

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADOS

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

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**TEMA: “METACOGNITIVE STRATEGIES IN ENGLISH READING SKILL  
DEVELOPMENT”**

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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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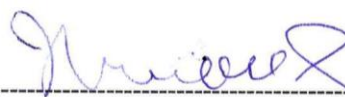
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**Ambato-Ecuador**


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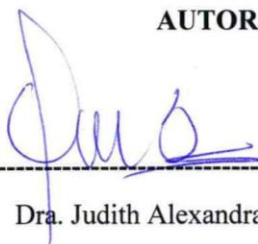
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## **DEDICATION**

I dedicate this research work to my dear parents Luis and Gladys who have taught me the value of hard work. To my dear daughters Kimberly and Danna who are my engine and motivation that encourage my life purpose. I would also like to dedicate this work to my beloved husband Angel, partner and friend, who has been the unwavering support in the most important moments of my life.

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**EXTRANJERA**

**TEMA:**

**"METACOGNITIVE STRATEGIES IN ENGLISH READING SKILL  
DEVELOPMENT"**

**AUTORA:** Licenciada Nelly Jeanette Masabanda Parra

**DIRECTOR:** Doctora Judith Alexandra Silva Chávez Magíster

**FECHA:** 31 de marzo de 2019

**RESUMEN EJECUTIVO**

El objetivo principal de esta investigación fue analizar el efecto de las estrategias metacognitivas en el desarrollo de la habilidad de lectura en inglés. La metodología utilizada fue cuasi-experimental, con un diseño pretest-posttest, con grupo control y grupo experimental. Los datos fueron recolectados a través de un cuestionario y un pretest y un posttest. La muestra estuvo conformada por 54 estudiantes, 27 estudiantes de la Clase A y 27 de la Clase B. La Clase A se asignó como grupo de control y no recibió ningún tratamiento, mientras que la Clase B se asignó como el grupo experimental y recibió el tratamiento con estrategias metacognitivas. La intervención pedagógica consistió en la implementación de 6 estrategias metacognitivas apoyadas en tres procesos: antes, durante y después de la lectura. Según el valor de Chi cuadrado obtenido a partir de los datos, se observó que, para un nivel de confianza de 0,99, el valor del grupo experimental era mayor que el del grupo de control, por lo que concluyó que el uso de estrategias metacognitivas mejoró el desarrollo de la habilidad de lectura en estudiantes de noveno año en Unidad Educativa "Julio Enrique Fernández" en Ambato-Ecuador. La propuesta se implementó durante 6 semanas. Una vez por semana se aplicó una estrategia diferente con el apoyo del docente de aula.

**Descriptor:** lectura, Inglés, enseñanza, estrategias metacognitivas, prelectura, poslectura.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
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**EXTRANJERA**  
**RESEARCH TOPIC:**  
**"METACOGNITIVE STRATEGIES IN ENGLISH READING SKILL**  
**DEVELOPMENT"**

**AUTHOR:** Licenciada Nelly Jeanette Masabanda Parra

**TUTOR:** Doctora Judith Alexandra Silva Chávez Magíster

**DATE:** March 31<sup>st</sup>, 2019

**EXECUTIVE SUMMARY**

The main goal of this investigation was to analyze the effect of metacognitive strategies to improve the reading skill in English. The methodology used was quasi-experimental, with a pretest-posttest design, with control group and experimental group.

Data were collected through a questionnaire and a pretest and posttest. The sample consisted of 54 students, the 27 students of Class A and the 27 students of Class B. The Class A was designed as the control group and did not receive any treatment while The Class B was designed as the experimental group and received the treatment with metacognitive strategies. The pedagogical intervention consisted in the implementation of 6 metacognitive strategies supported in three processes: before, during and after the reading. According to the chi-square value obtained from the data, it was observed that, for a confidence level of 0.99, the value of the experimental group was higher than that of the control group, therefore the use of metacognitive strategies enhances the development of the reading skill in Ninth year graders at Unidad Educativa “Julio Enrique Fernández” in Ambato-Ecuador. The proposal was implemented during 6 weeks. A different strategy was applied once a week with the support of the classroom teacher.

**Keywords:** reading, English, teaching, metacognitive strategies, pre-reading, during-reading, post-reading.

## **INTRODUCTION**

Since the 1960s, up to the present, there is evidence to corroborate that secondary school students do not develop reading comprehension skills and therefore do not make deductions and inferences, which allow them to apply to their daily lives, the principles and values that are transmitted through reading; therefore, the strategies used so far should be re-evaluated and propose others of a pedagogical nature that overcome the idea that reading is a passive activity of decoding and recognize that it is an activity that involves varied and complex intellectual processes.

This research proposes the implementation, within the Ecuadorian secondary basic education classrooms, of metacognitive strategies before, during and after reading, aimed at improving the deficiencies of the skills mentioned above, in order to ensure that reading is not only pleasurable, but useful and meaningful.

This thesis is organized as follows:

In chapter I the problem of the study is completely described, it contains the contextualization of the problem, the problem scheme, the critical analysis, the prognosis, the research questions, the justification, and the general and specific objectives.

In chapter II the research background shows previous investigations related to this study, describes the philosophical foundations, the legal basis and the key categories which support this research.

In chapter III the methodology is established, it contains the approach, the research method, the type of research, the population and sample, the operationalization of variables, the data collection and the research method used for data analysis.

In chapter IV the data analysis and the research results are presented. Both the survey and pretest and posttest results are evidenced and analyzed. The hypothesis verification is also showed.

In chapter V the conclusions and the recommendations are presented.

Finally, in chapter VI the proposed project plan is exposed. It contains the informative data, the background, the justification, the objectives, the feasibility analysis, the theoretical foundations, the administration of the proposal and its evaluation.



# **CHAPTER I**

## **THE PROBLEM**

### **1.1 Research Topic**

Metacognitive Strategies in English reading skill development administered to Ninth year graders at Unidad Educativa “Julio Enrique Fernández”.

### **1.2 Problem Statement**

#### **1.2.1 Contextualization**

Nowadays, English Language is taught as the principal foreign or second language in most elementary and secondary schools all around the world. As the lingua franca, all the students must be proficient in English. So, it is necessary to encourage the development of the four language skills: Speaking, listening, reading and writing, based on the use of methodological and motivational strategies that allow the students to communicate competently in the English language (Isaksen, 2018).

Many strategies and approaches have been proposed to teach the English language in these levels. In this academic context, the use of different metacognitive strategies has represented an important support to teach and learn English effectively. Therefore, it is highly recommended to implement these kinds of strategies in the language classrooms in Ecuador. The use of these pedagogical metacognitive-based tools in the language class is important since, in the one hand, it is necessary to change the traditional teaching conception, on the other, students need autonomy and independence to learn English effectively (Wichadee, 2017). Moreover, the use of metacognitive strategies enhances students to improve their language skills, especially reading. It helps to become critical and creative thinkers.

Despite being critical in the teaching and learning process, it has not been used widely. In Izamba, Ambato-Tunguragua, it was found that many educational

institutions do not promote the use of metacognitive strategies in the English language class. In the case of reading, it is not used even as a complement (Cuesta, 2017). On the other hand, although the Ecuadorian government has tried to improve the quality of the text books in relation to the methods and strategies proposed (INEC, 2014), the development of the English reading skill is still limited. It makes almost impossible to develop effectively the learning and teaching process and, in consequence, students do not develop their English language competence.

Students show lack of knowledge about metacognitive strategies and low proficiency level in the reading skill. It has been seen particularly in the 9th grade Basic Education students at Unidad Educativa “Julio E. Fernández”, Izamba, Ambato-Tungurahua. It is very critical in this school because it is a big, traditional and well-established school, having been founded in 1898, it has a population of about 1000 students.

After observing the group to define the topic of our research, we could detect they had difficulties with the development of the reading skill; we could see that their level of comprehension was low. Usually, they just understood a few sentences and words when they were asked to read a long text. Their reading process was mechanical, which prevented them to comprehend what they read. Apart from that, they had poor reading habits and they did not use appropriate reading skills. These reading problems indicated that reading was not considered as a main concern in the teaching process. Therefore, students did not develop their reading skills and critical thinking. The traditional teaching was producing poor and mechanical readers who cannot interpret a basic text when reading.

Therefore, teachers in the English area must look for feasible solutions that help to encourage the habit of reading so that learning can be more meaningful for their students, that is the reason why comprehensive reading plays a very important role in all areas since it helps students as well as professionals to develop their thinking in a critical way; through the compression and interpretation of a reading

thus arriving to be able to perform an analysis in a critical and rational manner. It is necessary to teach students to understand, analyze, relate and solve the difficulties they could face in the future. In this way, they could gain educational excellence (Riberosup, Alexandra, Eugenia, Leal Reyes, & Arias-Velandia, 2016).

In order to accomplish this goal, it is required to identify the way in which reading skills are taught in the English class and the role that the teachers play in the development of reading comprehension and critical thinking. This information could help to design teaching strategies to help students to develop effectively their reading skill.

## 1.2.2 Critical Analysis

### 1.2.2.1 Problem Tree Analysis

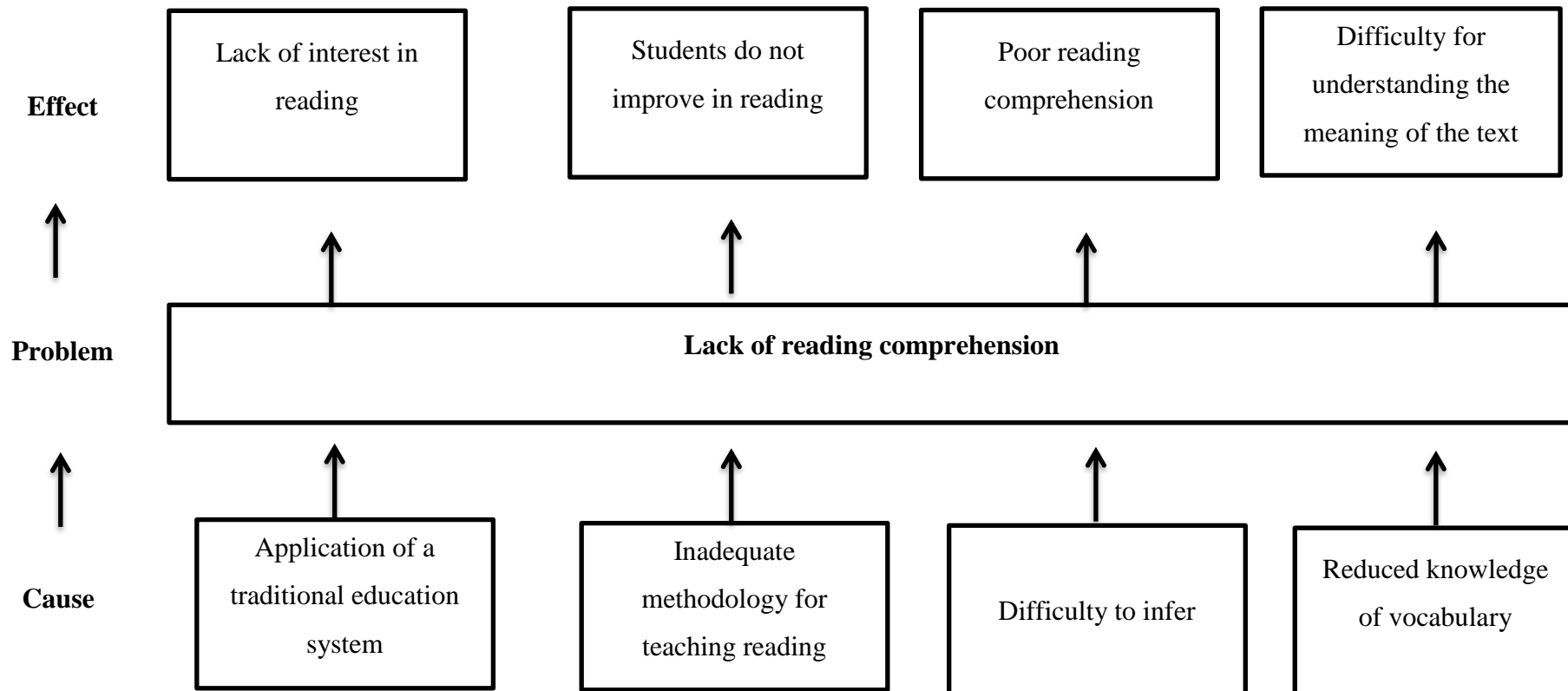


Figure 1. Problem tree

Elaborated by: Masabanda, Nelly (2019)

In this study, critical analysis represents a way to facilitate the understanding of the causes and the effects of lack of reading comprehension of 9<sup>th</sup> grade students at Unidad Educativa “Julio E. Fernández”. This purpose is achieved through the use of an adequate analysis and the breakdown of each cause and effect in relation to the problem of study.

First, it is important to highlight that students are learning the same way as it was a hundred years ago. We have teachers educating 21<sup>st</sup> century students with the application of a traditional education system. That causes that the abilities of our students tend to disappear, demotivating them, and in the case of language learning, particularly reading development, they are not interested in developing this skill. This demotivation for learning causes in students’ carelessness about their own education. From that point of view the importance of new and effective reading strategies are necessary. Teachers use old-fashioned reading techniques, which maybe worked with 20<sup>th</sup> century students when teachers prepared pupils for the coming age (Richards, 2005). Now the techniques should be different, we are preparing students for the upcoming academic challenges. Teachers we all tend to do our best but sometimes we do not motivate our students to develop their interest in reading

Second, another cause is the inadequate methodology that teachers use when teaching reading; moreover teachers do not use significant strategies to teach how to read. Reading does not mean pronouncing words or sentences, which is not the purpose, the real objective is to comprehend, reflect, analyze and develop critical and creative thinking skills through reading (Snow, Burns, & Griffin, 1998). In our culture, teaching reading properly is not a common practice. The lack of training about modern approaches, strategies and techniques does not allow teachers to improve their teaching praxis (Routman, 2003). This situation affects the teaching-learning process, making the students to become apathetic towards learning how to read properly. It is only about giving our teachers the tools in order to help students to succeed not only in school but in life.

Third, another cause points out that the students are not able to infer from texts because reading is not part of their academic routine; it causes the misinterpretation of the contents, poor reading comprehension and makes difficult the analytic process that reading implies (Graesser & Bower, 1990). Especially when reading in English, considering it is a foreign language, it increases the probability of misinterpretation of the document. Reading is a difficult process for the students in this institution since they have a low level of proficiency in the English language. When reading most of them see the cognates first to try to associate them with their mother tongue and get the main idea but, they do not know that some of them are false cognates (Moss, 1992). They need deeper and memorable techniques to understand readings in an assertive way, beginning with the selection of easy paragraphs, simple and clear depending of the students' level. Later, the text complexity can be increased and the meaning of the text can be inferred.

Finally, it could be said that the reduced knowledge of vocabulary produces poor or no understanding of the meaning of the text and affects the whole analytic process that reading implies. The lack of vocabulary deprives the students of placing the text in a context. If the students knew some words it would easier for them to understand the reading (Ouellette, 2006).

### **1.2.3 Prognosis**

Based on the research problem it is necessary to know what could occur in the future if the problem is not solved and the teachers keep on not to apply metacognitive strategies, it will be difficult for the students to improve, understand and efficiently organize their ideas and thoughts after reading a text so they achieve a meaningful learning, for this reason, this problem should be solved since the central objective is to improve the quality of reading.

Alternatively, whether the problematic is considered from an opposite viewpoint, it will have a positive incidence on students. Thus, whether the problem is solved, students will be able to read short sentences and understand whole paragraphs in

English which will allow them to improve their comprehension and develop thinking skills so making them independent learners. The education community will have an important contribution, giving it reflective students, professionals and citizens. Also teachers will be benefited due to the preparation and training they can have.

#### **1.2.4 Research Problem Formulation**

How effective is the use of metacognitive strategies on developing the reading skill in English in ninth graders at Unidad Educativa Julio E. Fernández?

#### **1.2.5 Questions**

- How are the metacognitive strategies used for the development of the reading skill in English?
- What is the reading proficiency level of the students in the English language?
- Which metacognitive strategies can be included in the handbook designed for the development of the reading skill?

#### **1.2.6 Delimitation of the Research Problem**

Field: Education

Area: English as a Foreign Language teaching

#### **Temporal Delimitation**

School Year 2018-2019

#### **Spatial Delimitation**

This research was held with ninth graders at Unidad Educativa Julio E. Fernández in Ambato-Ecuador

### **1.3 Justification**

The rationale of this research is well established. Nowadays, many Ecuadorian educational institutions are facing methodological problems in teaching the four English language skills. Reading skill is specifically critical. The main difficulty in high school is the lack teaching training that enables teachers to apply more significant and constructive teaching strategies that enhance the learning process. That is why; it is needed to implement some effective strategies in the English class to improve the students' English competence.

Regarding originality, metacognitive strategies to develop the reading skill have not been applied before to students of EGB, so with the purpose of educating critical individuals capable of analyzing, interpreting, understanding and discussing readings and ideas from texts this research was proposed.

Considering reading is one of the core skills that will allow students to go further than just learning a language, Metacognitive strategies will be applied, these allow them to acquire the ability to reflect about any topic or situation so they would be able to understand, be critical, creative and practical when solving problems. Moreover, the appropriate use of them will stimulate the students to develop a high-level English language proficiency. This is the main purpose of any language learners.

Reading is considered as a useful tool since it could be suitable for different school areas; the text comprehension guides the clear understanding of information. It is also important to say that good readers can combine facts of texts, consequently with their own knowledge they can construct the meaning meanwhile they are able to read fluently and strategically in order to achieve the purpose of reading.

Treating the low students' performance in relation to Metacognitive strategies in order to comprehend English readings is a significant issue due to the students and teachers are included in it. The responsibility is very important that is why a



teacher needs to be updated in the cognitive field so teachers are able to transmit their knowledge directly to the students, this way students use that information as a tool to succeed as professionals in their future lives.

On the other hand, this research is viable, since its implementation has been supported by the members of the institution, authorities, teachers, parents, and most importantly the students. They have shown to be interested in improving the development of the English language teaching and learning. They want to develop the students' creativity, imagination and critical thinking. Their support permits to carry out the research processes effectively, which benefits the researcher and the students, the former in gathering key data to the research, the latter participating in the different teaching activities proposed by the researcher, which help them to improve their English language competence.

## **1.4 Objectives**

### **1.4.1 General objective**

- To analyze the effect of Metacognitive strategies on developing the reading skill in English.

