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**DESIGN OF A PEDAGOGICAL PROPOSAL TO PROMOTE THE READING
COMPREHENSION BY USING METACOGNITIVE STRATEGIES IN TENTH GRADE
STUDENTS AT GIMNASIO JAIBANÁ SCHOOL, IN PIEDECUESTA, SANTANDER
COLOMBIA**

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Trabajo de Grado para optar el Título de Licenciada de Lengua Extranjera Inglés

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Dedication

I am really pleased to dedicate this pedagogical proposal to my colleagues from Gimnasio Jaibaná who with trust, support and friendship have contributed to reach my goals, to my family who always has made its best effort to see all my dreams and wishes come true different ways during all this process of formation.

Acknowledgments

First of all, I want to thank God for all the many blessings he has bestowed upon me, for giving the opportunity to begin and finish this career; I would like to thank to all my teachers, in particular Ms. Martha Bonilla, who gave me support and guidance during this last semester and believe in my strengths. To my father Enrique who was my right hand in many occasions, to my mother who with her unconditional love motivated every step in this process.

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1. Microteaching and Lesson plan

1.1 Setting



Photograph 1: Gimnasio Jaibaná

Based on the experience and the work done in the area of English at Gimnasio Jaibaná and taking as a starting point the results of the internal and external texts, there is a clear need to generate a pedagogical proposal to allow my students the development of effective reading comprehension by using metacognitive strategies. During the time that I have been an English teacher at this school, the process that I have conducted with eleventh grade students has showed me that the different tools as quizzes, evaluations about the different topics during the year and the TOEFL ITP results, guide me to focus on this pedagogical proposal through metacognitive strategies in tenth grade students. I am well aware that society need teenagers with conceptualize critical level in reading to generate an accurate social impact. Based on the school's philosophy,

metacognitive strategies are those strategies that require students to think about their own thinking as they engage in academic tasks. Among this pedagogical proposal, students have been taught metacognitive strategies for reading in a three sessions. The students have used the reading logs to reflect on their own thinking processes as they have been engaged in reading tasks. The purpose of this proposal is to determine the effectiveness of systematic direct instruction of multiple metacognitive strategies designed to assist students in comprehending text to determine whether instruction that incorporated metacognitive strategies has led to an increase in the reading comprehension of expository texts.

Based on the experience and work carried out in the English area at Gimnasio Jaibaná and taking as a starting point the results of the internal and external texts, there is a clear need to generate a pedagogical proposal, which allows my students, the development of an effective reading. Understanding through the use of metacognitive strategies.

In order to justify this pedagogical proposal, emphasis is placed on the application of metacognitive strategies, to develop reading comprehension, according to Brown:

Metacognitive awareness and regulation refer to the ability of people to plan strategies and ways of approaching texts, to facilitate their understanding, and the ability to monitor and self-assess this level in such a way that, when it is not appropriate , can undertake, continue or finish actions that allow them to improve that understanding (Brown, 1980, Hacker, 1998).

It is observed that in the field of formal education, there is currently a growing interest in improving the performance of students in reading comprehension. In Colombia, government institutions, such as the Ministry of National Education, have focused their efforts on the design and implementation of programs aimed at qualifying such performances.

These initiatives have had their origin in the results of research on reading comprehension, as reviewed by Mateos, 2001, and in results such as the Icfes State Test, according to which high school students "can read in the Literal level, but still show difficulties to read inferentially and to

establish semantic convergences, between different texts (critical and intertextual reading) (Rodriguez, Jurado, 2006).

Regarding the topic, it was observed that the instructional method, for the teaching of metacognitive strategies, is used by researchers when proposing and developing their intervention programs, which are classified into methods based on the gradual transmission of learning control, in four groups: explicit instruction, guided practice, cooperative practice and individual or independent practice.

The explicit instruction method teaches the reading comprehension strategies in a manifest way, in some programs it constitutes the first part of the instruction. (Mateos, M., 2001).

