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TEMA:

“METACOGNITIVE STRATEGIES IN READING COMPREHENSION”

AUTHOR: Edison Gilberto Ordóñez Rivera

TUTOR: Lcda. Mg. Lorena Fernanda Parra Gavilánez

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A. PRELIMINARY PAGES

TUTOR APPROVAL

CERTIFIES:

I, Lcda. Mg. Lorena Fernanda Parra Gavilanez holder of the I.D. No, 180310352-0, in my capacity as tutor of the research work with the topic **"METACOGNITIVE STRATEGIES IN THE READING COMPREHENSION."** developed by the student Mr. Edison Gilberto Ordóñez Rivera, with I.D. No. 050302349-1, I consider the presented Research Report, meets the technical, scientific and regulatory requirements. Then, I authorize the presentation of this work to the pertinent organism, so that it is submitted to evaluation by the Qualifying Commission designated by the Board of Directors.



.....
Lcda. Mg. Lorena Fernanda Parra Gavilánez

I.D. 180310352-0

TUTOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled "**METACOGNITIVE STRATEGIES IN THE READING COMPREHENSION**"

is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

A handwritten signature in blue ink, appearing to read 'Edison', is written over a horizontal dashed line.

Edison Gilberto Ordóñez Rivera

CI 0503023491

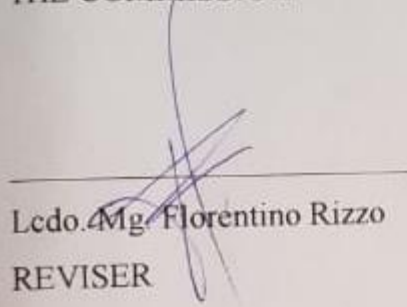
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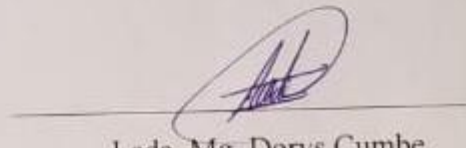
The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"METACOGNITIVE STRATEGIES IN THE READING COMPREHENSION"** which is held by Edison Gilberto Ordóñez Rivera undergraduate student from Carrera de Idiomas academic period September 2019-March 2020, once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles. Therefore, the presentation before the pertinent organisms is authorized.

Ambato, March 2020

THE COMMISSION



Ledo. Mg. Florentino Rizzo
REVISER



Lcda. Mg. Dorys Cumbe
REVISER

DEDICATORY

To God, in first place, since everything I have achieved is because of him. To my parents who gave me strength and support even in my darkest times. To my wife and daughter because they gave my life a new meaning. To my family and people who still trusted on me, I dedicate this work

Edison

GRATITUDE

*To my parents, Rafael and Olga, you are my best model of kindness and honesty.
Even though, Rafael is no longer with us anymore, you taught me the best man I
can be and I am proud of you as well as you are proud of me right now.
To my wife and daughter because they put me back on my track and they give me
love and self-confidence on achieving what I want.
To my siblings because they guide me and support me despite of the distance.
And to all my dear teachers, because becoming a teacher is the only way a
person can understand the patience and effort a teacher is ready to offer. Thanks
a lot.*

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SUBJECT: "Metacognitive strategies in reading comprehension"

AUTHOR: Edison Gilberto Ordóñez Rivera

TUTOR: Lcda. Mg. Lorena Parra

Abstract

The purpose of this research is to present the results obtained through a foster application of metacognitive strategies in reading comprehension. It looks to determine if there is a relationship between metacognition and reading comprehension. Due to its importance this research will find its social and educational basis. A review and an investigation background on Metacognition and reading comprehension will lead the research. A pedagogical schema was applied based on three fundamental stages: before, during and after. The data was collected through previous surveys to evidence if students were familiar with metacognitive strategies, then metacognitive strategies were introduced to the population so they could apply them during the reading process. Finally, the data collected served as a point of comparison between what students used to know and what they knew by then. A significant percentage of positive improvement was found leading it to conclude that Metacognition has a relationship with Reading comprehension, despite of being an ambiguous way to learn since the process is focused more on the student than the teacher.

Keywords: cognition, metacognition, reading comprehension and metacognitive strategies.

B. CONTENTS

CHAPTER I.- THEORETICAL FRAMEWORK

1.1 Investigative background

The aim of this research is to establish the relationship between metacognitive strategies and improvement of reading comprehension. To start with this investigation, it is important to analyze the principles of the two variables proposed in this research, independent and dependent variable. As a result, it is convenient to establish two fundamental categories in this chapter: previous investigations and organization of concepts of variables, starting from the macro to the micro.

Then, starting with the first category, this research aims to understand the principles of metacognition and reading comprehension throughout previous investigations. To achieve it, the following researches are presented:

The first research, by Razi (2015), wanted to see the impact of metacognitive strategy training programme (METARESTRAP) on Reading comprehension. METARESTRAP is a six-week training program that used a quasi-experimental study to apply metacognitive strategies on 93 freshmen in the English Language Teaching Department of Canakkale Onsekiz Mart University. After a pre and a post reading test and a metacognitive reading strategy questionnaire were administered, the six-week METARESTRAP was implemented. Razi (2015) concluded that the results showed by METARESTRAP worked well with reading comprehension skills by providing awareness of metacognition along with declarative, procedural, and conditional knowledge about metacognitive reading strategies.

Another study was conducted by DeGennaro (2018) who pointed to state if metacognitive strategies help to increase reading comprehension in fifth grade students. Therefore, there were chosen two groups to start the research. One group was formed of 31 students who were not taught metacognitive strategies on reading comprehension and the second group formed by 43 students who were taught these strategies. A quasi-experimental study was

directed in both groups. There were a pretest and post-test, two informational and two fictional passages, and 20 reading comprehension questions were administered to participants for 12 weeks. Furthermore, there were used an analysis of variance to determine if there was a relationship between both two variables. At the beginning, both groups were comparable at a same level because there was not a significant difference among them. However, after the application there was a significant difference between the control group and the treated group. The group who were never taught metacognitive strategies show little or non-progress at the end of the treatment unlike the second group who were taught metacognitive strategies. They showed an important increase on their reading comprehension. DeGennaro (2018) concluded that metacognition reading comprehension instruction was beneficial to students in helping readers increase their comprehension; therefore, teachers could benefit from professional development on metacognition reading strategy instruction.

Mina Rastegar (2017) directed another research. She wanted to explore the relationship between EFL learners' metacognitive reading strategies use and their reading comprehension achievement. This study was held on University of Kerman and University of Rafsanjan. To achieve this objective there were selected 120 Iranian EFL students who participated in a quasi-experimental procedure. Two instruments were used in order to get the required information, a survey of reading strategies by Mokhtari (2002) and a TOEFL reading comprehension test. At the end, the data collected was represented on statistical procedures using SPSS version 18. As result, Mina Rastegar (2017) concluded that the findings of his study revealed that there was a significant positive relationship between the use of overall metacognitive reading strategies by the participants and their reading comprehension achievement.

Furthermore, Habibian (2015) conducted a study in which he aimed to determine the impact of training metacognitive strategies in reading comprehension. In order to achieve this investigation a forty-eight groups of students was divided into two groups, the control group, and the experimental group. To carry out the treatment, a quasi-experimental procedure was conducted. Initially, a standard test of reading comprehension was given to both experimental and control groups in order to compare their reading abilities. After

a twelve-week application program, there were different results in which their performance was measured through reading comprehension tests, metacognitive strategy questionnaire, and semi-structural interview. Based on the results obtained Habibian (2015) concluded that participants' ability in the two strategies of monitoring and assessment increased after receiving explicit instruction of metacognitive strategy.

In addition, Aguaguina (2015) presented a report in which she showed the way cognitive strategies influence in the development of reading comprehension. To obtain this result, the research required the participation of 98 people of study from students of tenth level of Marino Benitez High School in a bibliographical and a field research. Two surveys were applied, one for students and the other one for the teacher in charge. Consequently, the results of the two surveys and the studies made previously helped Aguaguina (2015) to conclude that cognitive strategies are very important to develop the reading comprehension. Furthermore, the author recommends to this research the creation of a booklet that contains interactive reading activities based on cognitive strategies to improve the reading comprehension process in the students of English.

1.1.1 INDEPENDENT VARIABLE

1.1.1.2 METACOGNITIVE STRATEGIES

Cambridge (2015) says that cognition is defined as the mental process of acquiring knowledge and understanding using thought, experience, and the senses. Cognition is seemed as the mental processes relating to the input and storage of information and how that information is then used to guide your behavior. It is basically, the ability to perceive and react, process and understand, store and retrieve information, make decisions and produce appropriate responses.

Likewise, Cherry (2019) defined cognition as the relationship of thoughts and how it affects the actions a person performs. Moreover, the integration of qualities such as judgements, memories of past events and the ability to solve problems. Cognition is not a unitary concept and various cognitive functions, or cognitive ‘domains’, responsible for regulation of specific behaviors or actions have been identified.

However, cognition or the cognitive process is identified, according to Hogan (2019) as an abstract quality of advanced living organisms; as a result, it is viewed as a direct quality of a complex brain. Moreover, the definition of cognition according this author is closely related to such abstract concepts as mind, reasoning, perception, intelligence, learning, and many others that describe numerous capabilities of human mind and expected properties of artificial or synthetic intelligence.

Hogan (2019) states that Cognitivism abandons the passive mechanistic orientation of behaviorism and conceives the subject as a processor active of information through the registration and organization of the information presented to reach its reorganization and restructuring in the learner's cognitive apparatus. Clarifying that this restructuring is not reduced to a mere assimilation, but to a construction dynamics knowledge. That is, the processes through which knowledge changes. In Piagetian terms, the accommodation of knowledge structures to new information.

Bruner, for example, explicitly rejects the notion of developmental stages, however, argues that different ways of processing and representing information are emphasized during different periods of the child's life. He argues that, during the first years, the important function is physical manipulation. Furthermore, Culatta (2018) mentions that learning is an active process in which the individual transforms, constructs and make decisions based on the learned/passed experiences and goes beyond of what is presented.

In contrast to the above, Ausubel (1963) proposed the term "Meaningful Learning" to designate the process through which new information relates to a relevant aspect of the individual's knowledge structure. To the structure of previous knowledge that receives the new knowledge, Ausubel gives the name of «integrative concept». Meaningful learning occurs through a process called Assimilation. In this process, both the structure that receives the new knowledge, and this new knowledge itself, are altered, giving importance to a new knowledge structure.

Metacognition and cognition

The difference between cognition and metacognition is based on the development of knowledge presented by Rodriguez N. B. (2019) analyzed two different but complementary aspects of that development. First, she referred like Piaget (1973) to the automatic and unconscious acquisition of knowledge. However, Vygotsky emphasized how the active and conscious control of that knowledge appears more strongly with the age of the individual (metacognition). Piaget (1973) tried to describe the psychological nature of consciousness as knowledge where one becomes aware of the how and why of specific actions and interactions between objects. According to Piaget, in all actions intentional regarding a particular task, the active subject is aware of both the goal he pursues and the success or failure that results from using a particular strategy. Implicit in this evaluation of development knowledge (from Vygotsky to Piaget) there is a difference between knowledge and understanding of that knowledge in terms of awareness and the proper use of it.

Also, David (2015) holds that cognition refers to the intellectual functioning of the human mind referred to remembering, understanding, focusing attention and processing

information. Cognition is a term that is used to group the processes that a person executes when extracting information from the world outside, applies prior knowledge to information newly incorporated, integrates both information to create a new one, and stores it in memory to be able to retrieve it when it is necessary. It also includes the continuous evaluation of the quality and logical coherence of the mental processes and products of said person.

Cognition groups cognitive processes, that is, the internal mechanisms that a person uses to acquire, assimilate, store and retrieve information (Antonijevick & Chadwick 1982). While cognition has to do with mental processes such as perception, memory, attention and understanding, metacognition has to do with metaperception, metamemory, metaattention and metacomprehension.

Cognitive strategies are used to obtain knowledge progress and strategies metacognitive to monitor those progress. The cognitive strategy, according to Rios (1999), is an alternative to arrange decisions by applying their own abilities, according on the demands of the task in order to give guidance to the thinking process for solving a problem, Ríos (1999). While cognition implies having some cognitive skills, metacognition refers to awareness and conscious control over those skills.

Metacognition is, according to Malamed (2015), as a regulatory system. It helps to understand and control the cognitive performance of a person. Therefore, Metacognitive strategies could be presented as procedures that systematically and consciously develop to influence information processing activities such as seeking and evaluating information, storing it in the memory and recovering it to solve problems and self-regulate our learning. When learning starts, it is developed, naturally and often unconsciously, actions that allow the person to learn.

Sometimes, for example, it is classified the information, other times some notes are taken for the most important, in other occasions it is just a matter of making schemes or try to associate the new knowledge with something a person already knows so he or she does not forget. People have used these strategies at some time, but they do not always do it

systematically or intentionally, which affects the effectiveness of their learning. Pablos (2015) pointed out that:

An apprentice is metacognitive ('strategically') when he is aware of his processes (perception, attention, comprehension, memory) and his cognitive strategies (essay, elaboration, organization, study), and has developed skills to control and regulate them, consciously and deliberately: plan, organize, review, monitor, evaluate and modify depending on the progress you get as you execute them. (p. 13).

According to this, we can conclude that metacognitive strategies become vital tools that allow us to "learn to learn" as they allow us to understand and efficiently and consciously develop tasks that make it easier for us to learn new things and use our knowledge to solve problems. This "learn to learn" is reflected as a competence in the current "Ley Organica de Educacion Intercultural" M. Educacion (2018), although nowhere does the term metacognition appear, but the metacognitive essence remains intrinsic in this competition.

Three are the metacognitive components that Wykes (2013) states; the first refers to the knowledge that the individual has about their own abilities for example, their memory capacity; the second refers to the knowledge he has about the task he is solving for example, knowing if it is an easy or difficult task; and the third concerns the strategies necessary to solve the task for example, knowing that one of the strategies to memorize may be taking notes for later reference.

However, Rahmayani (2015) states that there are four components in metacognition: prediction, planning, monitoring and reviewing which are related to the procedural, declarative and conditional knowledge.

