Participants</i></td> </tr> <tr> <td>Damaging</td> <td>Queensland children</td> </tr> <tr> <td>Dehydrating</td> <td>Sports Drinks</td> </tr> <tr> <td>Gulping</td> <td>Associate Professor</td> </tr> <tr> <td>Warning</td> <td>William Young</td> </tr> <tr> <td>Saying</td> <td>Dental Erosion</td> </tr> <tr> <td>Avoiding</td> <td>Qld’s hot climate</td> </tr> <tr> <td>Eroding</td> <td></td> </tr> </table> <p><i>Cause and effect</i> When dehydrated children drink sports drinks the result is increased tooth decay.</p>	<i>Processes</i>	<i>Participants</i>	Damaging	Queensland children	Dehydrating	Sports Drinks	Gulping	Associate Professor	Warning	William Young	Saying	Dental Erosion	Avoiding	Qld’s hot climate	Eroding	
<i>Processes</i>	<i>Participants</i>																	
Damaging	Queensland children																	
Dehydrating	Sports Drinks																	
Gulping	Associate Professor																	
Warning	William Young																	
Saying	Dental Erosion																	
Avoiding	Qld’s hot climate																	
Eroding																		
<p>‘Dehydration causes the body to conserve water and saliva flow is shut off for about two hours,’ he said.</p> <p>‘When saliva flows slowly, it lacks bicarbonate, the main buffer that neutralises acids on teeth. When the child is dehydrated, and saliva protection is lost, acids can corrode the calcium hydroxylapatite – the mineral that gives the teeth their unique hardness.’</p> <p>Dr Young and his team have examined more than 200 children with excessive tooth wear...</p> <p>© Courier Mail 2005</p>	<p><b>Visualisation</b></p> 	<p><b>Q&amp;Do</b></p> <p><i>Questions</i> Who is William Young? Would Coca-Cola agree with him? Could you avoid decay but still drink the sports drink?</p> <p><i>Actions</i> Write a slogan to promote the consumption of water. Research the Coca-cola and Pepsi web pages. Design an experiment to demonstrate the way teeth are weakened.</p>																

*Adapted from: Teaching Reading and Viewing*

*Author: Queensland Curriculum and Assessment Authority (2010, pag.35)*

*Strategy: Inking your Thinking strategy*

## ***SELF-MONITORING WORKSHEET***

(Teacher's resource)

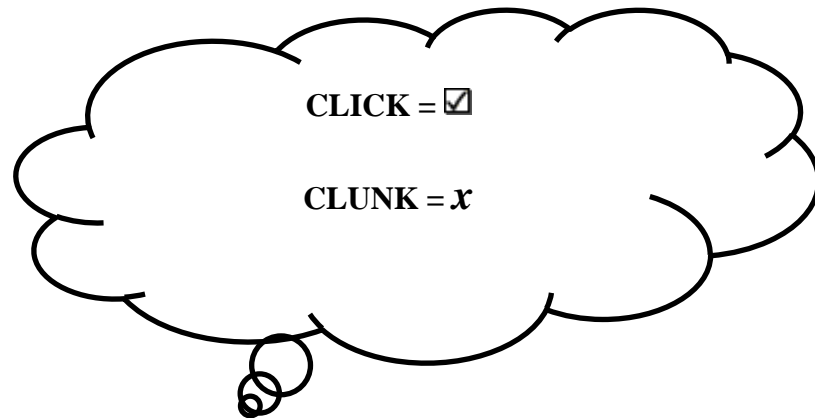
<b>Strategy</b>	<b>Reader's role</b>			
	<b>Code breaker</b>	<b>Meaning maker</b>	<b>Text user</b>	<b>Text analyst</b>
<b>Concept mapping</b>		x		
<b>Question generation</b>		x		x
<b>Vocabulary</b>	x	x		
<b>Summary</b>		x	x	
<b>Visualization</b>		x	x	
<b>Question and do (Q &amp; Do)</b>		x		x
<b>Reading response</b>	x	x		

*Adapted from: Teaching Reading and Viewing*

*Author: Queensland Curriculum and Assessment Authority (2010, pag.33)*

*Strategy: Inking your Thinking strategy*

## ***CLICK AND CLUNK STRATEGY***



## **Strategy 9: Click and Clunk**

*(Teacher's resource)*

**Reading objectives:** Students are able to monitor, clarify and fix their ideas about the text to summarize.

**Instruments for Evaluation:** templates, summarize in Google's documents, academic checklist

**Target group:** A.2.2 students                      **Group configuration:** 3-4 students

**Class Time:** 2hours                                      **Materials:** templates, blank sheet of papers and slides

**Objective:** O.EFL.    **Performance criteria:** EFL 5.3.8

**Performance indicators:** I.EFL.5.10.1              **Evaluation criteria:** CE.EFL.5.11

**Example of Click and Clunk strategy (for teacher's use)**

<p><b>Before reading</b></p> <p style="text-align: center;">• • •</p>	<p><b>During reading</b></p> <p style="text-align: center;">• • •</p>	<p><b>After reading</b></p> <p style="text-align: center;">• • •</p>
<ul style="list-style-type: none"> <li>• Anticipate students the use of “Click” term when they understand the ideas of the text and “Clunk” when students need a clarification to understand the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to read the readings silently and provide a template 1 to check their understanding .</li> <li>• Ask students to read the text again and say the word “click” when they understand the idea of the text and “clunk” when they need a clarification.</li> <li>• While students are reading, explain that they need to choose one of the four fixing up strategies in template 1 to solve their comprehension problems.</li> <li>• If students do not have problems in reading, ask to summarize the ideas in the down part of the template.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to summarize the text on a big piece of paper with a picture that interpret the idea and share it with the rest of the class.</li> </ul> <p><b>Variation:</b></p> <ul style="list-style-type: none"> <li>• Students summarize their ideas in a Google Docs document and share with the rest of the class.</li> </ul>

*Example (teacher's resource)*

### CLICK AND CLUNK STRATEGY

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

TOPIC: \_\_\_\_\_

<b>Click 1:</b> <b>Main Idea:</b> A website for educational purposes such as teens' world, careers, school and health	<b>Clunk 1:</b> <b>Fixing up strategy:</b> 1. Re-read the sentence with clunk and find clues that help you to understand the unknown words. Think about what makes sense.
<b>Click 2:</b> <b>Main Idea:</b> Sophie's world is a book that talks about a girl's journey to discover the philosophy of the humanity.	<b>Clunk 2:</b> <b>Fixing up strategy:</b> 2. Re-read the sentences before and after the clunk which helps you to understand the unknown words better
<b>Click 3:</b> <b>Main Idea:</b> A summer camp for teenagers who want to experiment interesting activities such as learning about music performing, culture and love for nature.	<b>Clunk 3:</b> <b>Fixing up strategy:</b> 4. Divide the word apart and compare with other words that you already know.

### Fixing up strategies:

1. Re-read the sentence with clunk and find clues that help you to understand the unknown words. Think about what makes sense.	2. Re-read the sentences before and after the clunk which helps you to understand the unknown words better.
3. Identify prefix or suffix in the new words that can help you to understand.	4. Divide the word apart and compare with other words that you already know.