This instruction can be carried out by direct explanation and by modeling. The guided practice offers an accompaniment to the students by a teacher or an instructor during the time they need for the appropriation of the strategy. Likewise, this method includes the so-called reciprocal teaching, which conceives reading comprehension, as a problem-solving activity. In this method, the apprentices, as they read, acquire and learn four strategies of reading comprehension: asking questions, summarizing, clarifying and predicting.

In this method, initially the teacher assumes the main responsibility, explicitly modeling the strategy, and, gradually, the students take control over the four strategies, with the guidance and feedback of the teacher. This technique has been effective with small groups, where the teacher assumes the role of mediator in the learning of the strategies, for the improvement of the reading comprehension. (Santiago G., 2005).

This pedagogical proposal initially will be applied to the tenth grade students at Gimnasio Jaibaná School, in Piedecuesta, Santander Colombia. Piedecuesta, is a town and municipality in the Santander Department in northeastern Colombia, South America. It is 17 kilometers from Bucaramanga, the capital city of the department. Gimnasio Jaibaná was founded in 1999 by Martha Liliana Núñez and Alix Gomez Martinez; it was born because these teachers were not satisfied about the educational system and the belief that everyone learns differently. Therefore, Gimnasio

Jaibaná PEI follows the top-down model that shows Social constructivism emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding, (Beck & Kosnik, 2006)

In view of the above, the institution assumes the responsibility to make our students think, communicate, and live together better. Into this communication responsibility, I want to show this pedagogical proposal where I looked for my students an accurate and pertinent reading comprehension, that depends on directed cognitive effort, referred to as metacognitive processing, which consists of knowledge about and regulation of cognitive processing. During reading, metacognitive processing is expressed through strategies, which are “procedural, purposeful, effortful, willful, essential, and facilitative in nature” (p, 65).

Additionally, one of the objectives at Gimnasio Jaibaná is the support in the learning process of our students, his/her feelings, their opinions, and the family accompaniment in this process.

On the other hand, the institution has facilities and resources such as comfortable classrooms, all the classrooms are equipped with televisions, VCRs, sound systems, safety standards in accordance with the level of each group and pedagogical sources.

The class that will be taken into account in this pedagogical proposal is the tenth grade students, integrated by 15 students. It has been formed during three years, with students from other schools that have been joining to them; as a result, in this group we have different kinds of knowledge, methodology, and learning styles. The majority of the tenth-grade students have had little practice in the reading comprehension process in the foreign language because they have not had contact with different readings taken from a real contexts, such articles, news, scientific report or academic texts. On the other hand, our 11th grade students at Gimnasio Jaibaná have taken the international test TOEFL ITP, in which they have had good results (Ver Anexo 1). This has been a constant for four years, time in which the students have always demonstrated a good performance in reading.

The TOELF Junior is a test of the publishing house ETS Educational Testing Service, which certifies the English level of students, according to levels A2, B1 and B2 of the Common European Framework of Reference. The exam includes three sections: Listening comprehension, meaning and form of the language and reading comprehension.

With respect to the population under study, which are the tenth grade students of the Jaibana Gymnasium, the results in comprehension tests are described below: (See Table 1).

Table 1. Percentages and levels

%	Niveles
27%	11th students who took the test are at B2 level
37%	The students are at level B1
18%	It is at level A2
18%	The students are below level A2

Through these four years, we as a school have been evaluated the results for each skill, and according with this data is necessary to improve the reading comprehension in our student's to contribute with a process of continuous revision and enrichment of understanding. So, the lesson plan designed for the present pedagogical proposal will be constructed with aimed to develop reading comprehension by the application of the metacognitive strategies. (See Table 2).

Table 2. Evaluated the results

Year	Number of students	A2	B2	B1...
2018	18	33%	11%	56%
2017	10	22%	22%	56%
2015	11	18%	37%	27%

2. MICROTEACHING

This pedagogical proposal included a selected primary language skill, in this case: Reading Comprehension supported by language skills, cognitive resources, knowledge of the world and previous knowledge. It was a fact that their previous experiences and expectations helped them with the goal of carrying meaning, encouraging and motivating them to see themselves as readers.