### **1.4.2 Specific objectives**

- To identify the metacognitive strategies that students use to develop reading skill in English.
- To determine the reading proficiency level of the students in the English language thorough the application of a pretest.
- To design a proposal to develop students' reading skill using metacognitive strategies.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research background

After doing research some studies related to the current study were developed.

Ghaith and El-Sanyoura (2019) investigated the reported use of metacognitive reading strategies and their interplay with the reading comprehension of 119 tenth grade learners of English as a foreign language (EFL) enrolled in five randomly-selected public schools in South Lebanon. In addition, the study examined the relative role of the global, problem-solving, and support strategies in predicting learners' literal and higher-order reading comprehension. Data were collected through a Survey of Reading Strategies (SORS). Each of the items was measured by a 5-point, Likert-type scale. Also, a retired version of the English as a Foreign Language (TOEFL) reading comprehension test was administered. The test included a total of 19 multiple-choice items. The reading comprehension test was scored and yielded two scores for literal and higher order questions. Responses obtained from the SORS survey were calculated and sub-scores for the different types of strategy use were obtained by adding up scores on the three subscale items that correspond to each strategy type: global, problem-solving, and support. The study findings indicate that the participants reported high use of the problem-solving and a moderate use of the global and support strategies. In addition, problem-solving strategies positively correlated with and predicted literal as well as higher-order comprehension. Pedagogical implications and suggestions for further research are discussed.

Kolić-Vehovec and Bajšanski (2016) carried out a study with the purpose of exploring comprehension monitoring and perceived use of reading strategies as factors of reading comprehension. Participants were elementary school students from the fifth to the eighth grade. Error correction and text sensitivity tasks from

the Metacomprehension test and the cloze-task were used as measures of comprehension monitoring during reading. A Strategic reading questionnaire was applied as a measure of perceived use of strategies during reading. Girls had better results than boys on text comprehension, all measures of comprehension monitoring, as well as on the Strategic reading questionnaire. Significant developmental improvements in comprehension monitoring occurred after the fifth grade and between the sixth and the eighth grade. A similar change was evident in reading comprehension. All measures of comprehension monitoring were significantly related to text comprehension in all age groups. However, perceived use of reading strategies was significantly related to reading comprehension only in eighth-grade students.

Cubukcu (2008) in his research pursued to establish the effectiveness of systematic direct instruction of multiple metacognitive strategies designed to assist students in comprehending text. Within this study, students were taught metacognitive strategies for reading in a five week program they joined voluntarily. The students used reading logs to reflect on their own thinking processes as they were engaged in reading tasks. This study provides further evidence of the benefits of metacognitive strategy training. All the students in both control and treatment groups have gained some metacognitive awareness which can help them understand what they read. The experimental group achieved significantly better results than the control group. The results of the present study have confirmed that reading comprehension could be developed through systematic instruction in metacognitive language learning strategies.

## **2.2 Philosophical foundation**

This project is based on the critical thinking paradigm. This means that students can analyze, summarize, predict and put into practice different metacognitive strategies that allow them to comprehend the readings. This paradigm focuses on conceptualizing, applying, analyzing, synthesizing, and/or evaluating information

gathered from, or generated by communication, observation, readings, experiences, reflection, or reasoning (Glaser, 1941). Active and skillful critical thinking is a fundamental element to engage students in actions, thoughts, and behaviors in order to achieve determined tasks. Additionally, critical thinking skills promote learner autonomy by encouraging them to connect the language learning they do in school with the world beyond.

The critical thinking perspective nowadays represents a fundamental paradigm in the teaching field, since students are better prepared to be successful in their careers (Sparapani & McClain, 2016). Students who think critically are prepared to reason at the highest level of quality in an open-minded way, they also are expected to live logically, practically and empathically. Concepts and principles allow them to analyze, assess, and improve thinking. They work diligently to develop the intellectual virtues of intellectual integrity focused in reason. Students realize that no matter how skilled they are as thinkers, they can always improve their reasoning abilities and although they will sometimes make mistakes in reasoning, they will accept them with humility. Thinking simplistically about complicated issues is avoided by them, they instead recognize the complexities in developing as thinkers, and commit themselves to life-long practice toward self-improvement (Elder, 2007)

The previous paragraph describes the essence of the critical thinking paradigm focused on the effects it has on learners. In terms of this research, teaching students how to read by using metacognitive strategies will help them to develop their critical thinking.

### **2.3 Legal foundation**

The Article 1 (0052-14) .- Provides that the teaching of the English language, from the 2016-2017 school year, the Sierra regime and 2017-2018, the Costa regime shall be mandatory from the second year of basic education up to third year of secondary school for all institutions, public, fiscomisionales and privadas of the country.

Additionally, according to the Common European Framework for Languages, the proficiency level to be achieved when students finish 9<sup>th</sup> grade EGB must be the level corresponding to A1 . Learners in the sublevel EGB Superior are at an age where they are becoming capable of metacognitive and abstract thought. They can begin to appreciate the reasons for which they do an activity, identify their purpose and think about how they may best go about completion of a task (Ministry of Education, 2016).

To finish, the Ministry of Education (2016) establishes that it is mandatory that teachers help learners to become independent readers, to be able to understand, infer, predict, ask and answer questions and synthesize what they read. To fulfill this purpose, they should use different meaningful activities, especially those that can promote metacognitive skills, the critical thinking and the meaning construction. It is necessary to allow the students to develop their abilities to understand their world, culture, and society, their capacity to distinguish it from other cultures. Reading lessons should start with a global understanding and move toward more detailed understanding. Students at the end of the school year must be prepared to use reading texts in order to gather and process increasingly complex material.

## 2.4 Key categories

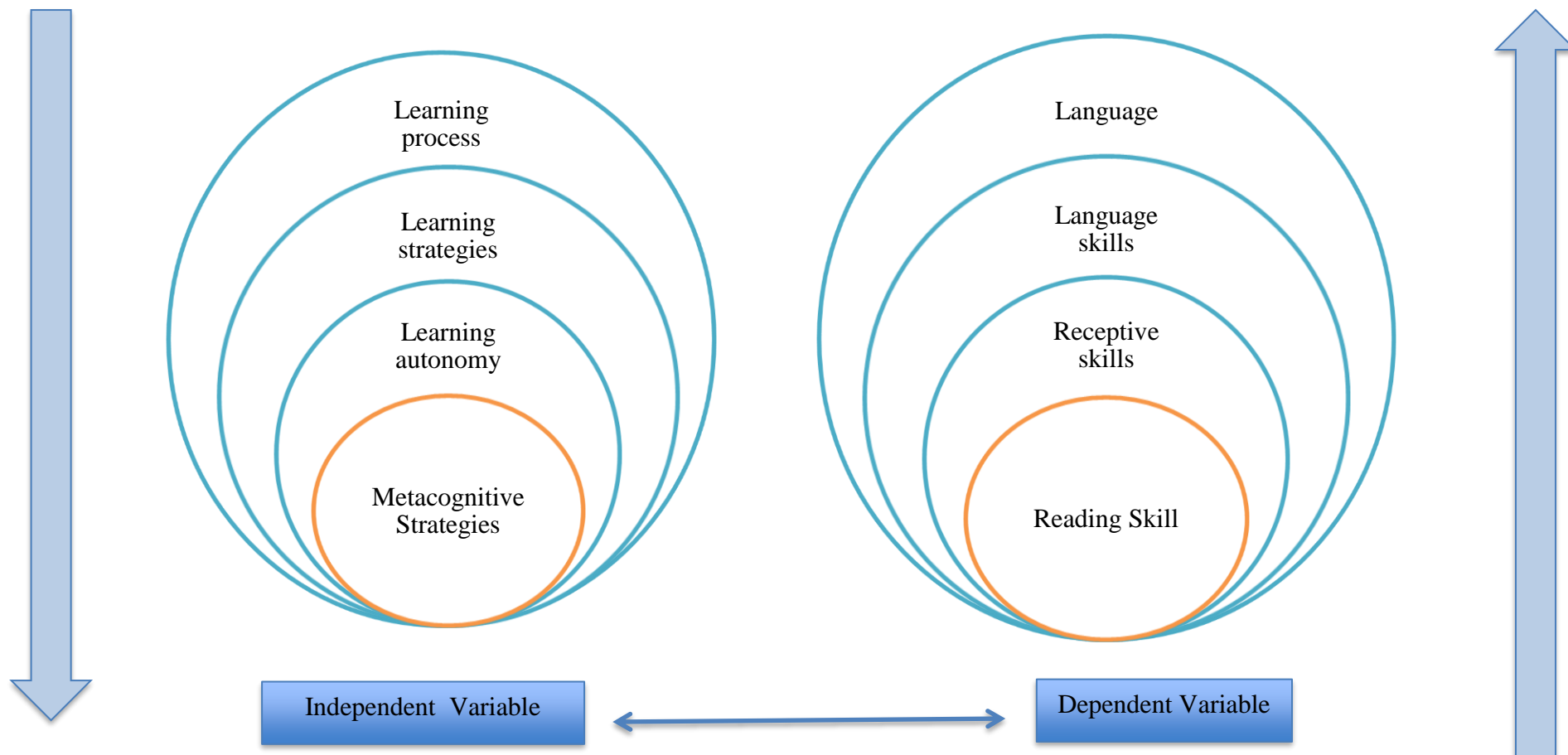


Figure 2. Key categories

Elaborated by: Masabanda, N. (2019)

### 2.4.1 Independent variable interrelated graphics

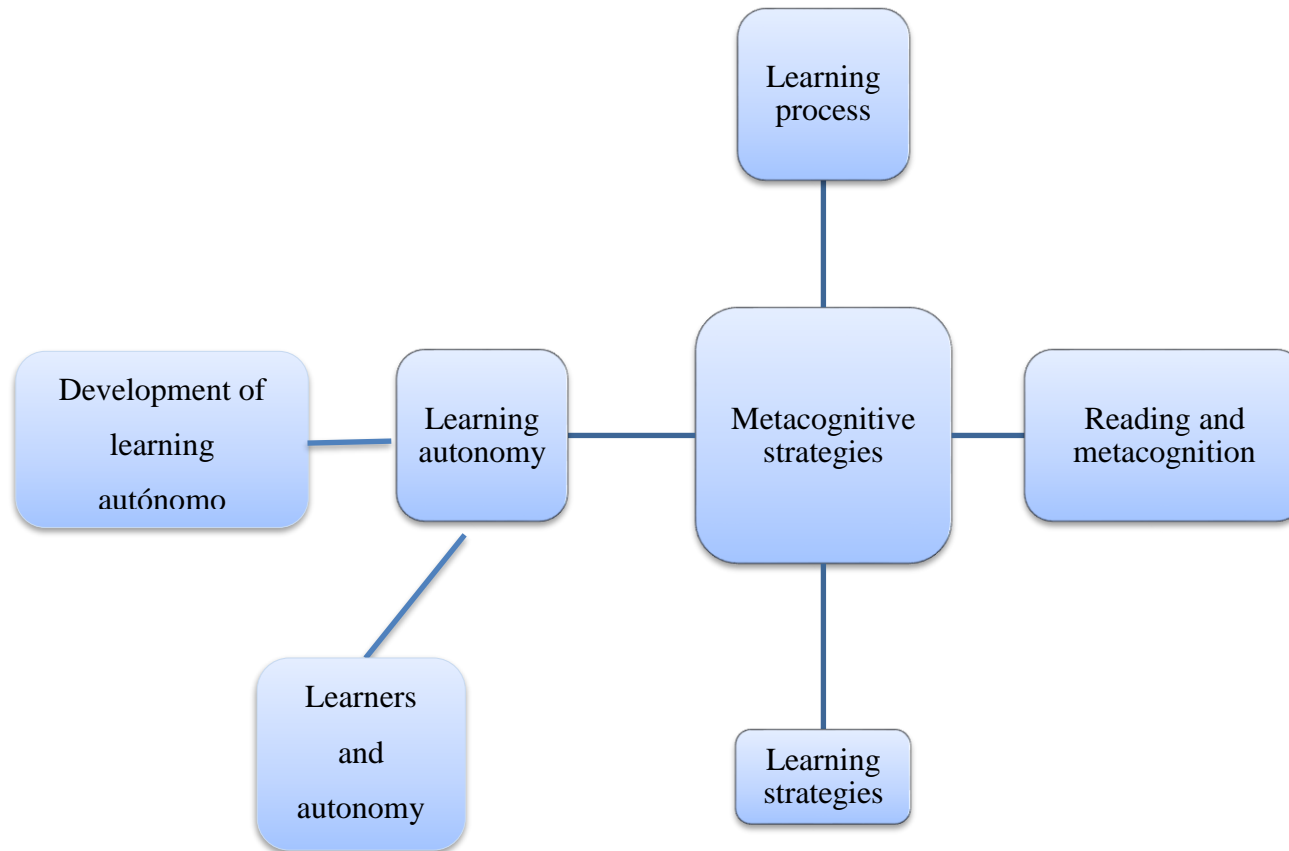


Figure 3. Independent variable interrelated graphics

Elaborated by: Masabanda, N. (2019)

#### 2.4.2 Dependent variable interrelated graphic

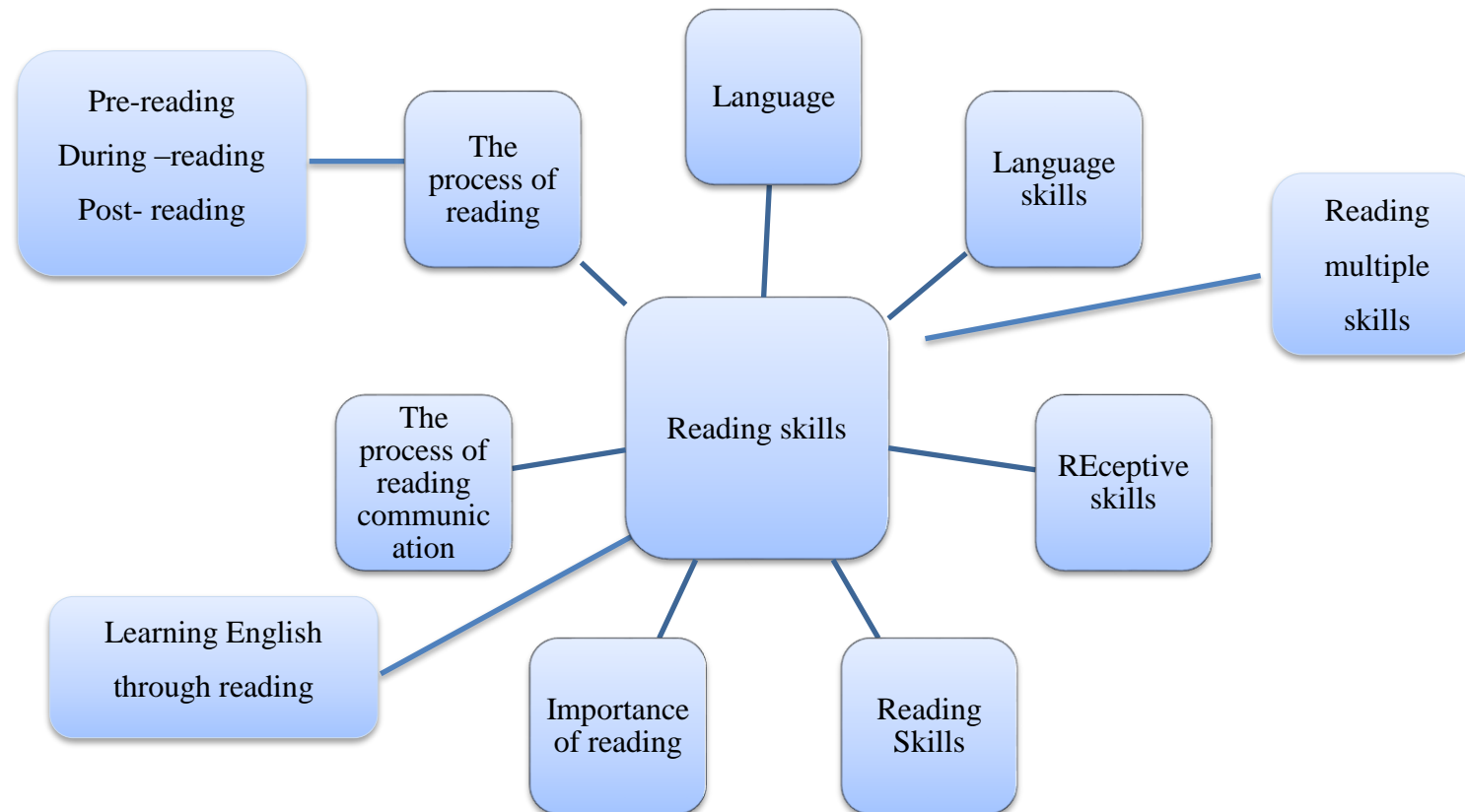


Figure 4. Dependent variable interrelated graphics

Elaborated by: Masabanda, N. (2019)



## 2.4.2 Independent Variable

### 2.4.2.1 Learning process

To begin with, learning is a gradual process in which people experience constant changes regarding their behaviors, knowledge, or ways of seeing and processing the world around them (Berkeley University of California, 2018)

Further more this author talks about a process, which is:

1. **Active:** a process that contains experiences and exchanges in order to build mental models of the world. It means, learners build knowledge by exploring, observing and interacting with the world around them, at the time that they make connections between new ideas and their prior knowledge.
2. **Built on prior understanding:** it involves shifting existing understanding, where the knowledge already acquired is the base that supports the construction of new learning.
3. **Social:** learning must be understood as a social action that includes people, the words they speak, their cultural setting and their actions they take.
4. **Authentic:** it provides students with the opportunity to engage with specific ideas and concepts in authentic contexts.
5. **Persistent:** considerable mental effort and persistence are necessary to keep the learners' motivation and cognitive engagement.

In other words, for Entwistle & Ramsden (2015) the states for inputs to learning are clear, but the process is incomplete without making sense of what outputs constitute learning has taken place. At the core, learning is a process that results in a change in knowledge or behavior as a result of experience. Understanding what it takes to get that knowledge in and out, can help optimize learning.

In the same way Pritchard (2017) and Illeris (2018) agree with the fact that learning is the result of individual cognitive processes through which the learner assimilates information, facts, concepts, procedures, values, and constructs new significant and functional mental representations (knowledge), which can then be applied in different situations to the contexts where they were learned.

