

THE USE OF METACOGNITIVE STRATEGIES THAT FOSTER READING
COMPREHENSION SKILLS IN A 10TH GRADE EFL CLASSROOM IN A PUBLIC
INSTITUTION IN RIONEGRO, ANTIOQUIA.

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ABSTRACT

The objective of this research project is to describe metacognitive strategies that foster reading comprehension in a 10th grade in public institution in Rionegro, Antioquia. For that reason it was searched to implement learning strategies to the students to foster reading comprehension. In addition, it has been done a literature review with two different and international countries such as Indonesia and Canada and two Colombian studies adapted to the context which ones support and validate the principals of these research project. Also it was searched to give some definitions to the conceptual references in which this work was based on. At the same time, some methods to collect data were applied, such as: survey, questionnaire which were applied to the students and the interview that was applied to the teacher in charge of the English subject in that grade.

Through the implementation of some metacognitive with the students, it could be evidenced that the use of these strategies in class, is very useful to improve reading and critical thinking skills that lead into better results in the students performances and in the quality of education the institution offers to the community.

Key words: Metacognition, Reading Comprehension, English As A Foreign Language and Learning Strategies.

LITERATURE REVIEW

Considering this research project which is about the use of metacognitive strategies that foster reading comprehension skills in a 10th grade EFL classroom in a public institution in Rionegro, Antioquia, some similar studies were taken into account, in order to support this research and in the same way, have a clear background about the topic to be investigated.

A first study was developed by Fitriasia D. Kok-Eng T. and Yusuf Y. (2015), with the name: "Investigating metacognitive awareness of reading strategies to strengthen students' performance in reading comprehension". This was carried out in Banda Aceh, Indonesia and the intention was the reading performance in secondary school students in relation with the awareness of reading strategies in EFL. According to the authors, reading is one of the most outstanding abilities in that country, because it is the bridge that allows the students to get information and transfer their knowledge from textbooks.

A quantitative research was used, based on descriptive and inferential statistics; descriptive, in order to obtain raw scores, means, standard deviation and rank ordering and inferential used to analyze the data. 272 students from 5 different urban institutions in third grade were investigated with ages between 17 and 18 years old, as well as three research questions, first, What is the correlation between the metacognitive awareness of reading strategies Metacognitive Awareness of Reading Strategies and students' scores on a standardised reading comprehension test? Second. What is the level of Metacognitive Awareness of Reading Strategies of good readers and poor readers? Is there a significant difference between the two levels? And finally, What is the level of Metacognitive Awareness of Reading Strategies for the three groups of reading strategies, namely, global, problem solving and support reading strategies? That was applied to measure their performance in reading comprehension they used

the reading comprehension part of TOEIC selected as national standardized English test by The Indonesian Department of National Education.

In the findings, What is the correlation between the metacognitive awareness of reading strategies and students' scores on a standardized reading comprehension test? evidenced that there was a positive relationship in students' metacognitive awareness of reading strategies and their performance on reading comprehension, they do not necessarily have a high level of comprehension of the text assuming that this may be caused by their limited competence in a foreign language, what is the level of Metacognitive Awareness of Reading Strategies of good readers and poor readers? Is there a significant difference between the two levels? To solve the second question they were divided into three groups taking into account the results of the first question, the group were good readers, medium readers and poor readers, as we can notice before this question is designed for poor and good readers, reason why medium readers were excluded, as a conclusion they state that students need to think about how, when and why to use these strategies to direct their reading comprehension of any reading texts and how to be independent learners.

The third research question, What is the level of Metacognitive Awareness of Reading Strategies for the three groups of reading strategies, namely, global, problem solving and support reading strategies? helped to find out the level of Metacognitive Awareness of Reading Strategies for readers, therefore, all participants were included and they used descriptive statistics, to find out that raise Metacognitive Awareness of Reading Strategies in class is mandatory to improve students' performance in problem solving and re-read when the text turns in technical aspects and be careful with details increase students proficiency.

It implies raising the awareness of teaching reading strategies in the classroom to improve students' proficiency in English language. However, as a study, it was limited in several

aspects. First, it is recommended for future research to include the teaching of reading strategies as a treatment over a period of time. Second, the scope can be increased to include a control group who studies reading comprehension with reading strategies and another group without reading strategies to further assess the integrity and effect of these strategies on reading comprehension.

As a conclusion for this study, reading strategies play an important role to improve the reading performance. The authors also found different stocks when conducting this research recommending to teach reading strategies. In this order of ideas metacognitive awareness positively influences the process of improving students' reading comprehension from different contexts.

The second study was performed by: Chevalier T., Parrila R., Ritchie k. & Deacon H. (2015), with the name "The Role of Metacognitive Reading Strategies, Metacognitive Study and Learning Strategies and Behavioral Study and Learning Strategies in Predicting Academic Success in Students With and Without a History of Reading Difficulties". It was developed in a University on the east coast of North America. The intention of this study was to examine a self-report use of reading, study and reading strategies in to two groups of students, one with students with history of reading difficulties and the other with no history of reading difficulties.

In total there were 474 participants, using a Grade Point Average, questionnaires as the Adult Reading History Questionnaire-Revised, Metacognitive Reading Strategies Questionnaire–Analytic and Learning and Study Strategies Inventory. The authors used six scales of the Learning and Study Strategies Inventory (Selecting main ideas, information processing, self testing, study aids, test strategies and time management). The achievements of this study were to compare the use of metacognitive reading, learning, and study strategies in both groups, and also, to understand what kind of strategies are used by students. The authors analyzed each scale of the

test in order to facilitate further conceptual and statistical analysis of the Learning and Study Strategies Inventory scale to determine which items were operationally defined as strategies or active processes designed to enhance information processing.

The first research question was about group differences in Grade Point Average, in students with History of Reading Difficulties and no History Reading Difficulties. According to the analysis, students with History Reading Difficulties had a lower Grade Point Average than students with no History of Reading Difficulties. The second research question was to investigate the relationships between the use of these readings, study, and learning strategies and academic achievement for students with History Reading Difficulties and those with no History Reading Difficulties.

The third study was carried out by Rodríguez B., Calderón M., Leal M., & Arias N. (2016), with the name “Uso de estrategias metacomprendivas para el fortalecimiento de la comprensión lectora en estudiantes de segundo ciclo de un colegio oficial en Bogotá, Colombia”. The intention of this study was to investigate the effect of an intervention in a classroom using meta-comprehension based in the approach of auto questions for improving the reading comprehension of 3rd and 4th graders. In addition, this study was complemented with interviews data to other teachers which worked in the same school.

It was a mixed study, the authors used a quasi-experimental method that contained previous and subsequent assessments to an implemented procedure that has an intervention group and a comparison group; both groups were composed by students in the same grades. The participants of this study were 83 students, with ages between 7 and 10 and also 8 teachers, 49 students were involved in the intervention group, and the other 34 students were part of the comparison group.

In order to collect data, a Linguistic Comprehension Evidence Progressive was used, which allowed to measure the reading level, interviews with teachers and a questionnaire which could investigate about three aspects: their perceptions about reading comprehension, strategies that teachers used into the classroom for the reading comprehension development and the principal causes about the low Reading Comprehension skills in some students. The last instrument used by researchers was a questionnaire to students for going deeper about the strategies that students apply to understand a written text.

Taking into account the results, the authors showed that there was just an increase about punctuation in reading comprehension and a variation of Metacognitive Strategies in the intervention group. Additionally there were different ideas of interviewee teachers about the reading comprehension that were not related with metacognitive strategies. Although the researchers reported some limitations about this research, all in all metacognitive strategies have a really strong input that could foster the reading comprehension achievements by students. In this case it was seen how the effectiveness of metacognitive reading strategies help in all contexts and cases even in projects developed in primary school and a context such as Colombia.

The fourth study was developed by Carvajal, C. and Vera, D. (2013). The aim of this study was to identify the reading strategies by students of ninth grade based on the use of data collection instruments such as the Language Strategy Use Inventory. This study was carried out in a public institution, in Duitama Boyaca. Moreover, in this research the conceptual framework of Language Learning Strategies, Reading Strategies and Reading Comprehension was treated.

In the Language Learning Strategies authors took into account some features mentioned by Oxford (1990), such as: Problem Orientation, Action Basis, Involvement beyond just cognition, Direct and Indirect Support of Learning, Degree of Observability, Level of consciousness, Teachability and Flexibility. The nature of the study is descriptive and is

composed of three phases; the first one was the application of a survey on Language Strategy Use, the second one was the observation based on a protocol and the third one was the analysis of the gathered information related to the Reading Comprehension level. This research involved 59 students in an EFL classroom, with ages among 13-17, 24 male and 35 female. The survey was designed in Spanish in order to get more valid data and to avoid misunderstandings and they used the Protocol proposed by Oxford (1990) about “Strategy Applications Listed According to each of the four Language Skills” and the whole study last a month, so students could learn more about strategies to master a new language.

The survey pointed out that there was a tendency to the fact that the students had never used such strategies, but they would like to use them; in three of the suggested items, the authors said that they “have practiced the strategy and will use it again”, in third place they expressed that they “use the strategy and like it”. The observation showed that the students used many other strategies apart from the ones proposed, but they have done it subconsciously.

1 STATEMENT OF THE PROBLEM

From the beginning it has been taken into account that reading as an effective way to learn a second language is a fundamental factor and a pillar for vocabulary acquisition in the educational field, strengthening students has been a determining element for their learning process and the fulfillment of the objectives is achieved. This with the objective that the students are able to face any type of text and obtain excellent results at the end with a good interpretation, being possible an argument or proposal. In this sense, students are taught in a different way, based on autonomy and metacognitive strategies, being the main basis of the critical perception in their own learning process.

The topic about identifying the use of metacognitive strategies that foster reading comprehension skills in each learner not only claims to get a more effective learning process or to respond at summarized phrase “learn how to learn” but also they respond to acquire a more independent and responsible learning process between the student and his/her objective to accomplish.

Rousseau (1762), claims that we should give to the child more liberty because whatever it does, it turns to interest and with this liberty gives pleasure. According to the previous sentence the importance of freedom in the educational process is highlighted, leaving them to define the path to expand their knowledge, let them the power to decide how to carry out their personal and autonomous process by defining few rules and moving them away from the dependence of teachers fostering the skills to be self-taught.

In that sense, if it wants that students be aware of autonomous and critical thinking, it should promote the use of metacognitive strategies during the class development, for that reason, teacher's role would be promoting the reading strategies committed with the implementation of teaching methods that involve the student to learn how to learn, because it is important that the

students know their own manner of learning taking into account their better skills, attitudes, and values bound to the teaching-learning process.