Therefore, Malamed (2015) states that Metacognitive strategies can often, but not always, be showed by the individual who is using them. For all age groups, metacognitive knowledge is crucial for efficient independent learning because it fosters forethought and self-reflection. Depending on the type of task, the level of knowledge and the learner experience, we can imagine that some of these processes, especially the regulation process, can be carried out automatically, and others deliberately and consciously.

Despite the numerous distinctions that the authors have introduced when discussing strategies, we can identify three processes that coincide with three moments (before, during and after): planning, on-line control or monitoring and evaluation. It is important to note again that these processes may present a different degree of consciousness.

According to Viu (2018) there are ten metacognitive teaching strategies which are:

1. Metacognitive Awareness Inventory
2. Pre-assessment (Self-Assessment) of Content
3. Self-Assessment of Self-Regulated Learning Skills
4. Think Aloud for Metacognition
5. Concept Mapping and Visual Study Tools
6. Classroom Assessment Tools
7. Metacognitive Note Taking Skills
8. Reflective Writing
9. Wrappers
10. Retrospective Post-Assessment

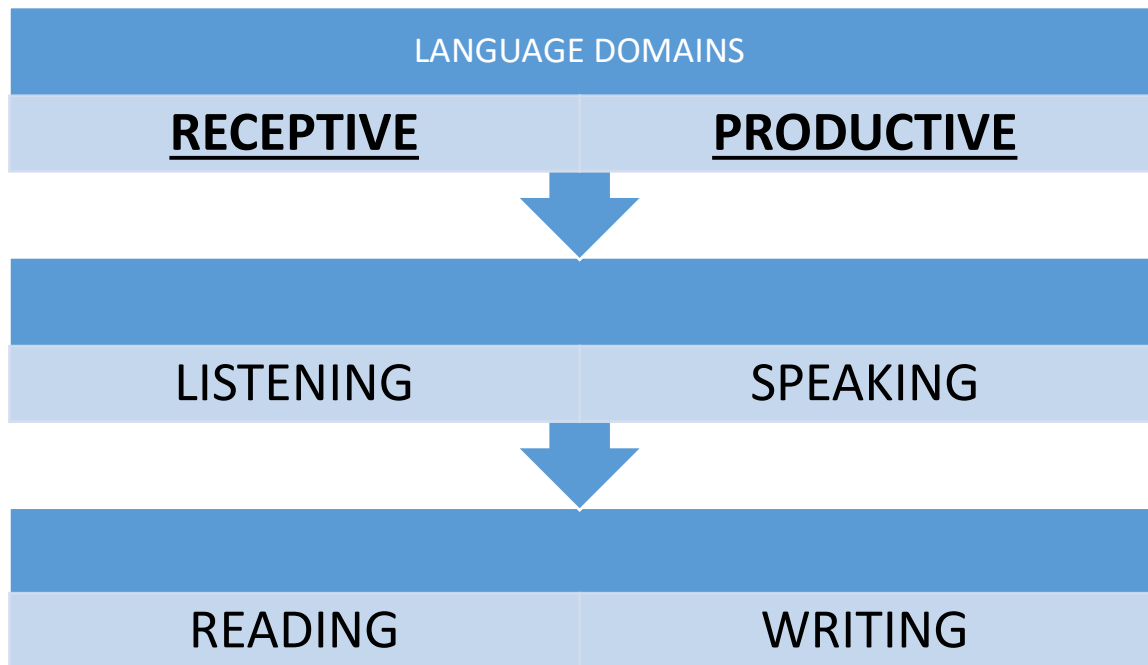
On the other hand, Serrano E. (2010) states that teaching metacognitive strategies implies the following:

- Identify the strategy
- Explain students what they are going to learn
- Show the use
- Guide students in order to apply the specific materials
- Explain the time it must be used
- Show when the application was successful and when it wasn't
- Provide alternatives just in case the strategy doesn't work

1.1.2 DEPENDENT VARIABLE

1.1.2.1 READING COMPREHENSION

Language is widely seen as a competence in which the student must manage four important skills, which are pointed out by ELD (2016) as Speaking, Writing, Reading, and Listening. However, these skills or domains are divided into two groups according to function and learning:



Graphic 1

Source: Direct research

Elaborated by: Edison Ordonez (2019)

Receptive skills are how we acquire and process the information. This mental process isn't observable because all happens inside the student's mind. On the contrary, productive skill are how people express or communicate information. The process is observable making it easier to assess.

According to Kulman (2015), Receptive Language skills refer to a child's ability to cognitively process and understand verbal language. Also, it is stated that it has to do with input rather than output because of the acquisition of data and information through humans' senses. As a result, this will define the role played by the individual in the communication process, as a sender or receiver; and according to the method of transmission of language, oral or written, four communication skills have been established but there are just two which received the name receptive skills and those are the ones carried by the receiver.

In addition, Receptive skills are represented as the input a person gets from being exposed to the language, as defined by Ossa (2019), Input is the quantity of language to which the person is exposed likewise in linguistics where the input refers to the target language, which is the language that the person is getting ready to learn.

Consequently, the input a person receives from receptive skills is divided in two skills according to Ossa (2019). The first one being, reading comprehension referring to the understanding of what is read, which is not only decoding words without sense, but accessing to their meaning so it can provide a sense of what is being read. It is of great importance because through reading learning is developed in other areas of knowledge, as it allows to know and reflect on new ideas. The second one being, listening comprehension which is related with understanding communication, giving meaning to what is heard, attending to the intentionality, the speaker's feelings and ideas that underlie his speech. Furthermore, Lewis (2019) mentions that the domains of language work in pairs. So, the receptive skills are called consuming language while writing and speaking are known as producing language. Once a person manages these domains, it is safe to say a person is fluent at that language.

So, the question here is: what is reading? According to Tennant (2015), Reading is represented as a way of acquiring knowledge, or getting certain information from a coded message. For the human being, the code is language. From the reading of certain symbols, the reader grasps knowledge, translates it into information within his mind, decodes it. The code has a support that can be visual, auditory or tactile.

In addition, Johnson (2017) states that the purpose of reading is being able to interpret written symbols and understand printed material. This means a person acquires knowledge throughout the decodification of information. However, like walking and talking, learning to read does not happen all at once, but happens step by step while experiences build a concept with printed material and reading related activities. He also states that reading involves knowing how to pronounce written words, identify them and understand their meaning. On a textual level, reading is being able to understand a text and extract its meaning.

Furthermore, according to Tadesse, (2017) reading skill refers to the ability to understand written text. Also the author states that person who develops reading skills will be able to perform the following three reading-comprehension skills.

1. Identify simple facts presented in written text (literal comprehension)
2. Make judgments about the written text's content (evaluative comprehension)
3. Connect the text to other written passages and situations (inferential comprehension)

To illustrate the meaning of reading comprehension, Friedman (2019) states that it is the skill of building a meaning from the text. In other words, reading comprehension isn't simply knowing what words you have read, it's being able to look at what these words represent and to figure out what they mean. In consequence, it can be defined reading comprehension as the process by means of which a reader constructs, from his previous knowledge, new meanings when he interacts with the text. This is the basis of understanding: the interaction of the reader with the text. This process develops differently in each reader, since each individual develops different schemes and uses different skills and abilities when facing a text. As it is stated by Pearson (2014) "Reading is often referred to as a complex cognitive process. In fact, we can say if we understand reading we could understand the complexity of human mind" (p. 12)

This is related to what Friedman, (2019) says about reading comprehension which also encompasses the ability to understand words and their meaning in a variety of contexts. For instance, being able to identify satire, sarcasm, anger or other implied emotions. However, a text can be understood in several ways, literally, only by understanding the data that is explicitly stated; criticism, which implies the formulation of judgments about the values presented by the text; and inferential, comprehension that supposes the reading between lines of what is proposed in the text, that is to say, it is understood what is meant and even if it is not done implicitly and explicitly.

In addition, Lenz (2015) talks about learning to read in education and he states students who find problems while learning to decode and recognize words, generally will have difficulty with reading comprehension. Also, those who struggle with decoding rarely have a chance to deal with a more complex text and often end to dislike reading. As a consequence, these students do not have enough chances to develop the language skills and strategies require for becoming proficient readers. Within education, the teaching of reading and writing is very important, because thanks to them is that you can acquire all the other knowledge.

Furthermore, according to Lee (2014) reading comprehension is more complex than it seems. He also states that in order to manage this process and improve people's skills, there are six essential components of reading comprehension:

- Decoding
- Fluency
- Vocabulary
- Sentence Construction and Cohesion
- Reasoning and Background Knowledge
- Working Memory and Attention

Furthermore, it is mentioned by Fernández (2014) that Based on the reading assessment program, Respond To Intervention (DIBELS: Dynamic Indicators of Basic Early Literacy

Skills), it states that there are 5 basic pillars that justify whether or not a person learns to read and write:

1. Phonological Awareness: It is the ability to reflect and manipulate the different units of oral language.

2. Alphabetical principle: It consists of associating / relating each sound of my language with a grapheme / letter that corresponds to it. Acquire the grapheme / phoneme conversion rules in reading (RCGF) and in the case of writing (RCFG) phoneme / grapheme.

3. Fluency: It is a condition to know if a person has learned to read and write and is in a position to understand a text. The student must apply the sub-skills of writing and reading, with precision, accuracy, quickly, quickly and effortlessly.

4. Vocabulary: There are two types of vocabulary, auditory lexical recognition and vocabulary of phonological lexical use.

5. Comprehension: It is the last pillar, and the object of study of this work.

However, Serrano (2016) states that it is important for each person to understand and relate the text to the meaning of the words. It is the process through which the reader "interacts" with the text, regardless of the length or brevity of the paragraph. Also, he proposes the following components of reading comprehension:

1. Activation of previous knowledge
2. Anticipation
3. Prediction
4. Observation
5. Monitoring
6. Inference
7. Paraphrase
8. Analysis

9. Conclusion

So, considering this, Kendeou (2015) states that technically, the objective of reading is to identify the meaning or message of the text at hand. Once doing it, reading involves the execution and integration of many processes. When considering the objectives of reading comprehension in education, students must learn to use certain strategies that could help them discern between different texts and achieve efficient learning. It should be noted that hermeneutics is the discipline that is dedicated to the study of the interpretation of texts, determining the precise meaning of the terms that have been used to convey ideas.

In simple words, while reading comprehension allows the construction of the meaning of a text, reading competence is the answer to why we need to understand what we read. That is, it is key to be able to make a functional reading of the texts that surround us: posters, invitations, accounts, recipes, manuals, mathematical problems, scientific formulas among others. Furthermore, understanding a text is much more than the act of reading it and deciphering the written code. Therefore, according to Friedman (2019) reading is a process in which the reader appropriates the content and gives it meaning, being able to understand its purpose and the implications of what is written. It is this construction of meanings that, in the end, helps us to understand and gives us the tools to develop effectively in the information and knowledge society.

1.2 OBJECTIVES

1.2.1 General objective

To determine the relationship between metacognitive strategies and reading comprehension.

1.2.2 Specific objectives

- To identify the metacognitive strategies which will be applied in a EFL classroom in order to overcome reading comprehension issues.
- To apply the metacognitive strategies chosen for reading comprehension at a beginning, during and an ending stage.
- To analyze the relation between metacognitive strategies and the improvement of reading comprehension.

CHAPTER II.- METHODOLOGY

2.1 Materials

In order to apply this investigation project, there will be necessary to work with a bunch of material such as worksheets, a rubric, standardized tests adaptations and a plan class. These materials will make it easier to collect data and analyze the application of metacognitive strategies in reading comprehension.

The investigation project will be an experiment of three weeks applied in a classroom of students from the eighth grade. In order to start with the experiment, there will be applied a small check list rubric which will be called the PLANNING PHASE, then while administrating the metacognitive strategies to the group of students selected, there will be another check list rubric which will be named as SUPERVISION STAGE and finally, there will be another rubric called EVALUATION STAGE. This will provide the final result of the three-week project. APA Norms.

Table 1: Population and sample of the research

Population	Sample	Percentage
Experimental group	15	50%
Controlled group	15	50%
Total	30	100%

Table 1

Source: Direct research

Elaborated by: Ordonez E. (2019)

2.2 Methods

2.2.1 Approach

Quali-quantitative

This research will have a quali-quantitative approach; quantitative because quantitative techniques are visualized in the results, obtaining a statistical approach. Qualitative because through the use of qualitative techniques it enables to understand the situation of the problem, while locating and testing the hypothesis establishing a dynamic to the investigative process.

2.2.2 Research modality

Bibliographical - Documentary Research

In particular, documentary research is defined by Rodriguez (2014) as “an essential part of a systematic process of scientific research, becoming an operational strategy where systematic observations and reflections are made on realities (theoretical or not) using different types of documents.” (p. 37)

Documentary research is characterized by the use of documents which are collected, selected, analyzed and presented as coherent results. It also uses the logical and mental procedures of all investigation; analysis, synthesis, deduction, induction, etc. Furthermore, it carries out a process of scientific abstraction, generalizing on the basis of the fundamental. Finally, it supposes an adequate collection of data that allows rediscovering facts, suggesting problems, orienting towards other sources of research, guiding ways to elaborate research instruments and elaborate hypotheses.

Field research

Field research could be described as the collection of new data from primary sources for a specific purpose. It is a qualitative method of data collection aimed at understanding, observing and interacting with people in their natural environment. Furthermore, it is stated by Juneja (2015) that “Field Research deals with creation and collection of actual and authentic information by field of operation in any organization” (p.24). It may be seen as a general term that includes the endless activities that field investigators perform when they collect data: they participate, they observe, they usually interview some of the people they observe and normally analyze documents or some objects related to the study.

2.2.3 Types of Research

Exploratory Research

According to Ander - Egg (1977), the main purposes of an exploratory research are: formulate problems, develop hypotheses, familiarize the researcher, clarify concepts and to establish preferences for subsequent classifications. This research meets all of these purposes and creates a strong connection between the researcher and the phenomenon of study. The problem as well as the hypotheses formulated in this research seek to get the information of the reality of students who are learning English as a foreign language and give the opportunity to clarify and establish concepts which lead the research to a possible conclusion.