### Summarize the text

..... ..... ..... .....
----------------------------------

*Adapted from: The Meadows Center Reading Module*  
*Author: The University of Texas at Austin (2012, pag.5)*  
*Strategy: Inking your Thinking strategy*



*Template 1: for students' use*

**CLICK AND CLUNK STRATEGY**

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

TOPIC: \_\_\_\_\_

<b>Click 1:</b> <b>Main Idea:</b>	<b>Clunk 1:</b> <b>Fixing up strategy:</b>
<b>Click 2:</b> <b>Main Idea:</b>	<b>Clunk 2:</b> <b>Fixing up strategy:</b>
<b>Click 3:</b> <b>Main Idea:</b>	<b>Clunk 3:</b> <b>Fixing up strategy:</b>
<b>Click 4:</b> <b>Main idea:</b>	<b>Clunk 4:</b> <b>Fixing up strategy:</b>

**Fixing up strategies:**

1. Re-read the sentence with clunk and find clues that help you to understand the unknown words. Think about what makes sense.	2. Re-read the sentences before and after the clunk which helps you to understand the unknown words better.
3. Identify prefix or suffix in the new words that can help you to understand.	4. Divide the word apart and compare with other words that you already know.

**Summarize the text**

..... ..... ..... .....
----------------------------------

*Adapted from: The Meadows Center Reading Module*  
*Author: The University of Texas at Austin (2012, pag.5)*  
*Strategy: Inking your Thinking strategy*

## CLICK AND CLUNK STRATEGY

### STUDENT ACADEMIC BEHAVIOR CHECKLIST (Teacher's Resource)

Name:

Class:

Date:

Topic: \_\_\_\_\_

Descriptors	Score*	Comments
Student follows strategy instructions effectively.		
Student Re-reads the sentence with clunk and finds clues to understand the unknown words.		
Student Re-reads the sentence before and after the clunk to understand the unknown words better.		
Student clarifies their ideas to summarize the text.		
Student shares significant ideas from the text to the rest of the class.		

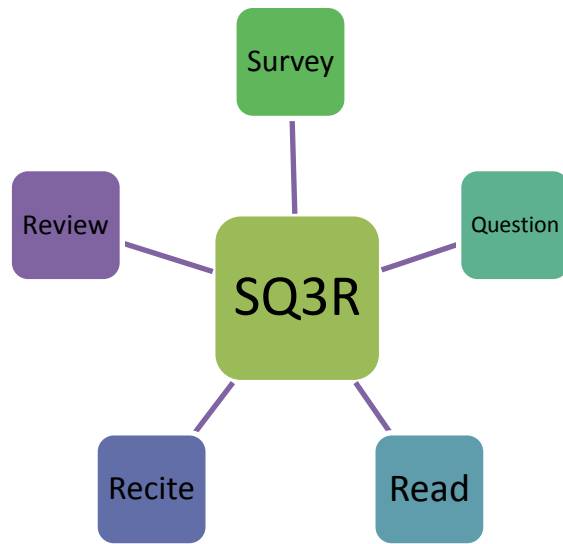
**\*Score is optional**

*Adapted from: Crossing the Vocabulary Bridge*

*Author: Cola, S. (2018)*

*Strategy: Click and Clunk*

**SQ3R (survey, question, read, recite, review) Strategy**



**Strategy 10: SQ3R (survey, question, read, recite, review)**  
(Teacher's resource)

**Reading objective:** Students are able to ask and answer questions to highlight ideas and summarize  
**Instruments for evaluation:** Template, summarize, Students Academic Behavior checklist  
**Target group:** A.2.2 students **Group configuration:** 3-4 students  
**Class time:** 2 hours **Materials:** templates, blank sheet of papers, slide model  
**Objective:** O.EFL.4 **Performance criteria:** EFL 5.3.8  
**Performance indicators:** I.EFL.5.11 **Evaluation criteria:** CE.EFL.5.11

**Before reading**



- Ask students to observe how the reading text is organized.
- Provide template 1 to write the titles, subtitles and names of the pictures that they can see in the text.
- Ask students to transform headings and subheadings into information questions.

**During reading**



- Ask students to read and highlight the significant ideas in the text.
- Students read and add more questions in template 1 that permit to comprehend the text.
- Students read again and Jot down commentaries in the margins of the reading text.

**After reading**



- Students close their books and check the ideas in the template 1 to answer the questions.
- Students summarize the text with their own words without looking the answers in the template 1.

*Example (for teacher's use)*

## SQ3R STRATEGY

Name:

Class:

Date:

TOPIC: \_\_\_\_\_

**1. Survey: Skim along the titles, subtitles and pictures. Write "sticky words" that catch your attention while you read**

Achievements  
Colleagues  
Network  
Hacking  
Empower

**2. Question: Transform headings and subheadings into information questions (who, what, why, when and where)**

Who had achievements?  
Who works in his father business?  
When did Mark become famous?  
What did Mark do in Harvard?  
What is Facebook?

**3. Read the section and underline significant ideas**

**4. Narrate your questions in detail.(Answer the questions of part 2)**

Mark Zuckerberg got an achievement when he created a social network called FACEBOOK. When he was a child he worked in his father business. He became famous when he opened his own company for social network. Mark created a university social network. Now Facebook is a big company with a lot of success.

**5. Review: Summarize your reading by remembering the previous answers**

Mark Zuckerberg is one of the most famous person in world. He has created an interesting social network called Facebook. When he was a child he developed many abilities with computing system. He studied in Harvard but he had problems when he created a new social network for students. Now he is very rich and famous because his company is one of the best around the world.

*Template 1 (for students' use)*

## SQ3R STRATEGY

Name:

Class:

Date:

TOPIC: \_\_\_\_\_

**1. Survey:** Skim along the titles, subtitles and pictures. Write "sticky words" that catch your attention while you read

.....  
.....  
.....  
.....  
.....

**2. Question:** Transform headings and subheadings into information questions (who, what, why, when and where)

.....  
.....  
.....  
.....  
.....

**3. Read the section and underline significant ideas**

**4. Narrate your questions in detail. (Answer the questions of part 2)**

.....  
.....  
.....  
.....  
.....

**5. Review:** Summarize your reading by remembering the previous answers

*Adapted from: Reading Methods SQ3R*

*Author: University of Manitoba (2005, pag.3)*

*Strategy: SQ3R strategy*

**SQ3R (survey, question, read, recite, review)**

**Student Academic Behavior Checklist (Teacher's resource)**

**Name:**

**Class:**

**Date:**

**Topic:** \_\_\_\_\_

<b>Descriptors</b>	<b>Score*</b>	<b>Comments</b>
Student observes the headlines and pictures of the text carefully to process the information.		
Student transforms headlines and pictures of the text in to information questions that permit them to understand the text.		
Student highlights the ideas of the text through the strategy application.		
Student reads and writes comments of the text that help him or her to remember significant ideas.		
Students summarize the text with their own words.		