Also, it is important to know that, identifying metacognitive approaches will help students learn effectively. Unfortunately, metacognitive strategies have not been a key concept which students properly obtain during their academic life or the students obtain that information but does not know what is for. According to Carvajal & Vera (2013), “Most of the students use a wide repertoire of strategies but they are not aware of such usage because they do not know how to name the process they follow and do not consider that activity as a tool for reading comprehension” However, the overwhelming problem of being in the dark of metacognitive procedures does not only have to do with the students process and their attitudes facing the metacognitive process but also affects teachers and their pedagogical methods. It is known that it is complex that metacognitive strategies have an effect in all students of the same manner because that depends on many factors. For instance, it is understandable that this process might be affected by personal factors, for example, motivation, students' intelligence, previous knowledge and other things.

Reflecting on the importance of identifying student's metacognitive strategies, it is recognized that it is a relevant topic for research in the educational environment and this can benefit both sides, the student and the teacher. That is why, this research proposal is not only to identify metacognitive strategies that foster reading comprehension but also to promote them, to generate a critical reflection in students about them, so it is well known that the learning process does not only respond to how the student results are seen or identified, as it was said earlier even so how the student gets the results.

This research project will have to do with the pre-service teacher practicum and it will focus on students metacognitive strategies. While this research project is conducted, the teacher

will be set as a guide for the students. Students may have problems in the reading procedure because their knowledge about the theories and the cognitive process to be carried out can be confusing since their understanding on the subject may be limited or not sufficient due to the completeness of the metacognitive process. Granting to this (Brown, 1980 cited in Cendemarin, 1995: 96) "Metacognition is the knowledge and regulation of conscious and deliberate control of cognitive activity"

Reading comprehension can be defined as the ability to scan a word, adapt it to a context according to a background knowledge of the meaning by connecting it with the following and thus acquire the information that the text intends to convey. In relation to the metacognition that deals with the ability of them to have an autonomous process guided to solve problems, generate reading strategies that support their process of acquiring the information, this focused on a single objective, understand what the text wants to transmit.

Carrell (1989) pointed out that: "Since the 1970s, there has been a variety of reading strategies advocated by language learning theorists to teach students to read well" . In agreement with the previous statement, for long time ago, teachers have been working hard to help students read and extract the information correctly from each of the texts they read. For this, numerous strategies have been intentionally created and promoted freely into the classes, such as: "Skimming, scanning, contextual guessing, skipping unknown or ambiguous words, critical reading, among others, all of them recognized as traditional reading skills" as Carrell (1989) said.

Prior to the implementation process of these activities, it is important to recognize the steps to correctly develop a useful and fruitful comprehensive reading process, according to Flavell, Baker and Brown (1984) the metacognition has three stages: planning, monitoring during the process and evaluation or verification of knowledge achieved. Based on this, the teacher has a

fundamental role in the first two stages of the process, in the evaluation process there are different ways of doing it, being focused on the teacher or center on the student by encouraging the critical sense of reading and taking advantage of activities that promote an output as a learning monitoring method.

It is important to diagnose, to design, to implement and to describe which metacognitive strategies are used by the students even if they are not aware of the existence of them. In spite of being unaware of metacognitive strategies, there it comes to the teachers as a guide to help them to identify and properly use those strategies, to take them in a conscious way. In this point it turns mandatory to establish our purpose with this study, it is nothing else than getting them interested in their reading learning process and the strategies that it involves.

According to the things previously mentioned, it can be said that it is intended to develop, improve and emphasize different skills that may be present in each of the strategies used by the students necessary for them to have the ability to squeeze a text fully and take out the correct information within each paragraph. According to Carrell, Gajdusek and Wise (1998).

Examples of specific metacognitive strategies in reading may include: Establishing objectives in reading, evaluating reading materials, repairing miscomprehension, evaluating the ongoing understanding of the text, analyzing the text and paragraph structure to clarify the author's intention, adjusting reading speed and selective cognitive strategies accordingly, and engaging in self-questioning to determine if the objectives have been reached. (P.)

According to the aforementioned there exist mandatory skills in reading to be developed or improved into every student process to improve reading comprehension, therefore, it is clear that reading is a metacognitive and cognitive process while other strategies refer to previously learned actions that the reader applies in an effort to understand a text while metacognition

focuses on monitoring processes and mechanisms and conscious regulation to evaluate the self-process.

2 RESEARCH QUESTION

What are the metacognitive strategies that foster reading comprehension skills in a 10th grade EFL classroom in a public institution in Rionegro Antioquia?

3 JUSTIFICATION

When talking about metacognitive strategies, it is easy to relate it with the teachers role, so it is identifiable that the teachers carry with the responsibilities about how students learn, how they pass exams, how they get motivated; then the teachers are the ones that have the most important function in the life of the student; however teachers cannot do it alone because the students have to do their part and they try to do the best of them, therefore it is really important that teachers help students to identify metacognitive strategies that foster reading comprehension based on the branch of foreign language.

This study allows teachers to know the advantages of the implementation of metacognition that promotes reading comprehension and supports the learning process of a new language. The development of the ability in reading comprehension as this nourishes the ability to acquire information and retain it. Now, concerning the Bachelor's degree in foreign Languages it is already known that being aware of the existence of metacognitive strategies makes easier and meaningful of any learning process, in this case, the language learning process; by saying this it can be stated that reading comprehension is one of the skills that help the most the language learning process.

This study aims to provide teachers with a brief guide to understand how metacognition greatly contributes to student performance since reading comprehension that is one of the essential skills in higher education, technical studies and even school. This multifaceted action of formation on the information in mental representations where the meaning of a word is connected and related to a background knowledge to understand the content of a text assumes a high importance as a method of input of information. In this order of ideas, it is necessary for each of the teachers to take into account how this sometimes ignored ability has a fundamental role in the

learning process by promoting critical thinking in students and the ability to monitor their own reading and learning process being this is a useful tool.

4 OBJECTIVES

4.1 General Objective

To describe the metacognitive strategies that foster reading comprehension skills in a 10th grade EFL classroom in a public institution in Rionegro, Antioquia.

4.2 Specific Objectives

To diagnose what metacognitive strategies are used by a 10th grade students.

To implement three metacognitive strategies that foster reading comprehension skills in a 10th grade students.

To identify what metacognitive strategy fosters reading comprehension in a 10th grade efl classroom.

5 CONCEPTUAL REFERENCES

Considering the purpose of our research project, which is to identify the metacognitive strategies that foster reading comprehension skills in a 10th grade EFL classroom in a public institution in Rionegro, Antioquia, it was necessary to study some concepts such as: metacognition, learning strategies, reading comprehension, English Foreign Language and teaching English in Colombia. These are the concepts which we described in the following paragraphs, to show readers a clear perspective of our study.

5.1 Metacognition

The strengthening of the reading comprehension in a Foreign Language class likely requires students to use metacognition strategies, being this, one of the most complex tasks that students should have in EFL classrooms.

Metacognitive strategies might be defined as a procedure where an individual is being aware about his own reasoning and thus develops consciously control about his learning and thinking processes, in fact, according to Livingston (2003) Metacognitive strategies are sequential processes that one uses to control cognitive activities, and to ensure that a cognitive goal (e.g., understanding a text) has been met. These processes help to regulate and oversee learning, and consists of planning and monitoring cognitive activities, as well as checking the outcomes of those activities. In simple terms it is to know and identify the style of learning with which an individual learns.

Additionally, according to Flavell (1979, 1987), metacognition consists of both, metacognitive knowledge and metacognitive experiences or regulation. Metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. Flavell further divides metacognitive knowledge into three categories: knowledge of person variables, task variables and strategy variables. Metacognitive knowledge

includes the learner's knowledge of their own cognitive abilities (e.g., I have trouble remembering people's names), the learner's knowledge of particular tasks (e.g., the ideas in this article are complex), and the learner's knowledge of different strategies including when to use these strategies (e.g., if I break telephone numbers into chunks I will remember them) (Brown, 1987; Flavell, 1979).

On the other hand, metacognitive experiences or regulation can be defined as a procedure which the learner has the control and regulation of his own cognitive process. Therefore, Flavell (1990) says; "Metacognitive experiences are any conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise".

Enhancing the idea about metacognition, Perkins proposed that into the metacognition there are three kinds of learners which they can be identified such as; tacit, aware, strategic and reflective learners. According to Perkins (1990) 'Tacit' learners are unaware of their metacognitive knowledge. They do not think about any particular strategies for learning and merely accept if they know something or not. 'Aware' learners know about some of the kinds of thinking that they do – generating ideas, finding evidence, etc. – but thinking is not necessarily deliberate or planned. 'Strategic' learners organise their thinking by using problem solving, grouping and classifying, evidence seeking, decision making, etc. They know and apply the strategies that help them learn. 'Reflective' learners are not only strategic about their thinking but they also reflect upon their learning whilst it is happening, considering the success or not of any strategies they're using and then revising them as appropriate.

5.2 Learning Strategies

It is well known that for having a more successful learning process; to comprehend what is being read or studied it is better to be aware of some learning strategies. Learning strategies are

a crucial tool or skill that should be taught in all academic institutions in order to help the students understand what they are studying and improving day by day their learning process.

According to Mariani (2002) “Learning strategies belong to the learner, and should be kept distinct from the teaching strategies, may seem obvious, even banal, but in fact most of the time teachers are the source of strategies, they hold them in store for students and seem to – dispense- them when they reckon it appropriate”. By saying this, the author means that it is mandatory to distinguish between teaching and learning strategies because they are often confused and sometimes they are seen as the same.

Montaño (2017) claims that learning strategies are “a set of tactics that people use in order to gain control over their own learning process”. With this being said, it is stated that not only teachers are responsible of learners learning process, but also the learners play a very important role in their own learning process; according with this all learners should be aware of different learning strategies with the purpose of facilitating and accelerating their own learning process.

Kalati (2016) defines learning strategies as “conscious and unconscious thoughts and behaviors that learners used to improve knowledge and understanding of a target language”. Learners use learning strategies to enhance their learning processes and get the most of the information and knowledge that is currently being acquired; these learning strategies and processes are often used by those who are aware of them.

5.3 Reading Comprehension

It is quite known that to comprehend we must have the capacity to interpret what we are reading and then, have the complex ability to construct their own idea and reflect about it. Reading comprehension is an essential skill that should be taught in all institutions with strategies that help the students to get ideas about what the author said and what information is useful to do reports.

According to Lenz (2006) “Reading comprehension is the process of constructing meaning from text”. According to this is the act of understanding what we are reading. This is a process among the reader and the writer, this involves the writer's words and the background knowledge that the reader has to use to understand the message. Also, Lenz argues that readers interpret the message in different ways, because of the reader's knowledge, readers cognitive and metacognitive strategies, readers reasoning abilities and readers motivation.