Descriptive Research

This investigation seems to describe characteristics or functions of the people. The descriptive research supposed that the investigator has previous knowledge about the situation of the problem that took place and it is characterized by the formulation of a previous hypothesis. As consequence the information required must be real. Also

Dudovskiy (2016) mentions that a descriptive research can be defined as a statement of affairs as they are at present with the researcher having no control over/upon the variables. Moreover, descriptive studies may be characterized as simply the attempt to determine, describe or identify what it is, while analytical research attempts to establish why it is that way or how it behaves.

Cuasi-experimental Research

The Cuasi-experimental researches are those which are presented as a working plan where the population is not assigned randomly to the independent variable. The group is carefully selected according to their knowledge, skills and performance. This research finds its way of being experimental throughout the designation of two groups of work, an experimental group and a controlled one. These groups were not selected based on arbitrary criteria but they were pre-selected from eighth grade of Elementary school.

CHAPTER III.- RESULTS AND DISCUSION

3.1 Analysis and discussion of the results.

The analysis of the results was performed after the development of a pre-test and post-test. A sample test from KET was applied, which has 55 items for the reading section. This international standard test helped to collect data due to the range of questions which measures the level of reading comprehension according to Cambridge standards. The results were analyzed from the selected strategies that are described and interpreted from the perspective of metacognition. After the application of the investigation, data was divided into groups according to the activity, an experimental group and a controlled group. Then, the following results are represented in the following graphs

Comparison of the experimental group and the controlled group (pre-test)

Table 2. Comparison of the experimental group and the controlled group (pre-test)

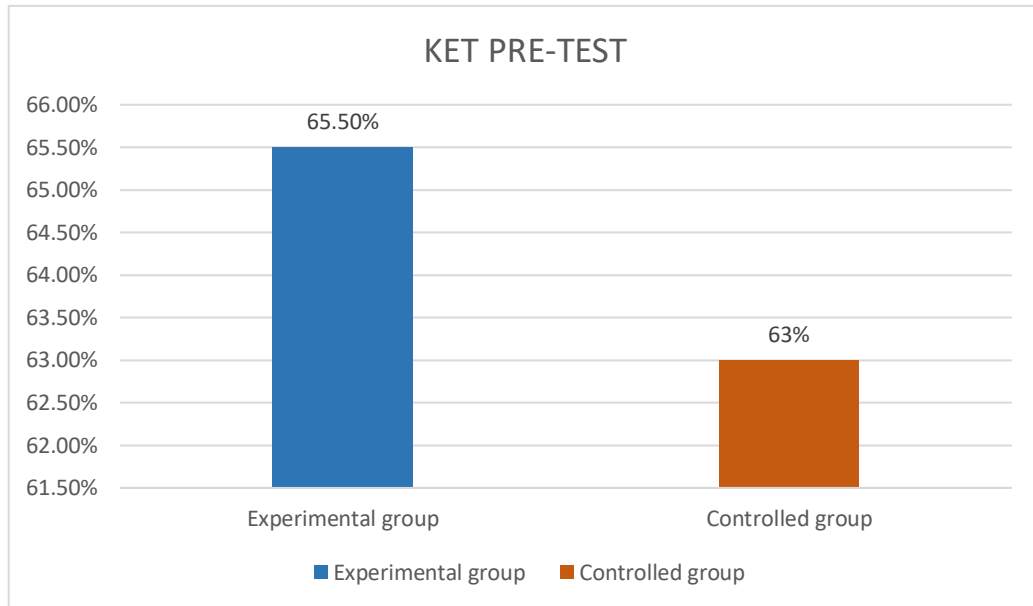
TEST	Experimental group	Controlled group	Expected Average
KET (PRE-TEST)	37	35	55
Percentage	65.5%	63%	100%

Table 2

Source: Field research

Elaborated by: Ordonez, E. (2019)

Graph 4. Comparison of the experimental group and the controlled group (pre-test)



Graphic 2
Source: Direct research
Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The data collected has shown the following results: in a pre-test applied to both groups Experimental group reach a grade of 37 points out of 55 which represents the 65.5% of the average expected meanwhile the controlled group reached a 35 points grade which is 63% of the average expected. This shows that the experimental group had a better performance than the controlled one, however it is not significantly since the difference goes on a 2.5% higher.

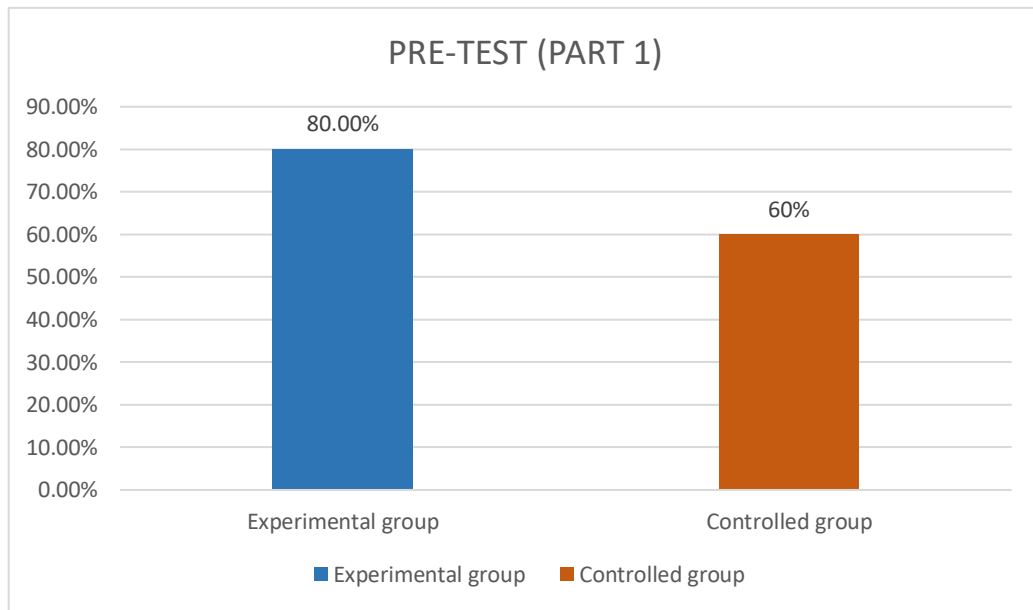
PRE-TEST PART 1
MULTIPLE MATCHING

Table 3. Pre-test (part 1)

TEST	Experimental group	Controlled group	Expected Average
Part 1	4	3	5
Percentage	80%	60%	100%

Table 3
Source: Direct research
Elaborated by: Ordonez, E. (2019)

Graph 5. Pre-test (part 1)



Graphic 3
Source: Direct research
Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The first part of the reading test showed that the Experimental group reach a grade of 4 points out of 5 items which represents the 80% of the average expected meanwhile the controlled group reached a 3 points grade which is 60% of the average expected. This shows that the experimental group had a better performance than the controlled one.

PRE-TEST PART 2
MULTIPLE CHOICE

Table 3. Pre-test (part 2)

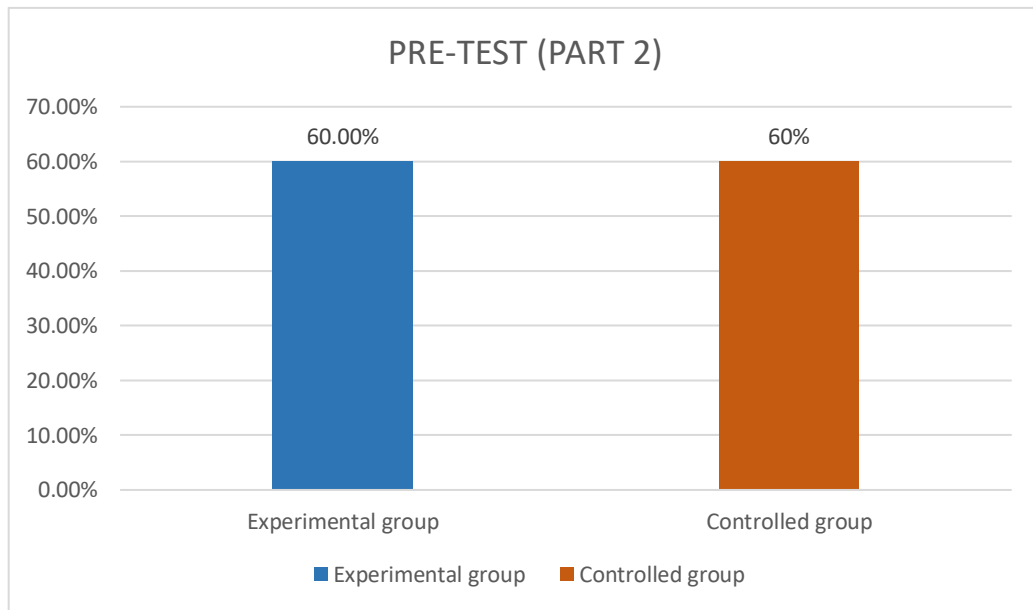
TEST	Experimental group	Controlled group	Expected Average
Part 2	3	3	5
Percentage	60%	60%	100%

Table 4

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 6. Pre-test (part 2)



Graphic 4

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The second part of the reading test showed that the Experimental group reach a grade of 3 points out of 5 items which represents the 60% of the average expected meanwhile the controlled group reached a 3 points grade which is 60% of the average expected. This shows that the experimental group and the controlled one performed in an equal way.

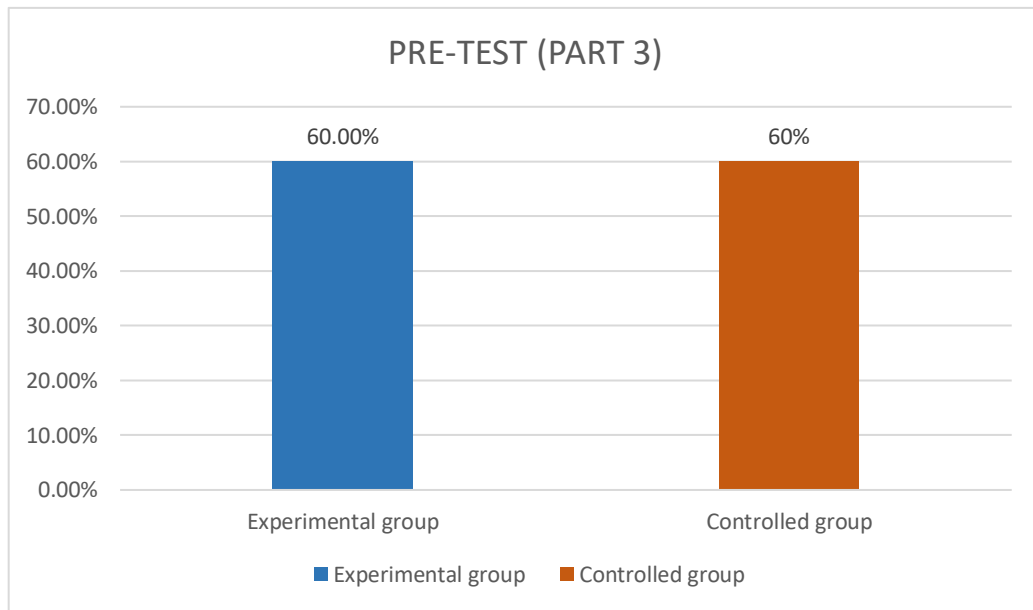
PRE-TEST PART 3
MULTIPLE CHOICE

Table 5. Pre-test (part 3)

TEST	Experimental group	Controlled group	Expected Average
Part 3	3	3	5
Percentage	60%	60%	100%

Table 5
Source: Direct research
Elaborated by: Ordonez, E. (2019)

Graph 7. Pre-test (part 3)



Graphic 5
Source: Direct research
Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The third part of the reading test showed that the Experimental group reach a grade of 3 points out of 5 items which represents the 60% of the average expected meanwhile the controlled group reached a 3 points grade which is 60% of the average expected. This shows that the experimental group and the controlled one performed in an equal way.

PRE-TEST PART 4

OPEN CLOZE

Table 6. Pre-test (part 4)

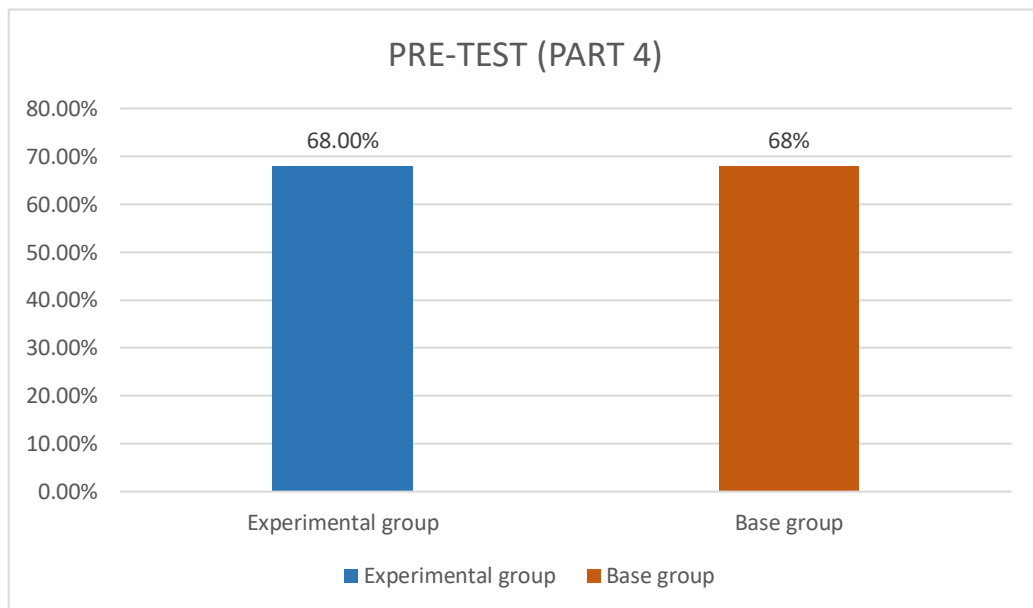
TEST	Experimental group	Controlled group	Expected Average
Part 4	8	8	12
Percentage	68%	68%	100%

Table 6

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 8. Pre-test (part 4)



Graphic 6

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The fourth part of the reading test showed that the Experimental group reach a grade of 8 points out of 12 items which represents the 68% of the average expected meanwhile the controlled group reached an 8 points grade which is 68% of the average expected. This shows that the experimental group and the controlled one performed in an equal way.