*\*Score is optional*

*Adapted from: Crossing the vocabulary bridge*

*Author: Cola, S. (2018)*

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[https://umanitoba.ca/student/academiclearning/media/SQ3R\\_Reading\\_Strategy\\_NEW.pdf](https://umanitoba.ca/student/academiclearning/media/SQ3R_Reading_Strategy_NEW.pdf)



## 6.8 Administration of the proposal

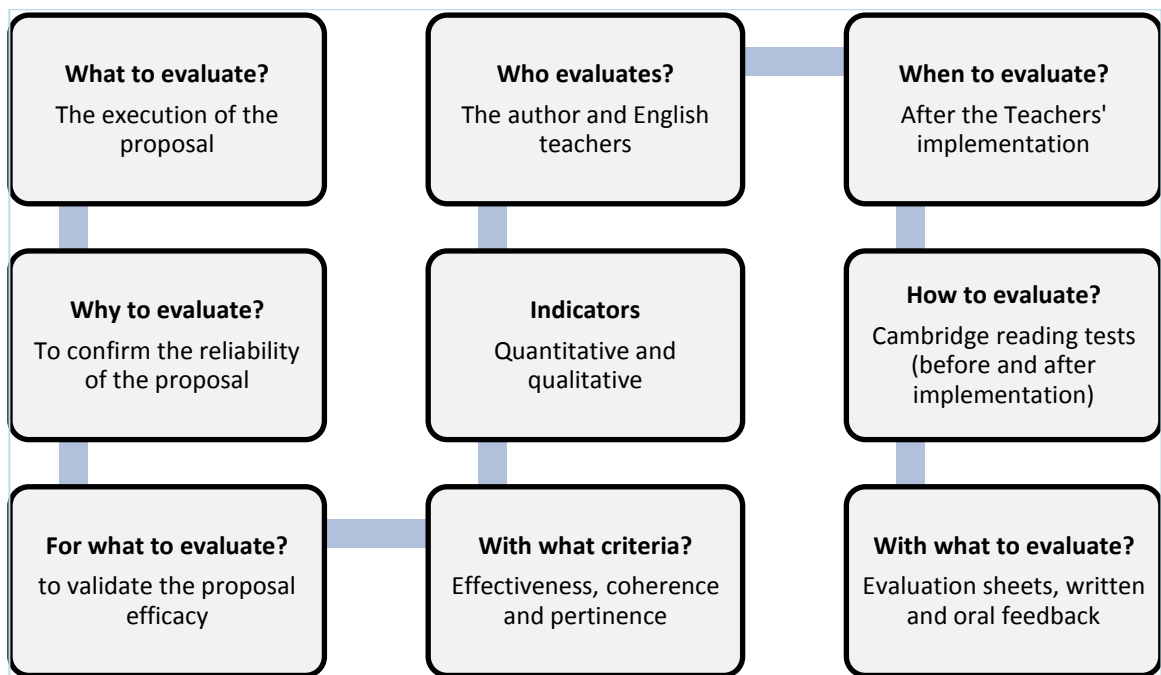
The current proposal is the result of the implementation of reading strategies performed at the end of the first semester of the academic year 2017 – 2018.

The whole strategies, activities, and objectives related to the proposal are included in the operating model mentioned before and the lessons plans in the annexes.

## 6.9 Evaluation of the proposal

A diagram with basic questions was created to evaluate this proposal.

Figure 8 shows the evaluation of the proposal diagram.



**Figure 3:** Evaluation of the Proposal

**Source:** Handbook and Research Book

**Created by:** Cola, S. (2018)

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# **Annexes:**

**1. READING PROJECT**

**2. CERTIFICATE FOR STRATEGY IMPLEMENTATION**

**3. SURVEY FOR TEACHERS**

**4. SURVEY FOR STUDENTS**

**5. VALIDATION FOR SURVEY'S QUESTIONS**

**6. LESSON PLANS**

**7. CAMBRIDGE READING TESTS SAMPLES**

**8. URKUND REPORT**

**9. READERS BOOKS**

## **Annex 1: Reading project**

### **UNIDAD EDUCATIVA DEL MILENIO “11 DE NOVIEMBRE”**

#### **PROYECTO DE INVESTIGACIÓN EDUCATIVA**

#### **“SELF- MONITORING STRATEGIES FOR READING COMPREHENSION”**

##### **I. DATOS INFORMATIVOS:**

- 1.1 INSTITUCION: UNIDAD EDUCATIVA DEL MILENIO 11 DE NOVIEMBRE
- 1.2 DIRECCIÓN: Machachi- Barrio Tahuachi-Calle Humberto Toscano y San Vicente
- 1.3 RECTOR: Lcda. Rocío Pérez
- 1.4 AÑO LECTIVO: 2017-2018
- 1.5 RESPONSABLE: Lcda. Sandra Cola

##### **II. DIAGNOSTICO DEL PROYECTO**

Actualmente el Ministerio de Educación del Ecuador se encuentra comprometido con las innovaciones pedagógicas en diferentes campos académicos, siendo uno de ellos el fortalecimiento y desarrollo de Idioma Inglés.

Como es de conocimiento general, las Unidades Educativas del Milenio, son instituciones educativas que fueron creadas para la aplicación de innovación curricular y experimentaciones pedagógicas, las cuales establezcan un precedente a la mejora académica para los estudiantes de la zona, tomando en cuenta las realidades y necesidades de cada institución.

Por lo expuesto anteriormente, el aprendizaje del Idioma en la Unidad Educativa del Milenio “11 de Noviembre”, debe darse de una manera significativa que permita al estudiante, no solo aprender conceptos, sino también comprender e interpretar ideas en textos escritos mediante el uso de estrategias que permitan la construcción de significados y activación del pensamiento crítico de los estudiantes (Mall-Amiri & Ahmadi, 2014).

### **III. JUSTIFICACION**

Es necesario reconocer que el Idioma Inglés sirve como herramienta comunicativa en un mundo globalizado, que permite el acceso a oportunidades de trabajo, estudio y distracción, en ámbitos nacionales e internacionales. Es importante tomar en cuenta que los estudiantes de nivel de bachillerato son capaces, no solo comunicarse entre ellos dentro un aula de clase, si no también, de ser parte activa de nuevos contextos lingüísticos.

La importancia del presente proyecto se enmarca en la aplicación de estrategias de auto - monitoreo de lectura comprensiva en Inglés que motive a los estudiantes producir ideas sobre un texto de una forma práctica y significativa. A través de la implementación de las estrategias de monitoreo, los estudiantes no solo comprenderán lectura, sino también reforzaran las destrezas del idioma como: hablar, escribir, escuchar y leer. Promoviendo el mejoramiento de su desempeño académico así como también de su aprendizaje de un idioma extranjero (Kowsary & Rouhani, 2013).

Además, mediante la implementación del presente proyecto se obtendrán varios beneficios en aprendizaje de Inglés tales como: el desarrollo del pensamiento crítico, auto reflexión, construcción de nuevo conocimiento mientras leen. Consecuentemente, los estudiantes serán capaces de promover soluciones a en situaciones reales.

### **IV. OBJETIVOS**

#### **4.1. OBJETIVO GENERAL:**

##### **1.5.1 General**

- Determinar la influencia de las estrategias de auto- monitoreo en lectura comprensiva en inglés en los estudiantes del primer año de bachillerato de la Unidad Educativa del Milenio “11 de Noviembre”.