Snow and Polselli (2003) define “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. According to the authors, there are some elements in which reading comprehension entails, the reader, the text, and the activity. There were included capacities, abilities, knowledge, and experiences in the act of reading. The text is included in any printed text or electronic text, and activity as purposes, processes, and consequences in the act of reading.

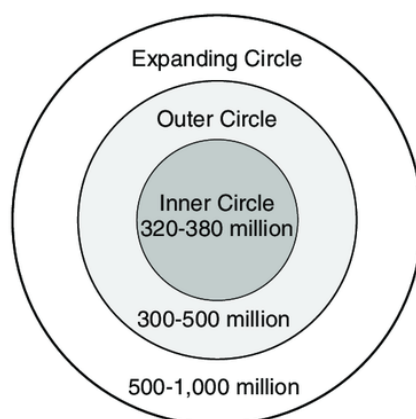
Bojovic (2010) concludes that “reading comprehension is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence”. Readers use their background knowledge to make predictions, also, reading comprehension is divided into some elements, completion of comprehension questions, a written summary, or an oral report. The processes are important for comprehension and are used for readers in interaction with complex processes of meaning. It is clear that readers engage in reading in order to obtain information and to comprehend the message.

5.4 English As A Foreign Language

The growth of English has been in development since the old times where the British used to conquer countries with different interests, economic, political or just to go in search of life as in the case of Australia and North America. This has shaped a legacy of English as a mother

tongue or first language in different parts of the world, it is noteworthy that after 300 years after the conquest there are countries that handle English as the main language or only language, of course in these Countries do not always manage a single language, but a significant proportion of the inhabitants use it as their maternal language.

This leads to think about the theory proposed by Kachru. He comes up with 3 rings of the English dialect, where there is an internal circle that encloses all those nations where the mother tongue is English, an outer circle where English is a secondary language like is the case of the colony created in countries of Asia and Australia and finally a circle of expansion that includes all countries where English does not have a daily use but as its name indicates the number of people who learn the language is growing.



Kachru's three circles model of English worldwide (From Crystal 2003. •61)

Figure 1. Kachru's three circles model of English worldwide

According to this we understand that English is a Foreign language in Colombia as many cases, like is planted for G. Broughton, C. Brumfit, R. Flavell, P. Hill and Anita Pincas (1980) in the book *Teaching English as a Foreign Language*

English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life. In Spain, Brazil and Japan, for example, Spanish, Portuguese and Japanese are the normal medium of communication and instruction: the average citizen does not need English or any other foreign language to live his daily life or even for social or professional advancement. English, as a world language, is taught in English in the World Today 7 others in schools, but there is no regional variety of English which embodies a Spanish, Brazilian or Japanese cultural identity. (p.6)

According to the previous statement, it is clear that English is a foreign language in any country where it does not play an important role in people's daily life but is limited to only educational or choice environments, where they are only exposed to the language in a sporadic way unless it is by own decision and look for the means of being in contact with the language.

6 METHODOLOGY

At this point is important to clarify the processes and steps that will be carried out during the implementation of the work to give clarity in all the steps that will be carried out during the elaboration of the research.

This component develop a review about how this research study is going to carry out, having in mind each one of the required points for the performance of it, these points are: the research focus regarding the objectives to accomplish, a detailed description on the participants' selection which will be analyzed, besides it contains methods for data collection during the research approach and the plan to follow as well.

6.1 Type of Research

It is important to identify the learning strategies and their characteristics from different research approaches, both qualitative and quantitative research will be designed for accomplishing the general objective, for that, this project provides a mixed research study which will help to understand and reflect the phenomenon on foreign language through metacognitive strategies; Galeano (2004) points out that “our project was based on a case study type of research, which refers to gathering, analysis and explanation of the information in a specific and organized way about an individual, group or institution”.

The quantitative research method is a set of procedures to collect, examine and report numeric data to give an answer to the research question and test hypotheses about specific variables, this also will provide an accurate result about what would happen with the use of Metacognitive Strategies in certain group of people whereas the qualitative research method will help to be immersed in the research project having as principles the observation constantly and the analysis of each situation related with the people's behaviors. The intention is not only to

identify statistical data but also to live the experience regarding the students' behaviors and the environment during the research moment.

According to Creswell (2014) "Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures". Considering the best way to define the Qualitative Research, Creswell (2014) argues that "an approach to explore and understand the social issues, involving the collection and interpretation of data provided by the participant's context.". To be consequent with the aim of this research project that is to identify the way how students in 10th grade use metacognitive strategies.

In this order of ideas, a mixed method will be implemented. Creswell (2014) define Mixed methods research as "an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone". The sequential explanatory that refers to the collection and analysis of quantitative and qualitative data, this in order to develop a specific interpretation of all collected data.

6.2 Participants

This study sample will be made for 32 students who are immersed in an EFL classroom, the students are in a 10th grade in a public institution in Rionegro, Antioquia. This research approach will focus to investigate deeply about how Metacognitive strategies are used commonly in an EFL classroom. The researched population was categorized based on four items. The first one was about the age which was divided in four ranges.

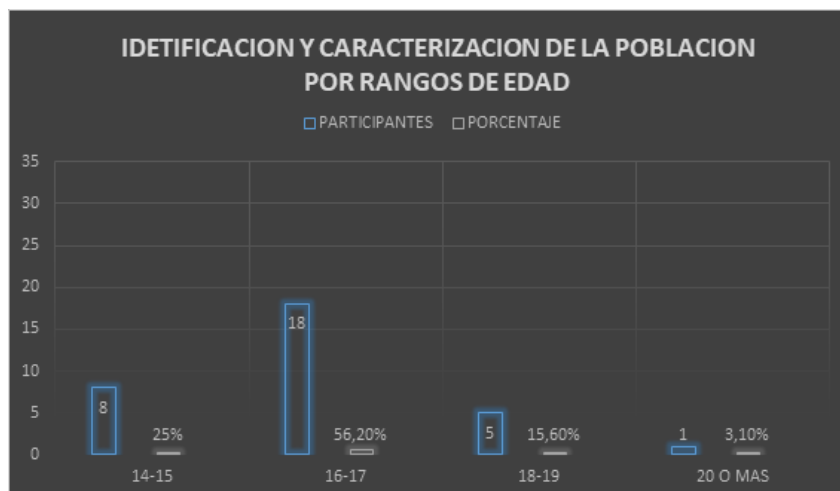


Figure 2. Identification and characterization of population: By Range of age

According to the graphic it can be seen that the majority of the population regarding the age were among sixteen and seventeen years.

The second item corresponded to the stratum which was divided into four types, one, two, three and four.

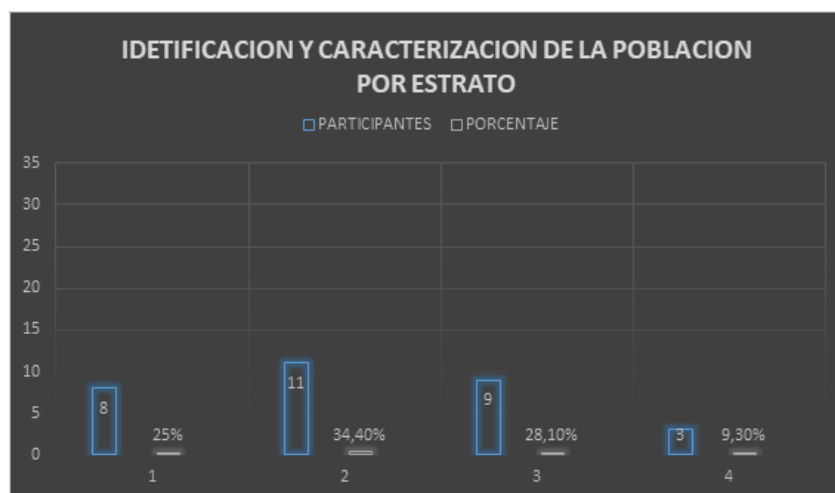


Figure 3. Identification and characterization of population: By Strata

According to the type of stratum it was evidenced that the stratum two and three were the most common.

The next item was about the internet access. So, for this item the participants just had two options to answer, if there is access to internet or if there is not access to internet.

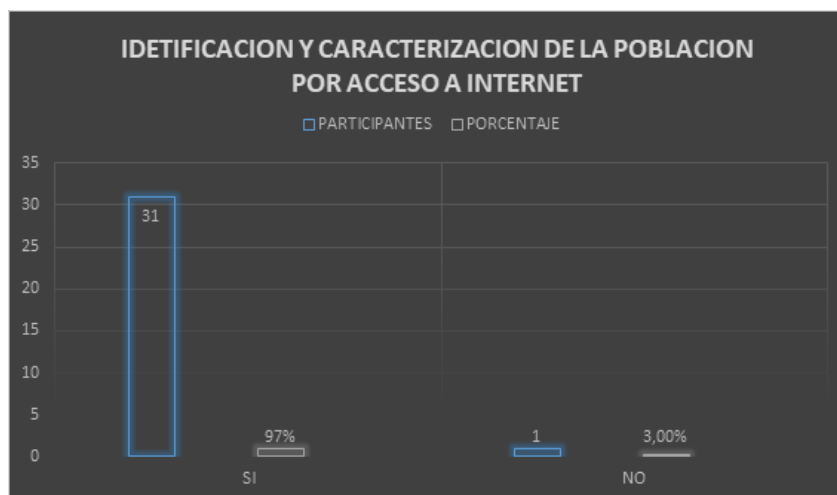


Figure 4. Identification and characterization of population: By Internet access

In this part of categorization of population, according to the survey it was showed that there was just one participant who does not have access to internet.

The last item corresponded to the gender, male or female.

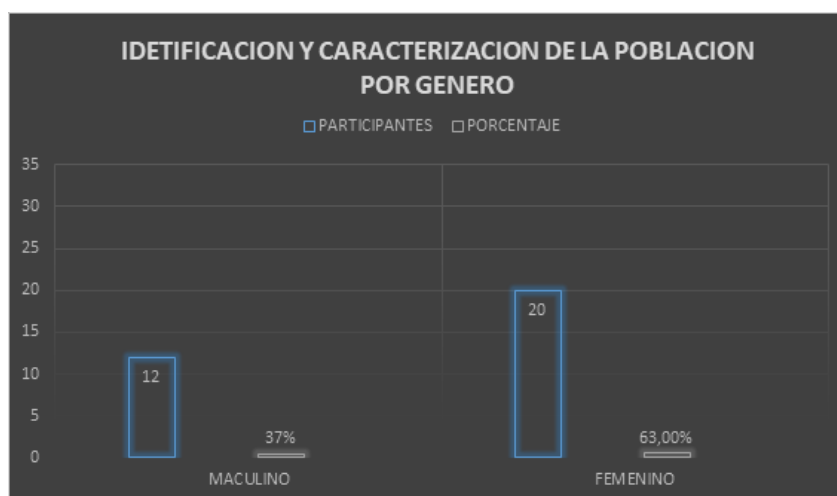


Figure 5. Identification and characterization of population: By Gender

In relation to the gender it could be evidenced that the majority of participants were women being a 63% percentage of the surveyed population.