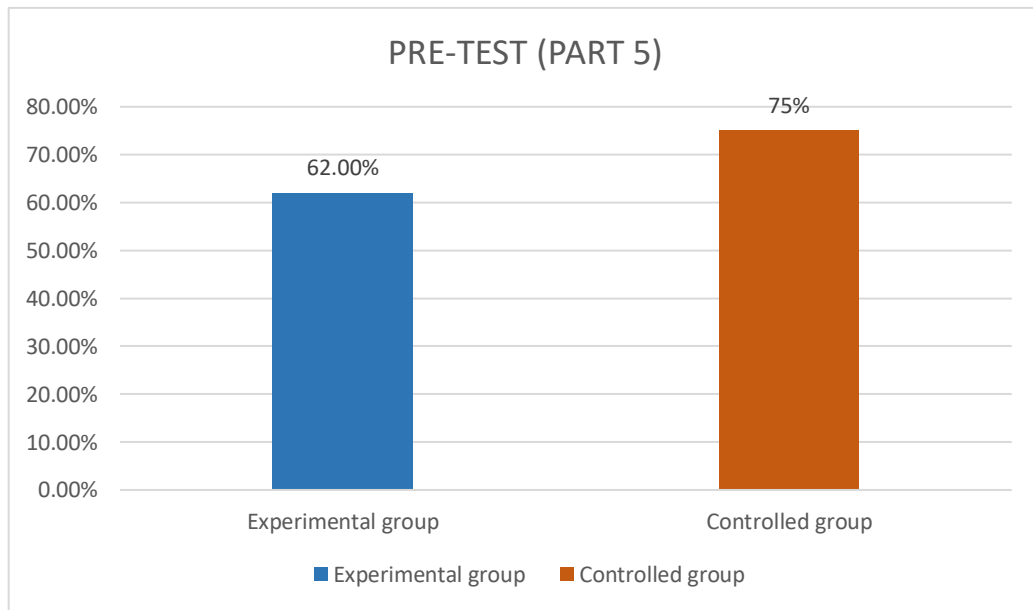
PRE-TEST PART 5
MULTIPLE CHOICE

Table 7. Pre-test (part 5)

TEST	Experimental group	Controlled group	Expected Average
Part 5	5	6	8
Percentage	62%	75%	100%

Table 7
Source: Direct research
Elaborated by: Ordonez, E. (2019)

Graph 9. Pre-test (part 5)



Graphic 7
Source: Direct research
Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The fifth part of the reading test showed that the Experimental group reach a grade of 5 points out of 8 items which represents the 62% of the average expected meanwhile the controlled group reached up to 6 points grade which is 75% of the average expected. This shows that the experimental group performance was worse than the controlled one.

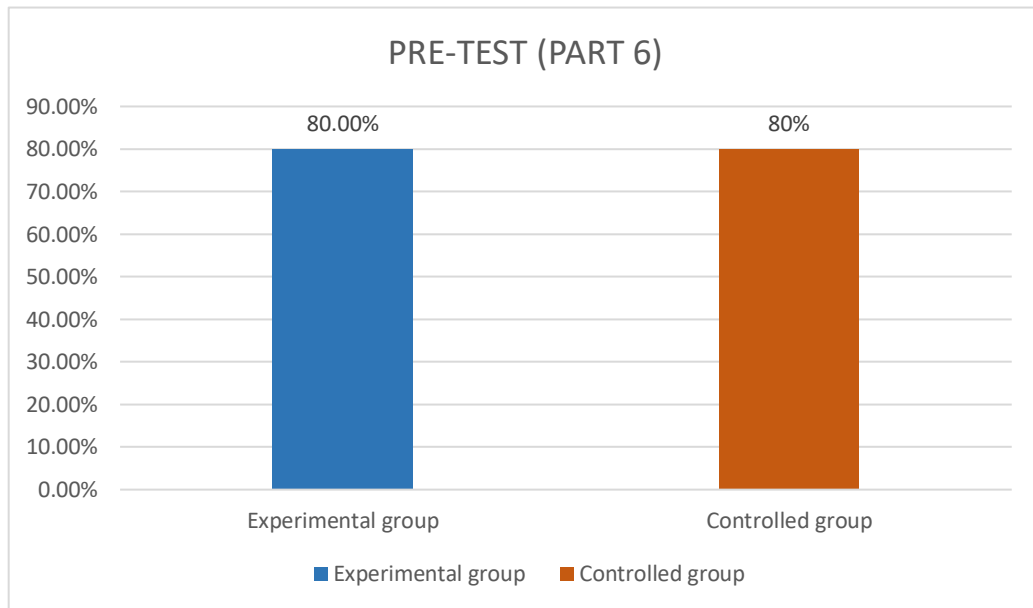
PRE-TEST PART 6
VOCABULARY

Table 8. Pre-test (part 6)

TEST	Experimental group	Controlled group	Expected Average
Part 6	4	4	5
Percentage	80%	80%	100%

Table 8
Source: Direct research
Elaborated by: Ordonez, E. (2019)

Graph 10. Pre-test (part 6)



Graphic 8
Source: Direct research
Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The sixth part of the reading test showed that the Experimental group reach a grade of 4 points out of 5 items which represents the 80% of the average expected meanwhile the controlled group reached a 4 points grade which is 80% of the average expected. This shows that the experimental group and the controlled one performed in an equal way.

PRE-TEST PART 7

OPEN CLOZE

Table 9. Pre-test (part 7)

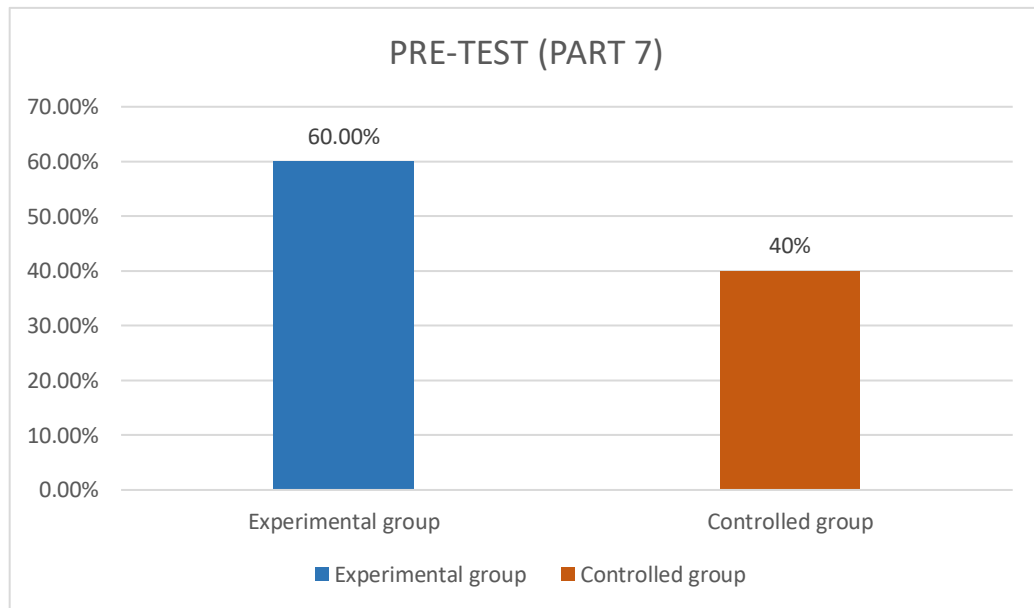
TEST	Experimental group	Controlled group	Expected Average
Part 7	6	4	10
Percentage	60%	40%	100%

Table 9

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 11. Pre-test (part 7)



Graphic 9

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The seventh part of the reading test showed that the Experimental group reach a grade of 6 points out of 10 items which represents the 60% of the average expected meanwhile the controlled group reached a 4 points grade which is 40% of the average expected. This shows that the experimental group performance was better than the controlled one.

PRE-TEST PART 8

OPEN CLOZE

Table 10. Pre-test (part 8)

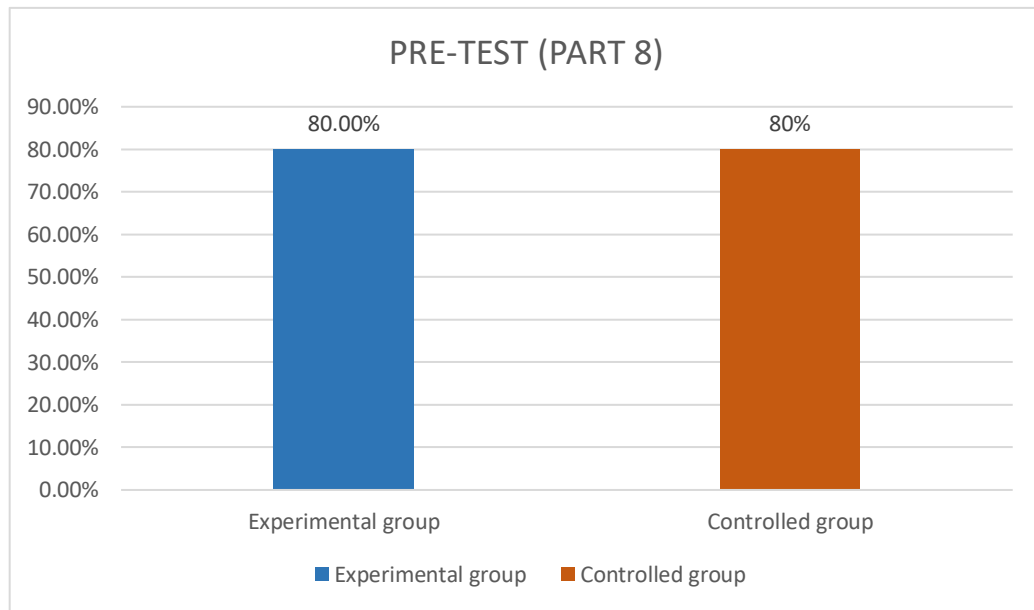
TEST	Experimental group	Controlled group	Expected Average
Part 8	4	4	5
Percentage	80%	80%	100%

Table 10

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 12. Pre-test (part 8)



Graphic 10

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The eighth and last part of the reading test showed that the Experimental group reach a grade of 4 points out of 5 items which represents the 80% of the average expected meanwhile the controlled group reached a 4 points grade which is 80% of the average expected. This shows that the experimental group and the controlled one performed in an equal way.

Comparison of the experimental group and the controlled group (post-test)

Table 11. Comparison of the experimental group and the controlled group (post-test)

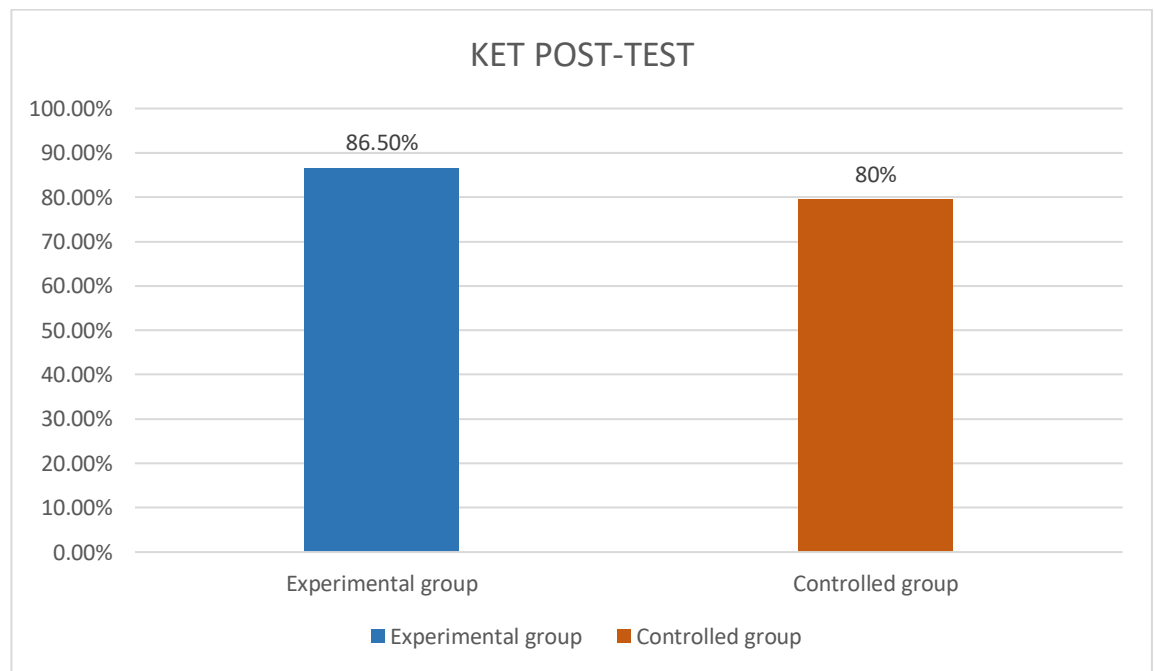
TEST	Experimental group	Controlled group	Expected Average
KET (POST-TEST)	48	44	55
Percentage	86.5%	79.5%	100%

Table 11

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 13. Comparison of the experimental group and the base group (post-test)



Graphic 11

Source: Direct research

Elaborated by: Ordonez, E. (2019)

POST-TEST PART 1
MULTIPLE MATCHING

Table 12. Post-test (part 1)

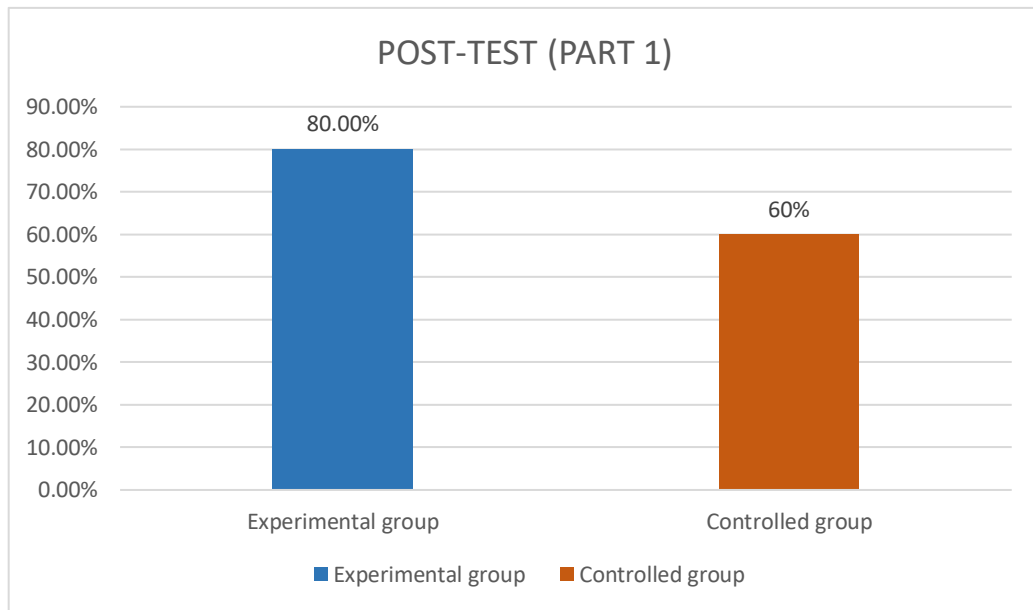
TEST	Experimental group	Controlled group	Expected Average
Part 1	5	4	5
Percentage	100%	80%	100%

Table 12

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 14. Post-test (part 1)



Graphic 12

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The first part of the reading test showed that the Experimental group reach a grade of 5 points out of 5 items which represents the 100% of the average expected meanwhile the controlled group reached a 4 points grade which is 80% of the average expected. This shows that the experimental group had an excellent performance and an improvement.