#### **4.2 OBJETIVOS ESPECÍFICOS**

- Aplicar estrategias de auto-monitoreo para mejorar la comprensión lectora de textos en Inglés en primero de bachillerato general unificado paralelo B .
- Describir cual es el impacto de las estrategias de auto-monitoreo para la comprensión lectora de textos en Inglés en el primero B. de bachillerato general Unificado.
- Explicar la diferencia con respecto al desempeño lector de los estudiantes quienes utilizaron las estrategias de auto- monitoreo en comparación de quienes usaron lecciones de lectura convencional, mediante la demostración de los resultados

obtenidos en las pruebas de lectura aplicadas antes y después de la implementación de la aplicación de las estrategias.

## **V. MARCO TEORICO**

### **Comprensión Lectora**

De acuerdo a Snow (2002) la comprensión lectora es un proceso simultaneo que permite a los lectores a extraer y construir significados desde la interacción entre el lector y el texto escrito. Además para definir este término, es esencial aclarar algunos conceptos que Snow (2002) utiliza para determinar este proceso como: el lector, el texto y la actividad. Durante el proceso de lectura, el lector desarrolla la habilidad, capacidad, conocimiento y experiencias que un lector posee, lo que lo habilita para que el acto de lectura tome lugar.

### **Estrategias de Auto-monitoreo**

De acuerdo a Schraw (1998), las estrategias de auto-monitoreo fomentan diferentes actividades que permiten comprender e interpretar ideas en textos de lectura. Estas contiene grupos de actividades que los estudiantes usan para monitorear y validar la comprensión en tareas de lectura.

El propósito principal de las estrategias de auto- monitoreo es activad el desempeño del lector así como evaluar un efectivo proceso cognitivo del lector. De esta manera el proceso de meta cognición se lleva a cabo así como su desarrollo de pensamiento crítico (Mall-Amiri & Ahmadi, 2014).

### **Proceso de Constructivismo**

Este proceso se refiere al desarrollo de las ideas originales, experiencias y estructuras psicológicas de los estudiantes mediante la activación de procesos de aprendizajes significativos que promuevan el uso de estrategias que promuevan el uso conocimiento previo, la creatividad, la solidaridad y el trabajo cooperativo dentro de un ambiente de aprendizaje centrado en el estudiante y sus necesidades (Huang, 2016)

### **Estrategias Lectoras**

Las estrategias lectoras ayudan a los estudiantes a alcanzar un desempeño efectivo en la lectura. Estas estrategias ahorran tiempo y centran sus objetivos en lo requerido para mejorar la comprensión lectora. Además determinan el uso del análisis crítico de los lectores porque involucran diferentes preguntas e ideas a ser encontradas mediante la actividad lectora. Esto implica responder el texto mediante la comprensión del mismo (Spratt, M Pulverness, A. and Williams, M. 2008)

## **El Proceso Lector**

El proceso lector involucra la construcción del conocimiento mediante la interacción entre el lector y el texto. Este proceso se clasifica en tres etapas:

Antes, durante y después de la lectura.

Antes de la lectura, este proceso comienza cuando el estudiante aplica su pensamiento para conectarlo con su conocimiento previo. Esto le permitirá establecer un proceso real para su actividad de lectura.

Durante la lectura, este proceso permite al estudiante entender textos escritos. Los estudiantes siguen una serie de instrucciones que le permitan trabajar cooperativamente para identificar las ideas principales y secundarias de un texto, así como también el aprendizaje de un nuevo vocabulario implícito en el texto.

Después de la lectura, los estudiantes evalúan lo trabajado para aplicar su pensamiento crítico mediante la aplicación de diferentes actividades como debates, discusiones y presentaciones orales.

## **VI. ESTRATÉGIAS METODOLÓGICAS**

<b>ETAPAS DE LA ACTIVIDAD</b>	<b>RECURSOS</b>	<b>TÉCNICAS</b>	<b>MÉTODOS</b>
<b>Socialización</b>	Docente Estudiantes Padres de familia	Charlas informativas acerca del proyecto	Inducción al proyecto
<b>Primera fase</b>	Docente Estudiantes	Aplicación de una prueba estandarizada de lectura (Cambridge KET Reading test)	Aplicación de una evaluación escrita
<b>Segunda fase</b>	Docente Estudiantes	Aplicación de estrategias de auto-monitoreo para la comprensión lectora	Mira, piensa y predice Recuento guiado Diario Pensando con la lectura
<b>Tercera fase</b>	Docente Estudiantes	Aplicación de una prueba estandarizada de lectura (Cambridge KET Reading test)	Aplicación de una evaluación escrita

## V.II CRONOGRAMA DE ACTIVIDADES

ACTIVIDADES	RESPONSABLES	FECHA
Propuesta de ejecución proyecto	Lic. Sandra Cola	Noviembre
Socialización	Lic Sandra Cola	Noviembre
Primera fase: Aplicación de una prueba estandarizada de lectura (Cambridge KET Reading test)	Lic Sandra Cola Estudiantes del primero A y B BGU	Diciembre
Segunda fase: Aplicación de estrategias de auto-monitoreo para la comprensión lectora <ul style="list-style-type: none"> <li>• “Look, Think and Predict Strategy”</li> <li>• “Guided Retelling Strategy”</li> <li>• “Response Journal Strategy”</li> <li>• “Thinking Along Strategy”</li> </ul>	Lic Sandra Cola Estudiantes primero A y B BGU	Diciembre - Enero
Tercera fase: Aplicación de una prueba estandarizada de lectura (Cambridge KET Reading test)	Lic Sandra Cola Estudiantes primero A y B BGU	Febrero

## VIII. EVALUACIÓN

La evaluación del presente proyecto se lo realizara al término del mismo, mediante la aplicación de una prueba estandarizada de lectura. Los resultados obtenidos en esta evaluación darán validez a este proyecto de investigación.

## VIX. RECOMENDACIONES

Debido a que las actividades de intercambio son relevantes para el desarrollo del idioma se recomienda lo siguiente:

- Constante apoyo de las autoridades y docentes en la realización de este proyecto.
- Colaboración por parte de los padres de familia en las realizaciones de las actividades determinadas en el proyecto.
- Implementación de los conocimientos adquiridos por el estudiante en la realización de textos orales y escritos.
- Trabajo colaborativo entre los actores del proyecto.
- Presentación de los resultados de esta investigación a las autoridades de la institución.

## X. BIBLIOGRAFÍA

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## Annex 2: Certificate for Self-Monitoring Strategies project implementation



UNIDAD EDUCATIVA DEL MILENIO "11 DE NOVIEMBRE"  
CÓDIGO AMIE - 17H03641

Machachi, abril 27 de 2018

### CERTIFICADO

A quien interese:

Yo, Sylvana Vaca, Rectora de la Unida Educativa del Milenio "11 de Noviembre", certifico que la licenciada Sandra Cola-Docente de Inglés de esta institución desarrolló el Proyecto de lectura "Self monitoring strategies for reading comprehension" con la participación activa de los estudiantes de primero de bachillerato A y B, quienes tienen un nivel A2 de acuerdo al Marco Común Europeo, desde noviembre del 2017 hasta el 16 de febrero del 2018.