According to Sergeant (2012) “Quantitative research requires standardization of procedures and random selection of participants to remove the potential influence of external variables and ensure generalizability of results. In contrast, subject selection in qualitative research is purposeful; participants are selected who can best inform the research questions and enhance understanding of the phenomenon under study.” The number of students depends on the number required to inform, all the important elements of the phenomenon studied.

6.3 Ethical Issues

To follow the ethical principles of research, it is very important to take into account the consent forms to access the different components of educational community, e.g, students, teachers, context, principals, in general to all the activities and places that the project demands in order to guarantee privacy. The information that will be gathered through the different data collection methods and it will be used only for academic purposes and the names of all the people participating in the data collection, won't be revealed. The final product will be stored in a safe place with restricted access to ensure that data are totally protected and confidential, on the contrary, the information will be subject to criminal legislation if it is used for other purposes than those previously agreed.

6.4 Data collection methods

6.4.1 *Questionnaires*

Studies have shown the importance to develop skills for improving the metacognition in students because it is involved to academic achievements, autonomous and critical development. In fact, (Klimenko & Alvares, 2009; Magno, 2010; Doganay & Demir, 2011; Oszoy, 2011). In that study, Klimenko & Alvares (2009) emphasize that a manner of students obtain necessary tools for promoting the autonomous learning is the manifestation and use of cognitive and metacognitive strategies, besides the teacher's role is to be a mediator and guide.

On the other hand, it is important to say there are some quantitative methods that can measure students regarding the level of metacognitive strategies that they could get developed. One of the useful methods is the questionnaire, which is a structured technique and it can contain open or closed questions in order to collect more data and fostering this technique and the results as well. Oppenheim (1996) comments that, a questionnaire is not some sort of official form, nor is it a set of questions which have been casually jotted down without much thought. We should think of the questionnaire as an important instrument of research, a tool for data collection. The questionnaire has a job to do, its function is to measure.

For this research proposal, it will take the questionnaire as a quantitative method for collecting data, for instance, it is considered one of the significant instruments to evaluate metacognitive strategies used by students is the questionnaire made by Kouider Mokhtari and Carla Reichard in (2002) known as Metacognitive Awareness of Reading Strategies Inventory Version 1.0, which consists of a questionnaire with series of closed question related with metacognitive strategies.

According to the Office of Institutional Effectiveness (2016) The MARSIS is a self-report, questionnaires of metacognitive knowledge of reading methods. It contains thirty items and every one of the items, describes concisely the reading scenario and therefore the corresponding reading strategy to be applied. Also, it is a standardized test that determines the use of reading strategies and so with the application of metacognition during the educational process, being aware and unaware of each students' processes.

6.4.2 Interviews

Regarding a definition of interviews it is found that Monette et al (1986) define this term as, "an interview involves an interviewer reading questions to respondents and recording their answers". According to Burns (1997), "an interview is a verbal interchange, often face to face,

though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person”.

The principles of the interview are to interact and to share the purpose with the participants and listen to them as well, through a number of designed questions carefully. It is important to know the experiences about learning strategies, not only through the number or statistical data but also through opinions and perceptions about it, because here is where the numbers takes life.

Interviews are one of the methods used in educational research, where the interviewer has the opportunity to establish some parameters to define the field that will be addressed by the interviewer and the main questions to be answered. The detailed structure is left to be worked during the talk section, in addition to the person to be interviewed has a small right of freedom about what is going to be said, how much time to talk and how to express itself. The semi-structured interview on the other hand gives the opportunity to be more flexible in the research projects. This type of interviews are not recommended for studies that are carried out in large groups; however, it is also flexible to do so, the appropriate is to be developed in small groups and case studies.

6.4.3 Survey

According to Check and Schutt (2012), survey is "the collection of information from a sample of individuals through their responses to questions". The information is obtained from groups and also from individuals and it is useful to get information related to behaviors and preferences about what the researcher is looking for. In addition, survey is a research method used for collecting data, this data is usually obtained through the use of standardized test and it can be implemented on paper, social networks and email.

“to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context.” (Isaac & Michael, 1997, p. 136)

Pinsonneault and Kraemer (1993) points out that survey “means for gathering information about the characteristics, actions, or opinions of a large group of people”. Survey can use quantitative research strategies as questionnaires with numerically rated items, qualitative research strategies as open-ended questions and also can be both strategies as mixed methods.

7 RESULTS AND DISCUSSION

In this research project, the main objective was to describe the metacognitive strategies that foster reading comprehension skills in a 10th grade EFL classroom in a public institution in Rionegro, Antioquia. So, with the purpose to carry out this, it is important to highlight different ideas that were found in this section. Additionally, it is significant to say that in the findings discussion, common features were discovered, differences and new information related to the connections of the results, with findings of the previous studies and the theories that support this study.

Three different data collection methods were developed: Questionnaires, Survey and an Interview which were applied to students and to the teacher. This, in order to take into account all the points of view before, during and after the implementation of various metacognitive strategies previously selected to promote reading comprehension in students.

7.1 Questionnaire

The first instrument applied was the Questionnaire which was called: Metacognitive Awareness of Reading Strategies Inventory (MARSII). This research instrument was a set of questions divided into 3 different types of reading strategies: the first one is Global Reading Strategies, the second one is Problem Solving Strategies and the third one is Support Reading Strategies; that aims to collect information. Mokhtari and Reichard (2002) argue that:

The first factor (Global Reading Strategies) contained 13 items and represented a set of reading strategies oriented toward a global analysis of text. The second factor (Problem-Solving Strategies) contained 8 items that appeared to be oriented around strategies for solving problems when text becomes difficult to read. The third factor (Support Reading Strategies) contained 9 items and primarily involved use of outside reference materials,

taking notes, and other practical strategies that might be described as functional or support strategies.

These strategies provide the support mechanisms aimed at sustaining responses to reading. These three types of strategies: Global, Problem Solving, and Support Strategies interact with each other and have an important influence on text comprehension. The information gleaned from the inventory serves as a catalogue of strategies students report using while reading academic or school-related materials such as textbooks, library materials, and magazine articles. (p.252)

Metacognitive Awareness of Reading Strategy Inventory has a key average among high starts from 3.5 or more, medium between 2.5 to 3.4 and low between 2.4 or lower. To conclude, this instrument has an overall score that is the result of each participant and additionally for the group. The different scales analyzed in the MARSII questionnaire were compound by different type of questions, being intentionally distributed and divided into different activities related to reading strategies, in agreement with Mokhtari & Reichard (2002) the MARSII questionnaire is developed by this way:

Global Reading Strategies:

Examples include setting a purpose for reading, activating prior knowledge, checking whether text content fits purpose, predicting what text is about, confirming predictions, previewing text for content, skimming to note text characteristics, making decisions in relation to what to read closely, using context clues, using text structure, and using other textual features to enhance reading comprehension. (Items 1, 3, 4, 7, 10, 14, 17, 19, 22, 23, 25, 26, 29)

Problem-Solving Strategies

Examples include reading slowly and carefully, adjusting reading rate, paying close attention to reading, pausing to reflect on reading, rereading, visualizing information read, reading text out loud, and guessing the meaning of unknown words. (Items 8, 11, 13, 16, 18, 21, 27, 30)

Support Reading Strategies

Examples include taking notes while reading, paraphrasing text information, revisiting previously read information, asking yourself questions, using reference materials as aids, underlining text information, discussing reading with others, and writing summaries of reading. (Items 2, 5, 6, 9, 12, 15, 20, 24, 28) (p.259) (See appendix B).

According to the results obtained in the global reading strategies where 66% of the students obtained a medium score, limited between 2.5 and 3.4 points, pointing out that the majority of the students have knowledge of the reading strategies but are not applied with frequency. In the second section, problem reading strategy guided to know how students face the problems generated by a complex reading, it results portrays that 51% of them are within the medium score, where some strategies are applied to solve reading problems but their ideas are limited or infrequently used. Last but not least, in support reading strategy, it is intended to know if students use helpful aids during their reading process and how often they do it, the average score was medium with 54% of them in this section.

Finally, in the overall score of the test it is obtained that the students are in the middle, which means that they have knowledge of the metacognitive strategies and are used infrequently, 63% of the students were in this category demonstrating that there is an interest to improve but does not apply.(See appendixes H and I).

7.2 Survey

The second instrument was the Survey. This survey is composed of 5 categories which in turn are divided into (A) Identification and characterization of the population, (B) Perceptions about reading comprehension, (C) Perceptions about metacognition, (D) Perceptions about learning English as a foreign language and (E) Motivation to learn English as a foreign language, which are divided into five subcategories that has a specific intention. Survey is a data collection method that lead researcher to characterize group information. This Survey has the participation of 32 students.

In the second (B) category which was Perceptions about Reading comprehension. it wanted to know about how students reacted doing the action of reading and how students felt about during that process as well. In order to carry out this, for this section was taken into account five subcategories.

The first subcategory corresponded to the following question: Do you consider that you have an excellent performance in reading comprehension? According to the results, 53.1% of the students marked the answer (sometimes). More than half of the classroom consider their performance in reading comprehension was in the middle. In the second subcategory which corresponded to the question: Do you practice recreational lecture? it evidenced that there were two scales with almost the same rank, there were 41% of the students who marked (hardly ever) and then the 44% of the students marked (sometimes) being this the higher percentage.

Also about the third subcategory, the majority of participants also answered (sometimes) being a 37.50 %, and if it is detailed, in fact the third subcategory was very similar as the second subcategory, because the question was presented as: Do you read in your free time? Then, In this order of ideas, the learning process of the participants about reading comprehension seemed to get significant results that it could mention, for instance, more than half of the participants enjoy

the lecture in English, even the majority of the participants think the reading comprehension in English is a process that it could learn very easy. So, according to the fourth subcategory which corresponded to the question: Do you consider reading comprehension is an easy process? the 66% of participants marked the answer (sometimes).