POST-TEST PART 2
MULTIPLE CHOICE

Table 13. Post-test (part 2)

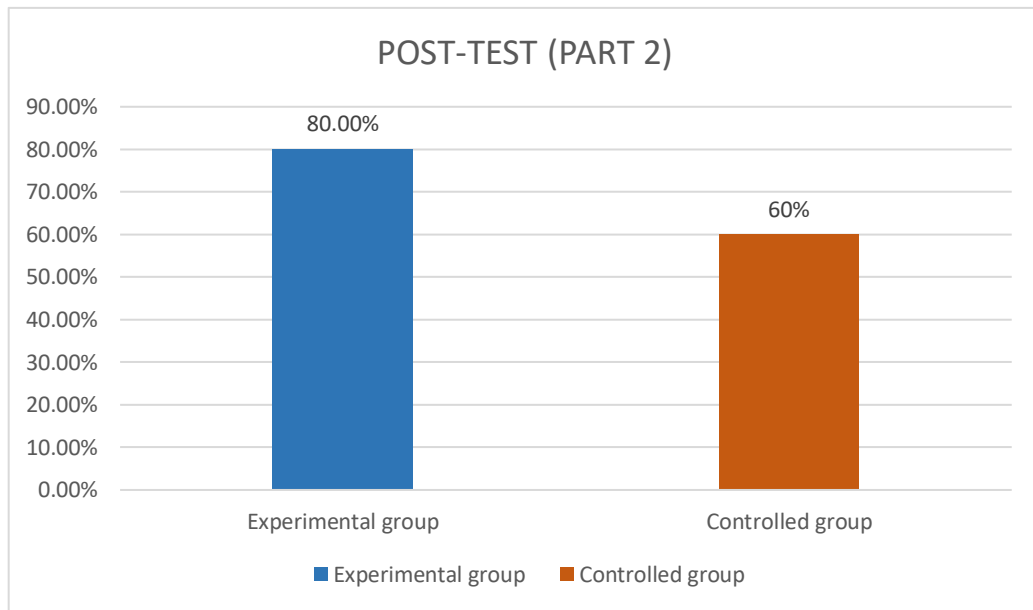
TEST	Experimental group	Controlled group	Expected Average
Part 2	4	3	5
Percentage	80%	60%	100%

Table 13

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 15. Post-test (part 2)



Graphic 13

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The second part of the reading test showed that the Experimental group reach a grade of 4 points out of 5 items which represents the 80% of the average expected meanwhile the controlled group reached a 3 points grade which is 60% of the average expected. This shows that the experimental group had an improvement while the controlled group performed in the same way.

POST-TEST PART 3
MULTIPLE CHOICE

Table 14. Post-test (part 3)

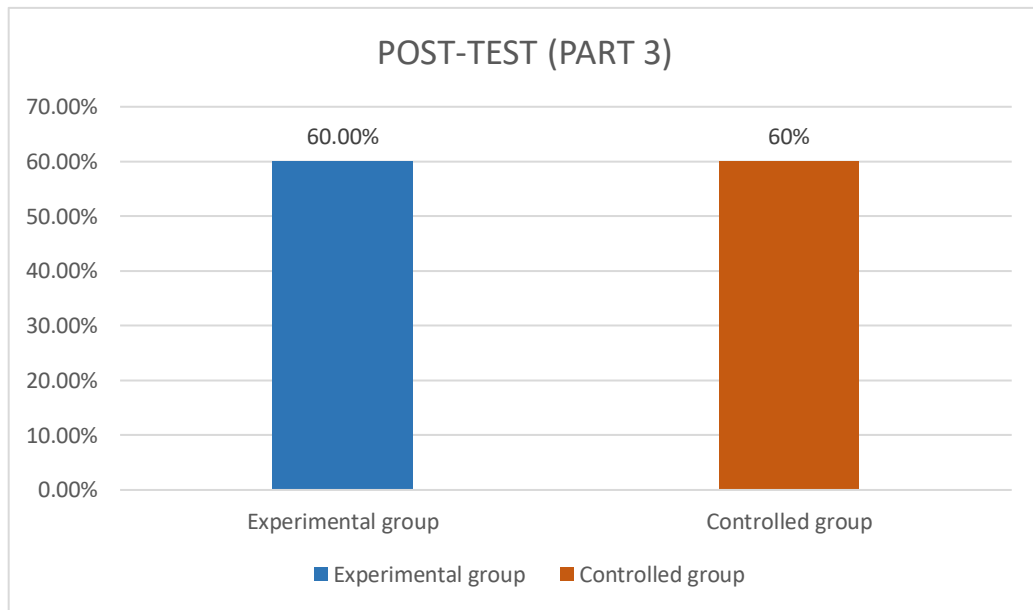
TEST	Experimental group	Controlled group	Expected Average
Part 3	4	4	5
Percentage	80%	80%	100%

Table 14

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 16. Post-test (part 3)



Graphic 14

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The third part of the reading test showed that the Experimental group reach a grade of 4 points out of 5 items which represents the 80% of the average expected meanwhile the controlled group reached a 4 points grade which is 80% of the average expected. This shows that the experimental group and the controlled one performed in an equal way with the same amount of improvement.

POST-TEST PART 4

OPEN CLOZE

Table 15. Post-test (part 4)

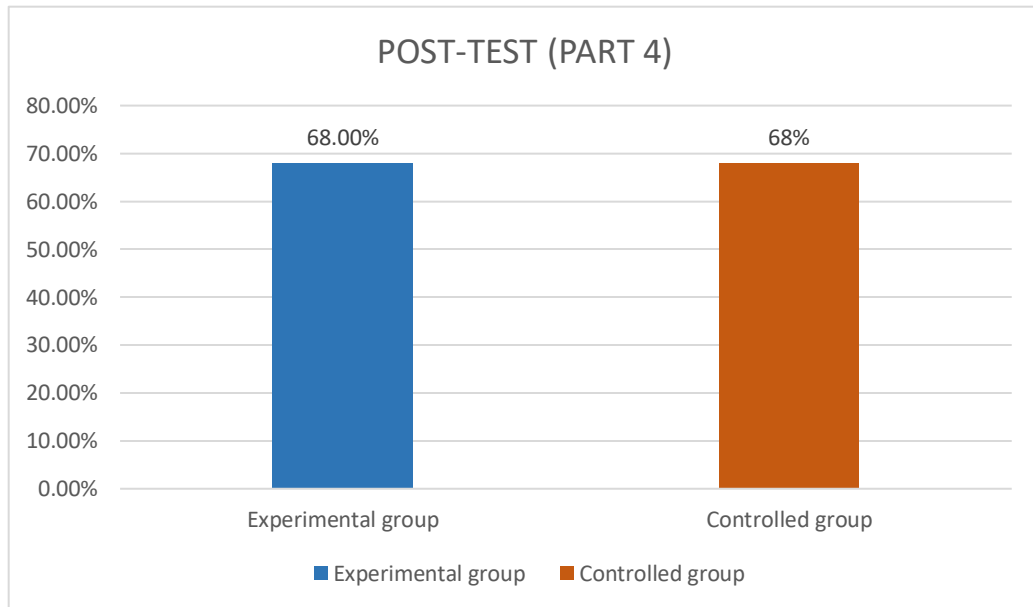
TEST	Experimental group	Controlled group	Expected Average
Part 4	11	9	12
Percentage	87%	75%	100%

Table 15

Fuente: Field research

Made by: Ordonez, E. (2019)

Graph 17. Post-test (part 4)



Graphic 15

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The fourth part of the reading test showed that the Experimental group reach a grade of 11 points out of 12 items which represents the 87% of the average expected meanwhile the controlled group reached a 9 points grade which is 75% of the average expected. This shows that the experimental group performance was better than the controlled one with a percentage of improvement.

POST-TEST PART 5
MULTIPLE CHOICE

Table 16. Post-test (part 5)

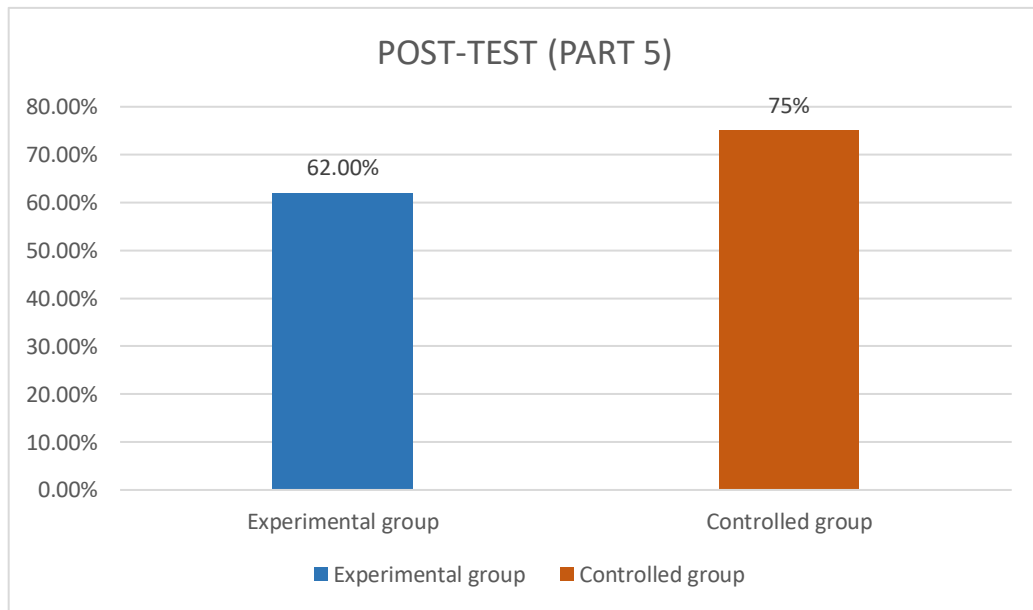
TEST	Experimental group	Controlled group	Expected Average
Part 5	7	8	8
Percentage	88%	100%	100%

Table 16

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 18. Post-test (part 5)



Graphic 16

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The fifth part of the reading test showed that the Experimental group reach a grade of 7 points out of 8 items which represents the 88% of the average expected meanwhile the controlled group reached an 8 points grade which is 100% of the average expected. This shows that the experimental group performance was worse than the controlled one with a very limited percentage of improvement.

POST-TEST PART 6
VOCABULARY

Table 17. Post-test (part 6)

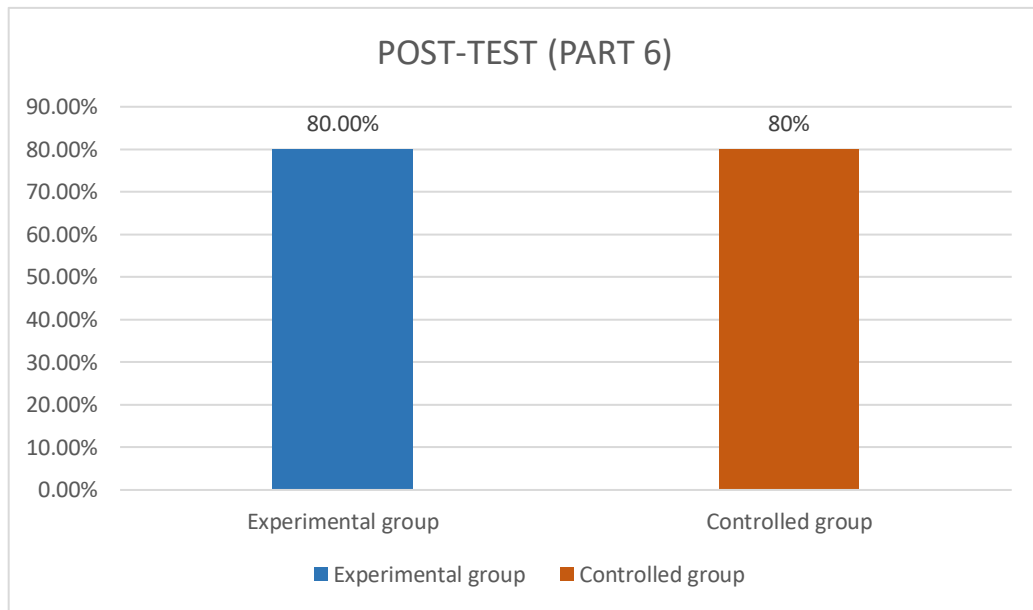
TEST	Experimental group	Controlled group	Expected Average
Part 6	5	5	5
Percentage	100%	100%	100%

Table 17

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 19. Post-test (part 6)



Graphic 17

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The sixth part of the reading test showed that the Experimental group reach a grade of 5 points out of 5 items which represents the 100% of the average expected meanwhile the controlled group reached a 5 points grade which is 100% of the average expected. This shows that the experimental group and the controlled one performed in an equal way. Both performed perfectly and with a good improvement.