#### **2.4.2.2 Learning strategies**

Liu (2010) explains that language-learning strategies are the technical steps that students use to learn the target language. For this author, learning a language has resulted in the identification of specific strategies to be applied in different learning sceneries such as primary, secondary and college education.

Likewise, Liu (2010) agrees with Jiménez (1996) and delimits learning strategies as activities that a learner can use to obtain a positive result when learning a language. These strategies allow accomplishing a good, self-directed and suitable way to learn and teach a language. Also, learning strategies could be defined as the patterns of thinking to achieve a given goal. They imply selection of appropriate information, organizing ideas based on their previous knowledge, doing reflection and using and applying the new ideas in different contexts.

Additionally, Chan, Rizzardini, Plata, & Merodio (2015) report that there are three categories of strategies that benefit students to fulfill their own objectives in the language learning process. They are cognitive strategies, socio-affective strategies and metacognitive strategies. The first one includes the manipulation of the learning material to understand it. The second one connects the cognitive with socio-cultural components involved in the learning and teaching process. Finally, the third one implies to the learners' awareness of their cognitive processes, which includes identifying strategies, analyzing them, planning, monitoring and assessing the process for a better comprehension of their learning process.

In the same way Nisbet & Shucksmith (2017) support this definition agreeing that an adequate 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. Consequently, 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.

#### **2.4.2.3 Learning autonomy**

With respect to learning autonomy, Akbari, Pilot, & Simons (2015) claim that autonomy as the ability which individuals have to assume responsibility and control for their own learning as in an academic context or independently of a teacher or institution. In other words, Han (2015), states that autonomous learning is based on the premise that the individuals are able to be responsible for everything in their own life, including learning.

For his part, Lengkanawati (2017) mentions that autonomous learning has gained in popularity since the 1980s since in the past what the learners used to do was typically decided by an authority figure like the teacher. The key benefit of learner autonomy is that autonomous learners are expected to be more effective than learners who are overly reliant on the teacher. Autonomous learning is more effective than non-autonomous learning.

In the same way, the Wits Language School (2018) agrees with the fact that autonomous students must have their own intervention and discipline in establishing their objectives, procedures, resources, evaluation, and learning moments.

Additionally, the aforementioned authors agree that learners need to consider the following aspects to become autonomous (Akbari, Pilot, & Simons, 2015; Han, 2015; Lengkanawati, 2017; Wits Language School, 2018):

- The belief that they can learn independently of the teacher and the classroom setup. Some cultures have authoritarian learning systems that produce very dependent learners.

- A willingness to undertake independent learning i.e. to take on the responsibility in terms of goal setting, time management, selecting materials and conducting self/peer assessment.
- A realistic and positive attitude to language learning (sometimes this may be undermined by previous learning experiences, requiring coaching from the teacher).
- Strategies – this is where the teacher becomes invaluable as a resource to the aspiring learners. There is a need for learner training, as autonomy does not happen overnight. It is important to remember that autonomy does not equate with working in isolation. The teacher, the class and the school are still part of the learner's environment.

### **Development of learner autonomy**

Concerning to the development of learners autonomy, Akbari, Pilot, & Simons (2015) consider that the learners' autonomy differs on how independent the teachers expect their students to become. In this respect Han (2015) exposes that teachers can start to foster an awareness of the skills that are involved in learning, they can develop skills that students need in order to find access and use resources; such as internet sites or online journals, supported by activities that are completed as homework tasks, they also can demonstrate the learning strategies in use through the activities that they plan during the course. In this way teachers encourage learners to understand the rationale behind teaching methodology, such as learning through new findings.

In the same way, for Lengkanawati (2017) the teachers' help guides to learners developing their own skills for setting objectives, planning their self-study, and even self-assessment. Through different tools such as texts, questionnaires, surveys and discussion, different learning strategies can be brought to the learners' attention so that they can evaluate them for personal effectiveness, or decide which ones to develop. In the same way, gradually, teachers may transfer some of the decision-making and choices to the learners in order to develop their

awareness and confidence for making decisions. For instance, through pyramid discussions learners can identify their preference for scheduling different skills work or myriad kind of exercises.

Similarly, the Wits Language School (2018) indicates that with the variety of resources available for self-study through multimedia and Internet, language teaching is in a position to encourage learner autonomy, supported by learner training in the classroom. While classroom learning may result in ‘far reaching’ learning in terms of the language input, autonomous learning may complement this by encouraging the learner to go ‘deep’ and exploit materials that assist with acquisition of language.

#### **2.4.2.4 Metacognitive strategies and reading**

According to Kuhn (2000) metacognitive strategies are defined as a practical approach that involves numerous actions such as control of planning, repairing, thinking about learning, revising, summarizing, monitoring language production and comprehension to assess students’ learning. In this regard, Boyet (2015) mentions that these strategies allow students to become autonomous learners, competent to reflect, analyze and improve their language skills.

With the purpose of regulating students’ cognition Ahmadi, Ismail, & Abdullah, (2013) suggest three types of metacognitive reading strategies:

**Declarative knowledge:** It consists of the specific information that learners have about life and its facts which allows them to know about different things in order to acquire learning through the use of strategies that impact their performance.

**Procedural Knowledge:** It consists of knowing how to use strategies that suggest a sequence effectively.

**Conditional Knowledge:** it involves to knowing when and why to apply different cognitive actions. Learners have the opportunity to select the most appropriate strategies for each situation in an effort to better regulate their learning.

Concerning these metacognitive reading strategies Yayin (2017) agrees that learners that use the metacognitive strategies mentioned above are more encouraged readers because they know how to manage the reading and understanding of a text.

### **2.4.3 Dependent Variable**

#### **2.4.3.1 Language**

Cohen (2014) defines language as a simply human and non-instinctive method of communicating ideas, feelings and desires by means of voluntarily produced symbols. In the same way, for Wright (2015) human beings are able to exchange knowledge, beliefs, opinions, wishes, commands, thanks, promises, declarations, and emotions, and only humans' imagination sets limits. People can laugh to express amusement, happiness, or disrespect, we can smile to express amusement, pleasure, approval, or bitter feelings, they can shriek to express anger, excitement, or fear, we can clench our fists to express determination, anger or a threat, they can raise their eyebrows to express surprise or disapproval, and so on, but their system of communication before anything else is language.

Correspondingly, Cook (2016) describes language as a social phenomenon which is part of the nature of human beings; it is represented as a sphere of human actions, in which people utter strings of vocal sounds, or inscribe strings of marks and in which people respond by thought or action to the sounds or marks which they observe to have been so produced. For Owens (2016) this verbal activity is, for the most part, rational. The person who produces, certain sounds or marks does so for a reason. This person knows that someone else, upon hearing the sounds or seeing the marks, is apt to form a certain belief or act in a certain belief or act in a certain way. This person wants, for some reason, to bring about that belief or action. Thus the beliefs and desires give him/her a reason to produce the sounds or marks, and he/she does. The other person who responds to the sounds or marks in a certain way also does so for a purpose.

### **2.4.3.2 Language skills**

Berman & Cheng (2010) explain that a mother tongue is learned by listening, then by speaking, then by reading and finally to write. When learning English or any other language it is necessary to develop those four skills, listening, speaking, reading and writing.

Concerning this, Maung (2014) states that listening comprehension is one of the linguistic skills, which refers to the interpretation of oral discourse. It involves, in addition to the strictly linguistic component, cognitive, perceptive, attitude and sociological factors. For his part, Manaj (2015) agrees with him by stating that listening is a communicative capacity that encompasses the entire process of interpreting the discourse, from the mere decoding and linguistic understanding of the phonic chain (phonemes, syllables, words, etc.) to interpretation and personal evaluation; so that, in spite of its receptive nature, it requires an active contribution of the listener.

In this way, concerning language skills Chengyu (2018) defines oral expression as the linguistic skill related to the production of oral discourse. It is a communicative capacity that encompasses a command of pronunciation, the lexicon and the grammar of the target language, but also sociocultural and pragmatic knowledge. For Manaj (2015) it consists of a series of micro-skills, such as knowing how to contribute information and opinions, showing agreement or disagreement, resolving conversational failures or knowing in what circumstances these are pertinent to speak and in which it is not.

Additionally, Berman & Cheng (2010) describe reading comprehension as one of the linguistic skills, which refers to the interpretation of written discourse. In addition to the strictly linguistic component, cognitive, perceptive, attitude and sociological factors intervene. Consequently, for Maung (2014) it is understood as a communicative capacity that goes beyond the strictly linguistic level and covers the entire process of interpretation of the text, from mere decoding and linguistic comprehension to interpretation and personal evaluation. In reading, the reader

not only extracts information, opinion, delight, etc. of the text, but, for its interpretation, also contributes its own attitude, experience, previous knowledge, etc.

Furthermore, Manaj (2015) defines written expression as one of the linguistic skills, which refers to the production of written language. Written expression uses primarily verbal language, but also contains nonverbal elements, such as maps, graphs, mathematical formulas, etc. In this regard for Chengyu (2018) one of the functions of written language is to record events that have occurred.

In relation to the four skills of the language; this investigation is based on the enhancement of the reading skill of the students of Ninth grade EGB at Unidad Educativa “Julio Enrique Fernández”.

#### **2.4.3.3 Receptive skills**

According to Abdulmahmoud (2015), English language receptive skills, reading and listening, permit students to get information from oral and written discourses and, from those texts to make sense. In this process, students require to use their prior knowledge to construct meaning from the new information. For Ganesh (2015) it means that they process the information, express their ideas and opinions, and construct new information from their previous experiences. In this process, students understand language in an active way. Moreover, as they have understood, they can share that information, so receptive skills become in the productive skills such as speaking or writing.

In the same way, for Disha & Leena (2016) receptive skills allow obtaining meaning from the text. However, the process of construction of meaning is different in the two receptive skills (reading and listening). Therefore, teaching those skills should be different. Teachers should plan lessons and design teaching strategies adapted to each skill. There are some common features. Nevertheless, regarding this, Surkamp & Yearwood (2018) mention that the teaching process of



both skills can be based on the background information of the students. So, it could be a good starting activity to activate students' previous knowledge.

#### **2.4.3.4 Reading skill**

Goodman (1988) defines reading as a process in which readers recognize the written words and decode them, realize the syntactic order of sentences and gain semantic awareness of the text, all that by combining their background information with those words. Snow, Burns, & Griffin (1998) agree with him and while doing this, readers activate both their cognitive and metacognitive skills

In this concern, Peglar (2003), states that reading mainly involves converting a graphic representation (text) into thought, or meaning. For Hadfield (2008) these reading means more than the combination of letters to form words, words into create sentences and sentences to produce text. It means construct meanings. Additionally, Goodman (1988) states that reading is a psycholinguistic guessing game; it is a process in which the reader uses strategies to create meaning from text.

In the context of language learning, Snow, Burns, & Griffin (1998) mention that reading in the mother tongue seems to be different from what the readers do when reading in a foreign language. That is why, when reading in the mother tongue readers use different strategies. From the very beginning, students have acquired different strategies to read. Since they were in the elementary education, they have learned to use different strategies. It depends on the kind of text they are asked to read and the purposes pursued by reading (Hadfield, 2008). Peglar (2003) indicates that the use of the previous knowledge of the students in the reading process helps students to anticipate the content of a text and then comprehend it, that is, to construct its meaning.

#### **2.4.3.5 The process of reading**

According to Education Scotland (2016) when a reader is connected with the text, different thinking and expression skills are initiated. Lopera (2015) agrees with

the fact that the role of the teacher is significant in every stage of the reading process. In this context Freire (2013) states that in the pre-reading, the teacher can activate the readers previous knowledge; during the reading stage, he can suggest strategies and activities that could enhance understanding; finally, at the end of the process, in the post-reading, he offers support to enhance understanding. Also, in relation to this Azizifar, Roshani, Gowhary, & Jamalinesari (2015) mentions that following this process could help students to become more communicative and constructive when reading. All the aforementioned authors agree with the fact that reading has a process that includes the following stages:

### **Pre-reading**

This step permits the students to be motivated and interested in constructing meaning from the text they pretend to read. In this stage, review previous knowledge and prerequisites are revised; the previous experiences permit to construct this knowledge. The requisites indicate the conditions and the purpose of the task: questions, vocabulary, extension, and context.

Pre-reading skill can be developed through activities such as:

- Activating previous knowledge: students are requested to say what they know about the topic and infer its possible relation to the text.
- Interpreting haplographies in the text. It implies that the readers observe and describe the graphic information, and then interpret it in a creative way.
- Predicting meaning. From observing specific parts of the text, source, text structure, year of publication, author, title, graphics, pictures, keywords, subtitles, references, etc., students make predictions.
- Identifying the purpose of text: The students identify the possible purpose of the texts: informing, education, entertaining, etc.

### **During-reading**

In the same way this phase is the reading stage itself, which implies both in the mechanical aspects and the construction of meaning. The level of comprehension

depends on, basically, on the importance that readers and teachers have given to the skills of this stage. Reading is not just about decoding linguistic signs; in contrast, it means understanding, comprehending, interpreting, constructing meaning, discovering and creating. Readers should make emphasis on the global representation of the texts, further than the linguistic components, words, and sentences.

How to comprehend a reading:

- Read and reread the text several times until understand it.
- Make predictions during the reading.
- Make connections with previous experiences.
- Identify the main ideas.

### **Post-reading**

To finish, in this step teacher and readers get to know how much the reader has understood. The kind of questions proposed could determine the level of comprehension of the students. They could:

- Prove predictions.
- Question their interpretation.
- Communicate their ideas about the text.
- Associate the meaning of the text with their previous experiences.
- Summarize the text.
- Discuss about the text.

### **2.4.3.6 Reading multiple skills**

Different authors agree about some skills which make the reading process more efficient: In this concern, Masoud (2014) defines inferring as a skill to know which the writer's opinion is or which the feelings about the text written by him are. Also, McGeown (2015) suggest scanning as a skill for searching precise information throughout the text, like names, dates. Also, Education Scotland

(2016) suggest getting details as a positive skill to investigate the meaning of the vocabulary. Also, (Masoud, 2014; McGeown, 2015; Education Scotland, 2016; Ceprano & Shea (2017) propose skimming as a very useful skill intended to recognizing a general idea of the whole reading. In the same way, for them, understanding is a skill used to comprehend what the author wants to communicate. In the same way, Masoud (2014) describes inferring meaning from context as a skill referred to find out the meaning of unknown expressions from the context. Finally predicting is proposed by McGeown (2015) as a useful skill to guess the content or what the text will be about.

#### **2.4.3.7 Learning English through reading**

According to Kumary (2018), reading is a very important skill to everyday life. It is a fast and effective way to learn and recall information. Reading permits to learn vocabulary, grammar, culture, and content. In this framework Peglar (2003) mentions that comprehension could be improved considering the context of the text (Carrell, Pharis, & Liberto, 2009). Also, Routman (2003) indicates that talking about the texts enhances understanding the meaning of unknown words and the whole text. Furthermore, this could develop interpretation and imagination. The aforementioned authors agree with the benefits that reading have in language learning:

- Learning punctuation: punctuation marks have different uses. When reading, readers could learn to find out their appropriate uses.
- Acquiring vocabulary: Reading is the best way to learn vocabulary. Reader could infer the meaning of unknown words from context.
- Learning writing style: There are many writing styles. Reading permits to understand the different ways to organized meaning in the texts. For example, research papers, textbook, academic essays.
- Inferring emotions: Some texts can produce different feelings, happiness, eager, sadness, depression.

- Knowing the differences between written and spoken language: learners can differentiate what is writing from what is not.

Helping oneself from oral language. Learner can read aloud to himself. In this way, he can find out if it sounds appropriate to the context, etc.

## **2.5 Hypothesis**

The use of metacognitive strategies enhances de development of the reading skill in Ninth year graders at Unidad Educativa “Julio Enrique Fernández.

## **2.6 Signaling hypothesis variables**

**Independent variable:** Metacognitive strategies

**Dependent variable:** Reading skill

## **CHAPTER III**

### **METHODOLOGY**

This chapter will help the researcher to collect and analyze the data in order to answer the research questions. It includes the approach, the research method, and the type of research, population and sample, operationalization of the variables, data collection and data analysis process.

#### **3.1 Approach**

In order to satisfy the objectives of the project, a quantitative research was held. Quantitative because the study, according to Burns and Grove (2005) was an objective and systematic process in which the information about the subjects was obtained through numerical data.

#### **3.2 Research method**

This was a field research considering it was carried out in the place of the facts, in this case at the Unidad Educativa Julio E. Fernández in Izamba-Ambato. Moreover, in the current study the original data was collected via a survey.

Additionally, a quasi-experimental design was conducted since the independent variable (reading skill) was manipulated although participants were not randomly assigned to conditions or orders of conditions. Besides, the 54 students of 9<sup>th</sup> grade EGB were considered for this research, the 27 students of Class A and the 27 students of Class B. The Class A was designed as the control group and did not receive any treatment while The Class B was designed as the experimental group and received the treatment with metacognitive strategies. This quasi-experiment was conducted to evaluate the effectiveness of a proposal (an educational intervention). A pretest and a posttest were applied to both, the control and the experimental groups in order to collect the data since the dependent variable was measured before and after the implementation of the proposal.

### 3.3 Type of research

This study was categorized as a descriptive research since it consisted of describing the characteristics of a particular group. The descriptive research method adopted here used a survey using a structured questionnaire. Survey involves asking questions of a sample of individuals who are representative of the group or groups being studied. In this method, a researcher poses a series of questions to the respondents, summarizes their responses in percentages, frequency distribution and some other statistical approaches.

### 3.4 Population and sample

A population is the full set of individuals that have some common characteristics. In this research, data are collected on all individuals about whom the conclusions were drawn. Therefore, the population is represented by the 54 students of 9<sup>th</sup> grade of Class A and B of Unidad Educativa Julio E. Fernández in Ambato. Any sample was selected since it worked with the total number of units of study because of the reduced universe of data.

As part of this quasi-experimental research, the students of Class A were selected as the control group and the students of Class B as the experimental group.