Este proyecto de investigación se desarrolló previo a la obtención del título de MAGISTER en la enseñanza de Inglés como Lengua Extranjera otorgado por la Universidad Técnica de Ambato.

Es todo cuanto puedo certificar en honor a la verdad.

Atentamente,

Msc. Sylvana Vaca

Rectora (E) de la U.E.M "11 de Noviembre"



DIRECCIÓN: CALLE HUBERTO TOSCANO - BARRIO SAN VICENTE DE TAHUACHI - MACHACHI  
CORREO ELECTRONICO: [umilenio11nov@hotmail.com](mailto:umilenio11nov@hotmail.com)



### Annex 3: Survey for teachers



**UNIVERSIDAD TECNICA DE AMBATO  
DIRECCIÓN DE POSGRADO  
MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO  
LENGUA EXTRANJERA**

**SELF-MONITORING STRATEGIES FOR READING COMPREHENSION  
SURVEY**

**Survey for English teachers of Unidad Educativa del Milenio “11 de  
Noviembre” in the academic year 2017-2018.**

**Objective:** To determine the incidence of self-monitoring strategies in the improvement of reading comprehension of students of first year of secondary education in Unidad Educativa del Milenio 11 de Noviembre

Instructions: Read carefully the questions and mark with X the best option for you.

**1. Do you consider that the application of self-monitoring strategies increase the high order thinking skills of the students?**

Always ( )                      Sometimes ( )                      Never ( )

**2. Do you think that cooperative and collaborative learning play an important part of the self-monitoring reading strategies?**

Always ( )                      Sometimes ( )                      Never ( )

**3. When you apply a reading strategy, do you consider learning outcomes?**

Yes ( )                      No ( )

**If you answer yes which field would you contemplate?**

Cognitive ( )                      Affective ( )                      Both ( )

**4. Do you think that problem-solving activities are important in reading strategies?**

Always ( )                      Sometimes ( )                      Never ( )

**5. When your students read, do you help them to remember, understand and apply relevant information?**

Always ( )                      Sometimes ( )                      Never ( )

**6. During a reading activity are your students able to analyze, evaluate and create new information?**

Always ( )                      Sometimes ( )                      Never ( )

**7. When students read, do you think that skimming, scanning, and intensive reading are useful strategies for reading comprehension?**

Always ( )                      Sometimes ( )                      Never ( )

**8. Do you use strategies before, during and after reading activities?**

Always ( )                      Sometimes ( )                      Never ( )

**9. When your students read, do you help them make inferences and questions about the reading?**

Always ( )                      Sometimes ( )                      Never ( )

**10. Do you think that your students need to identify the main idea in the text for reading comprehension?**

Always ( )                      Sometimes ( )                      Never ( )

**11. During a reading activity, do you ask students to summarize for reading comprehension?**

Always ( )                      Sometimes ( )                      Never ( )

**Thanks for your collaboration.**

#### Annex 4: Survey for students



**UNIVERSIDAD TÉCNICA DE AMBATO  
DIRECCION DE POSGRADO  
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO  
LENGUA EXTRANJERA**

**SELF- MONITORING STRATEGIES FOR READING COMPREHENSION  
SURVEY**

Encuesta dirigida a los estudiantes de primero de bachillerato A y B de la Unidad Educativa del Milenio “11 de Noviembre” año lectivo 2017 – 2018

**Objetivo:** Determinar la incidencia de las estrategias de auto monitoreo en el mejoramiento de la comprensión lectora de los estudiantes de primero de bachillerato en la Unidad Educativa del Milenio “11 de Noviembre” año lectivo 2017 - 2018

Instrucciones: Lea cuidadosamente las preguntas y marque con una “X” la mejor opción para usted.

**1. ¿Considera que las estrategias de auto-monitoreo incrementan sus habilidades de pensamiento de alto orden durante una lectura?**

Siempre ( )                      A veces ( )                      Nunca ( )

**2. ¿Piensa usted que el aprendizaje cooperativo y colaborativo juegan un papel importante en el desarrollo de las estrategias de auto monitoreo durante la lectura?**

Siempre ( )                      A veces ( )                      Nunca ( )

**3. ¿Cuándo utiliza una estrategia de lectura, considera que se obtienen resultados en el aprendizaje?**

Si ( )                      No ( )

**Si usted contesto si, cuál de ellos considera?**

Cognitivo ( )                      Afectivo ( )                      Ambos ( )

**4. ¿Piensa usted que las actividades de resolución de problemas son importantes en las estrategias lectoras?**

Siempre ( )                      A veces ( )                      Nunca ( )

**5. ¿Cuándo lee, el docente permite que usted recuerde, comprenda y apliquen información relevante?**

Siempre ( )                      A veces ( )                      Nunca ( )

**6. ¿Durante una actividad de lectura, usted es capaz de analizar, evaluar y crear nueva información?**

Siempre ( )                      A veces ( )                      Nunca ( )

**7. ¿Considera que las estrategias de lectura: escaneado, lectura intensiva y lectura general son útiles para la comprensión lectora?**

Siempre ( )                      A veces ( )                      Nunca ( )

**8. ¿Utiliza estrategias antes, durante y después de actividades lectoras?**

Siempre ( )                      A veces ( )                      Nunca ( )

**9. ¿Cuándo usted lee, su docente le ayuda a realiza inferencias y preguntas acerca de la lectura?**

Siempre ( )                      A veces ( )                      Nunca ( )

**10. ¿Considera que es necesario identificar la idea principal en el texto para comprender la lectura?**

Siempre ( )                      A veces ( )                      Nunca ( )

**11. ¿Durante la actividad de lectura, usted realiza resúmenes para comprender la lectura?**

Siempre ( )                      A veces ( )                      Nunca ( )

Gracias por su colaboración

Annex 5: Validation for Survey's questions.



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCION DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA**  
**INSTRUMENTO DE VALIDACION (Encuesta a Docentes)**

Items	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representatividad				Observaciones	C. Lenguaje		Observaciones
	Pertinencia (P)	No pertinencia (NP)		Optima (O)	Buenas (B)	Regular R	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
1	✓			✓					✓		
2	✓			✓					✓		
3	✓			✓					✓		
4	✓			✓					✓		
5	✓			✓					✓		
6	✓			✓					✓		
7	✓			✓					✓		
8	✓			✓					✓		
9	✓			✓					✓		
10	✓			✓					✓		
11	✓			✓					✓		
Datos del Validador		Apellidos y Nombres:		No. De Cédula:				Firma:			
		Mg. Inoussa Ouedraogo		171555166.7							
		Profesión:		Cargo:				Fecha:		Teléfono:	
		Magister en Docencia Univ.		Director pedagógico Inst. Guay.				Marzo de 2018		0999983978 0999983978	

(Universidad Central del Ecuador, 2017)



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCION DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA**  
**INSTRUMENTO DE VALIDACION (Encuesta a Estudiantes)**