POST-TEST PART 7

OPEN CLOZE

Table 18. Post-test (part 7)

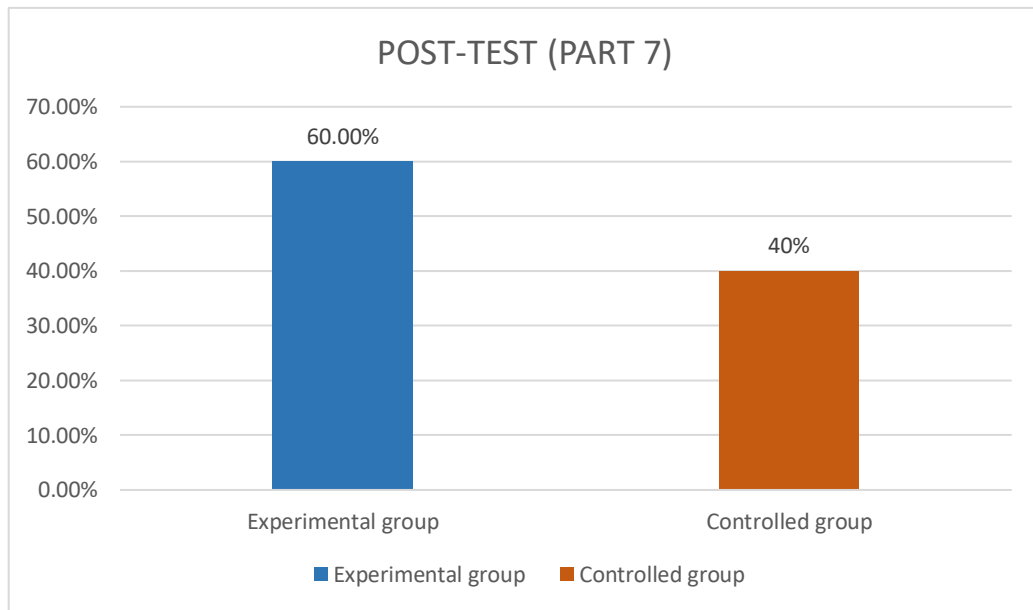
TEST	Experimental group	Controlled group	Expected Average
Part 7	7	6	10
Percentage	70%	60%	100%

Table 18

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 20. Post-test (part 7)



Graphic 18

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The seventh part of the reading test showed that the Experimental group reach a grade of 7 points out of 10 items which represents the 70% of the average expected meanwhile the controlled group reached a 6 points grade which is 60% of the average expected. This shows that the experimental group performance was better than the controlled one. There was an amount of improvement in both groups.

POST-TEST PART 8

OPEN CLOZE

Table 19. Post-test (part 8)

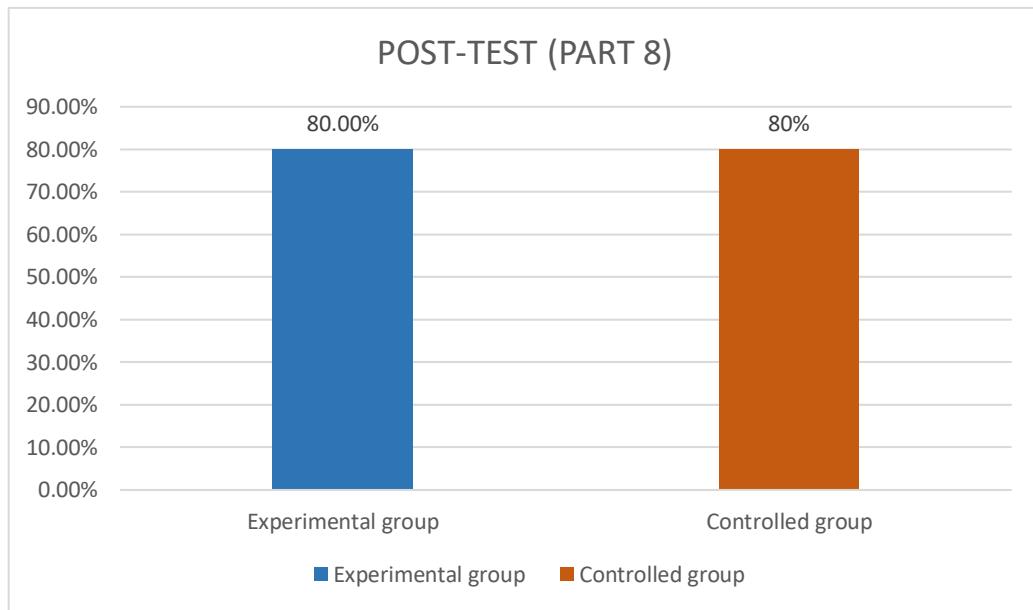
TEST	Experimental group	Controlled group	Expected Average
Part 8	5	5	5
Percentage	100%	100%	100%

Table 19

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Graph 21. Post-test (part 8)



Graphic 19

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Analysis and interpretation

The eighth and last part of the reading test showed that the Experimental group reached a grade of 5 points out of 5 items which represents the 100% of the average expected meanwhile the controlled group reached a 5 points grade which is 100% of the average expected. This shows that the experimental group and the controlled one performed in an equal way. There was an amount of good improvement.

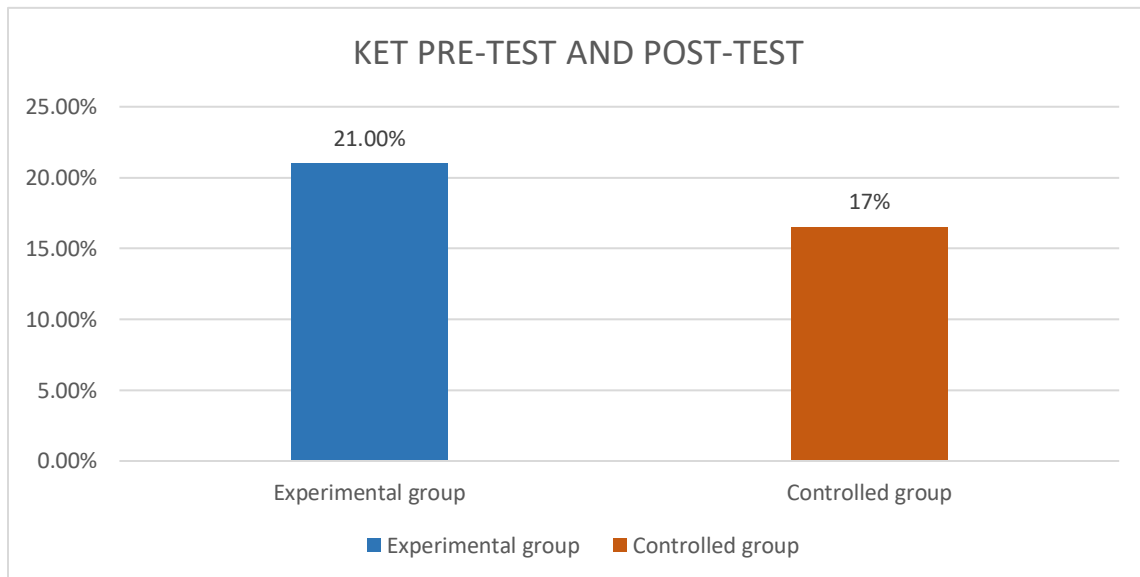
Comparison of the experimental group and the controlled group (pre-test and post-test)

Table 20. Comparison of the experimental group and the controlled group (pre-test and post-test)

TEST	KET (PRE-TEST)	percentage	KET(POST-TEST)	percentage	Total improvement
Experimental group	37	65.5%	48	86.5%	21%
Controlled group	35	63%	44	79.5%	16.5%

Table 20
Source: Direct research
Elaborated by: Ordonez, E. (2019)

Graph 22. Comparison of the experimental group and the controlled group (pre-test and post-test improvement)



Graphic 20
Source: Direct research
Elaborated by: Ordonez, E. (2019)

3.2 Hypothesis verification

So, in order to verify the results obtained, T student was conducted with a cross-sectional study and independent samples which will determine whether both groups keep the same with minimal change or a difference is shown.

Hypothesis approach

For hypothesis verification, the following logical model was presented:

Null hypothesis:

H0: Metacognitive strategies DOES NOT improve the reading comprehension of students from eighth grade of Unidad Educativa Glenn Doman, Ambato.

Alternative hypothesis:

H1: Metacognitive strategies IMPROVES the reading comprehension of students from eighth grade of Unidad Educativa Glenn Doman, Ambato.

Selection of level of significance

The following level of significance was chosen in order to verify this hypothesis: 5% (= 0.05)

Statistical specifications

GRADE	EXPERIMENTAL			
		Mean	44.00	1.138
		95% Confidence Interval for Mean	Lower Bound	41.56
			Upper Bound	46.44
		5% Trimmed Mean	43.94	
		Median	43.00	
		Variance	19.429	
		Std. Deviation	4.408	
		Minimum	37	
		Maximum	52	
		Range	15	
		Interquartile Range	5	
		Skewness	.474	.580
		Kurtosis	-.483	1.121
	CONTROLLED	Mean	48.00	.986
		95% Confidence Interval for Mean	Lower Bound	45.89
			Upper Bound	50.11
		5% Trimmed Mean	47.94	
		Median	49.00	
		Variance	14.571	
		Std. Deviation	3.817	
		Minimum	42	
		Maximum	55	
		Range	13	
		Interquartile Range	6	
		Skewness	.080	.580
		Kurtosis	-.751	1.121

Figure 1

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Test of Normality

Through the following test it can be defined whether the two variables are normal or not. In this test a Shapiro's test which is used for a small sample of population. In both cases it is defined that P-value is greater than alpha, so controlled group and experimental behaves normal.

	NORMALITY	
P-value (controlled) = 0.592	>	a = 0.05
P-value (experimental) = 0.754	>	a = 0.05
CONCLUSION: the variable in both groups behaves normally		

Table 21

Source: Direct research

Elaborated by: Ordonez, E. (2019)

Equality of Variance

Levene's test

P-value=> a Accept H0 = the variances are equal

P-value < a Accept H1 = there is a significant difference between variances

	Equality of variance	
P-Value =0.645	>	a= 0.05
CONCLUSION: the variances are equal		

Table 22

Source: Direct research

Elaborated by: Ordonez, E. (2019)

T test

The criteria to decided is:

If the probability obtained P-value $\leq a$, reject H0 (H1 is accepted)

If the probability obtained P-value $> a$, do not reject H0 (H0 is accepted)

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
GRADE	EXPERIMENTAL	15	44.00	4.408	1.138
	CONTROLLED	15	48.00	3.817	.986

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
GRADE	Equal variances assumed	.217	.645	-2.657	28	.013	-4.000	1.506	-7.084	-.916
	Equal variances not assumed			-2.657	27.440	.013	-4.000	1.506	-7.087	-.913

Figure 2

Source: Direct research

Elaborated by: Ordonez, E. (2019)

P-value = 0.013	<	a=0.05
CONCLUSION: Metacognitive strategies IMPROVES the reading comprehension of students from eighth grade of Unidad Educativa Glenn Doman, Ambato.		

Table 23

Source: Direct research

Elaborated by: Ordonez, E. (2019)

The results of the table 23 were obtained due to the T test which had criteria of two possibilities. Being the first, the one which will reject the hypothesis if P value is higher than a=significance. On the other hand, the second one will accept the hypothesis if P value is lower than a. So, being stated this, the P-value shown in this test is 0.013 which is lower than a= 0.05. Then, the hypothesis is being accepted which means metacognitive strategies **does** improve the reading comprehension of EFL students from Unidad Educativa Glenn Doman, Ambato.

CHAPTER IV.- CONCLUSIONS AND RECOMENDATIONS

4.1 Conclusions

The results obtained in this work allow us to reach some conclusions of a general nature and others specific, related to the proposal developed “metacognitive strategies and reading comprehension”.

Through this investigation it is concluded that the implementation of metacognitive strategies allowed students to raise awareness of the skills necessary for a better text understanding. It helped them to develop the competence of reading comprehension, for a better construction of the meanings from texts by consciously using their reasoning through self-control strategies

According to the applied strategies in a three-week plan, it is concluded that in a EFL class there must be applied a constructing meaning strategy by using prior knowledge, predicting the text or using context clues. Also, there must be included extensions beyond the text strategies such as underlining, highlighting and/or retelling since these strategies can give the opportunity to contextualized a text and monitors the process of understanding.

Furthermore, it is concluded that dividing a reading comprehension process into three stages: beginning, during and ending, can provide the student a better and organized way to comprehend the text and apply a variety of strategies according to his/her needs. At a beginning stage it is crucial to have a good prior knowledge strategy so the reader can be familiar with what is going to be read. Also, in a during stage, it is important to monitor and controlled what is appearing in the text and control the variety of meanings and words a text can offer. Finally, at an ending stage it is important to realize the critical reading and a self-evaluation of what is understood and what must be understood, so the reader can control what is he/she learning.

Finally, it is concluded that reading comprehension has a direct relationship with metacognitive strategies due to the development of metacognitive strategies which

allowed students to seek the meaning of texts, to go beyond mere decoding and relate the texts to their personal experiences.

4.2 Recommendations

Taking into consideration, the new role of the research teacher as a mediator in the teaching and learning process, teachers in general, are recommended to insert metacognitive strategies as important tools to improve the reading process in students, in this way they will help students learn to learn, learn more and more efficiently.

Also, the teacher should take into account, when planning, the interests of the students, their previous knowledge and use didactic and varied strategies that generate significant and contextualized learning. Young adolescents tend to be easily distracted, if they deal with contents that do not represent for them any personal interest.

It is necessary for teachers to help students be aware of the personal knowledge they arrive with to the classroom before reading a text, so they do not arrive at the act of reading as empty beings. That is why with metacognitive planning strategies (activation of previous knowledge, set a purpose when reading), we help them be aware of what they already know and express it in words to realize the knowledge, experiences, feelings or beliefs they have and to communicate them.