*Table 1*  
*Population*

Population	Number
Ninth A	27
Ninth B	27
Total	54

*Source:* Registration and records' office

### 3.5 Operationalization of variables

#### 3.5.1 Independent variable

Independent variable	Dimensions	Indicators	Techniques	Instruments	Items
<p><b>Characterization</b></p> <p><b>Metacognitive Strategies</b></p> <p>Cognitive process based on methods and critical thinking activities, which consider one's prior knowledge, learning needs and experiences that requires an action plan, and reflective process whose purpose is to increase students' critical awareness.</p>	<p>Cognitive Process</p> <p>Reflective Process</p> <p>Critical Awareness</p>	<ul style="list-style-type: none"> <li>• Declarative knowledge</li> <li>• Procedural knowledge</li> <li>• Conditional knowledge</li> </ul>	<p>Survey</p>	<p>Questionnaire</p>	<ul style="list-style-type: none"> <li>• I have a purpose in my mind when I read</li> <li>• I consider what I have previously learned as support to understand what I am reading.</li> <li>• I take a look of the text before reading it to have an idea of what it is about.</li> <li>• I notice length and organization by skimming the text first.</li> <li>• I underline information in the text to help me remember it</li> <li>• I visualize information to help remember what I read</li> <li>• I check my understanding about the readings by discussing with others.</li> <li>• I make a reflection about important aspects of the reading by summarizing it.</li> <li>• I paraphrase to better understand what I read</li> </ul>



### 3.5.2 Dependent variable

Dependent Variable	Dimensions	Indicators	Techniques	Instruments	Items-questions
<p><b>Characterization</b></p> <p><b>Reading Skill</b></p> <p>The ability to understand written texts is called reading. The reading process includes three phases: before reading, during reading and after reading and it is also divided into multiple skills that help to read different kind of texts efficiently.</p>	<p>Reading process</p>            <p>Multiple skills</p>	<ul style="list-style-type: none"> <li>• Pre-reading</li>    <li>• During-reading</li>    <li>• After-reading</li>       <li>• Activating previous knowledge</li> <li>• Predicting</li> <li>• Understanding</li> <li>• Connecting</li> </ul>	<p>Pretest and posttest</p>	<p>Rubric</p>	<ul style="list-style-type: none"> <li>• What do you know about this topic?</li> <li>• What event is most likely to occur next?</li> <li>• What is the purpose of the reading?</li> <li>• What is the author talking about in this reading?</li> <li>• Summarize this reading in one sentence. (Be specific and clearly explain the main idea).</li> <li>• What does this reminds you of your life?</li> <li>• What is this similar to in your life?</li> <li>• How is this different from your life?</li> </ul>

### **3.6 Data collection**

Regarding the study method this research was focused on quantitative methods. It means that the variables of the research were measured through statistical analysis of data collected specifically through a survey and the administration of a pretest and a posttest. The method used sought to create the foundations for the design of a proposal that encouraged the improvement of the reading skill in the 9<sup>h</sup> grade EGB through the use of metacognitive strategies.

#### **3.6.1 Students' Survey**

A survey contained of nine (09) dichotomous questions, which can have only two possible answers. This survey was designed with the purpose of identifying the metacognitive strategies used in class to develop reading skill in English, in order to suggest students with an efficient and effective proposal to help them to develop this important skill. It contained different items based on declarative, procedural and conditional knowledge which are metacognitive strategies described in the theoretical framework.

This technique was necessary because it allowed achieving one of the objectives addressed to 9<sup>th</sup> graders from Unidad Educativa “Julio Enrique Fernández” in Ambato, before applying Metacognitive Strategies in the reading class during 2018-2019 academic year.

#### **3.6.2 Pretest and posttest**

With the purpose of determining the reading proficiency level of the students in the English language before and after the implementation of metacognitive activities in the English class, a pretest and a posttest were administered to 27 students of 9<sup>th</sup> grade EGB Class A and B. These results helped the researcher to analyze the effect of Metacognitive strategies on developing the reading skill in English. The pretest and posttest consisted of one (01) task that included a reading adapted from 5 minutes English website (2013), the students were required to do a

pre-reading in which they had to answer three (03) questions, a during-reading in which they must answer two (02) questions and a post-reading in which they were required to answer three (03) questions. This test lasted 20 minutes and the evaluation standards were the following: Prior knowledge, ability to make predictions, ability to make connections and ability to understand the ideas.

The pretest was conducted at the beginning of the academic year before the implementation of the proposal. Considering it was a reading text, the researcher assessed the 54 students during the English class. After this, metacognitive activities were implemented 5 (five) hours a week during 6 (six) weeks to the experimental group, while the control group was taught with the traditional activities, and at the end of the implementation a posttest was conducted to the same students to analyze the effectiveness of the proposed strategies. The steps followed to prepare, apply and assess the pretest and posttest were:

1. To prepare the test materials: according to the reading process (before, during and after the reading) answer the questions.
2. To administer the test to 27 students (experimental group).
3. To evaluate the tests through a rubric.

### **3.6.3 Assessment rubric:**

The assessment standards contained in the rubric were taken and adapted from the Scale established for evaluating the A1 Level of the reading performance designed by the Common European Framework of Reference for Languages (Council of Europe, 2001). The standards assessed were:

- **Prior knowledge:** Assesses if the students link background knowledge and examples from the text to enhance comprehension and/or interpretation.

- **Ability to make predictions:** Assesses if the students predict in a reflexive way and get conclusions about the text in a deep and understandable way.
- **Ability to understand the ideas:** Assesses if the students identify main ideas and no troubles are found in recognizing and understanding vocabulary and structures.
- **Ability to make connections:** Assesses if the students connect the text with their knowledge or background ideas.

The following assessment scale was used:

- **Below (1 point):** Does Not Meet Standards
- **Basic (2 points):** Partially Meets Standards
- **Proficient (3 points):** Meets Standards
- **Advanced (4 points):** Exceeds Standards

### **3.7 Data analysis**

The data was obtained through the application of the survey and the pretest and posttest. They were presented statistically, through figures and charts. The results of the tests were analyzed by using descriptive statistic.

### **3.8 Instruments' validation**

Both instruments (the survey and the pretest and posttest) were validated by three experts in the Language Center at Universidad Técnica de Cotopaxi through the use of two rubrics, which include the following assessment criteria:

#### **Survey:**

- a. Correspondence of the instrument questions with the objectives, variables and statements with the objectives
- b. Technical quality and responsibility

c. Language

Each question was validated using the scale bellow:

P: Pertinent

NP: Not Pertinent

**Pretest and posttest:**

- a. The instrument contains clear and precise instructions to be completed.
- b. The assessment rubric is clear and precise.
- c. The assessed criteria lead to the achievement of the research objective.

Each aspect was validated using yes/no answers.

## CHAPTER IV DATA ANALYSIS

### 4.1 Analysis of data

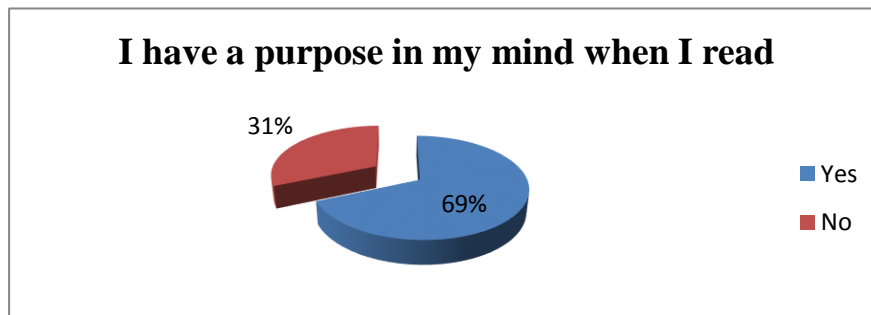
#### 4.1.1 Survey for the students

A short survey was administered to the 54 participants with the purpose of identifying the metacognitive strategies that students use to develop their reading skill in English. The results provided the researcher with the necessary information to be included in the proposal. The results and a brief interpretation of them are shown below:

*Table 2*  
*I have a purpose in my mind when I read*

Description	Frequency	Percentage
Yes	37	69%
No	17	31%
TOTAL	54	100%

*Source:* 9<sup>th</sup> year graders' survey answers  
*Elaborated by:* Masabanda, Nelly (2019)



*Figure 5. I have a purpose in my mind when I read*

#### **Analysis and interpretation:**

Out of a total of 54 students, 69% stated that they have a purpose in their minds when they read a text. That means that they are able to predict the readings by activating their prior knowledge. They also know information about the author and also the titles indicate to them what the reading could be about. On the other hand, 31% of the students do not think about anything when they read it means that they are not aware of the process of reading.

Table 3  
*I consider what I have previously learned as support to understand what I am reading.*

Description	Frequency	Percentage
Yes	27	50%
No	27	50%
TOTAL	54	100%

Source: 9<sup>th</sup> year graders' survey answers  
 Elaborated by: Masabanda, Nelly (2019)

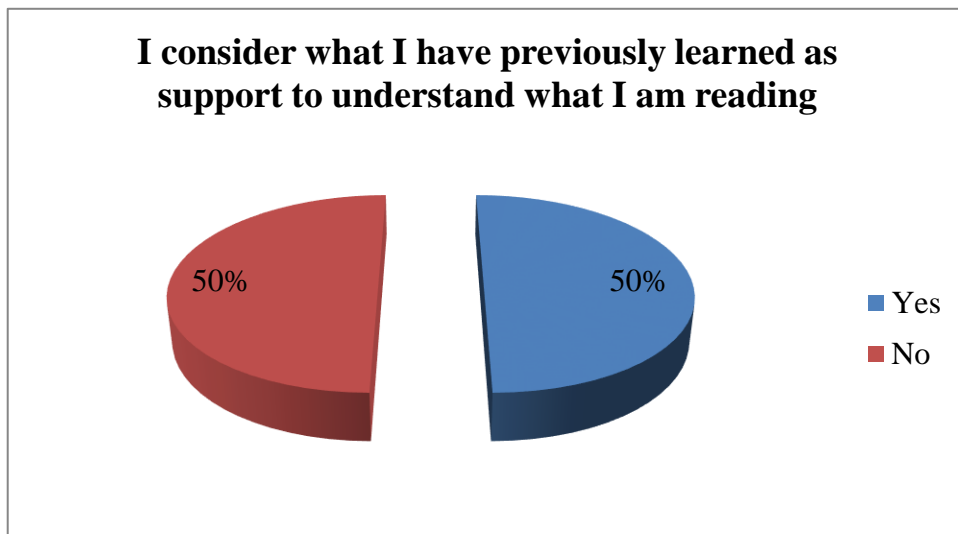


Figure 6. *I consider what I have previously learned as support to understand what I am Reading*

**Analysis and interpretation:**

According to the data presented, 50% of the students think about what they know to help themselves understand what they read. It allows and helps them make connections to the new information. They use background knowledge to make an understanding of what the text means. These students bring to their minds the knowledge they already have and they build upon new practices as they find new learning in the readings. In contrast, 50% of the students do not make connections to their knowledge; they limit the reading to words and letters that many times are meaningless to them.

Table 4

*I take a look of the text before reading it to have an idea of what it is about.*

Description	Frequency	Percentage
Yes	27	50%
No	27	50%
TOTAL	54	100%

Source: 9<sup>th</sup> year graders' survey answers

Elaborated by: Masabanda, Nelly (2019)

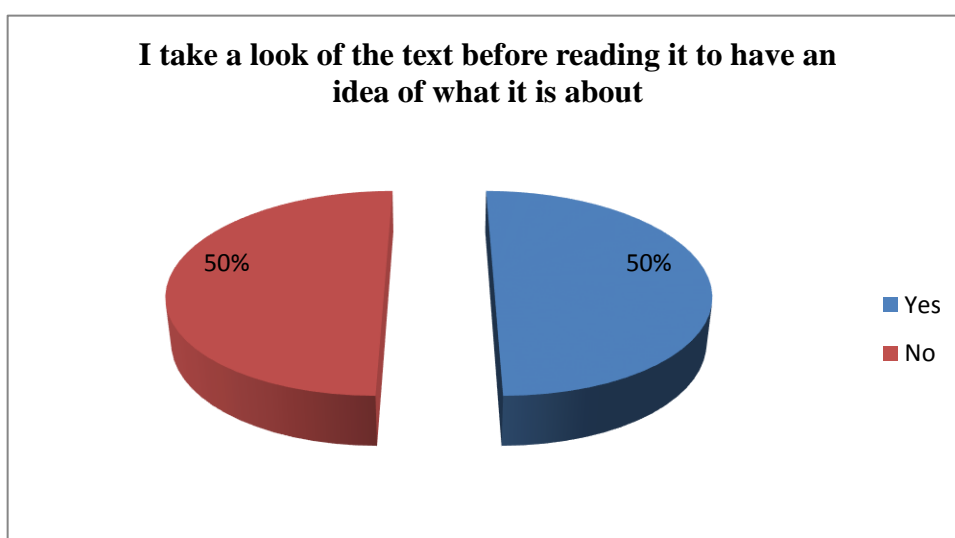


Figure 7. *I take a look of the text before reading it to have an idea of what it is about.*

### **Analysis and interpretation:**

With regards to this data, 50% of the students state that they preview the text to see what it is about before reading it. These students tend to be more analytic and understand the texts easily. Opposite to it, 50% of the students do not preview the text before reading; in this case, they demonstrate they are not interested in the reading, since they are not curious about the text they are going to read. This lack of interest blocks the process of reading understanding.



Table 5  
*I notice length and organization by skimming the text first.*

Description	Frequency	Percentage
Yes	14	26%
No	40	74%
TOTAL	54	100%

Source: 9<sup>th</sup> year graders' survey answers  
 Elaborated by: Masabanda, Nelly (2019)

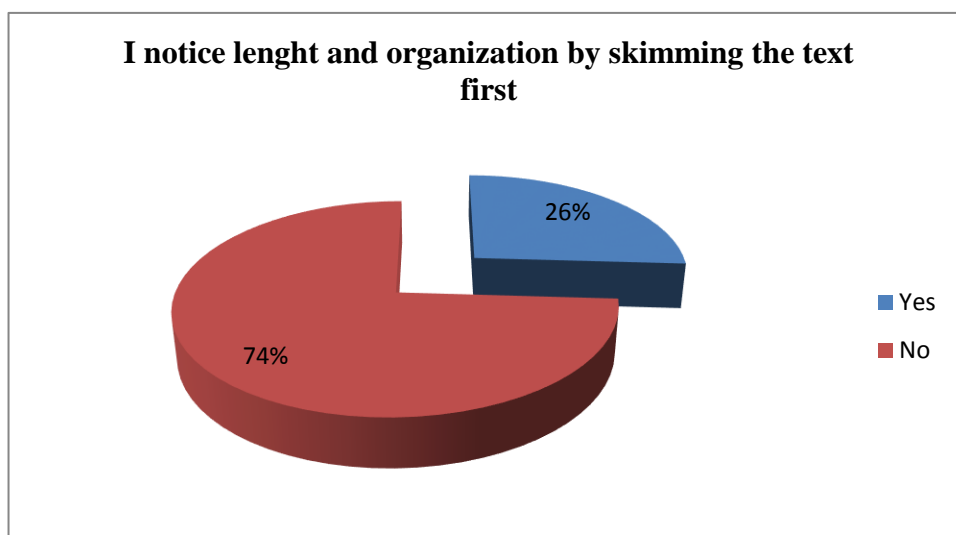


Figure 8. *I notice length and organization by skimming the text first.*

**Analysis and interpretation:**

The results obtained for this statement show that only 26% of the students skim the text first to obtain a general idea of it. These students consider this as an effective strategy since it helps them to understand the main idea of the text without reading the whole text. Skimming the text is a very practical strategy since teenagers sometimes do not like academic readings so they prefer just to read the most important parts of the reading and catch the main ideas. The other 74% stated they do not skim the text before reading, this means that these students

prefer to read the text in detail instead of obtaining the main ideas and identifying specific vocabulary before starting the reading.

Table 6  
*I underline information in the text to help me remember it*

Description	Frequency	Percentage
Yes	23	43%
No	31	57%
TOTAL	54	100%

Source: 9<sup>th</sup> year graders' survey answers  
 Elaborated by: Masabanda, Nelly (2019)

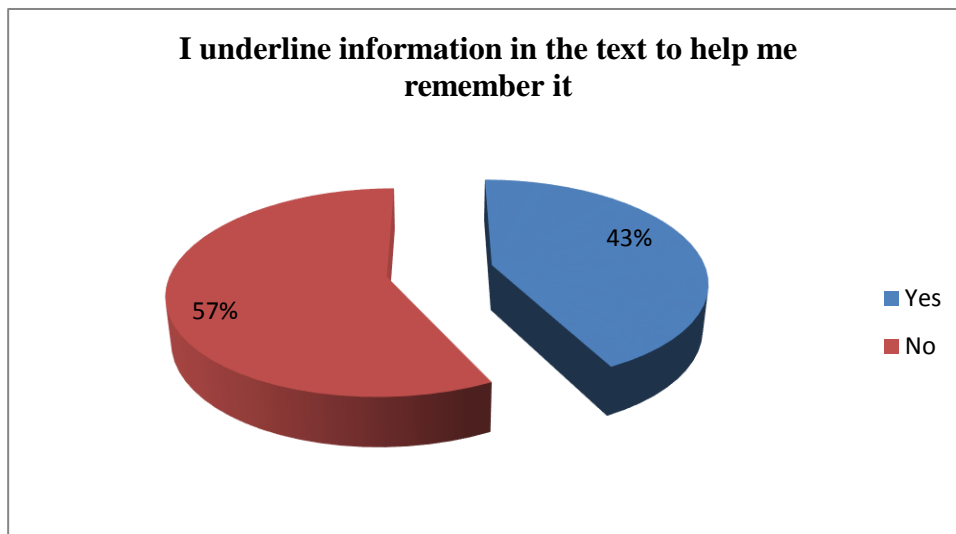


Figure 9. *I underline information in the text to help me remember it*

**Analysis and interpretation:**

Analyzing the data above, it is seen that 57% of the students do not underline information in the text to help themselves remember it. That means that students do not know this metacognitive strategy and its use has not been taught and required. However, considering underlining is a very practical metacognitive strategy to highlight the most important ideas in reading, 43% of the students use this strategy to point the ideas they consider that are significant to understand the reading.