However, there was another new information, the results of the fifth subcategory pointed out that the majority of participants think the activity of lecture is a process that does not have importance because the 62,50% of participants answered (always) taking into account the question was, Do you consider reading comprehension is not important?

The third category (C) was called Perceptions about metacognition. This category was divided into five questions guided to know if the students possess any idea or understand what metacognition is. In this order of ideas, the first question was: Do you recognize the meaning of the term metacognition? It has optimistic results because 47.3 % of the students claims to have an idea or know what metacognition is, marking (sometimes) as the principal answer. The second question was: Have you constantly employed metacognitive strategies into classes? The one who asks them if they apply any metacognitive strategies when they read has as a result that the majority of students stay in the medium range with 59.3 % of them with (sometimes) as an answer.

In the third question, With what aspects do you relate the word metacognition? It was asked to the students if they have any idea if is metacognition related with a learning aspect, the question has a medium range of answer where 53.1% of them know the relation of metacognition and the relation with a learning aspect. The fourth question was: how has been implemented the reading strategies in various areas? It was directed to know if metacognition was oriented to different areas learned in the school, in this question the answers were balanced in low and high with 50.1% of the students with a negative answer and the other ones with a positive one.

The last one was: Would you be interested that these strategies be articulated in your life? Guided to know the students interest about the application of these strategies to their daily life. The answers were cheerful with 90.9% of the students expressing their interest in this application. In these sections the average answer about metacognitive perceptions were positive in almost all of them, with this score is good to mention that the students have knowledge about metacognition and recognize ways of applicability and they want to improve this strategies identifying different options for them.

For the fourth category (D) it was taken into account, perceptions about English as foreign language, then, based on the five subcategories, it could find that participants presented some reactions according with the questions generating some information which it is going to discuss consequently and give different points of view as well.

At the first subcategory, it was asked to participants the following question, Do you learn when the teacher explains?. Then, almost the majority of survey respondents answer, sometimes, almost always and always being the 50%, 28% and 12.5% respectively. This shows that participants feel comfortable with the English teacher and also with the methodology that the teacher uses in each class, in that sense, the participants could present certain interest for learning English as foreign language enjoying each class and another point to discuss is that the participants enjoy these classes when they are deep into audiovisual material, as the results of the second subcategory showed us. The subcategory corresponded to the question: Do you learn English using audiovisual material? And then, 43% of participants answered sometimes, 37.5% of participants marked almost always and there was a 9.3% that answered always.

On the other hand, according with the third subcategory, which was: Do you learn when you participate in conversations and dialogs? It could see that participants also likes not only to learn English through audiovisual material but also through classes where it is included the oral

output such as the participation in class or to discuss about different points of view among themselves. Taking into account all previous information given, the higher percentages were, 41% of participants marked sometimes, 37.5% of participants marked almost always and finally 19% of participants marked always.

The fourth subcategory had the question: Do you learn when you study with your classmates? which 41% obtained the answer was “sometimes”, being the higher percentage, followed by 31.2% which the participants marked almost always and a 6.2% of participants answered always. So, regarding to this piece of information it seems to be that students would rather study in environment with the society, sharing the knowledge of each one of them. Another important thing to highlight is that students not only had taken advantage of the English classes for improving the speaking skills but also they have certain interest by reading and writing skills, as the fifth subcategory showed us that its higher percentage was 41% and corresponded to the scale sometimes.

It is also important to say that in this category called perceptions about English as foreign language, the most answered scale in each subcategory was (sometimes) and the less answer was (never), what it says to us, students have clearness that for learning a foreign language is necessary the output of the four skills, reading, speaking, writing and reading.

At the end, we include the fifth category (E) of motivation towards learning English as a foreign language. In this category we wanted to know if students are interested or not in learning a second language in this case English as a foreign language. It was decided to divide this section into 5 sub-categories to obtain specific results. The first subcategory was: Do you study English because you like it? With this we wanted to know how high is the motivation that each one of them has, where the highest mark was obtained by the answer "always" with 34.4% of the

students, this help us to give that motivation is a determining factor in the process of learning a second language.

The second subcategory was: Do you use digital applications for learning English like YouTube, Duolingo among others? For this occasion, the answer with the most significant range of marks was almost always with 37.5% of students, as it is well known nowadays there are endless possibilities of learning since knowledge is not limited to books or teachers, the internet provides us great opportunities for learning without spending money or moving from the comfort of our homes.

For the third subcategory was: Do you study English outside of school? On this occasion there was a tie between the lowest and the highest response with 25% who gave the answer "never" and another 25% who marked the answer "always" this information is considered important because this allows us to know if the student limits his study schedule to the classes offered within the school or goes beyond attending extra classes or practicing outside the institution.

The fourth subcategory was: Do you study English because you are required to pass the school degree as a requirement? For this question we found that the answer with the most considerable number of marks was "sometimes" with 28.1% on the other hand. It is also worth noting that the answer "always" obtained the same percentage of marks, here we find how necessarily there is a motivating factor is to approve the school grad that somehow also influences student performance.

For the last subcategory it was decided to let the students demonstrate how English carry out a role or does not have it in their personal life, where the question was: Do you consider that English contributes to your life? In this question, the answer with the superior range of marks was

"almost always" with 34.4%, which lets us know that students consider English as meaningful and fundamental part of their life in which there is a need to improve skills in this language.

7.2.1 Interview

The third and the last instrument was the interview. It was applied to the teacher and it was composed by 6 questions that were guided to know teacher considers, knows and how it was promoted in classes.

This portrays that the teacher has a clear concept of metacognition. Based on the first question, the teacher concludes that “metacognition is a process that lets you improve students skills for reading comprehension and critical thinking through different activities that lead students to go beyond the literal meaning and explore different ways to access learning”. According to Livingston (2003) who claims that Metacognitive strategies are sequential processes that one uses to control cognitive activities, and to ensure that a cognitive goal. It is inferred that as the teacher as Livingstone agree with the meaning of metacognition concept. Therefore both of them are based on similar statements which they create their theories.

The second question made reference to the way it is promoted metacognition in the classroom; to that question the teacher answered; “It is very important to promote metacognitive strategies in the classroom, for that reason I always try to design activities that let students think deeply and in a critical way, not so literal. In that way, they are going to improve their personal skills for vocabulary and reading comprehension activities like scrambling words, organizing paragraphs, making mind maps, among others, are really useful at the moment of working with metacognition”. (See appendix J). This answer let know that the teacher foster reading comprehension through different exercises implemented into classes, promoting in an unaware way how it is supposed to be worked a reading activity in his phases, pre, during and post; as the teacher mentioned the importance of self awareness when the students read is mandatory for self-

improving processes how is mentioned by Brown, Armbruster & Baker, (1986) Successful readers monitor their reading and the state of their learning; they use strategies, adjust effort appropriately, and evaluate the success of their ongoing efforts to understand

For the third question it was mandatory to keep into account the Teachers' point of view in the face of the importance about reading strategies and their relationship with metacognition in the learning process of every one of the students. To this question, the teacher answered that "Nowadays metacognition is one of the most important strategies used with students in order to get better performances in the students. According to the curricular requirements for public schools, it is very important to go deeper into the different skills and competences that students need to develop for today's world".(See appendix J). The importance of metacognition is directly related to the student's process and how it works during the proposed activities in class as mention O'Malley et al. (1985) pointing out that: "students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments, and future directions'

The fourth question was related to the learning process and the way it promoted in classes. The teacher said that "If the teacher wants to be updated about the latest methodologies and teaching methods, it is necessary to reflect about metacognition, because it involves new abilities and learning processes related with students way to access learning." (See appendix J).As the professor mentioned, metacognition is directly related to reflection and new teaching methods, if a teacher wants to be with the actual tendencies, he must promote self-learning and reflection so, as not to limit the educational process only to classrooms. Further, Pressley, Snyder and Cariglia-Bull (1987) suggest that metacognition helps students to be consciously aware of what they have learned, and to recognize situations in which it would be useful, and progress in using it.

This time it was wanted to know what were the strategies used for the teacher into class and the accuracy in the way he applied each of them in relation with reading strategies and metacognition. The fifth question, What kind of strategies do you use to promote reading comprehension skills in the classroom? To this question, the teacher answered that “skimming, scanning, reading for specific purposes, cloze exercises, extracting main and supporting ideas.” (See appendix J). All these strategies promote reading comprehension and therefore metacognition as a tool for future help for students as mentioned. These kinds of strategies might also include Sheorey and Mokhtari "support strategies" such as the knowledge of how to use tools for comprehension such as dictionaries, taking notes or highlighting important text. (2001: 436)

This question was guided through the capacity of the teacher to analyze his students and if he took into account if the students did an aware or unaware process into each of the classes and by this way. To this question the teacher answered that “Most of the times students are not conscious about their learning process maybe because teachers evaluate or teach them in the same way. There are no differenced evaluations taking into account learning styles or multiple intelligences.” (See appendix J).

Metacognitive reading strategies are conscious means by which students monitor their own reading processes including evaluating the effectiveness of cognitive strategies being used. Metacognitive strategies may involve, for example, planning how to approach the reading of a text, testing, and revising according to purpose and time available

7.3 Triangulation

To finish the discussion process and begin with the triangulation of the information collected and mentioned before, which were present in the results provided by the questionnaire, the survey and the interview. In this way, it is intended to collect the gathered data together with the analysis of the information.

This is done in order to call the combination of methods and the diverse theoretical perspectives of a phenomenon. The triangulation will be carried out taking into account the literary review and the conceptual references. According to Okuda and Gómez (2005), the triangulation of information is considered as "This metaphorical term represents the objective of the researcher in the search for convergence patterns to develop or corroborate a global interpretation of the human phenomenon under investigation."

Based on this, it can be said that triangulation is the point where methodology, practice and theory meet, for this research project, the results will be divided into four categories:

- Metacognition.
- Learning Strategies.
- Reading Comprehension.
- English as a Foreign Language.

As it has been previously mentioned metacognition is a self process guided to direct students to be independent learners. In this order of ideas metacognition and reading strategies are mandatory to improve students' performance in the problem solving increasing students proficiency.

Metacognitive awareness influence in a positive way reading comprehension from different context, into this study it was searched to implement three metacognitive strategies that foster reading comprehension skills in a 10th grade students. Instead of this, it was previously stated the need of doing a diagnosis to know what metacognitive strategies uses in an aware and unaware way. The following activities were implemented in the classroom:

- Activate Prior Knowledge
- Picture Quiz
- Skimming Scanning

- Fit Ideas Together
- Slow Down
- Draw Diagram
- Story Recreation
- Cause And Effect
- Highlight Principal Ideas
- Search for Unknown words.
- Highlight That Were Similar Spanish

With the application of these activities, the goal is to consolidate the cognitive process in a conscious way of the students because the metacognition includes the knowledge of their own cognitive abilities. In the work, metacognition can be defined as the process in which the student has control over their cognitive process. Students must be aware of different learning strategies in order to learn faster and easier.