Realizing that there has been a failure to understand a text is an important component of monitoring comprehension, therefore, possessing meta-cognitive supervisory skills (rereading, finding main ideas, structural analysis, context analysis ...) to correct these difficulties constitute important metacognitive skills in the processes of understanding and learning. Readers apply strategies that allow them to assess whether they have understood the information. In this sense, the self-reflection of what has been read and the summaries constitute powerful metacognitive evaluation strategies because they involve deepening and consciously reflecting on what is read.

Finally, it is necessary to reiterate that teaching students to use strategies, such as those applied in this research, is to allow them to develop vital skills for learning and that, in one way or another, they should be addressed in school.

The interest in the reading process is not only to teach reading, but to develop thinking, reasoning and creativity with spirit and values in the search for the integral development of students based on meaningful learning.

C. MATERIALS OF REFERENCE

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ANNEXES

URKUND REPORT

URKUND

Urkund Analysis Result

Analysed Document: Edison Ordonez_Tesis final_2020.docx (D63217644)
Submitted: 1/30/2020 9:58:00 PM
Submitted By: edisonordonez44@gmail.com
Significance: 3 %

Sources included in the report:

Llerena Gabriela tesis final corregida.pdf (D62495106)
TESIS ELIZABETH TAYO.docx (D47670501)
[https://www.waldhuter.com.ar/Test/9789501260885/TEST+LEER+PARA+COMPRENDER+TLC+EVALUACION+DE+LA+COMPRESION+DAguaguina,](https://www.waldhuter.com.ar/Test/9789501260885/TEST+LEER+PARA+COMPRENDER+TLC+EVALUACION+DE+LA+COMPRESION+DAguaguina)
<https://www.learning-theories.com/information-processing-theory.html>DeGennaro,
<https://worldwidescience.org/topicpages/l/l2+reading+strategy.html>
<https://docplayer.es/146754962-Universidad-tecnica-de-ambato.html>
<https://worldwidescience.org/topicpages/l/l2+vocabulary+learning.html>

Instances where selected sources appear:

11

31-01-2020

Lic. Diana Parra

RUBRIC

Metacognitive Strategy Usage

Name Angela Patel Date November 26 - December Week 1

Constructs Meaning I respond in a way that demonstrates that I understand and interpret what I read. **Score** 5

Global Reading Strategies

I show basic understanding by: (✓) **Prior Knowledge** **Predicting** **Use of Context Clues**
Connections 3 total ✓'s = 1 point 5 total ✓'s = 2 points 7+ ✓'s = 3 points

I write about various parts of the text: (✓) **Facts, events, setting, problems, character(s), climax, resolution**
 One area = 1 point Two areas = 2 points Three + areas = 3 points

Extensions Beyond Text I respond in a way that demonstrates that I understand beyond surface level of text. **Score** 6

Support Reading Strategies

I read to remember information from the text: (✓) **Underlining** **Highlighting** **Marking Text**
 3 total ✓'s = 1 point 5 total ✓'s = 2 points 7+ ✓'s = 3 points

I read to reuse information from the text that I believe is important to the overall gist: (✓)
 3 total ✓'s = 1 point 5 total ✓'s = 2 points **Paraphrasing** **Retelling** **Summarizing** 7+ ✓'s = 3 points

I read to interact with the text: (✓) **Asking questions** **Inferring** **Evaluating**
 3 total ✓'s = 1 point 5 total ✓'s = 2 points 7+ ✓'s = 3 points

Reads Critically I respond in a way that demonstrates the use of higher order thinking skills. **Score** 4

I express what I think of the text. (Question 1)
 One example = 1 point, Two examples = 2 points, Three+ examples = 3 points

I support or challenge the author's decisions. (Q2)
 Answered 1 part = 1 point, Answered 2 parts = 2 pts, Answered 3 parts = 3 pts

I analyze author's writing. (Q3) **Ideas, Organization, Voice, Word choice, Point of view**
 1 area = 1 point, 2 areas = 2 pts, 3+ areas = 3 pts

THREE-WEEK LESSON PLAN



UNIDAD EDUCATIVA “GLENN DOMAN”

AÑO LECTIVO

2019 - 2020

CLASS PLAN

INFORMATIVE DATA

TEACHER:

AREA/ SUBJECT:

GRADE/LEVEL:

SECTION:

Edison Ordóñez

English

Eighth

A

UNIT NUMBER

UNIT TITLE

2

A TYPICAL DAY

PLANNING

OBJECTIVES

GRAMMAR AND VOCABULARY

Use of metacognitive strategies and distinguish the types of reading comprehension that support metacognition.

Use of simple present and simple past in a text by explaining grammar rules and examples.
Routines, lifestyles, stories and interviews about people.

PERIODS

BEGINNING DATE

ENDING DATE

27 HOURS

25/11/2019

12/12/2019

Periods

**DEVELOPMENT ACTIVITY
METACOGNITIVE STRATEGIES**

**METACOGNITIVE
STRATEGIES**

ACTIVITY TIME

OBSERVATIONS

5	<p>Planning</p> <p>Establishment of purposes</p> <p>Anticipation of the illustrations</p> <p>Identifying new vocabulary</p> <p>Supervision</p> <p>Skimming the article</p> <p>Reading the article of ST. Margaret's boarding school</p> <p>Making comparisons</p> <p>Grammar rules and examples</p> <p>Evaluation</p> <p>Make a chart comparing boarding schools</p> <p>Completing sentences using correct information</p>	<p>Constructs Meaning</p> <p>Prior Knowledge</p> <p>Predicting</p> <p>Use of Context</p> <p>Clues Connections</p> <p>Extensions Beyond Text</p> <p>Underlining</p> <p>Highlighting</p> <p>Marking Text</p> <p>Reads Critically</p> <p>express what I think of the text</p> <p>Monitors Understanding</p> <p>visualize</p>	<p>Day 1</p> <p>Day 2</p> <p>Day 3</p>	
	MADE BY	REVIEWED BY	APROVED BY	

	TEACHER: Edison Ordóñez	ENGLISH CORDINATOR: Daniela Altamirano	ACADEMIC DIRECTOR: Marlon Padilla
	SIGNATURE:	SIGNATURE:	SIGNATURE:
	DATE:	DATE:	DATE:



UNIDAD EDUCATIVA "GLENN DOMAN"

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CLASS PLAN

INFORMATIVE DATA

TEACHER:	AREA/ SUBJECT:	GRADE/LEVEL:	SECTION:
Edison Ordóñez	English	Eighth	A
UNIT NUMBER	UNIT TITLE		
2	A TYPICAL DAY		

PLANNING

OBJECTIVES		GRAMMAR AND VOCABULARY		
Use of metacognitive strategies and distinguish the types of reading comprehension that support metacognition.		Use of simple present and simple past in a text by explaining grammar rules and examples. Routines, lifestyles, stories and interviews about people.		
PERIODS		BEGINNING DATE	ENDING DATE	
27 HOURS		25/11/2019	12/12/2019	
Periods	DEVELOPMENT ACTIVITY METACOGNITIVE STRATEGIES	METACOGNITIVE STRATEGIES	ACTIVITY TIME	OBSERVATIONS
	4	Planning	Constructs Meaning	Day 4

	<p>Title and content</p> <p>Predicting the text</p> <p>Supervision</p> <p>Context and structure</p> <p>Keywords</p> <p>Reading the text “A different way of life”</p> <p>Answering information questions based on the reading</p> <p>Evaluation</p> <p>Writing similarities and differences between Amish and Ecuadorians</p>	<p>parts of the text: Facts, events, setting, problems, character(s), climax, resolution</p> <p>Extensions Beyond Text</p> <p>Paraphrasing</p> <p>Retelling</p> <p>Summarizing</p> <p>Reads Critically</p> <p>support or challenge the author’s decisions.</p> <p>Monitors Understanding</p> <p>monitor my comprehension</p>	<p>Day 5</p>	
	MADE BY	REVIEWED BY	APROVED BY	
	<p>TEACHER:</p> <p>Edison Ordóñez</p>	<p>ENGLISH CORDINATOR:</p> <p>Daniela Altamirano</p>	<p>ACADEMIC DIRECTOR:</p> <p>Marlon Padilla</p>	
	SIGNATURE:	SIGNATURE:	SIGNATURE:	

	DATE:	DATE:	DATE:



UNIDAD EDUCATIVA "GLENN DOMAN"

**AÑO LECTIVO
2019 - 2020**

CLASS PLAN

INFORMATIVE DATA


TEACHER:	AREA/ SUBJECT:	GRADE/LEVEL:	SECTION:
Edison Ordóñez	English	Eighth	A
UNIT NUMBER	UNIT TITLE		
2	A TYPICAL DAY		

PLANNING

OBJECTIVES	GRAMMAR AND VOCABULARY			
Use of metacognitive strategies and distinguish the types of reading comprehension that support metacognition.	Use of simple present and simple past in a text by explaining grammar rules and examples. Routines, lifestyles, stories and interviews about people.			
PERIODS	BEGINNING DATE	ENDING DATE		
27 HOURS	25/11/2019	12/12/2019		
Periods	DEVELOPMENT ACTIVITY METACOGNITIVE STRATEGIES	METACOGNITIVE STRATEGIES	ACTIVITY TIME	OBSERVATIONS
	5 Planning Establishment of purposes Predicting the text Anticipation of the illustrations	Constructs Meaning Prior Knowledge Predicting Use of Context	Day 6	

	<p>Supervision</p> <p>Key words and principal ideas</p> <p>Reading an interview: Dulce Gomez interview</p> <p>Evaluation</p> <p>Choose the correct option in a multiple choice question activity</p>	<p>Clues Connections</p> <p>Extensions Beyond Text</p> <p>Asking questions</p> <p>Inferring</p> <p>Evaluating</p> <p>Reads Critically</p> <p>Ideas, Organization, Voice, Word choice, Point of view</p> <p>Monitors Understanding</p> <p>clarify or note confusing parts or unknown terms</p>	<p>Day 7</p> <p>Day 8</p>	
	MADE BY	REVIEWED BY	APROVED BY	
	<p>TEACHER:</p> <p>Edison Ordóñez</p>	<p>ENGLISH CORDINATOR:</p> <p>Daniela Altamirano</p>	<p>ACADEMIC DIRECTOR:</p> <p>Marlon Padilla</p>	
	SIGNATURE:	SIGNATURE:	SIGNATURE:	

	DATE:	DATE:	DATE:


	<p align="center">UNIDAD EDUCATIVA “GLENN DOMAN”</p>	<p align="right">AÑO LECTIVO 2019 - 2020</p>
	<p align="center">CLASS PLAN</p>	

INFORMATIVE DATA			
TEACHER:	AREA/ SUBJECT:	GRADE/LEVEL:	SECTION:
Edison Ordóñez	English	Eighth	A
UNIT NUMBER	UNIT TITLE		
2	A TYPICAL DAY		

PLANNING				
OBJECTIVES		GRAMMAR AND VOCABULARY		
Use of metacognitive strategies and distinguish the types of reading comprehension that support metacognition.		Use of simple present and simple past in a text by explaining grammar rules and examples. Routines, lifestyles, stories and interviews about people.		
PERIODS		BEGINNING DATE	ENDING DATE	
27 HOURS		25/11/2019	12/12/2019	
Periods	DEVELOPMENT ACTIVITY METACOGNITIVE STRATEGIES	METACOGNITIVE STRATEGIES	ACTIVITY TIME	OBSERVATIONS
	4 Planning Establishment of purposes Title and content of the text Look for key words Supervision	Constructs Meaning Prior Knowledge Predicting Use of Context Clues Connections	Day 9	

	<p>Skim and Scan</p> <p>Read the text Jahan Begum</p> <p>Simple past</p> <p>Grammar rules and Examples</p> <p>Evaluation</p> <p>Writing a summary about Jahan Begum</p> <p>Use of simple past</p> <p>Applying grammar rules</p>	<p>Extensions Beyond Text</p> <p>Underlining</p> <p>Highlighting</p> <p>Marking Text</p> <p>Reads Critically</p> <p>express what I think of the text</p> <p>Monitors Understanding</p> <p>visualize</p>	<p>Day 10</p>	
	MADE BY	REVIEWED BY	APROVED BY	
	<p>TEACHER:</p> <p>Edison Ordóñez</p>	<p>ENGLISH CORDINATOR:</p> <p>Daniela Altamirano</p>	<p>ACADEMIC DIRECTOR:</p> <p>Marlon Padilla</p>	
	<p>SIGNATURE:</p>	<p>SIGNATURE:</p>	<p>SIGNATURE:</p>	

	DATE:	DATE:	DATE:
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	CLASS PLAN
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INFORMATIVE DATA			
TEACHER:	AREA/ SUBJECT:	GRADE/LEVEL:	SECTION:
Edison Ordóñez	English	Eighth	A
UNIT NUMBER	UNIT TITLE		
2	A TYPICAL DAY		

PLANNING			
OBJECTIVES		GRAMMAR AND VOCABULARY	
Use of metacognitive strategies and distinguish the types of reading comprehension that support metacognition.		Use of simple present and simple past in a text by explaining grammar rules and examples. Routines, lifestyles, stories and interviews about people.	
PERIODS		BEGINNING DATE	ENDING DATE
27 HOURS		25/11/2019	12/12/2019
Periods	DEVELOPMENT ACTIVITY METACOGNITIVE STRATEGIES	METACOGNITIVE STRATEGIES	ACTIVITY TIME
	5 Planning Establishment of purposes Reading for specific information and key words Supervision	Constructs Meaning parts of the text: Facts, events, setting, problems, character(s), climax, resolution	Day 11
OBSERVATIONS			