Table 7  
*I visualize information to help remember what I read*

Description	Frequency	Percentage
Yes	48	89%
No	6	11%
TOTAL	54	100%

Source: 9<sup>th</sup> year graders' survey answers  
 Elaborated by: Masabanda, Nelly (2019)

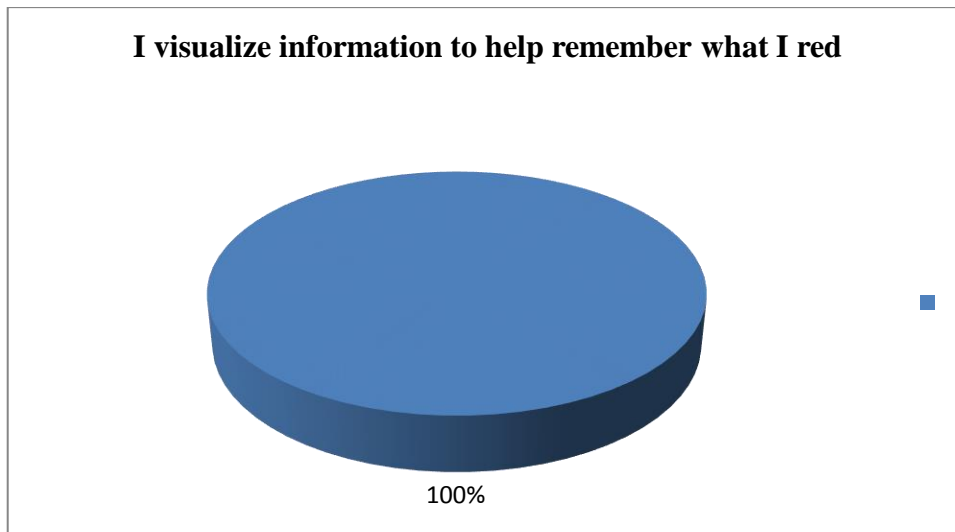


Figure 10. *I visualize information to help remember what I read*

**Analysis and interpretation:**

The results above show that 89% of the students say that they visualize information to help remember what they read. These students apply a metacognitive strategy in reading since they make a mental image of what they are reading, it demonstrates they understand the reading; they follow a sequence of the facts in their minds that helps them to memorize and remember the ideas of the text. This is an excellent strategy to strengthen memory and understand texts. In contrast, 11% of the students do not visualize any information when they read. As it can be observed, these are just a few students who do not apply this strategy maybe because they are not visual or they have not developed their imaginary abilities.

Table 8

*I check my understanding about the readings by discussing with others.*

Description	Frequency	Percentage
Yes	17	31%
No	37	69%
TOTAL	54	100%

Source: 9<sup>th</sup> year graders' survey answers

Elaborated by: Masabanda, Nelly (2019)

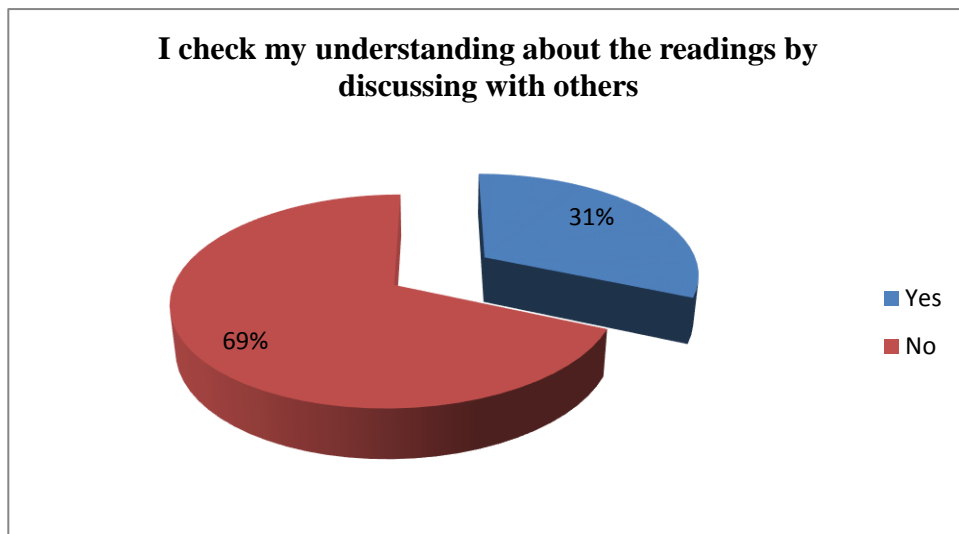


Figure 11. *I check my understanding about the readings by discussing with others.*

### **Analysis and interpretation:**

Based on the results, 69% of the students say that they never discuss what they read with others. This is due to the fact that the teacher does not apply strategies for the students to discuss the ideas they have about the readings. As teachers do not promote discussions in class about the reading, students do not care about that, consequently, they do not develop this kind of metacognitive strategy. On the other hand, 31% of the students tend to discuss the readings with their classmates in order to clarify their ideas and verify they understood the text.

Table 9

*I make a reflection about important aspects of the reading by summarizing it.*

Description	Frequency	Percentage
Yes	17	31%
No	37	69%
TOTAL	54	100%

Source: 9<sup>th</sup> year graders' survey answers

Elaborated by: Masabanda, Nelly (2019)

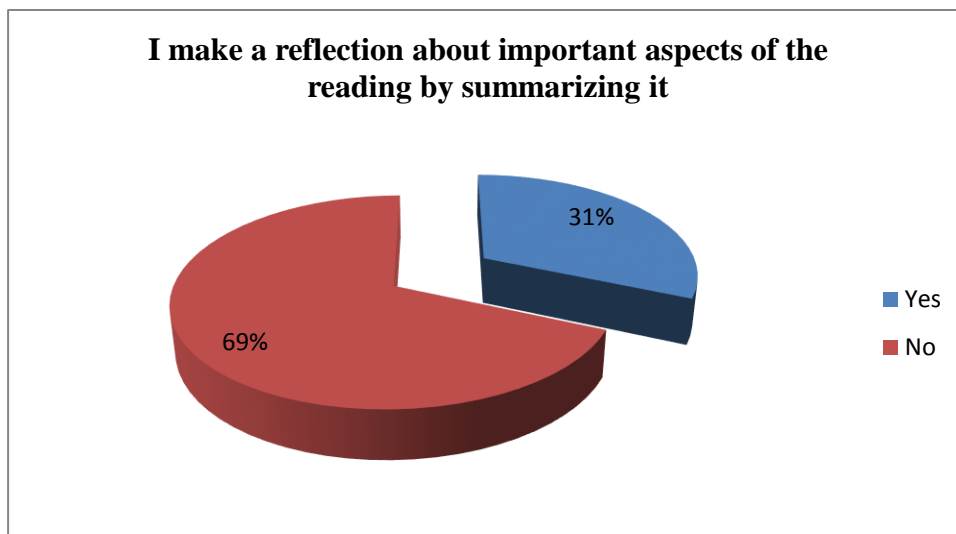


Figure 12. *I make a reflection about important aspects of the reading by summarizing it.*

### **Analysis and interpretation:**

According to the data seen above, 69% of the students do not summarize what they read to reflect on important information in the text. This means that students are uninterested when they have to read and they do not take time to read slowly and concentrate on the most important ideas of the reading. Summarizing allows the students to obviate information that is not relevant and focus just on the main ideas. On the contrary, 31% of the students apply this metacognitive strategy when they read and it helps them to save time studying and doing their homework and researches.

Table 10  
*I paraphrase ideas to understand better what I read*

Description	Frequency	Percentage
Yes	9	17%
No	45	83%
TOTAL	54	100%

Source: 9<sup>th</sup> year graders' survey answers  
 Elaborated by: Masabanda, Nelly (2019)

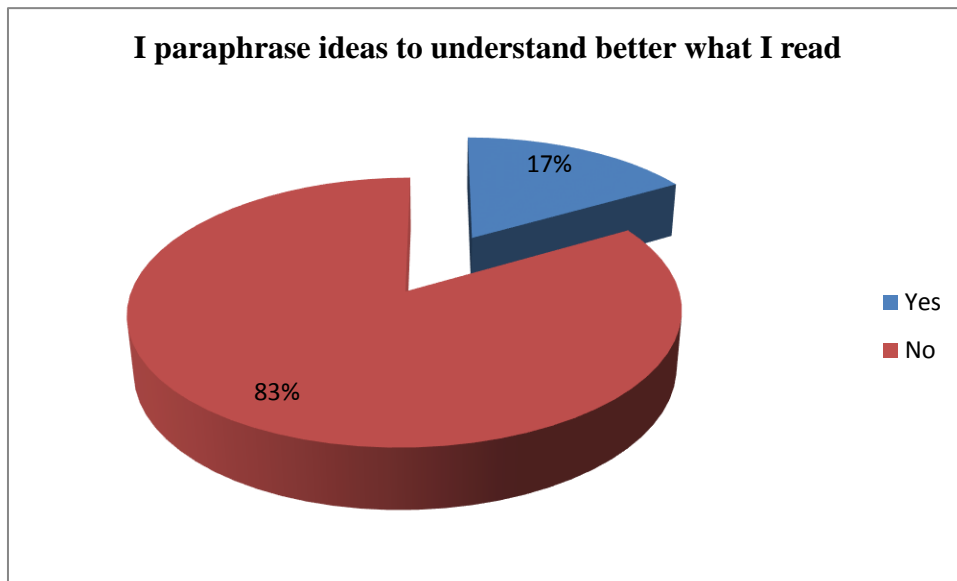


Figure 13. *I paraphrase ideas to understand better what I read*

### Analysis and interpretation:

According to the data displayed, 83% of the students do not paraphrase ideas to understand better what they read. This means that most of the students do not understand what they read since paraphrasing means to use their own words to express the ideas contained in the reading. This result also indicates that the teacher does not ask the students to paraphrase the readings and allows the students to repeat the same information from the texts. However, the 17% of the students paraphrase the text when they read; they use their own words to restate the information in a new way, thus, these students demonstrate they understand what the author says.

#### **4.1.2 Pretest and Posttest**

##### **Pre and post-test analysis of results**

A rubric adapted from the Common European Framework (CEFR) for level A1, was used to assess the reading proficiency level of 9<sup>th</sup> year EGB students. The following standards were assessed:

- Prior knowledge
- Ability to make predictions
- Ability to understand the ideas
- Ability to make connections

The following assessment scale was used:

- Below (1 point)
- Basic (2 points)
- Proficient (3 points)
- Advanced (4 points)

The data were collected before and after the implementation of the proposal through the application of the pretest and posttest of groups, the experimental group and the control group. The results obtained, were analyzed descriptively. They were also compared with the results obtained from the tests taken by both groups of students.

The pretest and posttest results can be observed in the tables below.



Table 11  
Pretest results: Control group

Learner	Prior Knowledge	Making Predictions	Understanding	Making Connections	Reading proficiency level
1	3	3	3	3	3
2	4	4	3	4	3,75
3	3	3	3	3	3
4	2	3	3	3	2,75
5	3	3	4	3	3,25
6	3	3	4	3	3,25
7	4	3	4	4	3,75
8	4	3	3	3	3,25
9	4	4	4	4	4
10	3	3	4	3	3,25
11	3	4	3	3	3,25
12	2	2	3	3	2,5
13	4	3	3	4	3,5
14	4	3	4	3	3,5
15	3	3	3	3	3
16	2	3	3	3	2,75
17	3	3	3	3	3
18	3	4	4	3	3,5
19	2	3	4	3	3
20	2	2	3	2	2,25
21	2	2	3	3	2,5
22	2	3	2	2	2,25
23	3	3	4	3	3,25
24	3	2	3	3	2,75
25	4	3	4	3	3,5
26	3	3	2	3	2,75
27	3	3	3	4	3,25
X	3	3	3,30	3,11	3,10

Elaborated by: Masabanda, Nelly (2018)

Table 12  
 Pretest results: Experimental group

Learner	Prior Knowledge	Making Predictions	Understanding	Making Connections	Reading proficiency level
1	1	1	1	1	1,00
2	4	4	3	3	3,50
3	1	1	2	2	1,50
4	1	2	2	2	1,75
5	1	1	2	2	1,50
6	1	2	2	1	1,50
7	2	1	2	1	1,50
8	2	2	2	1	1,75
9	3	4	3	3	3,25
10	2	1	3	2	2,00
11	3	3	3	2	2,75
12	1	1	2	2	1,50
13	3	2	3	3	2,75
14	3	2	3	2	2,50
15	1	2	2	1	1,50
16	2	1	2	2	1,75
17	1	2	1	1	1,25
18	3	3	3	3	3,00
19	2	1	2	1	1,50
20	1	2	2	1	1,50
21	2	1	2	1	1,50
22	1	2	2	1	1,50
23	1	2	2	1	1,50
24	1	1	2	2	1,50
25	2	1	2	2	1,75
26	1	1	1	1	1,00
27	2	1	2	1	1,50
X	1,78	1,74	2,15	1,67	1,83

Elaborated by: Masabanda, Nelly (2018)

Table 13  
 Posttest results: Control group

Learner	Prior Knowledge	Making Predictions	Understanding	Making connections	Reading proficiency level
1	2	2	3	1	2,00
2	2	3	2	1	2,00
3	2	2	3	2	2,25
4	2	2	2	2	2,00
5	2	2	2	2	2,00
6	2	2	2	2	2,00
7	1	1	2	2	1,50
8	1	2	3	3	2,25
9	3	3	3	2	2,75
10	2	2	2	2	2,00
11	1	1	2	2	1,50
12	2	3	3	3	2,75
13	2	2	3	3	2,50
14	3	3	3	3	3,00
15	2	3	3	3	2,75
16	1	1	3	2	1,75
17	2	3	3	3	2,75
18	2	3	4	4	3,25
19	2	2	3	3	2,50
20	1	2	2	2	1,75
21	2	2	3	2	2,25
22	2	1	2	3	2,00
23	2	2	3	2	2,25
24	1	2	2	1	1,50
25	1	2	2	2	1,75
26	1	2	2	2	1,75
27	3	2	3	2	2,50
X	1,81	2,11	2,59	2,26	2,19

Elaborated by: Masabanda, Nelly (2018)

Table 14  
 Posttest results: Experimental group

Learner	Prior Knowledge	Making Predictions	Understanding	Making Connections	Reading proficiency level
1	3	3	3	3	3
2	4	4	3	4	3,75
3	3	3	3	3	3
4	2	3	3	3	2,75
5	3	3	4	3	3,25
6	3	3	4	3	3,25
7	4	3	4	4	3,75
8	4	3	3	3	3,25
9	4	4	4	4	4
10	3	3	4	3	3,25
11	3	4	3	3	3,25
12	2	2	3	3	2,5
13	4	3	3	4	3,5
14	4	3	4	3	3,5
15	3	3	3	3	3
16	2	3	3	3	2,75
17	3	3	3	3	3
18	3	4	4	3	3,5
19	2	3	4	3	3
20	2	2	3	2	2,25
21	2	2	3	3	2,5
22	2	3	2	2	2,25
23	3	3	4	3	3,25
24	3	2	3	3	2,75
25	4	3	4	3	3,5
26	3	3	2	3	2,75
27	3	3	3	4	3,25
X	3	3	3,30	3,11	3,10

Elaborated by: Masabanda, Nelly (2018)

### 4.1.3 Data interpretation

Table 15

Scores obtained by the control and the experimental groups in the pretest and posttest in the assessment of the prior knowledge standard.

Groups	Scores
Control group pretest	1,48
Experimental group pretest	1,78
Control group posttest	1,81
Experimental group posttest	3

Source: 9<sup>th</sup> year graders' survey answers

Elaborated by: Masabanda, Nelly (2019)

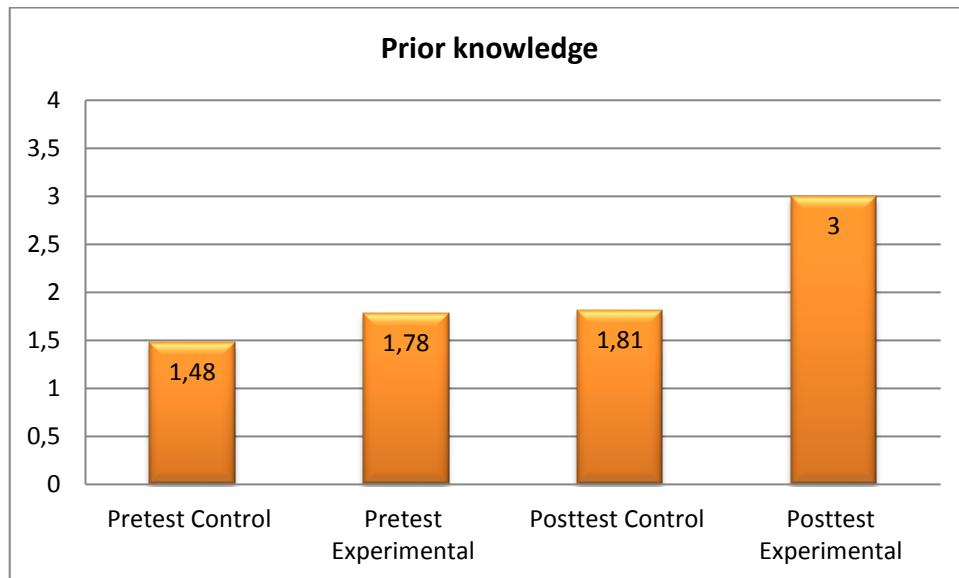


Figure 14. Scores obtained by the control and the experimental groups in the pretest and posttest in the assessment of the prior knowledge standard.

The figure above indicates that students of the control group and the experimental group got 1,48 and 1,78 out of 4 (the highest grade in the assessment scale) in the pretest in the prior knowledge criterion. It can be observed that the results were improved in the posttest. The experimental group for its part obtained a remarkable improvement in relation to the control group. It is evidenced that the activities carried out during the implementation of the proposal encouraged the students to activate their previous knowledge; practicing how to use background knowledge helped them to understand the meaning of the texts.

Table 16

Scores obtained by the control and the experimental groups in the pretest and posttest in the assessment of the making predictions standard.