Ítems	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representatividad				Observaciones	C. Lenguaje		Observaciones
	Pertinencia (P)	No pertinencia (NP)		Optima (O)	Buena (B)	Regular R	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
1	✓			✓					✓		
2	✓			✓					✓		
3	✓			✓					✓		
4	✓			✓					✓		
5	✓			✓					✓		
6	✓			✓					✓		
7	✓			✓					✓		
8	✓			✓					✓		
9	✓			✓					✓		
10	✓			✓					✓		
11	✓			✓					✓		
Datos del Validador	Apellidos y Nombres: <i>Mag. Inoussa Ouedraogo</i>			No. De Cédula: <i>171555166-7</i>				Firma: 			
	Profesión: <i>Magister en Docencia Univ.</i>			Cargo: <i>Director Pedagógico Inst. Guay</i>				Fecha: <i>Marzo de 2018</i>			
							Teléfono: <i>0999983978</i>				

(Universidad Central del Ecuador, 2017)

## Annex 6 : Lesson plans for strategy’s implementation

### MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

#### 1.INFORMATIVE DATA:

**Teacher:** Lic. Sandra Cola

**Area:** Foreign Language

**Class:** First B

**Book:** The Year of Sharing

**Strategy:** Look, think and predict

**Time:** 6 academic hours

#### **Objectives:**

**O.EFL 5.3** Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

**O.EFL 5.4** Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

#### 2. LESSON PLAN

##### **Skills and Performance Criteria**

EFL5.3.2 Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)

EFL 5.3.3 Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one’s own opinion and reaction to the text.

##### **Evaluation Criteria**

CE.EFL.5.12 Engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument.

<b>METHODOLOGICAL STRATEGY</b>	<b>RESOURCES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ACTIVITIES/STRATEGY /INSTRUMENTS</b>
<b>BEFORE READING</b> <ul style="list-style-type: none"> <li>Look at the book’s front covers and the pictures to predict what the book will be about.</li> </ul>	Book: The year of sharing <ul style="list-style-type: none"> <li>Flashcards</li> </ul>	<b>READING</b> I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by	<b>ACTIVITIES</b> <b>READING</b> <ul style="list-style-type: none"> <li>Look at the images and the title of the lesson and guess what it</li> </ul>

<ul style="list-style-type: none"> <li>• Provide templates to complete their ideas about their prediction of the book.</li> <li>• Ask students to justify their predictions by looking at the pictures and writing about them</li> <li>• Ask students to answer their questions in the left part of the template and write justifications for their responses. (Template 1)</li> <li>• Ask students to share their predictions in groups.</li> <li>• <b>DURING READING</b></li> <li>• Ask students to read the story individually and tell them that they need to pay attention in their predictions to confirm or disconfirm their initial predictions.</li> <li>• If students disconfirm, they need to clarify their ideas by giving an explanation of the correct answer.</li> </ul> <p><b>AFTER READING</b></p> <ul style="list-style-type: none"> <li>• Teacher provides questions template to write 5 important questions to be answer by students' partners (template 2).</li> <li>• Student answers questions in pairs by giving their personal opinion about it.</li> <li>• Students summarize the most important ideas in a graphic organizer</li> </ul>	<p>with pictures of the book</p> <ul style="list-style-type: none"> <li>• Look, Think and predict strategy templates</li> </ul>	<p>evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p>	<p>will be about.</p> <ul style="list-style-type: none"> <li>• Read the questions and complete the strategy template 1 by following the teacher's instructions.</li> <li>• Share opinions about book and summarize the most important ideas in a graphic organizer.</li> </ul> <p><b>STRATEGY</b></p> <p><b>LOOK, THINK AND PREDICT STRATEGY</b></p> <p><b>INSTRUMENTS FOR ORAL AND WRITTEN EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Oral interviews individual/ in groups</li> <li>• Graphic Organizers</li> </ul>
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**MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA**

**1. INFORMATIVE DATA:**

**Teacher:** Lic. Sandra Cola

**Area:** Foreign Language

**CLASS:** First B

**Book:** The Year of Sharing

**Strategy:** Guided retelling

**Time:** 6 academic hours

**Objectives:**

**O.EFL 5.3** Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

**O.EFL 5.4** Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

**2. LESSON PLAN**

**Skills and Performance Criteria**

EFL5.3.6 Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources by selecting and evaluating these materials as means to promote and strengthen literacy skills and language acquisition.

EFL.5.3.8 Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.

**Evaluation Criteria**

CE.EFL.5.10 Find specific information and identify the main points in simple straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s own reaction to the text.

<b>METHODOLOGICAL STRATEGY</b>	<b>RESOURCES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ACTIVITIES/STRATEGY /INSTRUMENTS</b>
<p><b>BEFORE READING</b></p> <ul style="list-style-type: none"> <li>• Ask students to skim the text individually to answer the questions in the template 1.</li> <li>• Students make groups of 3 to share their ideas for confirmation.</li> <li>• Students read again the text and create 5 new questions to add in their template.</li> </ul>	<ul style="list-style-type: none"> <li>• Book: The year of sharing</li> <li>• Flashcards with pictures of the book</li> <li>• Guided retelling</li> </ul>	<p><b>READING</b></p> <p>I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s</p>	<p><b>ACTIVITIES</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Skim the text individually.</li> <li>• Read the questions and complete the strategy template 1 by following the teacher’s instructions.</li> <li>• Share opinions about book and summarize the most important</li> </ul>

<p><b>DURING READING</b></p> <ul style="list-style-type: none"> <li>Ask students to work in groups of 3 to talk about</li> </ul> <p>The most important ideas in the text.</p> <ul style="list-style-type: none"> <li>Provide students a guided retelling template to be completed in groups of 3 by following these steps:</li> </ul> <ol style="list-style-type: none"> <li>Identify the five story elements in the text (introduction, setting, theme, plot, episodes, and resolutions) Clarify students' ideas by using template</li> <li>Ask students to complete template 2 by using information from the text. <ul style="list-style-type: none"> <li>In groups of 4 students gather their ideas to summarize the story in a big paper chart.</li> </ul> </li> </ol> <p>Ask students to bring pictures about the story for the next class</p> <p><b>AFTER READING</b></p> <ul style="list-style-type: none"> <li>Teacher asks students to present their retellings in groups by asking questions while other students are talking.</li> <li>Students present their retelling in groups by using their summarizing chart with pictures</li> <li>Teacher asks students to give a personal opinion about the text to conclude.</li> </ul>	<p>strategy template 1</p>	<p>own reaction to the text. (I.1, I.2, S.2)</p>	<p>ideas in a chart.</p> <p><b>STRATEGY</b> Guided retelling strategy</p> <p><b>INSTRUMENTS FOR ORAL AND WRITTEN EVALUATION</b></p> <ul style="list-style-type: none"> <li>Oral interviews individual/ in groups</li> <li>Charts</li> </ul>
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**MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA**

**1. INFORMATIVE DATA:**

**Teacher:** Lic. Sandra Cola

**Area:** Foreign Language

**Class:** First B

**Book:** The Year of Sharing

**Strategy:** Response Journal

**Time:** 4 academic hours

**Objectives:**

**O.EFL 5.3** Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

**O.EFL 5.4** Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

**2. LESSON PLAN**

**Skills and Performance Criteria**

EFL5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.).