According to this, metacognition is directly linked to the learning strategies that belong to the learner, each and every one of the students plays an important role in their learning process, so this does not depend only on the teacher but also on the student, metacognition is also a tool that helps students understand that they are studying and learning, improving their learning process. Learning strategies can be defined as a set of tactics that are used to control the educational process, conscious and unconscious behaviors and thoughts are used to improve the knowledge and understanding of the target language.

Reading comprehension is one of the most important skills since it is a bridge that allows students to obtain information quickly. Reading strategies have a very important role to improve student performance during their reading process, reading understanding is not limited only to the procedure of identifying sentences within a text, this is a process between the writer and the

reader, this is the process of constructing the meaning of a script, extracting and simultaneously building with the interaction of a written language.

In any case, metacognitive strategies have the function of enriching an input that can improve reading comprehension. It is quite known that to understand a text, the background knowledge of each one of the readers must be taken into account to understand the message. Reading performance plays a fundamental role in high school results in EFL.

It is well known that English as a foreign language refers to all those countries that the mother tongue is not English, nor any secondary language. It is clear this refers to those countries where English does not play an important or decisive role in people's daily life, it is limited to educational environments or proper environment selection where they are exposed to this language on a daily or sporadic basis. The level of understanding can also be assumed with the low level of language management or its limited vocabulary in the language. When students of a foreign language have problems during their reading process, they have the option of applying reading strategies and returning them to the correct path

On this occasion it was decided to call students who are not aware of their metacognitive knowledge as “tacit learners” based on the information obtained are those who do not have particular learning strategies and merely accept if they have knowledge of something or not. there also exist “Aware learners” that are those who know some strategies and apply them but are not planned in advance. In the end, there was the “Strategic learners” these are the ones that organize their thoughts in order to request problems, group, classify, etc. They know the procedures they should use, how, when and where.

8 CONCLUSIONS

Once the data analysis has been done, it has been possible to bring different conclusions, these conclusions are the result of the interpretation of different information extracted from the data collection methods, for the first specific objective related to diagnose what metacognitive strategies are used the answer was that almost all of the students tends to apply metacognitive strategies in an unaware way, in addition some of them recognize the term 'metacognition' but they related with something related to other areas of learning like reading comprehension but in their natal language.

For the second objective that was to implement three metacognitive strategies that foster reading comprehension skills it is mandatory to mention that students apply different reading procedures that guide them to improve their proficiency in reading comprehension, the strategies applied were:

- Activate Prior Knowledge.
- Picture Quiz
- Skimming Scanning
- Fit Ideas Together
- Slow Down
- Draw Diagram
- Story Recreation
- Cause And Effect
- Highlight Principal Ideas
- Search for Unknown words.
- Highlight That Were Similar Spanish

It is mandatory to express that there were two procedures that students enjoy the most, there were highlights that were similar Spanish and search for unknown words.

In case of the third specific objective selected to identify what metacognitive strategy fosters reading comprehension is important to highlight that all the metacognitive strategies help learners to improve their reading understanding helping in all contexts to the students performances in every reading activity helping them to get the information correctly and faster.

To describe the metacognitive strategies that foster reading comprehension skills in a 10th grade EFL classroom in a public institution in Rionegro, Antioquia. Taking into account the general objective, it was found, for the first instance, that students presented a medium level about metacognitive strategies, therefore, learners present a certain knowledge about metacognitive strategies according with the MARSII questionnaire and at the same time it could infer that participants have a significant level in reading comprehension during the learning of a foreign language. In this case the foreign language is about English classes because the research project was developed in a public school. There was a positive relationship in students' metacognitive awareness of reading procedures and their performance on reading comprehension.

It is necessary to keep on doing more metacognitive activities in the classroom in order to improve critical thinking skills and better performances in the different reading comprehension strategies or techniques used in the institution, due to students enjoy all these activities and practice collaborative work and peer work and in that way they help each other to improve and do it better.

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APPENDIXES

Appendix A..Survey Format

Responsables e información de contacto: Santiago Chica Chica santichica12@gmail.com, Oscar Hernández neckohermandez16@gmail.com y Pablo Giraldo Cardona giraldopale@gmail.com. Objetivo: Caracterizar la población y sus percepciones acerca del inglés y las estrategias **metacognitivas** para la comprensión lectora. Participación voluntaria y confidencialidad: la presente encuesta es de carácter voluntario y la información consignada será utilizada únicamente por los responsables mencionados para el desarrollo de la investigación, así mismo los nombres no serán revelados y la información solo será utilizada con fines académicos.

A IDENTIFICACION Y CARACTERIZACION DE LA POBLACION										
1	NOMBRE:									
2	EDAD:	14	15	16	17	0 MAS				
3	ESTRATO SOCIO-ECONOMICO: SISBEN					1	2	3	4	5
4	GENERO:		FEMENINO			MASCULINO				
5	ACCESO A INTERNET:		SI	NO						

B PERCEPCIONES ACERCA DE LA COMPRENSION LECTORA		NUNCA	CASI NUNCA	ALGUNAS VECES	CASI SIEMPRE	SIEMPRE
1	Considera usted que tiene un excelente desempeño en la comprensión lectora.					
2	Practica la lectura recreativa.					
3	En su tiempo libre, acostumbra a leer.					
4	Considera que la comprensión lectora es un proceso fácil.					
5	Considera que la comprensión lectora no es importante.					

C PERCEPCIONES ACERCA DE LA METACOGNICION		NUNCA	CASI NUNCA	ALGUNAS VECES	CASI SIEMPRE	SIEMPRE
1	Ha tenido algún acercamiento al término metacognición .					
2	Ha utilizado en sus clases algún tipo de estrategias metacognitivas .					
3	Relaciona la palabra metacognición .					
4	Sus actividades de aprendizajes han sido orientadas en las diferentes áreas.					
5	Estarías interesado en que estas estrategias fueran articuladas en tu vida.					

D	PERCEPCIONES ACERCA DEL APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA	NUNCA	CASI NUNCA	ALGUNAS VECES	CASI SIEMPRE	SIEMPRE
1	Aprende inglés cuando el profesor explica.					
2	Aprende inglés utilizando material audiovisual.					
3	Aprende inglés cuando participa en conversaciones y diálogos.					
4	Aprende inglés cuando estudia con sus compañeros.					
5	Aprende inglés cuando estudia el material escrito.					

E	MOTIVACION HACIA EL APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA	NUNCA	CASI NUNCA	ALGUNAS VECES	CASI SIEMPRE	SIEMPRE
1	Estudia inglés porque le gusta.					
2	Utiliza aplicaciones digitales para el aprendizaje del inglés como <u>Youtube</u> , <u>Duolingo</u> entre otras.					
3	Estudia inglés fuera del colegio.					
4	Estudia inglés porque se lo exigen para aprobar el grado escolar como requisito.					
5	Considera que el inglés aporta a su vida.					

Appendix B. Marsi Format

Metacognitive Awareness of Reading Strategies Inventory (MARSİ) Version 1.0
Kouider Mokhtari and Carla Reichard © 2002

Responsables e información de contacto: Santiago Chica Chica santichica12@gmail.com, Oscar Hernández neckohernandez16@gmail.com y Pablo Giraldo Cardona giraldopale@gmail.com.
 Objetivo: Caracterizar la población y sus percepciones acerca del inglés y las estrategias metacognitivas para la comprensión lectora. Participación voluntaria y confidencialidad: el presente cuestionario es de carácter voluntario y la información consignada será utilizada únicamente por los responsables mencionados para el desarrollo de la investigación, así mismo los nombres no serán revelados y la información solo será utilizada con fines académicos.

TYPE	STRATEGIES	SCALE				
GLOBE	1. I have a purpose in mind when I read.	1	2	3	4	5
SUP	2. I take notes while reading to help me understand what I read.	1	2	3	4	5
GLOBE	3. I think about what I know to help me understand what I read.	1	2	3	4	5
GLOBE	4. I preview the text to see what it's about before reading.	1	2	3	4	5
SUP	5. When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
SUP	6. I summarize what I read to reflect on important information in the text.	1	2	3	4	5
GLOBE	7. I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
PROB	8. I read slowly but carefully to be sure I understand what I'm reading.	1	2	3	4	5
SUP	9. I discuss what I read with others to check my understanding.	1	2	3	4	5
GLOBE	10. I skim the text first by noting characteristics like length and organization.	1	2	3	4	5
PROB	11. I try to get back on track when I lose concentration.	1	2	3	4	5
SUP	12. I underline or circle information in the text to help me remember it.	1	2	3	4	5
PROB	13. I adjust my reading speed according to what I'm reading.	1	2	3	4	5
GLOBE	14. I decide what to read closely and what to ignore.	1	2	3	4	5
SUP	15. I use reference materials such as dictionaries to help me understand what I read.	1	2	3	4	5
PROB	16. When text becomes difficult, I pay closer attention to what I'm reading.	1	2	3	4	5
GLOBE	17. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
PROB	18. I stop from time to time and think about what I'm reading.	1	2	3	4	5
GLOBE	19. I use context clues to help me better understand what I'm reading.	1	2	3	4	5
SUP	20. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
PROB	21. I try to picture or visualize information to help remember what I read.	1	2	3	4	5
GLOBE	22. I use typographical aids like bold face and italics to identify key information.	1	2	3	4	5
GLOBE	23. I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
SUP	24. I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
GLOBE	25. I check my understanding when I come across conflicting information.	1	2	3	4	5
GLOBE	26. I try to guess what the material is about when I read.	1	2	3	4	5
PROB	27. When text becomes difficult, I re-read to increase my understanding.	1	2	3	4	5
SUP	28. I ask myself questions I like to have answered in the text.	1	2	3	4	5
GLOBE	29. I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
PROB	30. I try to guess the meaning of unknown words or phrases.	1	2	3	4	5

• 1 means "I never or almost never do this."

• 2 means "I do this only occasionally."

• 3 means "I sometimes do this." (About 50% of the time.)

• 4 means "I usually do this."

• 5 means "I always or almost always do this."

SCORING

Student Name: _____ Age: _____ Date: _____

Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.

1. Add up the scores under each column. Place the result on the line under each column.
2. Divide the score by the number of statements in each column to get the average for each subscale.
3. Calculate the average for the inventory by adding up the subscale scores and dividing by 30.
4. Compare your results to those shown below.
5. Discuss your results with your teacher or tutor.