Groups	Scores
Control group pretest	1,7
Experimental group pretest	1,74
Control group posttest	2,11
Experimental group posttest	3

Source: 9<sup>th</sup> year graders' survey answers

Elaborated by: Masabanda, Nelly (2019)

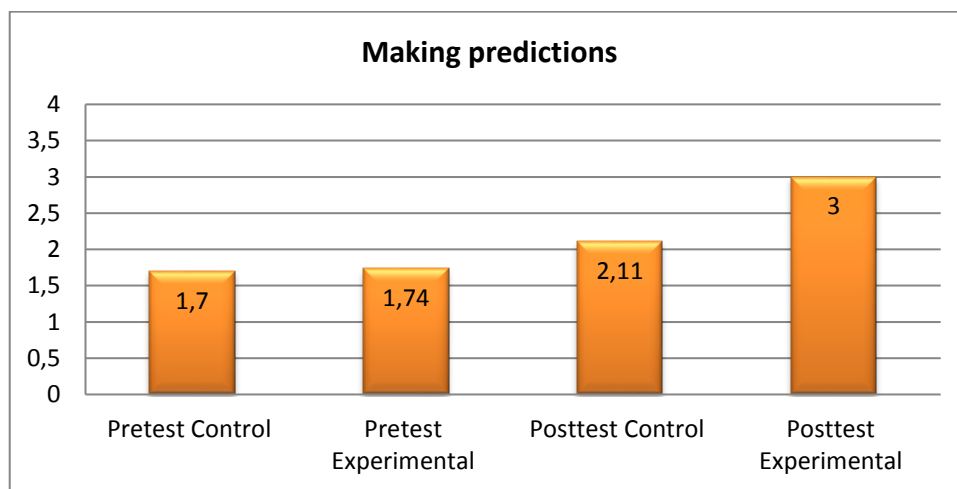


Figure 15. Scores obtained by the control and the experimental groups in the pretest and posttest in the assessment of the prior knowledge standard.

In the criterion about making predictions in the pretest, students of the control group and the experimental group obtained similar scores, they got 1,70 and 1,74 out of 4 (the highest grade in the assessment scale). These results indicate that students were not proficient making predictions in reading. However, after the implementation of the proposal in the experimental group and the traditional technique in the control group, both improved this criterion. Nevertheless, analyzing the figure, it is evident that there was a significant improvement in the participants of the experimental group. The activities implemented during the proposal allowed the student to develop their abilities to think ahead and make predictions before reading texts.

Table 17

Scores obtained by the control and the experimental groups in the pretest and posttest in the assessment of the understanding standard.

Groups	Scores
Control group pretest	2,26
Experimental group pretest	2,15
Control group posttest	2,59
Experimental group posttest	3,3

Source: 9<sup>th</sup> year graders' survey answers

Elaborated by: Masabanda, Nelly (2019)

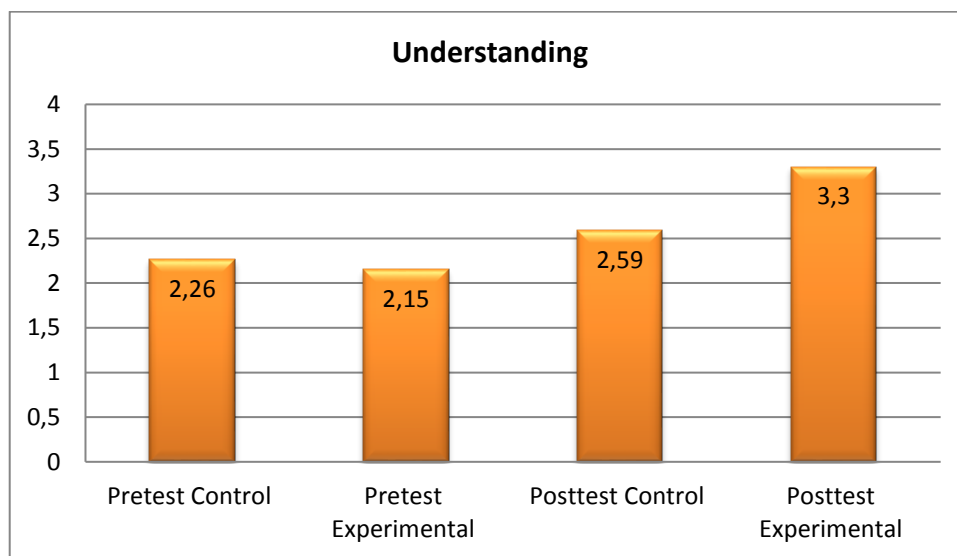


Figure 16. Scores obtained by the control and the experimental groups in the pretest and posttest in the assessment of the prior knowledge standard.

The results obtained in the pretest evidenced that the control group had a higher level in understanding than the experimental group, the control group got 2,26 and the experimental group achieved 2,15 out of 4 (the highest grade in the assessment scale). Analyzing these results, it can be seen that both groups did better in this criterion more than the others; this means that they had developed before some proficiency in understanding texts. However, after the strategies applied during the proposal students from the experimental group became more proficient in this criterion. They were able to identify main ideas and construct new learning based on their knowledge already acquired.

Table 18

Scores obtained by the control and the experimental groups in the pretest and posttest in the assessment of the making connections standard.

Groups	Scores
Control group pretest	1,96
Experimental group pretest	1,67
Control group posttest	2,26
Experimental group posttest	3,11

Source: 9<sup>th</sup> year graders' survey answers

Elaborated by: Masabanda, Nelly (2019)

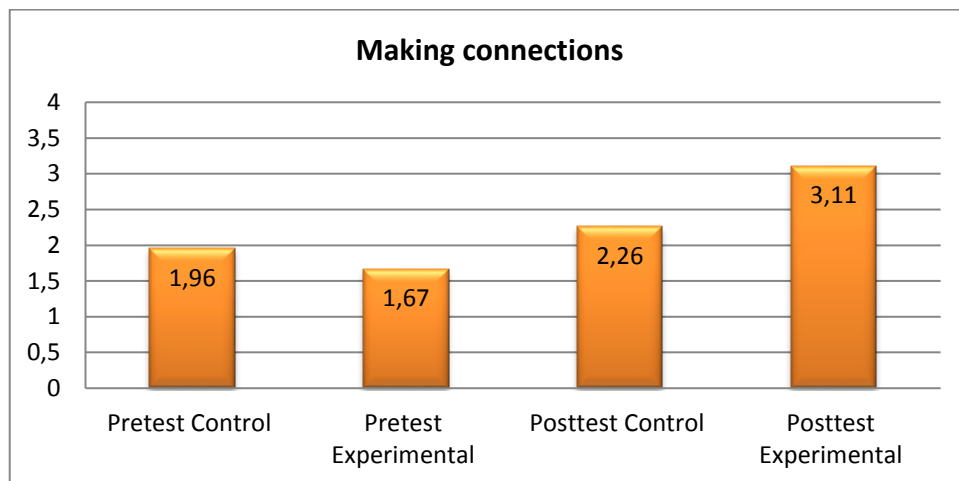


Figure 17. Scores obtained by the control and the experimental groups in the pretest and posttest in the assessment of the prior knowledge standard.

According to the figure, students in both the control and experimental groups obtained 1,96 and 1,67 out of 4 (the highest grade in the assessment scale) in making connections criterion in the pretest. This means that in the pretest the control group obtained a better score than the experimental group. But in the posttest it is evidenced that the experimental group improved its score in the making connections standard in contrast to the control group which obtained a lower score. It was a significant result since it indicates that the experimental group developed their abilities to make connections between new ideas and their previous knowledge.



Table 19  
Average reading proficiency level scores

Tests	Control group	Experimental group
Pretest	1,85	1,83
Posttest	2,19	3,1

Source: Pretest and posttest scores  
Elaborated by: Masabanda, Nelly (2019)

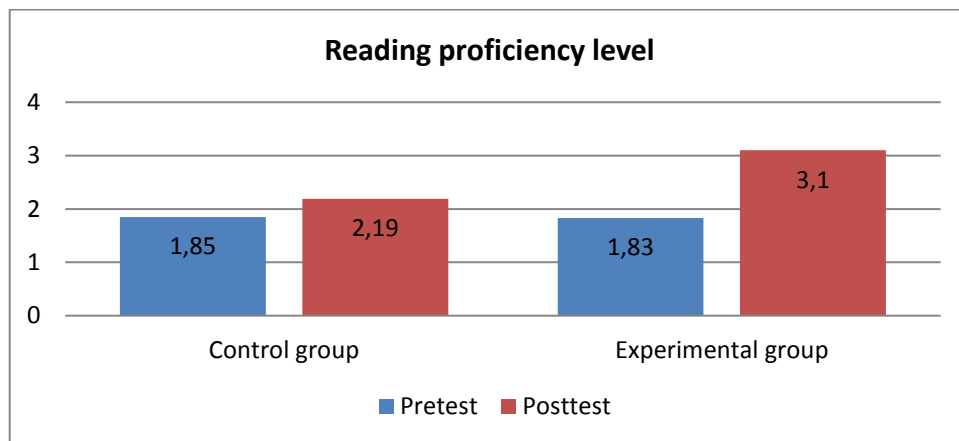


Figure 18. Average reading proficiency level scores

The chart above reveals that students from both the control and experimental groups got a similar score in the pretest. Students in the control group obtained 1,85 and the students in the experimental group obtained 1,83 out of 4 (the highest grade in the assessment scale). These scores evidence that during the pretest students from the control and the experimental groups had almost a similar level. In the pretest results can be observed that it was difficult for the students from both groups to understand the texts they were required to read, they did not activate their prior knowledge and did not make connections. But, in the posttest students of the experimental group developed different reading strategies and demonstrated they were able to understand the texts by applying different metacognitive strategies.

Table 20

Comparison between the scores obtained by the control and experimental groups in the pretest and posttest in the four standards

Standards	Control group		Experimental group	
	Pretest	Posttest	Pretest	Posttest
Prior knowledge	1,48	1,81	1,78	3
Making predictions	1,7	2,11	1,74	3
Understanding	2,26	2,59	2,15	3,3
Making connections	1,96	2,26	1,67	3,11

Source: 9<sup>th</sup> year graders' survey answers

Elaborated by: Masabanda, Nelly (2019)

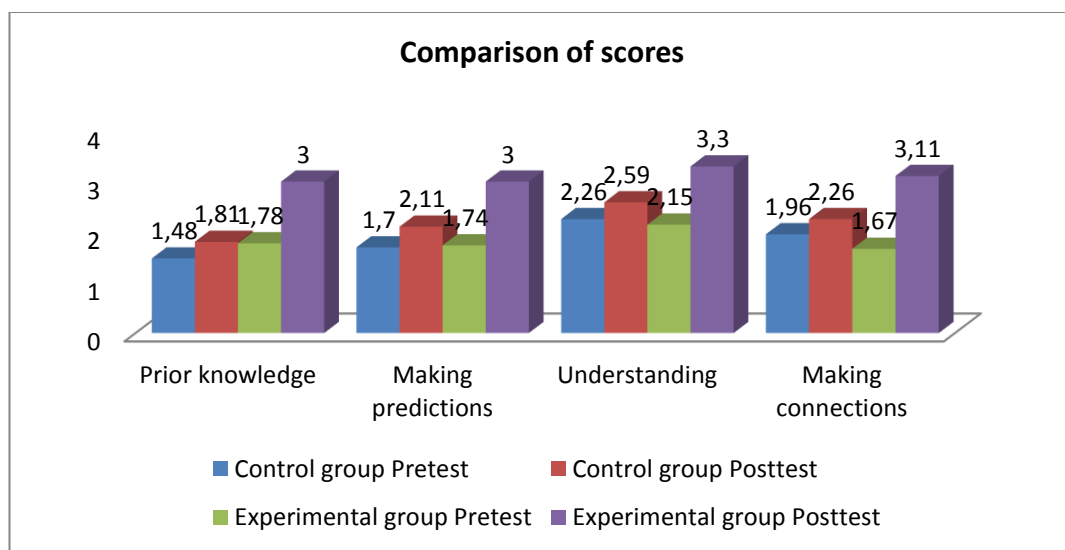


Figure 19. Comparison between the scores obtained by the control and experimental groups in the pretest and posttest in the four standards.

The previous figure shows that after the implementation of the metacognitive strategies students that were part of the experimental group made a remarkable improvement in their reading skill, they improved in all the four standards as it can be evidenced in the posttest results. These results show that the students were competent applying metacognitive strategies before, during and after the readings. Students demonstrated they can understand easily a text, they can identify main ideas, construct new meaning, activate prior knowledge, connect the reading with personal situations and experiences. They demonstrated they can think by understanding written texts.

## 4.2 Hypothesis verification

### 4.2.1 Verification of the control group

Table 21  
Control group pretest and posttest results

Assessment Standards	Pretest	Posttest	TOTAL
Prior Knowledge	1,48	1,81	3,29
Making Predictions	1,7	2,11	3,81
Understanding	2,26	2,59	4,85
Making Connections	1,96	2,26	4,22
<b>TOTAL</b>	<b>7,4</b>	<b>8,77</b>	<b>16,17</b>

Table 22  
Contingency table data control group

	Fo	Fe	(Fo-Fe)	(Fo-Fe) <sup>2</sup>	((Fo-Fe)/Fe) <sup>2</sup>
Prior Knowledge Pretest	3,00	1,51	1,49	2,23	0,99
Prior Knowledge Posttest	1,81	1,78	0,03	0,00	0,00
Making Predictions pretest	3,00	1,74	1,26	1,58	0,52
Making Predictions posttest	2,11	2,07	0,04	0,00	0,00
Understanding pretest	3,30	2,22	1,08	1,17	0,24
Understanding posttest	2,59	2,63	-0,04	0,00	0,00
Making Connections pretest	3,11	1,93	1,18	1,39	0,37
Making Connections posttest	2,26	2,29	-0,03	0,00	0,00
<b>TOTAL</b>					<b>2,11</b>

Calculated Chi-square (obtained from the data):

$$Xc^2 = 2.11$$

Chi-square table

Degree of freedom:

$$Gf = (f-1)*(c-1); \quad f=4; \quad c=2$$

$$Gf = (4-1)*(2-1)$$

$$Gf = 3$$

Level of confidence = 0.99

$$Xt^2 = 0.015$$

Comparison of chi-square values

$$Xc^2 = 2.11 > Xt^2 = 0.015$$

According to the results obtained it was possible to verify that calculated chi-squared is greater than chi-square of table, therefore it is concluded that the control group had an improvement in its reading proficiency level.

#### 4.2.2 Verification of the experimental group

Table 23  
Experimental group pretest and posttest results

Assessment	Pretest	Posttest	TOTAL
<b>Standards</b>			
<b>Prior Knowledge</b>	1,78	3	4,78
<b>Making Predictions</b>	1,74	3	4,74
<b>Understanding</b>	2,15	3,3	5,45
<b>Making Connections</b>	1,67	3,11	4,78
<b>TOTAL</b>	7,34	12,41	19,75

Table 24  
Contingency table data experimental group

	<b>Fo</b>	<b>Fe</b>	<b>(Fo-Fe)</b>	<b>(Fo-Fe)<sup>2</sup></b>	<b>((Fo-Fe)/Fe)<sup>2</sup></b>
<b>Prior Knowledge Pretest</b>	3,00	1,78	1,22	1,50	0,47
<b>Prior Knowledge Posttest</b>	1,81	3,00	-1,19	1,42	0,16
<b>Making Predictions pretest</b>	3,00	1,76	1,24	1,53	0,49
<b>Making Predictions posttest</b>	2,11	2,98	-0,87	0,75	0,09
<b>Understanding pretest</b>	3,30	2,03	1,27	1,62	0,40
<b>Understanding posttest</b>	2,59	3,42	-0,83	0,70	0,06
<b>Making Connections pretest</b>	3,11	1,78	1,33	1,78	0,56
<b>Making Connections posttest</b>	2,26	3,00	-0,74	0,55	0,06
<b>TOTAL</b>					<b>2,29</b>

Calculated Chi-square (obtained from the data):

$$Xc^2 = 2.29$$

Chi-square table

Degree of freedom:

$$G1 = (f-1)*(c-1) ; f=4 ; c=2$$

$$G1 = (4-1)*(2-1)$$

$$G1 = 3$$

Level of confidence = 0.99

$$\mathbf{Xt^2 = 0.015}$$

Comparison of chi-square values

$$\mathbf{Xc^2 = 2.29 > Xt^2 = 0.015}$$

According to the results obtained it was possible to verify that calculated chi-squared is greater than chi-square of table, therefore it is concluded that the experimental group had an improvement in its reading proficiency level.

#### **4.2.3 Verification of the hypothesis (comparison between control group and experimental group)**

The comparison of the chi-square obtained from the data of the control group and the experimental group is shown as follows:

$$\mathbf{Xc^2 \text{ EXP} = 2.29 > Xc^2 \text{ CONT} = 2.11}$$

According to the chi-square value obtained from the data, it can be seen that, for a confidence level of 0.99, the value of the experimental group is higher than that of the control group, therefore the hypothesis is verified, that means, The use of metacognitive strategies enhances the development of the reading skill in Ninth year graders at Unidad Educativa “Julio Enrique Fernández.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMENDATIONS**

#### **5.1 Conclusions**

The present study was aimed at analyzing the effect of metacognitive strategies on developing the reading skill in English. Once the results were obtained, the following conclusions were drawn.

Firstly, the data obtained from the survey applied to the students, facilitated the selection of the most appropriate metacognitive strategies for the development of the reading skills. The students indicated the strategies they used to apply before, during and after the readings. Thanks to this information it was possible to create a proposal based on metacognitive strategies focused on declarative, procedural and conditional knowledge, and in the same way the strategies proposed encourage the students to improve their abilities to make connections, predictions, activate their previous knowledge, and understand the ideas exposed in the texts

Secondly, the results obtained after the application of the pretest indicated that, at the beginning of this research, most of the students had a low level of reading proficiency. The inadequate methodology for teaching reading, the difficulty for inferring from texts and the reduced knowledge of vocabulary were the main causes of the low proficiency level of the students concerning the reading skill.

Thirdly, after applying the metacognitive strategies it was verified that there were differences statistically significant regarding the level of reading comprehension of the students that received the treatment (experimental group) and the group of students that used the traditional techniques (control group). The experimental group increased their level since they demonstrated after the application of the posttests that they had improved their reading skills.

Finally, the implementation of the proposal based on metacognitive strategies had a positive effect on the development of the students' reading skills. These strategies motivated learners to reveal their background information and add new

information to it in order to enhance their communicative competence in the English language.

## **5.2 Recommendations**

- It would be appropriate to be informed about all the different strategies proposed to teach reading. On the internet, infinite reading strategies can be found and also this research suggest the implementation of a very interesting proposal based on different metacognitive strategies to apply before, during and after reading.
- It is recommended to assess the reading proficiency level of the students more often since it will allow determining the strengths and weaknesses they have in relation to this skill. Assessing the students frequently will encourage them to increase their level and become more proficient in the language
- Finally, in view of the relevance of this proposal, it is suggested for future researchers to continue studying, designing and applying metacognitive strategies that help students to develop their reading skill, considering these strategies also help them to develop their critical thinking.