EFL.5.3.8 Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.

**Evaluation Criteria**

CE.EFL.5.11 Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one’s own academic needs.

METHODOLOGICAL STRATEGY	RESOURCES	PERFORMANCE INDICATORS	ACTIVITIES/STRATEGY /INSTRUMENTS
<p><b>BEFORE READING</b></p> <ul style="list-style-type: none"> <li>• Students will write a prediction about the text by looking at the pictures and reading the headlines of the text. They use template 1</li> <li>• Ask students to skim the text and create 3 important questions to ask to a partner.</li> <li>• Students ask and answer questions in groups of</li> </ul>	<ul style="list-style-type: none"> <li>• Book: The Year of Sharing</li> <li>• Flashcards with pictures of the book</li> <li>• Response</li> </ul>	<p><b>READING</b></p> <p>I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea</p>	<p><b>ACTIVITIES</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Complete the strategy template individually</li> <li>• Share and compare their answers in a group</li> <li>• Present their journals in a internet blog</li> </ul>

<p>two by using template 1</p> <ul style="list-style-type: none"> <li>• In groups of 4, students share ideas and identify the main and secondary ideas of the text</li> </ul> <p><b>DURING READING</b></p> <ul style="list-style-type: none"> <li>• Provide template 2 for response journal strategy.</li> <li>• Explain how to use it by giving examples</li> <li>• Ask students to read again the text to complete their responses individually</li> <li>• Students share and compare their templates in groups of three</li> </ul> <p><b>AFTER READING</b></p> <ul style="list-style-type: none"> <li>• Ask students talk about their predictions, retelling, main idea and questions of the text by using template 1 and 2</li> <li>• Ask students to present their work in a blog created by the teacher on internet.</li> </ul>	<p>Journal Strategy strategy template 1</p>	<p>or argument. (I.2, I.4, J.3)</p>	<p>.</p> <p><b>STRATEGY</b> Response Journal Strategy</p> <p><b>INSTRUMENTS FOR ORAL AND WRITTEN EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Oral interviews individual/ in groups</li> <li>• Graphic Organizers</li> </ul>
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**MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA**

**1. INFORMATIVE DATA:**

**Teacher:** Lic. Sandra Cola

**Area:** Foreign Language

**Class:** First B

**Book:** The Year of Sharing

**Strategy:** Thinking Along

**Time:** 4 academic hours

Objectives:

**O.EFL 5.3** Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

**O.EFL 5.4** Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

**2. LESSON PLAN**

**Skills and Performance Criteria**

EFL5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.).

EFL.5.3.3 Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one’s own opinion and reaction to the text.

**Evaluation Criteria**

CE.EFL.5.12 Engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument.

<b>METHODOLOGICAL STRATEGY</b>	<b>RESOURCES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ACTIVITIES/STRATEGY /INSTRUMENTS</b>
<p><b>BEFORE READING</b></p> <ul style="list-style-type: none"> <li>• Ask students to look at pictures in the chapter in order to make a picture of their initial predictions.</li> <li>• Teacher provides template1 to complete</li> <li>• Each student writes their initial ideas of the text in the template 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Book:</li> </ul> <p>Flashcards with pictures of the book</p> <ul style="list-style-type: none"> <li>• Look, Think and predict</li> </ul>	<p><b>READING</b></p> <p>I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate</p>	<p><b>ACTIVITIES READING</b></p> <ul style="list-style-type: none"> <li>• Look at the images and the title of the lesson and guess what it will be about.</li> <li>• Read the questions and complete the strategy template 1 by following</li> </ul>

<ul style="list-style-type: none"> <li>• Ask students to read and confirm their predictions by stopping in each paragraph.</li> </ul> <p><b>DURING READING</b></p> <ul style="list-style-type: none"> <li>• Students read and stop to write questions about what is coming next in the story.</li> <li>• Students write their questions in the template 1 to confirm their thoughts while they are reading.</li> <li>• Students re-read the text to clarify their ideas and the word meaning.</li> </ul> <p><b>AFTER READING</b></p> <ul style="list-style-type: none"> <li>• Ask students to make groups of 3 to personalize the information by connecting the text ideas with their daily life by creating a T-chart in a big paper.</li> <li>• Share the information with the class</li> <li>• Ask students to complete template 2 by checking what they have done in the last session.</li> </ul>	<p>strategy template 1</p>	<p>sources to support an idea or argument. (I.2, I.4, J.3)</p>	<p>the teacher's instructions.</p> <ul style="list-style-type: none"> <li>• Share opinions about book and summarize the most important ideas in a graphic organizer.</li> </ul> <p><b>STRATEGY</b> <b>Thinking Along</b></p> <p><b>INSTRUMENTS FOR ORAL AND WRITTEN EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Oral interviews individual/ in groups</li> <li>• Graphic Organizers</li> </ul>
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## Annex 7: Cambridge English Test



### KEY ENGLISH TEST

Reading and Writing

**0085/01**

### SAMPLE TEST 1

**Time** 1 hour 10 minutes

#### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name, centre number and candidate number on your answer sheet if they are not already there.**

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

#### INFORMATION FOR CANDIDATES

##### READING

Questions 1 – 55 carry one mark.

##### WRITING

Question 56 carries five marks.

Part 1

Questions 1-5

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

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

Example:

0 You can eat here in the mornings. Answer: 0  A  B  C  D  E  F  G  H

- 1 You should not swim here.
- 2 You must not drive fast here.
- 3 You can play football here after lessons.
- 4 It is cheaper to buy things today than tomorrow.
- 5 You can drive here next week.

A **SLOW!**  
DANGEROUS CROSSROADS

B SWIMMING POOL  
OPEN AFTERNOONS  
Adults - £2.50  
Children - £1.00

C HALF PRICE FOOTBALL SHIRTS -  
SALE MUST END THIS AFTERNOON

D POLICE CARS ONLY

E DANGER!  
DO NOT GO INTO  
THE WATER

F BREAKFAST SERVED  
7.00 - 10.00

G ROAD CLOSED  
UNTIL WEEKEND

H SCHOOL SPORTS CLUB  
NOW OPEN IN THE  
EVENINGS!

Part 2

Questions 6-10

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



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

Example:

0 Adrian and Martin ..... school last week.  
A studied B went C finished Answer: 0  A  B  C

- 6 They ..... to go camping for their holiday.  
A decided B thought C felt
- 7 They wanted to ..... somewhere near the sea.  
A stand B put C stay
- 8 It ..... three hours to drive to the camp-site.  
A had B took C got
- 9 They put their tent in a ..... of the field.  
A centre B corner C back
- 10 They ..... some postcards to their friends.  
A bought B chose C sent



4  
Part 3

Questions 11-15

Complete the five conversations.