	<p>Reading a range of signs and ads</p> <p>How do you find specific information in a sign?</p> <p>Evaluation</p> <p>Creating a sign and filling it with different information like: telephone numbers, addresses, schedule, services, etc.</p>	<p>Extensions Beyond Text</p> <p>Paraphrasing</p> <p>Retelling</p> <p>Summarizing</p> <p>Reads Critically</p> <p>support or challenge the author’s decisions.</p> <p>Monitors Understanding</p> <p>monitor my comprehension</p>	<p>Day 12</p> <p>Day 13</p>	
	MADE BY	REVIEWED BY	APROVED BY	
	<p>TEACHER:</p> <p>Edison Ordóñez</p>	<p>ENGLISH CORDINATOR:</p> <p>Daniela Altamirano</p>	<p>ACADEMIC DIRECTOR:</p> <p>Marlon Padilla</p>	
	<p>SIGNATURE:</p>	<p>SIGNATURE:</p>	<p>SIGNATURE:</p>	
	<p>DATE:</p>	<p>DATE:</p>	<p>DATE:</p>	



UNIDAD EDUCATIVA "GLENN DOMAN"

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2019 - 2020

CLASS PLAN

INFORMATIVE DATA

TEACHER:

AREA/ SUBJECT:

GRADE/LEVEL:

SECTION:

	Edison Ordóñez	English	Eighth	A
	UNIT NUMBER	UNIT TITLE		
	2	A TYPICAL DAY		

PLANNING				
OBJECTIVES		GRAMMAR AND VOCABULARY		
Use of metacognitive strategies and distinguish the types of reading comprehension that support metacognition.		Use of simple present and simple past in a text by explaining grammar rules and examples. Routines, lifestyles, stories and interviews about people.		
PERIODS		BEGINNING DATE	ENDING DATE	
27 HOURS		25/11/2019	12/12/2019	
Periods	DEVELOPMENT ACTIVITY METACOGNITIVE STRATEGIES	METACOGNITIVE STRATEGIES	ACTIVITY TIME	OBSERVATIONS
	4 Planning Establishing the purpose Key words and activation of previous information Supervision Reading a letter and finding out the information required Key words and questions	Constructs Meaning Prior Knowledge Predicting Use of Context Clues Connections Extensions Beyond Text	Day 14	

	<p>Evaluation</p> <p>Answering the letter based in the previous knowledge and what the letter is looking for</p> <p>Use of simple past and applying grammar rules</p>	<p>Asking questions</p> <p>Inferring</p> <p>Evaluating</p> <p>Reads Critically</p> <p>Ideas, Organization, Voice, Word choice, Point of view</p> <p>Monitors</p> <p>Understanding</p> <p>clarify or note confusing parts or unknown terms</p>	<p>Day 15</p>	
	MADE BY	REVIEWED BY	APROVED BY	
	<p>TEACHER:</p> <p>Edison Ordóñez</p>	<p>ENGLISH CORDINATOR:</p> <p>Daniela Altamirano</p>	<p>ACADEMIC DIRECTOR:</p> <p>Marlon Padilla</p>	
	SIGNATURE:	SIGNATURE:	SIGNATURE:	
	DATE:	DATE:	DATE:	

PRE TEST

Reading and Writing • Part 1

Questions 1—5

Which notice (A—H) says this (1—5)?
For questions 1—5, mark the correct letter A—H on your answer sheet.

Example:

0 You cannot use your phone. Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1 You should put things back in the right place.
- 2 Go here if you have lost something.
- 3 You must walk in this place.
- 4 These students do not have a lesson.
- 5 You cannot go in through here.

Reading and Writing • Part 2

Questions 6—10

Read the sentences about an internet café.
Choose the best word (A, B or C) for each space.
For questions 6—10, mark A, B or C on your answer sheet.

Example:

0 Last month an internet café..... near Ivan's house.
A opened B began C arrived Answer:

0	A	B	C
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 6 The internet café quickly became..... with Ivan and his friends.
A favourite B popular C excellent
- 7 It only..... Ivan five minutes to get to the café.
A takes B has C gets
- 8 Ivan often..... his friends there after school.
A waits B meets C goes
- 9 The café has different..... of computer games that they can play.
A things B ways C kinds
- 10 Ivan thinks there is a lot of..... information on the internet.
A certain B sure C useful

49

A NO ENTRANCE TO ART ROOM
USE OTHER DOOR

B TURN OFF ALL MOBILES
DURING LESSONS

C FOUND
Student's bag
Give Mrs Wade in office

D Class 4B
No history class today
Teacher ill

E Your 6 trip to Science Museum
Bus leaves Saturday 8.30 am

F DO NOT LEAVE BAGS
IN FRONT OF THIS DOOR

G No running in
school hall

H Study Centre
Please return all books
to correct shelf


6

Part 4

Questions 21-27

Read the article about a young man and woman who lost a ring.
Are sentences 21-27 'Right' (A) or 'Wrong' (B)?
If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).
For questions 21-27, mark A, B or C on your answer sheet.

THE RING AND THE FISH



Thomas and Inger, who live in Sweden, are the happiest couple in the world. Two years ago, they were on a boat a few kilometres from the beach. Thomas asked Inger to marry him and he gave her a gold ring. He wanted to put the ring on Inger's finger, but he dropped it and it fell into the sea. They were sure the ring was lost for ever.

That is, until last week, when Mr Carlsson visited them. He has a fish shop and he found the ring in a large fish which he was cutting up for one of his customers. The fish thought the ring was something to eat! Mr Carlsson knew that the ring belonged to Thomas and Inger because inside the ring there were some words. They were, 'To Inger. All my love, Thomas'. And so Mr Carlsson gave the ring back to them.

Inger now has two rings. When they lost the first one, Thomas bought Inger another one. But they think the one the fish ate is the best one.

7

Example:

0 Thomas and Inger's home is in Sweden.
A Right B Wrong C Doesn't say Answer:

0	A	B	C
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 21 Thomas asked Inger to marry him when they were on a boat.
A Right B Wrong C Doesn't say
- 22 Thomas put the gold ring on Inger's finger.
A Right B Wrong C Doesn't say
- 23 They returned from their boat trip without the ring.
A Right B Wrong C Doesn't say
- 24 Mr Carlsson often visited Thomas and Inger.
A Right B Wrong C Doesn't say
- 25 Mr Carlsson caught the fish.
A Right B Wrong C Doesn't say
- 26 Mr Carlsson found the ring when he ate the fish.
A Right B Wrong C Doesn't say
- 27 Thomas and Inger prefer the first ring.
A Right B Wrong C Doesn't say

10
Part 6

Questions 36-40
Read the descriptions of some jobs.
What is the word for each one?
The first letter is already there. There is one space for each other letter in the word.
For questions 36-40, write the words on your answer sheet.

Example:
0 I help people to learn things. teacher
Answer: 0 teacher

36 I show customers the menu and bring them their food. waiter ✓

37 People come to my shop to buy medicine. chemist ✓

38 I will repair your car for you. mechanic ✓

39 If you want to change the colour of your room, I will do it for you. people ✓

40 I help my boss by answering the phone, making appointments and writing letters. secretary ✓

11
Part 7

Questions 41-50
Complete this postcard.
Write ONE word for each space.
For questions 41-50, write the words on your answer sheet.

Example: 0 ON

Dear Jane,

I'm sitting (41) on the beach at the moment. Soon, I'm (42) going to have a swim. I arrived here three days (43) ago with my family. We (44) will be on holiday together here for two weeks. It (45) is a beautiful place. The beach is very near (46) our hotel. The sea isn't cold and (47) there are many interesting places to visit. Yesterday we walked (48) to a village in the mountains. I took lots (49) of photographs. It's (50) a pity that you didn't come (51) to it.

Love Peter

Reading and Writing - Part 3
Questions 11-15
Complete the five conversations.
For questions 11-15, mark A, B or C on your answer sheet.

Example:

0

Where do you come from?

A New York
B School
C Home

Answer: 0 A B C

11 Why didn't you come to the pool yesterday?
A I didn't see them there. ✓
B It was a great time. ✓
C I was doing something else. ✓

12 I have to go home now.
A Have you been before? ✓
B It's still quite early. ✓
C How long was it for? ✓

13 Whose phone is that?
A It's not there. ✓
B Wasn't it? ✓
C I'm not sure. ✓

14 There weren't any more tickets for the match.
A That's a pity. ✓
B It isn't enough. ✓
C I hope so. ✓

15 Shall we play that new computer game?
A It's all right. ✓
B Yes, it is. ✓
C If you'd like to. ✓

Questions 16-20
Complete the telephone conversation between two friends.
What does Josh say to Matt?
For questions 16-20, mark the correct letter A-H on your answer sheet.

Example:

Matt: Hi, Josh. It's Matt.
Josh: 0 C ✓

Answer: 0 A B C D E F G H

Matt: Oh, sorry, I'm phoning about the skateboarding competition this afternoon.
Josh: 16 F ✓

Matt: Really? There was some information about it in our club magazine.
Josh: 17 B ✓

Matt: Just from 2.30 till 5 pm. They give out the prizes at 6 pm.
Josh: 18 C ✓

Matt: The prizes are better this time. The top prize is a skateboard.
Josh: 19 A ✓

Matt: You're much better than you were last year!
Josh: 20 H ✓

Matt: Great! See you then. ✓

A I'd like a new one but I don't think I'm good enough to win.
B I didn't see it. Is the competition on all afternoon?
C Hi. You're calling early!
D Do the winners get CDs like last year?
E I wasn't very good then.
F I didn't know that was today.
G I haven't got one of those.
H Maybe, we'll see. Shall we meet in the park at 2.00?

Questions 28-35

Read the article about a woman called Jahan Begum.
Choose the best word (A, B or C) for each space.

For questions 28-35, mark A, B or C on your answer sheet.

Jahan Begum



Jahan Begum (28) was born on a farm in the hills. She lived there with her family (29) for thirteen years. The family grew their own food and (30) kept animals. Her (31) father then one year it didn't run so they decided to move to (32) the country.

The journey (33) to the mountain was long and difficult. (34) His first home in the new country was a tent. Then Jahan's brothers made a house with wood and stones so the family had somewhere better to live.

Now, (35) she makes things like hats and socks out of wool. She sells (36) it in the market to get money for food. She is happy with her home and her work, but she (37) doesn't hope to return to her farm in the hills one day.

Example:

0 A is B was C there Answer 0

- 28 A for B after C since
- 29 A keep B keeping C kept
- 30 A any B another C that
- 31 A against B through C at
- 32 A Their B its C His
- 33 A some B each C this
- 34 A they B it C them
- 35 A yet B ever C still

Turn over

POST TEST

2

Part 1

Questions 1-5

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

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

Example:

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

1 You should not swim here. A

2 You must not drive fast here. B

3 You can play football here after lessons. D

4 It is cheaper to buy things today than tomorrow. F

5 You can drive here next week. D

SLOW!
DANGEROUS CROSSROADS

BREAKFAST SERVED
7.00 - 10.00

ROAD CLOSED
UNTIL WEEKEND

SWIMMING POOL
OPEN AFTERNOONS
ADULTS - £2.50
CHILDREN - £1.00

HALF PRICE FOOTBALL SHIRTS -
SALE MUST END THIS AFTERNOON

POLICE CARS ONLY

DANGER!
DO NOT GO INTO
THE WATER

3

Part 2

Questions 6-10

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

For questions 6-10, mark A, B or C on your answer sheet.

Example:

0 Ashton and Martin studied school last week.
A stalled B went C feasted Answer: B A B C

6 They decided to go camping for their holiday.
A decided B thought C felt

7 They wanted to stand somewhere near the sea.
A stand B put C stay

8 I got three hours to drive to the camp-site.
A had B took C got

9 They put their tent in a centre of the field.
A centre B corner C back

10 They chase some postcards to their friends.
A bought B chose C sent

4

Part 3

Questions 11-15

Complete the five conversations.

For questions 11-15, mark A, B or C on your answer sheet.

Example:

0 Answer: G A B C

11 It's sorry we don't have your size. A What a pity!
B I hope so.
C I'll take it.

12 How long are you going to stay in Bangkok? A For another three weeks.
B For the last three weeks.
C It took three weeks.

13 See you tomorrow. C That's all right.
B I can't see.
C Don't be late.

14 I don't like this programme. B I'll turn it on.
B Let's turn it off then.
C You didn't take it off.

15 Can I leave early? B Before 4.30.
B Yes, that's fine.
C Not at all.

5

Questions 16-20

Complete the conversation.

What does Anita say to Kim?

For questions 16-20, mark the correct letter A-H on your answer sheet.

Example:

Kim: What are you going to do at the weekend, Anita?
Anita: D Answer: D A B C D E F G H

Kim: What I'm going to go to London. Would you like to come as well?
Anita: B A. Me, too. I need some books for school and a pair of shoes.
B. Yes, I have to work on Saturday.

Kim: Yes, I must study on Sunday. Great! It'll be good to go together.
Anita: C C. I'd love to. I suppose you want to go on Saturday?

Kim: First, I'd like to go shopping.
Anita: D D. Fine. Do we need to book tickets?

Kim: Oh, I can help you choose them. Is there anything else you want to do?
Anita: E E. I have some money for a new jacket.
F. What do you want to do then?

Kim: OK. There's a good one in Odgers Road. It always has the newest films.
Anita: E G. Yes, I'd like to go to a cinema afterwards.
H. I don't know.

Kim: I'm not sure, but I'll phone and ask. I know we'll have a good day.

Questions 36 — 40

Read the descriptions of some words about the free time that people have. Write the word for each one. The first letter is already there. There is one space for each other letter in the word. For questions 36 — 40, write the words on your answer sheet.

Example:

35 If you like reading about music and fashion, you may buy this. m _____

Answer: 0 magazine

36 People who like watching football often go to this place. s t a d i u m

37 If you enjoy taking photographs, you will need this. c a m e r a

38 People who like swimming in the sea often go here. b e a c h

39 You may play this instrument if you like music. g u i t a r

40 If you enjoy camping, you will need to take this with you. t e n t

Questions 41 — 50

Complete the message left on the internet by a girl from Mexico City. Write ONE word for each space. For questions 41 — 50, write the words on your answer sheet.

Example: 0 I s

My name (0) Elisa Valdez. I'm twelve and I live in Mexico City. I (41) have two brothers, Emilio and Miguel. Both of (42) them are a few years older (43) than me. My sister, Maria, is (44) a youngest in my family and it was her tenth birthday (45) last week.

I love spending time (46) with my friends. We often (47) go shopping or play volleyball together. I really enjoy dancing too. I joined a dance school five years (48) ago and I go there twice (49) each week to practise. I've learned a (50) lot of interesting things about my country's music and dancing.