## CHAPTER VI

### THE PROPOSAL

**TOPIC:** Teachers' handbook: Metacognitive strategies for reading development.

#### 6.1 Informative data

**Academic Institution:** Unidad Educativa Julio E. Fernández

**Students:** Ninth-grade students

**Expected time for the implementation:** 6 weeks

**Beginning:** January 7th

**Ending:** February 15th

**Person in charge:** Lcda. Nelly Masabanda (the researcher)

#### 6.2 Background of the proposal

After identifying the reading proficiency level of the students, it was evidenced that the teachers were not implementing any kind of strategies to motivate the students to develop their reading skill. Students had a poor level in reading. Considering that situation the idea of creating a proposal based on metacognitive strategies to encourage the development of the reading skill in this students came up.

Metacognitive strategies constitute a group of learning strategies. They consist of the various resources that the learner uses to plan, control and evaluate the development of their learning. As it has been evidenced on previous studies, these strategies are considered effective in the improvement of the reading skill. That is why, nowadays, academic institutions including universities are implementing in their classes different strategies based on metacognition, trying to help the students to be aware of their own learning.

For this reason, this proposal responds to the need of the students to become proficient, in this case, in the reading skill. Students need to be competent in reading comprehension and also need to learn how to think critically based on the ideas showed in a text.

### **6.3 Justification**

The reading skill is one of the four language skills. And the main goal of a language student is to become competent in the four skills. That is why this proposal is considered relevant, since reading comprehension is an important ability that all language learners must develop. The reading comprehension represents the ability to understand what is read, both in relation to the meaning of the words that form a text and the global comprehension of this.

On the other hand, the use of different or new strategies is a requirement in this academic institution, since students are being taught with traditional methods which must being replaced as soon as possible, since these students are now in the ninth grade and they are becoming resistant to language learning. Therefore, it is necessary to encourage them to the learning of reading based on new strategies, and interesting readings about significant topics which will enhance their learning experience.

### **6.4 Objectives**

#### **General objective:**

- Design a teachers' handbook of metacognitive strategies for the development of the students' reading skill.

#### **Specific objective:**

- Select the most propitious strategies according to the level of the students.
- Establish the methodological process to implement the metacognitive strategies in the English classroom

- Encourage teachers to apply the strategies contained in the handbook to make the students to develop their reading skill

### **6.5 Feasibility analysis**

The proposal is based on readings that allow the analysis of current life situations with the purpose of encouraging the achievement of the reading competence in the teaching-learning process.

In relation to the socio-cultural field, the proposal is based on the students' needs considering their skills in terms of reading comprehension, since for this reason they do not have a good performance in this area, which affects their general performance.

Considering the problem studied, the Institution approves the development of this proposal since they are aware that it will positively benefit the students since they will improve their reading comprehension.

### **6.6 Theoretical foundations**

#### **Metacognitive reading strategies**

With the purpose of regulating students' cognition Ahmadi, Ismail & Abdullah (2013) describe three types of metacognitive reading strategies.

**Declarative knowledge:** It consists of the specific information that learners have about life and its facts which allows them to know about different things in order to acquire learning through the use of strategies that impact their performance.

**Previewing:** Previewing a text means to get an idea of what students are going to find in a particular text or in other words it is a skill of learning about a text before reading it. Through the act of previewing, students are able to make connections before they even begin to read, and they are able to adjust their interpretation of the text based on its tone and credibility. As

a result, students read text more fluently, and with greater engagement and understanding.

**Prior knowledge activation:** Activating Prior Knowledge is important in students understanding, because it allows them and helps make connections to the new information. It is simply to use background knowledge to make understanding of what the text mean.

**Predicting:** This strategy involves the ability of readers to get meaning from a text by making informed predictions. Predicting is used by experienced readers as a method to connect the knowledge they already have to new information obtained from the texts they will read. Before reading, they may use what they know about an author to predict what a text will be about. The title of a text may trigger memories of texts with similar content, allowing them to predict the content of the new text.

**Procedural Knowledge:** It consists of knowing how to use strategies that suggest a sequence effectively.

**Skimming:** It consists of taking the most important information from the page without reading all the words. In the act of skimming, you focus only on the essential ideas and skip over the insignificant and secondary.

**Underlining:** This is used to help students organize what they have read by selecting what is important. This strategy teaches students to underline only the key words, phrases, vocabulary, and ideas that are central to understanding the reading.

**Visualizing:** This involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. This ability can be an indication that a reader understands a text. Some research suggests that readers who visualize as they read are better able to recall what they have read than are those who do not visualize.

**Conditional Knowledge:** it involves to knowing when and why to apply different cognitive actions. Learners have the opportunity to select the most appropriate strategies for each situation in an effort to better regulate their learning.

Discussing: Discussion is important to learning in all disciplines because it helps students to process information rather than simply receive it. Leading a discussion requires skills different from lecturing. The goal of a discussion is to get students to practice thinking about the course material.

Paraphrasing: Students paraphrase when they take an author's ideas and put them into their own words to restate the information in a new way. Paraphrasing is a way to see whether they have really understood what the author is saying.

Summarizing: This teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read.

It is concluded that learners that use the metacognitive strategies mentioned above are more encouraged readers because they know how to manage the reading and understanding of a text.

## **6.7 Methodology**

Through the implementation of metacognitive strategies it is expected that students develop their reading skill. The purpose of the strategies included in the booklet is focused on the development of the abilities of the students to make predictions, connections, understand the text.

The intervention process will take place during 6 weeks and, it will be supported by the classroom teachers. The students must develop a positive attitude towards the activities with the purpose of guaranteeing their learning.

This handbook contains 6 strategies which have been developed taking into account the contents suggested by the Minister of Education (2018) in the book of ninth grade. The topics used are:

- My family and me
- Cultures around the world
- Amazing abilities
- Healthy good
- There were successful
- Unforgettable moments

Each strategy contained in the handbook is structured as follows:

- Topic
- Strategy
- Objective
- Skill
- Materials
  - Before
  - During
  - After

### 6.7.1 Operating model for the proposal

Phases	Objectives	Activities	Resources	People responsible	Time
<b>Planning</b>	To inform the authorities of the School about the socialization of the proposal.	To write and official letter to the school principal to ask for permission to meet the teachers and apply the proposal to the students.	Letter	Researcher	3 hours January 3rd
<b>Socialization</b>	To present the metacognitive strategies to the English teachers and explain them how they can be used in class.	To present the metacognitive strategies that students will apply in reading.	Teachers' handbook	Researcher	3 hours January 4th
<b>Application</b>	To carry out the strategies proposed in the handbook, with the students of ninth grade.	To provide students with metacognitive strategies to develop their reading skill.	Teachers' handbook Didactic material	Researcher	6 weeks Starting on January 7 <sup>th</sup> and finishing on February 15 <sup>th</sup>
<b>Evaluation</b>	To assess the effect of metacognitive strategies on the improvement of the reading skill.	To apply a posttest and in this way to demonstrate the effectiveness of metacognitive strategies.	Posttest	Researcher	4 hours February 18 <sup>th</sup>

Source: Masabanda, Nelly (2019)









**Teachers' handbook:  
Metacognitive  
strategies for reading  
development.**

**By Nelly Jeanette Masabanda**



# INDEX

-  Strategy N°1: Previewing
-  Strategy N° 2: Discussing
-  Strategy N° 3: Underlining
-  Strategy N° 4: Predicting
-  Strategy N° 5: Summarizing
-  Strategy N° 6: Visualizing

# **Teachers' handbook: Metacognitive strategies for reading development**

This handbook has been created as a tool for teachers to help students to learn metacognitive strategies in English reading skill development.

Teaching metacognitive strategies will enhance the capacities of the students regarding reading comprehension. Teachers will find in this handbook activities to apply before, during and after reading.

# TOPIC 1

## MY FAMILY AND ME

### Strategy N° 1

#### Previewing

**Objective:** Students will become familiar with the reading before they start to read.

**Skill:** Reading and writing

**Materials:** Reading Mary's family, paper and pencil.

**Before Reading:** The students get an idea of what the reading is about without actually reading the main body of the text.

They just read the title and the first sentence in each paragraph.

**During Reading:** The students read the text and confirm whether their preview was correct or not.

They underline the new vocabulary and look it up in the dictionary.

**After Reading:** The students write a similar text using their own information.



### Mary's family

Mary is ten years old. She is from Dorset. Her hair is long and brown. She has got brown eyes. She has got a cat and a dog. Their names are Pat and Fluffy. Pat, the dog has got a small house in the garden. Mary's cat, Fluffy is 3 years old.

Mary's mother is Jane. She is a teacher. She's thirty-six years old. Her husband is Nick. He is thirty-eight. He's a bus driver. He has got brown hair and blue eyes. Jane's hair is blonde and her eyes are brown. They have got three children Mary, Sean and Peter. Sean is six and Peter is twelve years old. The children are pupils. Sean's hair is blonde, Peter's hair is brown. The boys have got blue eyes. Jane hasn't got a pet. She has a friend. Her name is Laura. Nick has got a horse. Its name is Lightning. Nick's friends are bus drivers. They are Tom, Charles and John.

Peter's pet is a hamster. Its name is Tiny. She is so small. Sean has got a goldfish. Its name's Goldie. Peter and Sean have got four friends. Peter's friends are James and Doug. Brian and Adam are Sean's friends. Mary's friends are Maggie and April.

*Taken from: <https://bit.ly/2USYtgD>*

# TOPIC 2

## CULTURES AROUND THE WORLD

### Strategy N° 2

#### Discussing

**Objective:** Students will express their own ideas to the class based on their understanding.

**Skill:** Reading and speaking.

**Materials:** Reading “Traditional clothing”

**Before Reading:** The teacher writes the title of the reading on the board. The students brainstorm using words related to it.

**During Reading:** The students read the text and make connections with the previous knowledge. They select the main ideas to understand the text.

**After Reading:** In groups of three, the students discuss the main ideas of the reading demonstrating the development of their critical thinking.



## Traditional clothing

Many countries around the world have their own traditional clothing which is worn for special occasions. People are often seen wearing very colorful outfits in festivals and carnivals which take place in certain countries of the world. Some countries follow strict rules regarding clothing when visiting places of religious belief. Tourists are also asked to respect the social rules regarding clothing when visiting. This can be seen especially in Thailand because people are encouraged to not visit a temple without first covering any revealing parts of their body.

*Taken from: <https://www.excellentesl4u.com/esl-clothes->*

# TOPIC 3

## AMAZING ABILITIES

Strategy N° 3

Underlining

**Objective:** Students learn to select the most important information.

**Skill:** Reading and speaking.

**Materials:** Reading “Shel Silverstein: A Man of Many Talents”

**Before Reading:** The teacher asks the students to make a list of talents they know. The teacher can also show the students some pictures of different talents and the students must say the names.

**During Reading:** The students underline all the information related to the talents that Shel Silverstein had.

**After Reading:** The students compare the list done before the reading with the new list. The students describe, using their own words, the characteristics of each talent.



## Shel Silverstein: A Man of Many Talents

Shel Silverstein will always be remembered as one of the great talents in children's writing. His stories and poems have delighted readers for many years. His stories are both silly and serious. His poems are simple but also witty. It is no wonder that children love his work. It is often fun and light-hearted, but it also gives you something to think about. Shel Silverstein may have become famous for the things that he wrote for children, but he was a man of many talents. He was a true artist. He enjoyed working on many different kinds of projects. He was also quite successful with many of his projects outside of children's literature.

Shel Silverstein was born in Chicago in 1932. He grew up as many young boys do, dreaming of becoming a baseball player. He wished that he could be more popular with the girls. He didn't have the skills of a baseball player. He was a lousy dancer. Instead, Shel started to draw and write. It was something that he enjoyed. He kept working and began to learn what he liked doing best and what his strengths were. He created his own style. It made his work unique.

As a young man, Shel Silverstein traveled to Japan and Korea as a soldier. During his free time, he drew cartoons for an Army magazine, *The Pacific Stars and Stripes*. After returning home, that grew into a career as a cartoonist for adult magazines. In the early 1960s, a friend convinced him to send a story to a respected children's book editor. It was that suggestion that started Shel Silverstein's career in children's literature. His first book, *Lafcadio: The Lion Who Shot Back* was published in 1963. That book soon led to more. His next book, *The Giving Tree*, was a story that had been four years in the making. Shel had sent it to several publishers. They all loved it, but no one wanted to publish it. Some thought it was too sad. Others just didn't know what to do with it. After the publication of *Lafcadio*, *The Giving Tree* was finally published. It was a great success. Adults and children alike have grown to love *The Giving Tree*.

*Taken from: [https://www.edhelper.com/ReadingComprehension\\_54\\_3669.html](https://www.edhelper.com/ReadingComprehension_54_3669.html)*



# TOPIC 4

## HEALTHY FOOD

### Strategy N° 4

#### Predicting

**Objective:** Students will develop the ability to connect their existing knowledge to new information.

**Skill:** Reading and speaking.

**Materials:** Reading “The food pyramid”

**Before Reading:** The teacher shows the students a picture of “The food pyramid”, and then she asks the students to predict the reading based on that picture.

**During Reading:** The students draw a graphic organizer of the information contained in the reading.

**After Reading:** The students work in groups and explain to their partners how their daily diet is, considering the information from the reading.



## The food pyramid

Our bodies need the right nutrients in the right amounts to be healthy. Food is fuel for our bodies. It provides us with the energy that we need every day. Food also helps to supply our bodies with vitamins, minerals, fiber, and other nutrients. We need to eat many different kinds of foods each and every day to stay healthy. The food pyramid helps us understand how to make good choices for our meals and snacks. Making good choices provides us a balanced diet that includes all the food groups with the right number of calories and nutrients for our bodies. Making good choices from the time we are young helps to reduce the risk of cancer, heart disease, diabetes, and other serious health.

The Food Pyramid is a guide that places food into categories. Originally, the model for healthy eating was based on these six categories:

- Grains
- Vegetables
- Fruits
- Milk & Dairy Products
- Meats, Beans, Fish, & Nuts
- Oils

This model still tells us how food is classified though it has been modified from its original state. The purpose of the pyramid was to begin at the bottom where you could have the most servings of food and move up the pyramid, with each section giving you a smaller portion of food for a recommended diet. So, you would have plenty of grains and a minimal amount of fats.

*Taken from: [https://www.edhelper.com/food\\_pyramid.htm](https://www.edhelper.com/food_pyramid.htm)*

# TOPIC 5

## THEY WERE SUCCESSFULL

### Strategy N° 5

#### Summarizing

**Objective:** Students will learn how to recognize the most important ideas in a text.

**Skill:** Reading and writing.

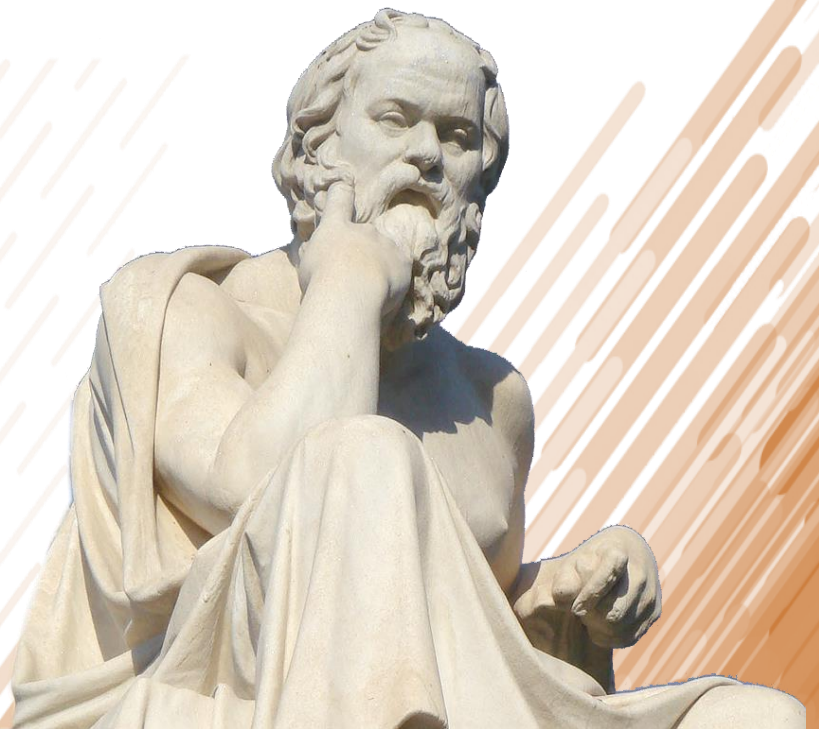
**Materials:** Reading “Socrates”

**Before Reading:** The teacher will ask three questions to the students to activate their previous knowledge.

1. Who was Socrates?
2. Where was he from?
3. Why is he famous?

**During Reading:** Students underline the unknown vocabulary and look it up in the dictionary, then they will highlight the most important ideas from the reading.

**After Reading:** Students will write a short summary of the reading. They must indicate the most important ideas taken from the reading.



## Socrates

Socrates was an ancient Greek philosopher. He is respected as a brilliant thinker and teacher with a great thirst for knowledge. Along with two other Greek philosophers, Aristotle and Plato, Socrates is remembered for developing ideas and thoughts that led to the Western culture that exists today.

Very little is known about Socrates' early years. He was born in about 470 bc in Athens. He probably lived in Athens all his life, apart from time spent as a soldier. He married and had three sons. It is thought he trained as a stonemason, like his father, but that he then decided to spend his time searching for knowledge. He did this by spending his time discussing ideas with his friends. They would meet in public places, and people passing by would join in the discussion.

Socrates did not write down his ideas or teachings, but people who learned from him did. The writings of Plato have survived, and they provide records of Socrates' conversations and ideas.

Socrates believed in the importance of reason to develop ideas and identify truths. He asked his students questions about a topic, helping them to discover where their knowledge or beliefs were flawed. He used this method—now called the Socratic Method—to reveal wisdom. He argued, for example, that he had no fear of death. He reasoned that he had no knowledge of what came afterwards and could not fear what he did not know.

*Taken from: <https://kids.britannica.com/kids/article/Socrates/476319#284772-toc>*

# TOPIC 6

## UNFORGETTABLE MOMENTS

### Strategy N° 6

#### Visualizing

**Objective:** Students will develop the ability to make mental images of a text as a way to understand the reading.

**Skill:** Reading and speaking

**Materials:** Reading “Holidays”, paper and pencil.

**Before Reading:** The students listen to the title of the reading. They make connections to their previous experiences.