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

Example:

0  Where do you come from?

 **A** New York  
**B** School  
**C** Home

Answer: 0

- 11 I'm sorry we don't have your size. **A** What a pity!  
**B** I hope so.  
**C** I'll take it.
- 12 How long are you going to stay in Bangkok? **A** For another three weeks.  
**B** For the last three weeks.  
**C** It took three weeks.
- 13 See you tomorrow. **A** That's all right.  
**B** I can't see.  
**C** Don't be late.
- 14 I don't like this programme. **A** I'll turn it on.  
**B** Let's turn it off then.  
**C** You didn't take it off.
- 15 Can I leave early? **A** Before 4.30.  
**B** Yes, that's fine.  
**C** Not at all.

5

Questions 16-20

Complete the conversation.  
What does Anita say to Kim?

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

Example:

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

Anita: 0 ..... Answer: 0

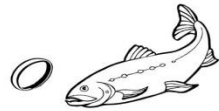
- Kim: Well, I'm going to go to London. Would you like to come as well?  
Anita: 16 .....
- Kim: Yes. I must study on Sunday. Great! It'll be good to go together.  
Anita: 17 .....
- Kim: First, I'd like to go shopping.  
Anita: 18 .....
- Kim: Oh, I can help you choose them. Is there anything else you want to do?  
Anita: 19 .....
- Kim: OK. There's a good one in Oxford Road. It always has the newest films.  
Anita: 20 .....
- Kim: I'm not sure, but I'll phone and ask. I know we'll have a good day.
- A** Me, too. I need some books for school and a pair of shoes.  
**B** Yes, I have to work on Saturday.  
**C** I'd love to. I suppose you want to go on Saturday?  
**D** Fine. Do we need to book tickets?  
**E** I have some money for a new jacket.  
**F** What do you want to do there?  
**G** Yes, I'd like to go to a cinema afterwards.  
**H** I don't know.

## Part 4

## Questions 21-27

Read the article about a young man and woman who lost a ring.  
Are sentences 21-27 'Right' (A) or 'Wrong' (B)?  
If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).  
For questions 21-27, mark A, B or C on your answer sheet.

### THE RING AND THE FISH



Thomas and Inger, who live in Sweden, are the happiest couple in the world. Two years ago, they were on a boat a few kilometres from the beach. Thomas asked Inger to marry him and he gave her a gold ring. He wanted to put the ring on Inger's finger, but he dropped it and it fell into the sea. They were sure the ring was lost for ever.

That is, until last week, when Mr Carlsson visited them. He has a fish shop and he found the ring in a large fish which he was cutting up for one of his customers. The fish thought the ring was something to eat! Mr Carlsson knew that the ring belonged to Thomas and Inger because inside the ring there were some words. They were, 'To Inger, All my love, Thomas'. And so Mr Carlsson gave the ring back to them.

Inger now has two rings. When they lost the first one, Thomas bought Inger another one. But they think the one the fish ate is the best one.

## Example:

0 Thomas and Inger's home is in Sweden.

A Right B Wrong C Doesn't say

Answer: 0  A  B  C

21 Thomas asked Inger to marry him when they were on a boat.

A Right B Wrong C Doesn't say

22 Thomas put the gold ring on Inger's finger.

A Right B Wrong C Doesn't say

23 They returned from their boat trip without the ring.

A Right B Wrong C Doesn't say

24 Mr Carlsson often visited Thomas and Inger.

A Right B Wrong C Doesn't say

25 Mr Carlsson caught the fish.

A Right B Wrong C Doesn't say

26 Mr Carlsson found the ring when he ate the fish.

A Right B Wrong C Doesn't say

27 Thomas and Inger prefer the first ring.

A Right B Wrong C Doesn't say

8

## Part 5

## Questions 28-35

Read the article about a woman called Jahan Begum.  
Choose the best word (A, B or C) for each space.

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

### Jahan Begum



Jahan Begum (0) ..... born on a farm in the hills. She lived there with her family (28) ..... thirteen years. The family grew their own food and (29) ..... animals. But then one year it didn't rain so they decided to move to (30) ..... country.

The journey (31) ..... the mountains was long and difficult. (32) ..... first home in the new country was a tent. Then Jahan's brothers made a house with wood and stones so the family had somewhere better to live.

Now, (33) ..... day Jahan makes things like hats and socks out of wool. She sells (34) ..... in the market to get money for food. She is happy with her home and her work, but she (35) ..... hopes to return to her farm in the hills one day.

KET Handbook 2004 - Read/Write Sample Test 1

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## Example:

0 A is B was C there Answer: 

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

28 A for B after C since

29 A keep B keeping C kept

30 A any B another C that

31 A against B through C at

32 A Their B Its C His

33 A some B each C this

34 A they B it C them

35 A yet B ever C still

KET Handbook 2004 - Read/Write Sample Test 1

[Turn over]

Questions 36-40

Read the descriptions of some jobs.  
What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36-40, write the words on your answer sheet.

Example:

0 I help people to learn things.

t \_ \_ \_ \_ \_

Answer: 0 teacher

36 I show customers the menu and bring them their food.

w \_ \_ \_ \_ \_

37 People come to my shop to buy medicine.

c \_ \_ \_ \_ \_

38 I will repair your car for you.

m \_ \_ \_ \_ \_

39 If you want to change the colour of your room, I will do it for you.

p \_ \_ \_ \_ \_

40 I help my boss by answering the phone, making appointments and writing letters.

s \_ \_ \_ \_ \_

Questions 41-50

Complete this postcard.  
Write ONE word for each space.

For questions 41-50, write the words on your answer sheet.

Example: 0 on

Dear Jane,

I'm sitting (0) ..... the beach at the moment. Soon, I'm (41) ..... to have a swim.  
I arrived here three days (42) ..... with my family. We (43) ..... be on holiday  
together here for two weeks. It (44) ..... a beautiful place. The beach is very near  
(45) ..... hotel. The sea isn't cold and (46) ..... are many interesting places to  
visit. Yesterday we walked (47) ..... a village in the mountains. I took lots  
(48) ..... photographs. It's (49) ..... pity that you didn't come (50) ..... us.

Love

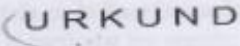
Peter

## Annex 8 : Urkund report

Doctora  
Adriana Reinoso Núñez  
**PRESIDENTA**  
**UNIDAD DE TITULACIÓN**  
**UNIVERSIDAD TÉCNICA DE AMBATO**  
Presente.-

De mi consideración:

Por medio de la presente remito el reporte del sistema URKUND del trabajo de investigación con el tema **"SELF-MONITORING STRATEGIES IN ENGLISH READING COMPREHENSION"**, elaborado por la Lic. Sandra Noemí Cola Chiguano, el mismo que evidencia un 1% de similitud, como se puede observar en la captura de pantalla siguiente:



**Urkund Analysis Result**

Analysed Document:	Cola_Sandra_Masters_Dissertation.docx (D38282628)
Submitted:	5/4/2018 1:35:00 AM
Submitted By:	sandy-c73@hotmail.com
Significance:	1 %

Sources included in the report:


Tesis\_Gladys Catalina Lozada Uiquin2.docx (D33711663)


Instances where selected sources appear:

3

Particular que comunico para los fines pertinentes.

Atentamente,

  
Dra. Wilma Suárez Mosquera Mg.  
Docente FCHE



## Annex 9 : Readers