Second, I will introduce the students to some reading comprehension strategies implementation. I consider their preferences and needs in to attract them to read. My students will follow the instructions included in the top-down model proposed by Godman, (1986 p. 65), Who presented reading as a psycholinguistic guessing game, a process in which readers sample the text, make hypothesis, confirm or reject them, make new hypothesis, and continue doing the same, to develop reading comprehension by the application of the through metacognitive strategies.

Finally, as I mentioned before the purpose of this pedagogical proposal is to raise awareness of the importance of recognizing and reading metacognitive strategies planning, monitoring, and evaluating usage in the classroom.

Reading in English is one of the four main skills to master the English language. However, understanding a text while you read involves more than the ability to recognize words, phrases, and sentences. According to Carroll's, words (1966, p. 112) "We can define reading, ultimate as the activity of reconstructing (overtly or covertly) a reasonable spoken message from a printed text, and making a meaning responses to the reconstructed message that would parallel those that we would made to the spoken message. (Carroll, J.B., 1966).

It is important to note that the author's proposal on the English Reading Plan must be based on a main objective, which should be based on a program of interest to students. In order that the texts chosen for this purpose, are totally unknown, authentic, varied, practical, among others. Students must read them without support or help, so they can develop reading skills in English. They will

have the help of the teacher, only when necessary. It is relevant that the teacher offers the student easy material comprehension, so that the student can realize their own opinions, not being indispensable that he understands all the words of the text, but it is important that he understands the meaning of this.

The facts about low reading comprehension levels in tenth grade students of Gimnasio Jaibaná, encouraged me to design this pedagogical proposal to raise awareness on the importance of reading strategies implementation (Prediction, Skimming, and Scanning). The purpose of my pedagogical proposal is to implement metacognitive reading comprehension strategies considering the topics included in the reading materials, the presentation of the activities and the instructions included in the metacognition process.

2.1 Theoretical foundation of this microteaching

2.1.1 Reading definition

Reading is the process of looking at a series of written symbols and getting meaning of them, can be enjoyable activity when it is carried out efficiently. Reading is a receptive skill through it we receive information, but the complex process of reading also requires the skill of speaking, that's why is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. So, a person reads the reading materials depend on her or his goal. (Schoenbach, Greenleaf, Cziko, & Hurwitz)

According to Harmer (Harmer, 1990), reading is an exercise dominated by the eyes and the brain. Then, Ahuja and Ahuja (Ahuja & Ahuja, 2007) also state that reading is both a sensory and mental process. It involves use of the eye and the mind. The eyes receive messages and the brain

has to work out the significance of these messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of written text being read.

Reading is a sophisticated activity, which includes psychological, linguistic, and sociological aspects. It is an interactive process between a reader and text. The process of reading involves constructing meaning among the parts of the text and between the text and readers' personal experience. The reader takes the text and gives it meaning. Both reader and writer use background knowledge to construct a text. (Dr. Ibrahim, 2011).

2.1.2. Reading Comprehension Definition

We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: 1 • The reader who is doing the comprehending • The text that is to be comprehended • The activity in which comprehension is a part. In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading. (Snow Chair, 2002).

During her visit to schools in the region, Catherine Snow, a professor at Harvard and an expert in language development, was struck by the scarcity of books in the preschool classrooms. He points out that this situation must be changed, because it is precisely at this stage that it is necessary to encourage children to approach books and learn more words.

The American specialist stressed that children should learn more complex concepts and words, which is perfectly possible. And as proof, he mentioned that in one of the schools he visited, he observed children in pre-kindergarten and kindergarten doing drawings about the trapped miners.

"And those little ones knew what a rescue, a capsule and several other words related to the mining issue were."

- It is said that many students do not understand what they read, what is their vision about that situation?
- In education there is a crisis of reading by comprehension. The problem for most students is language, lack of vocabulary, lack of knowledge of the forms of written language and also lack of knowledge of the world, which supports the reader when he is constructing an outline of what he is reading. We are all very bad readers when we read about something we do not know, but I am a good reader for the things I know.