**During Reading:** The students visualize the ideas and the vocabulary and draw a mind map as they progress in reading.

**After Reading:** The students show their mind maps to the class and explain the story to their classmates using their own words.



## Holidays

Sarah: Today we are going to talk about one of my favourite topics: holidays! A holiday can be one day or several days where you take a break from your usual routine. There are lots of reasons for taking a holiday. It might be to rest or to spend time with family or friends. Or to travel. In fact people often use the word 'holiday' to describe travel or a trip.

Jack: I went on holiday to Vietnam last year. It was awesome!

Sarah: You can also stay at home for a holiday and do something that you enjoy. For example I stayed at home for the Easter holidays and just spent time with my family. Another word that can be used for a holiday is 'vacation' but that's not common in Australia. It's mostly used in the United States.

Jack: Now if you're working and you want to take a holiday you might have to apply for 'leave'. It could be paid or unpaid. Most Australian workers get about twenty days of paid leave a year. We call that 'annual leave'. Australians students get much longer holidays especially over summer. Summer in Australia happens between December and February.

Sarah: We also have 'public holidays'. They're days when many businesses in Australia close. Like on Christmas Day. When people talk about a holiday, we often use the preposition 'on'.

Jack: Like 'I wish I was on holiday right now.'

Sarah: Me too.

*Taken from: <https://www.abc.net.au/education/learn-english/everyday-english-holidays/9405826>*

## RUBRIC

Student' name: \_\_\_\_\_

Standards	Below (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
<b>Prior knowledge</b>	Unable to relate background knowledge to the text.	Talks about what the text reminds him/her of, but cannot explain how it relates to the text.	Relates background knowledge/experience to the text.	Links background knowledge and examples from the text to enhance comprehension and/or interpretation.	
<b>Making predictions</b>	Unable to make predictions.	Attempts to make a prediction or draw a conclusion about the text.	Makes a prediction and/or draws a conclusion about the text.	Develops thoughtful predictions interpretations and/or conclusions about the text with depth and understanding.	
<b>Understanding</b>	Unable to identify main ideas. Many difficulties in recognizing vocabulary and structures.	Identifies some ideas. Difficulty in recognizing vocabulary and structures.	Few problems in understanding main ideas. Little difficulty in recognizing vocabulary and structures.	Identifies main ideas. No difficulty in recognizing vocabulary and structures.	
<b>Making connections</b>	Unable to recognize existing connections among ideas or solutions.	Connects ideas or solutions in novel ways.	Includes a connection between the text and the reader's background knowledge.	Makes connections between the text and the reader's background knowledge or ideas.	
<b>TOTAL</b>					

Source: Adapted from the Common European Framework of Reference for Language, level A1

### 6.8 Administration of the proposal

The Teacher's handbook: Metacognitive Strategies for reading development was administered during the English class by the researcher and was supported by the

classroom teachers. The proposal was carried out during 6 weeks and it was implemented from January 7<sup>th</sup> until February 15<sup>th</sup>.

Previously to the implementation of the proposal a pretest was conducted. A posttest was also administered at the end. They were conducted in order to measure the level of pronunciation of the students and the improvement obtained after using English songs.

### 6.9 Evaluation of the proposal

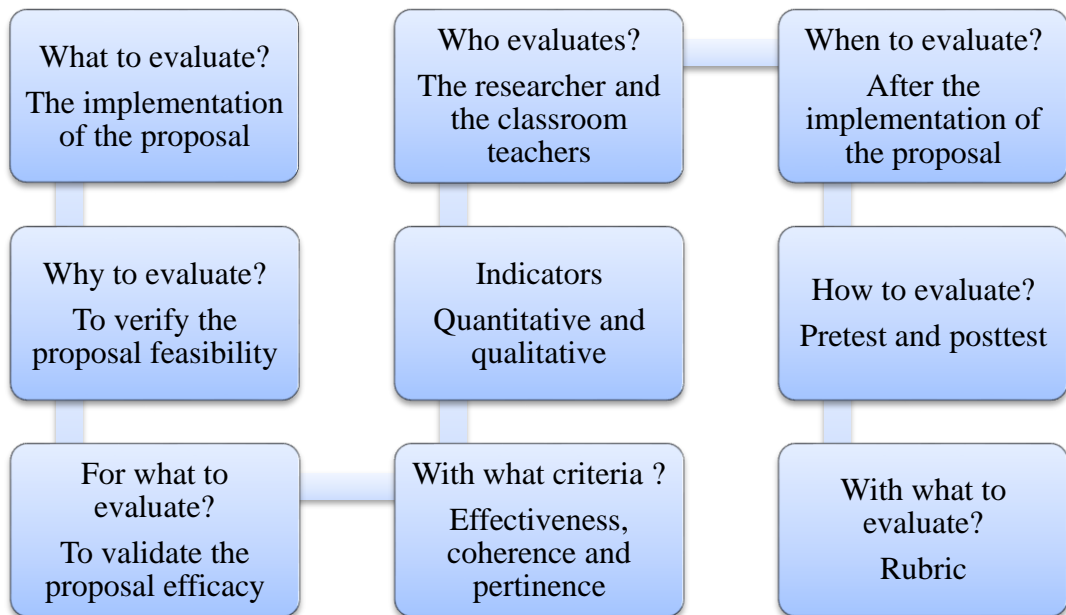


Figure 20. Evaluation of the proposal

Elaborated by: Masabanda, N. (2019)



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# ANNEXES

## Annex 1. Certificate for Project Implementation



**ESCUELA "JULIO ENRIQUE FERNÁNDEZ"**  
IZAMBA - AMBATO - TUNGURAHUA - ECUADOR FUNDADA EN 1 898  
TELF. 032 855502

Izamba, 25 de Junio del 2019

### CERTIFICACIÓN

Quien Suscribe, Lic. Sonia Guerra, Rectora (E) de la Unidad Educativa "JULIO ENRIQUE FERNÁNDEZ" de la parroquia Izamba con código AMIE 18H00209 en uso de sus atribuciones;

### CERTIFICA QUE:

La Lic. MASABANDA PARRA NELLY JEANETTE, con cédula de identidad N° 1803890282, docente de la Institución desarrolló el proyecto de Investigación con el tema: METACOGNITIVE STRATEGIES IN ENGLISH READING SKILL DEVELOPMENT, con la participación activa de los estudiantes del 9no año de EGB desde el 7 de Enero hasta el 15 de Febrero del 2019. Este proyecto lo desarrolló previa la obtención del Título de Magister en la Enseñanza de Inglés como Lengua Extranjera otorgado por la Universidad Técnica de Ambato. Es todo lo que puedo certificar en honor a la verdad

La interesada podrá hacer uso del presente documento como convenga a sus intereses.

Atentamente,



Lic. Sonia Guerra

RECTORA (E)



**Annex 2. Students' Survey**  
**. TECHNICAL UNIVERSITY OF AMBATO**



**DIRECCION DE POSTGRADO**  
**MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN**  
**LANGUAGE**  
**Students' survey**

Dear student,

This survey has the purpose of identifying the metacognitive strategies that students use to develop their reading skill in English at Unidad Educativa “Julio Enrique Fernández”. The information obtained will be analyzed in order to reach the goals proposed.

Thanks for your help.

**Instructions:** Please, respond to the questions by choosing one of the answers given.

	<b>Yes</b>	<b>No</b>
<b>Declarative knowledge</b>		
I have a purpose in my mind when I read		
I consider what I have previously learned as support to understand what I am reading.		
I take a look of the text before reading it to have an idea of what it is about.		
<b>Procedural knowledge</b>		
I skim the text first to obtain a general idea of it		
I underline information in the text to help me remember it		
I visualize information to help remember what I read		
<b>Conditional knowledge</b>		
I check my understanding about the readings by discussing with others.		
I make a reflection about important aspects of the reading by summarizing it.		
I paraphrase ideas to understand better what I read		

### Annex 3. Validation for Survey Questions



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADOS**  
**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Instrumento de validación (Encuesta a estudiantes y docentes)**

Item	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados con los objetivos		Observaciones	B. Calidad técnica y responsabilidad				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											
12											
13											
Datos del validador		Apellidos y Nombres		N° de cedula				Firma:			
		Cisneros Calvo Piña Candy Carolina		0502766439							
		Profesión		Cargo				Fecha:		Teléfono:	
		Maestría en Lingüística Aplicada al Aprendizaje del Inglés		Docente Centro de Idiomas-UTC.				13-1-2019		0999060706	



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADOS**  
**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Instrumento de validación (Encuesta a estudiantes)**

Item	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados con los objetivos		Observaciones	B. Calidad técnica y responsabilidad				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											
12											
13											
Datos del validador		Apellidos y Nombres <i>Pacheco Puma</i> <i>Esther Morales</i>		N° de cedula <i>0902617350</i>				Firma: <i>[Signature]</i>			
		Profesión <i>Mg. Docencia Universitaria</i>		Cargo <i>Docente</i>				Fecha: <i>15-01-2019</i>		Teléfono: <i>0997712624</i>	



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADOS**  
**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Instrumento de validación (Encuesta a estudiantes)**

Item	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados con los objetivos		Observaciones	B. Calidad técnica y responsabilidad				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											
12											
13											
Datos del validador		Apellidos y Nombres <i>Pacheco Puma</i> <i>Eduin Morales</i>		N° de cedula <i>0302617390</i>				Firma: <i>[Firma]</i>			
		Profesión <i>Mg. Docencia Universitaria</i>		Cargo <i>Docente</i>				Fecha: <i>15-01-2019</i>		Teléfono: <i>0997712624</i>	

## Annex 4. Pretest and Posttest

### TECHNICAL UNIVERSITY OF AMBATO



#### DIRECCION DE POSTGRADO

### MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

#### Pretest and Posttest

The following test will help the researcher to get information about 9th grade EGB students' reading level.

#### Reading test instructions:

This is a reading test. This test includes 1 task that will assess different aspects of your reading skill. It is important that you answer the questions according to the instructions. The reading test takes about 20 minutes long.

Task	Time	Evaluation Standards
Reading: Frienship Pre-reading During-reading Post-reading	20 minutes	<ul style="list-style-type: none"><li>- Prior knowledge</li><li>- Ability to make predictions</li><li>- Ability to make connections</li><li>- Ability to understand the ideas</li></ul>

#### Instructions:

#### Before reading:

Read the title and answer the following questions:

- What do you know about this topic?
- What event is most likely to occur next?
- What is the purpose of the reading?

**During reading:**

Read the passage below and then answer the following questions:

- What is the author talking about in this reading?
- Summarize the full reading in an only one sentence.

**Friendship**

Some friends come into our lives for just a short time. Others come and stay forever. Think about your closest friends. How long have you known each other? Some people say that a family member is their best friend. Others say they have known their closest friends for many years. And some great friends haven't known each other all that long, but knew right away that there was a connection, or bond, between them. Could it be that there is a twin spirit out there for each of us?

What turns a stranger or acquaintance into a friend? Some people think that any stranger can become a friend if they spend enough time together. That may be true for some people. But one thing most of us agree on is that true friendships seem to happen when people have something in common. Perhaps we see a part of ourselves in our friends. Maybe seeing the good in them helps us to see the good in us as well.

**After reading**

Answer the following questions:

- What similarities do you find between this reading and your life?
- What does this reading remind you about your life?
- What things are different in this reading from your life?

Adapted from <http://www.5minuteenglish.com/apr11.htm> for level A1

## Annex 5. Pretest and Posttest Validation

### PRETEST AND POSTTEST VALIDATION

**Universidad Técnica de Ambato**  
**Dirección de Posgrados**  
**Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera**

<i>General aspects</i>		<i>Yes</i>	<i>No</i>	<i>Comments</i>
The instrument contains clear and precise instructions to be completed.		✓		
The assessment rubric is clear and precise.		✓		
The assessed criteria lead to the achievement of the research objective.			✓	
Applicable	✓	Not applicable		Applicable considering the comments

Validator's information:

Name: *Diana Paulina Yupa Chimbo*

ID Number: *1804025318*

Date: *01-08-2019*

Telephone: *09987177780*

Email: *yupadiana@gmail.com*

*Diana P. Yupa Ch.*

Signature:

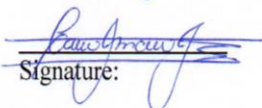
## PRETEST AND POSTTEST VALIDATION

**Universidad Técnica de Ambato**  
**Dirección de Posgrados**  
**Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera**

<i>General aspects</i>		<i>Yes</i>	<i>No</i>	<i>Comments</i>
The instrument contains clear and precise instructions to be completed.		✓		
The assessment rubric is clear and precise.		✓		
The assessed criteria lead to the achievement of the research objective.		✓		
Applicable	✓	Not applicable		Applicable considering the comments

Validator's information:

Name: Carolina Cisneros Mg.  
 ID Number: 0502766439  
 Date: 01-09-2019  
 Telephone: 0999060406  
 Email: candy.cisneros@uta.edu.ec

  
 Signature:



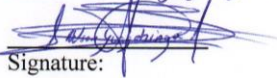
**PRETEST AND POSTTEST VALIDATION**

**Universidad Técnica de Ambato  
Dirección de Posgrados  
Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera**

<i>General aspects</i>		<i>Yes</i>	<i>No</i>	<i>Comments</i>
The instrument contains clear and precise instructions to be completed.		✓		
The assessment rubric is clear and precise.		✓		
The assessed criteria lead to the achievement of the research objective.		✓		
Applicable	✓	Not applicable		Applicable considering the comments

Validator's information:

Name: Mg. Nelson Guagchinga  
 ID Number: 0303246415  
 Date: 01-09-2019.  
 Telephone: 0983451421  
 Email: nelson.guagchinga5@utc.edu.ec

Signature: 

## Annex 6. Rubric

### RUBRIC

Student' name: \_\_\_\_\_

Standards	Below (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
<b>Prior knowledge</b>	Not capable to relate background knowledge to the text.	Talks about what the text reminds him/her of, but cannot explain how it relates to the text.	Relates background knowledge/experience to the text.	Links background knowledge and examples from the text to enhance comprehension and/or interpretation.	
<b>Making predictions</b>	Not capable to make predictions.	Attempts to make a prediction or draw a conclusion about the text.	Makes a prediction and/or draws a conclusion about the text.	Predict in a reflexive way and get conclusions about the text in a deep and understandable way.	
<b>Understanding</b>	Not capable to identify main ideas. Many troubles in recognizing and understanding vocabulary and structures.	Some ideas are identified. Troubles in recognizing and understanding vocabulary and structures.	Few troubles in identifying main ideas. Little difficulty is found in recognizing and understanding vocabulary and structures.	Identifies main ideas. No troubles are found in recognizing and understanding vocabulary and structures.	
<b>Making connections</b>	Not capable to make connections between the texts with his/her knowledge or background ideas.	Has difficulties making connections between the texts with his/her knowledge or background ideas.	Includes some connections between the texts with his/her knowledge or background ideas.	Connects the text with his/her knowledge or background ideas.	
<b>AVERAGE</b>					

Source: Adapted from the Common European Framework of Reference for Language, level A1 (Council of Europe, 2001)

### Annex 7. Rubric Validation

**Validation: Rubric**

RATING SCALE	THE RATING SCALE AND CRITERIA ARE RELATED R=RIGHT W=WRONG		INDICATORS OF QUALITY EXAMINE EACH TYPE OF CRITERIA  O = OPTIMUM G = GOOD R = REGULAR I = INSUFFICIENT				LANGUAGE GRAMMAR AND SPELLING S=SUITABLE I= IMPROPER		OBSERVATIONS
	R	W	O	G	R	I	S	I	
CRITERIA									
PRIOR KNOWLEDGE	✓		✓				✓		
MAKING PREDICTIONS	✓		✓				✓		
UNDERSTANDING	✓		✓				✓		
MAKING CONNECTIONS	✓		✓				✓		

Signature: *Lawrence J. [Signature]*  
 CI: 0502766439

**Validation: Rubric**

RATING SCALE	THE RATING SCALE AND CRITERIA ARE RELATED R=RIGHT W=WRONG		INDICATORS OF QUALITY EXAMINE EACH TYPE OF CRITERIA  O = OPTIMUM G = GOOD R = REGULAR I = INSUFFICIENT				LANGUAGE GRAMMAR AND SPELLING S=SUITABLE I= IMPROPER		OBSERVATIONS
	R	W	O	G	R	I	S	I	
CRITERIA									
PRIOR KNOWLEDGE	✓		✓					✓	
MAKING PREDICTIONS	✓		✓					✓	
UNDERSTANDING	✓		✓					✓	
MAKING CONNECTIONS	✓		✓					✓	

Signature: *Paul Grew*  
 CI: 0502766439

**Validation: Rubric**

RATING SCALE	THE RATING SCALE AND CRITERIA ARE RELATED R=RIGHT W=WRONG		INDICATORS OF QUALITY EXAMINE EACH TYPE OF CRITERIA  O = OPTIMUM G = GOOD R = REGULAR I = INSUFFICIENT				LANGUAGE GRAMMAR AND SPELLING S=SUITABLE I= IMPROPER		OBSERVATIONS
	CRITERIA	R	W	O	G	R	I	S	
PRIOR KNOWLEDGE	✓		✓					✓	
MAKING PREDICTIONS	✓			✓				✓	
UNDERSTANDING	✓		✓					✓	
MAKING CONNECTIONS	✓		✓					✓	

Signature: *Diana P. Yapa Ch.*  
 CI: 1804025318

## Annex 8. Urkund Report

### Urkund Analysis Result

Analysed Document: Tesis Nelly Corregida 1.docx (D53841275)  
Submitted: 6/14/2019 2:19:00 PM  
Submitted By: rv.barona@uta.edu.ec  
Significance: 3 %

#### Sources included in the report:

TESIS FINAL - copia.docx (D47123445)  
tesis corregida.docx (D49674824)  
FULL THESIS JONATHAN.docx (D48406570)  
<https://link.springer.com/article/10.1007/BF03173513>  
<http://202.28.199.15/bitstream/123456789/713/1/001.pdf>  
[https://mdsoar.org/bitstream/handle/11603/3073/HarmanTiana\\_paper.pdf?sequence=1](https://mdsoar.org/bitstream/handle/11603/3073/HarmanTiana_paper.pdf?sequence=1)  
<https://www.criticalthinking.org/pages/defining-critical-thinking/766e6635c34-2a60-4c62-b605-5932230a2d4e>

#### Instances where selected sources appear:

16