Global reading strategies	Problem-reading strategies	Support reading strategies	Overall reading strategies
1	8	2	GLOB:
3	11	5	
4	13	6	PROB:
7	16	9	
10	18	12	SUP:
14	21	15	
17	27	20	
19	30	24	
22		28	
23			
25			
26			
29			

_____ GLOB Score _____ PROB Score _____ SUP Score _____ Overall Score

_____ GLOB Mean _____ PROB Mean _____ SUP Mean _____ Overall Mean

KEY TO AVERAGES: 3.5 or higher=HIGH 2.5 – 3.4= MEDIUM 2.4 or lower=LOW

INTERPRETING YOUR SCORES: The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990: 297)

Appendix C. Interview Format

INTERVIEW SUMMARY

QUESTION 1 According to your experience as teacher, how could you define the concept of metacognition?	QUESTION 2 Do you promote metacognitive strategies in the classroom? If it is so, how do you promote metacognition strategies in the classroom?	QUESTION 3 Why do you consider that Metacognition is important in the learning process of a student?	QUESTION 4 Do you think is reflection about learning process is mandatory to improve students learning processes? And how you promote this reflection into classes?	QUESTION 5 Are students conscious about their learning process? Justify your answer.	QUESTION 6 What kind of strategies do you use to promoting reading comprehension skills in the classroom?

Appendix D. Survey Summary Section B

	NUNCA		CASI NUNCA		ALGUNAS VECES		CASI SIEMPRE		SIEMPRE	
PERCEPCION ACERCA DE LA COMPRESION LECTORA										
1. Considera usted que tiene un excelente desempeño en la comprensión lectora.	0		4	12.5%	17	53.1%	10	31.2%	1	3.1%
2. Practica la lectura recreativa.	2	6.2%	13	41%	14	44%	3	9.3%		
3. En su tiempo libre, acostumbra a leer.	7	22%	9	28.1%	12	37.5%	2	6.2%	1	3.1%
4. Considera que la comprensión lectora es un proceso fácil.	1	3.1%	5	16%	21	66%	4	12.5%	0	
5. Considera que la comprensión lectora no es importante.	0		1	3.1%	3	9.3%	7	22%	20	62.5%

Appendix E. Survey Summary Section C

PERCEPCIONES ACERCA DE LA METACOGNICIÓN										
1. Conoce el significado del término metacognición.	5	15.6%	8	25%	15	47%	3	9.3%	1	3.1%
2. Ha utilizado en sus clases algún tipo de estrategia metacognitiva.	3	9.3%	4	12.5%	19	59.3%	5	16%	1	3.1%
3. Con qué aspecto del aprendizaje relaciona la palabra metacognición.	10	31.2%	5	16%	17	53.1%	0		0	
4. Como han sido orientados los aprendizajes en las diferentes áreas.	1	3.1%	7	22%	8	25%	14	44%	2	6.2%
5. Estarías interesado en que estas estrategias fueran articuladas en tu vida	1	3.1%	1	3.1%	12	37.5%	6	19%	11	34.4%

Appendix F. Survey Summary Section D

PERCEPCIONES ACERCA DEL APREDIZAJE DEL INGLES COMO LENGUA EXTRAGERA										
1. Aprende inglés cuando el profesor explica.	0		3	9.3%	16	50%	9	28.1%	4	12.5%
2. Aprende inglés utilizando material audiovisual.	1	3.1%	2	6.2%	14	43%	12	37.5%	3	9.3%
3. Aprende inglés cuando participa en conversaciones y diálogos.			1	3.1%	13	41%	12	37.5%	6	19%
4. Aprende inglés cuando estudia con sus compañeros.	1	3.1%	6	19%	13	41%	10	31.2%	2	6.2%
5. Aprende inglés cuando estudia el material escrito.	1	3.1%	1	3.1%	11	34.4%	12	37.5%	7	22%

Appendix G. Survey Summary Section E

MOTIVACION HACIA EL APREDIZAJE DEL INGLES COMO LENGUA EXTRAJERA										
1. Estudia ingles porque le gusta.	1	3.1%	3	9.3%	10	31.2%	7	22%	11	34.4%
2. Utiliza aplicaciones digitales para el aprendizaje del inglés como Youtube, Duolingo entre otras.	3	9.3%	6	19%	7	22%	9	28.1%	7	22%
3. Estudia ingles fuera del colegio.	3	25%	6	19%	6	19%	4	12.5%	8	25%
4. Estudia inglés porque se lo exigen para aprobar el grado escolar como requisito.	3	9.3%	6	19%	9	28.1%	5	16%	9	28.1%
5. Considera que el inglés aporta a su vida.	0		1	3.1%	3	9.3%	11	34.4%	7	22%

Appendix H. Marsi Students Report

QUESTIONNAIRES				
	GLOBAL READING STRATEGIES	PROBLEM READING STRATEGIES	SUPPORT READING STRATEGIES	OVERALL SCORE
Ss1	3.1	3.2	3.5	3.2
Ss2	3.0	3.7	3.0	3.2
Ss3	3.3	4.1	2.5	3.3
Ss5	3.2	3.1	2.4	2.9
Ss6	2.5	3.1	2.5	2.7
Ss7	3.3	3.2	2.8	3.2
Ss8	2.6	2.7	2.1	2.5
Ss9	3.2	3.1	3.0	3.1
Ss10	2.5	2.8	2.8	2.7
Ss11	2.6	2.5	2.1	2.4
Ss16	2.5	3.5	2.7	2.8
Ss17	3.4	3.6	2.8	3.3
Ss18	2.6	3.0	2.4	2.7
Ss19	2.9	2.6	3.3	3.0
Ss27	2.5	4.0	1.4	2.6
Ss28	3.0	3.6	1.7	2.7
Ss29	3.0	2.7	3.1	2.9
Ss30	3.2	2.8	2.9	3.0
Ss31	2.5	2.2	2.9	2.5
Ss32	2.8	3.0	1.6	2.5
Ss33	3.0	4.0	2.9	3.3
Ss34	2.8	3.4	3.0	3.0
Ss35	2.6	2.7	2.5	2.6
Ss4	1.3	1.1	1.3	1.2
Ss12	3.8	3.7	3.8	3.8
Ss13	2.0	2.3	2.7	2.3
Ss14	1.5	1.8	1.9	1.3
Ss15	2.3	2.5	2.2	2.3
Ss20	2.3	2.5	2.2	2.3
Ss21	2.2	2.7	2.3	2.4
Ss22	3.7	3.5	3.7	3.6
Ss23	3.6	3.8	3.4	3.6
Ss24	4.0	3.7	4.0	3.9
Ss25	2.1	2.2	2.3	2.2
Ss26	2.2	2.1	2.0	2.1

Appendix I. Marsi Score By Component

KEY AVERGES	HIGH HIGHER 3.5 OR	MEDIUM MEDIUM 2.5-3.4	LOW LOWER 2.4 OR
GLOBAL READING STRATEGIES	4	23	8
	11%	66%	23%

KEY AVERGES	HIGH HIGHER 3.5 OR	MEDIUM MEDIUM 2.5-3.4	LOW LOWER 2.4 OR
SUPPORT READING STRATEGIES	3	19	13
	8%	54%	37%

KEY AVERGES	HIGH HIGHER 3.5 OR	MEDIUM MEDIUM 2.5-3.4	LOW LOWER 2.4 OR
PROBLEM READING STRATEGIES	11	18	6
	31%	51%	17%


KEY AVERGES	HIGH OR HIGHER 3.5	MEDIUM MEDIUM 2.5-3.4	LOW LOWER 2.4 OR
OVERALL SCORE	4	22	9
	11%	63%	26%

Appendix J. Interview Summary

INTERVIEW SUMMARY					
QUESTION 1	QUESTION 2	QUESTION 3	QUESTION 4	QUESTION 5	QUESTION 6
According to your experience as teacher, how could you define the concept of metacognition?	Do you promote metacognitive strategies in the classroom? If it is so, how do you promote metacognition strategies in the classroom?	Why do you consider that Metacognition is important in the learning process of a student?	Do you think is reflection about learning process is mandatory to improve students learning processes? And how you promote this reflection into classes?	Are students conscious about their learning process? Justify your answer.	What kind of strategies do you use to promoting reading comprehension skills in the classroom?
Metacognition is a process that lets you improve students skills for reading comprehension and critical thinking through different activities that lead students to go beyond the literal meaning and explore different ways to access learning.	It is very important to promote metacognitive strategies in the classroom, for that reason I always try to design activities that let students think deeply and in a critical way, not so literal. In that way, they are going to improve their personal skills for vocabulary and reading comprehension. Activities like scrambling words, organizing paragraphs, making mind maps, among others, are really useful at the moment of working with metacognition.	Nowadays metacognition is one of the most important strategies used with students in order to get better performances in the students. According to the curricular requirements in our schools it is very important to go deeper in the different skills and competences that students need to develop for today's world.	If the teacher wants to be updated about the latest methodologies and teaching methods, it is necessary to reflect about metacognition, because it involves new abilities and learning processes related with students way to access learning. It is a good invitation for all teachers to include in their lesson planning's and class activities, metacognition to get better results and a better quality of education.	Most of the times students are not conscious about their learning process maybe because teachers evaluate or teach them in the same way. There are no difference evaluations taking into account learning styles or multiple intelligences.	Skimming, Scanning, Reading for specific purposes, Cloze exercises and Extracting main and supporting ideas.

Appendix K. Reading Comprehension Implemented Activity Part 1

Learning Objectives
 Students will be able to identify the main idea and supporting details of a text.
 Students will be able to identify the main idea and supporting details of a text.

Learning Objectives
 Students will be able to identify the main idea and supporting details of a text.
 Students will be able to identify the main idea and supporting details of a text.

Text	Main Idea
Paragraph 1	The Great Pyramids of Giza are the most famous of the ancient wonders of the world.
Paragraph 2	The Great Pyramids of Giza were built by the ancient Egyptians as tombs for their pharaohs.
Paragraph 3	The Great Pyramids of Giza are still standing today, a testament to the skill and ingenuity of the ancient Egyptians.
Paragraph 4	The Great Pyramids of Giza are a source of inspiration and wonder for people from all over the world.
Paragraph 5	The Great Pyramids of Giza are a symbol of the power and glory of the ancient Egyptian civilization.

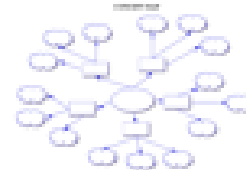
Learning Objectives
 Students will be able to identify the main idea and supporting details of a text.
 Students will be able to identify the main idea and supporting details of a text.

Learning Objectives
 Students will be able to identify the main idea and supporting details of a text.
 Students will be able to identify the main idea and supporting details of a text.

Learning Objectives
 Students will be able to identify the main idea and supporting details of a text.
 Students will be able to identify the main idea and supporting details of a text.

Learning Objectives
 Students will be able to identify the main idea and supporting details of a text.
 Students will be able to identify the main idea and supporting details of a text.

Learning Objectives
 Students will be able to identify the main idea and supporting details of a text.
 Students will be able to identify the main idea and supporting details of a text.



Learning Objectives
 Students will be able to identify the main idea and supporting details of a text.
 Students will be able to identify the main idea and supporting details of a text.

Appendix L. Reading Comprehension Implemented Activity Part 2

Read and answer the questions

In my opinion, life in the future will be different. Houses will be more efficient because they will have solar energy and all electrical appliances will use solar energy too. Fridges will talk to people and tell them what temperature to store the food at and fridges will tell people when there is not enough food or drink.

Everyone will have robots at home, house robots will do lots of different things around the house: they will clean, they will go shopping when the fridge tells them to, they will help look after the children and they will drive parents to their place of work.

Every person in a house will own a computer. Students won't go to school any more. Instead they will stay at home with a virtual teacher. They will have lessons on their computer every day, including weekends. There will be no television and everyone will watch TV on computers. There will be no arguments in houses if people want to watch different programs at the same time!

I think people will have more free time. They will travel more, but they won't travel by car. Everyone will use electronic buses and trains with robot drivers. I think people will go on holiday to the moon in space rockets and if they are rich, they will travel to other planet, too. Space tourism will be the most popular type of holiday in the future.

1. Why will houses be more efficient in the future?
2. What will fridges do in the future to help people?
3. What will house robots do?
4. Where will students go to school in the future?
5. Who will teach the students of the future?
6. How often will students have lessons?
7. Why will people not argue about TV programs in the future?
8. Why will people do more travelling in the future?
9. What method of transport will people use when they go on holiday?
10. Where will people choose to go on holiday?

Honeymoon in Brazil

Susie's going to get married next summer. She's going to have the ceremony in the church in her mother's town. After the wedding, she and her husband are going to have dinner with all their friends and family, and the next day they're going to leave on their honeymoon.

They're going to Brazil. They're going to spend 5 days in Rio de Janeiro, and 4 days in Sao Paolo.

They've never been to Brazil before, so they're looking forward to the trip. After they get home, they're going to start looking for a house to buy.

Susie has a lot of plans for married life, too. She wants kids: they're going to have two kids. And she's going to send them to the best private schools. They're going to be very happy together.

READ AND COMPLETE DE SENTENCES

1. I _____ a doctor when I leave university. (be)
2. He _____ acting in New York next year. (study)
3. I think ~~he~~ _____ a good doctor when he finishes university. (be)
4. Jack _____ Sam tomorrow afternoon. (meet)
5. I _____ more books in the summer. (read)
6. What are you doing tonight? _____ Ann. (visit)
7. Look at those clouds! It _____ any minute. (rain)
8. Jack _____ your letter tomorrow. (probably get)
9. This problem is too difficult for me. -Ask ~~Miko~~. She _____ how to do it. (know)
10. Would you like to go shopping? - No, I _____ for my science test tomorrow. (prepare)
11. If she continues to drive so fast, she _____ an accident. (have)
12. I think I _____ pizza for lunch today. (have)
13. I _____ my bike to school tomorrow. (ride)
14. By the end of the century most families in China _____ a computer. (have)
15. I _____ you the secret unless you give me some money. (tell)

Appendix M. Log 1

Week # 6

Date: September 16th – 20th

<p>What did I learn during this week in my practicum?</p> <p>What challenges and difficulties did I face during this week? (in & out the class)</p>	<p>That everything we plan, the time is not enough. In this week I plan 5 different activity, the idea was that students interact and in each step, they will find a new and different activity. I prepared this class for reading comprehension because this class will help me to collect data. So as I said, it was difficult for me to manage the time because must be perfect but my cooperating teacher help me selecting 5 students who had a high level in English. I called them the leaders, They were responsible of managing the time and to give them new papers to solve what I was asking for. Everything goes perfect and I got the information I need it.</p>
<p>Feedback from others Announce the comments and recommendations I received (Cooperating teachers, advisor, class time – teacher, classmates and discussions-)</p>	<p>Here my cooperating teacher help me selecting the groups and the leaders, he give me the idea of planning these activities. Then I consider it was the first time I implement on my lesson plans all that my advisor ask me for, I think it is because I had more experience in planning. He told me that I did a good job in adding new elements that make the class more interesting. He also made me a recommendation and told me that I have to give priority to the verbs because students can get confused, also that I did a good transition among the fit ideas and story recreation, finally he recommend me that I would improve the speaking skill, but it was difficult to do that.</p>
<p>What will I do differently? What activities did I enjoy the most? Was my lesson plan effective) Why? Why not?</p>	<p>This was an interesting class I really enjoy it, because everything happened according it was planned, I would not change anything because it was a fun class, the students reaction was good and I think that the lesson plan was effective it was a good way to evaluate the students' knowledge. I also enjoy because students got out of the class and they did the activities in a different way they are used to. When the need help, they call me and I solve their questions and also the group paid attention of the things I was saying.</p>

Appendix N. Log 2

Week # 8

Date: October 1st - 4th

<p>What did I learn during this week in my practicum?</p> <p>What challenges and difficulties did I face during this week? (in & out the class)</p>	<p>This class was important for me, it was a good experience because teaching a new language focus was too challenging for me. I prepared this class for reading comprehension because this class will help me to collect data too. So the idea was that students read the papers but first, I asked them to highlight the words that are similar to Spanish, and when they finish that I asked them to highlight the word they did not know and then to look for the definition, this was really important because in this activity I connect the metacognitive strategy through reading comprehension. In every class, teaching becomes easy and in every grade, I change some things that did (wrong) or I just do in a different way.</p>
<p>Feedback from others Announce the comments and recommendations I received (Cooperating teachers, advisor, class time – teacher, classmates and discussions-)</p>	<p>In this class, my advisor told me that I have to consider the four future tense, because I just name to, future with will and going to. He told me that I have to take into account present future and future continuous. In the warm up, I made a mistake planning the warm up, I did not consider that it was a new tense and they did not know how to conjugate the phrases. He also told me that I did a good job in the review because it was a very clear develop of a topic. Finally, he recommend me that I have to watch some interesting videos on <u>Youtube</u> that explain in effective way the differences between those two future will and going to.</p>
<p>What will I do differently? What activities did I enjoy the most? Was my lesson plan effective) Why? Why not?</p>	<p>I enjoy this class, but I had not time to finish all the activities it was missing just one, I really like the activity in which students had to compete, but first I divide the group in teams and I called a student who represent the team and they had to play 'rock, paper, scissors' in total they played 8 students and the winner would choose the profession he want and the others had to choose the 'worst' profession. I laughed because students who thrust and thing they are good in everything were the first one in losing the game. I consider that my lesson plan was effective, I notice that my students understand and learn the language focus and they really practice the activities</p>

Appendix O. Log 1

Week # 6

Date: September 16th – 20th

<p>What did I learn during this week in my practicum?</p> <p>What challenges and difficulties did I face during this week? (in & out the class)</p>	<p>That everything we plan, the time is not enough. In this week I plan 5 different activity, the idea was that students interact and in each step, they will find a new and different activity. I prepared this class for reading comprehension because this class will help me to collect data. So as I said, it was difficult for me to manage the time because must be perfect but my cooperating teacher help me selecting 5 students who had a high level in English. I called them the leaders, They were responsible of managing the time and to give them new papers to solve what I was asking for. Everything goes perfect and I got the information I need it.</p>
<p>Feedback from others Announce the comments and recommendations I received (Cooperating teachers, advisor, class time – teacher, classmates and discussions-)</p>	<p>Here my cooperating teacher help me selecting the groups and the leaders, he give me the idea of planning these activities. Then I consider it was the first time I implement on my lesson plans all that my advisor ask me for, I think it is because I had more experience in planning. He told me that I did a good job in adding new elements that make the class more interesting. He also made me a recommendation and told me that I have to give priority to the verbs because students can get confused, also that I did a good transition among the fit ideas and story recreation, finally he recommend me that I would improve the speaking skill, but it was difficult to do that.</p>
<p>What will I do differently? What activities did I enjoy the most? Was my lesson plan effective) Why? Why not?</p>	<p>This was an interesting class I really enjoy it, because everything happened according it was planned, I would not change anything because it was a fun class, the students reaction was good and I think that the lesson plan was effective it was a good way to evaluate the students' knowledge. I also enjoy because students got out of the class and they did the activities in a different way they are used to. When the need help, they call me and I solve their questions and also the group paid attention of the things I was saying.</p>

Appendix P. Log 2

Week # 8

Date: October 1st - 4th

<p>What did I learn during this week in my practicum?</p> <p>What challenges and difficulties did I face during this week? (in & out the class)</p>	<p>This class was important for me, it was a good experience because teaching a new language focus was too challenging for me. I prepared this class for reading comprehension because this class will help me to collect data too. So the idea was that students read the papers but first, I asked them to highlight the words that are similar to Spanish, and when they finish that I asked them to highlight the word they did not know and then to look for the definition, this was really important because in this activity I connect the metacognitive strategy through reading comprehension. In every class, teaching becomes easy and in every grade, I change some things that did (wrong) or I just do in a different way.</p>
<p>Feedback from others Announce the comments and recommendations I received (Cooperating teachers, advisor, class time – teacher, classmates and discussions-)</p>	<p>In this class, my advisor told me that I have to consider the four future tense, because I just name to, future with will and going to. He told me that I have to take into account present future and future continuous. In the warm up, I made a mistake planning the warm up, I did not consider that it was a new tense and they did not know how to conjugate the phrases. He also told me that I did a good job in the review because it was a very clear develop of a topic. Finally, he recommend me that I have to watch some interesting videos on <u>Youtube</u> that explain in effective way the differences between those two future will and going to.</p>
<p>What will I do differently? What activities did I enjoy the most? Was my lesson plan effective) Why? Why not?</p>	<p>I enjoy this class, but I had not time to finish all the activities it was missing just one, I really like the activity in which students had to compete, but first I divide the group in teams and I called a student who represent the team and they had to play 'rock, paper, scissors' in total they played 8 students and the winner would choose the profession he want and the others had to choose the 'worst' profession. I laughed because students who thrust and thing they are good in everything were the first one in losing the game. I consider that my lesson plan was effective, I notice that my students understand and learn the language focus and they really practice the activities</p>