There is a reciprocal relationship between knowledge and reading; knowledge supports or facilitates reading and reading is learned more.

It is therefore important to start developing the language in children of 2, 3 and 4 years, to ensure a knowledge of the world and the words they will find in the texts years later.

- Is this a problem that occurs around the world?

- Yes, but above all it is a problem for children in the sectors where they are not stimulated.

In the United States we have decided that it is necessary for all students to finish high school with a high level of reading. Fifty years ago, half of the population could find a good job despite not finishing high school, but now it is necessary, in modern countries at least, to have a much higher reading level.

2.1.3 Metacognition

In simple terms, metacognition is thinking about thinking. Flavell (1979) described a model of cognitive monitoring that incorporated metacognitive knowledge and metacognitive experiences. In

this model, metacognitive knowledge is characterized as combinations of information around three knowledge variables—self, task, and strategies. (Israel S. E., Collins Block, Bauserman, & Welsch, 2005)

In the other hand Kuhn and Dean (2004) explain, metacognition is what enables a student who has been taught a particular strategy in a particular problem context to retrieve and deploy that strategy in a similar but new context. These authors note that in cognitive psychology, metacognition is often defined as a form of executive control involving monitoring and self-regulation, a point echoed by other researchers as (McLeod, 1997; Schneider & Lockl, 2002). Further, Schraw (1998) describes metacognition as a multidimensional set of general, rather than domain-specific, skills. These skills are empirically distinct from general intelligence, and may even help to compensate for deficits in general intelligence and/or prior knowledge on a subject during problem solving. (Lai, 2011)

Despite the various theoretical perspectives, from these earliest times, a common understanding of metacognition is that it is comprised of two major components: knowledge about cognition and regulation of cognition. An individual's knowledge about cognition is referred to as metacognitive knowledge.

Many theories and models of metacognition suggest that the application of knowledge about one's own cognitive processes and the regulation of these processes are highly influenced by one's motivation, goals, perceptions of ability, attributions, and beliefs, as well as the context, such as social and cultural norms, also linked metacognition to the executive that predicts, checks, monitors, reality tests, coordinates, and controls deliberate attempts to learn, study, and solve problems.

Through this pedagogical proposal, I will follow Flavell's (1979) model of metacognition because is the foundation for research in the field of metacognition today. According to his model, there are four categories:

1. Metacognitive reading strategies and skills.

2. Metacognitive knowledge, is a person's knowledge or beliefs; it is acquired knowledge about one's cognitive process and the diverse "cognitive tasks, goals, actions, and experiences", and has three variables: person, task, and strategy. (Flavell, J.H., 1993).

- The person variable is concerned with any knowledge or awareness about how one learns and processes their cognitive activities. Also includes the ability of a learner to evaluate strengths and weaknesses in reading; in other words, a person's awareness of their abilities.
- The task variable, is knowledge about the nature of the task and the demands of the task. For example, one understands the level of difficulty of the task and how to successfully meet the goal. Another example includes how a learner may know that he or she needs more time in understanding an expository text than others.
- The strategy task, the third variable, involves the strategies needed for achieving the goals. A learner might know that taking notes is an effective strategy for the summarization of a passage.

All three variables of person, task, and strategy are interdependent when learners are engaged in metacognitive activities:

1. Metacognitive experiences, is internal responses that people have regarding their metacognitive processing. Flavell (1993), defined metacognitive experiences as "any conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise" (Flavell, J.H., 1993).

For example, when a person is having a conversation with another, he or she might suddenly feel unsure about what the other person said. An individual's awareness of failure, success, uncertainty, or satisfaction about things is included in this category.

2. Las experiencias metacognitivas son las respuestas internas que las personas tienen con respecto a su procesamiento metacognitivo. Flavell definió las experiencias

metacognitivas como "cualquier experiencia consciente cognitiva o afectiva que acompañe y pertenezca a cualquier empresa intelectual" (p. 906). Por ejemplo, cuando una persona está teniendo una conversación con otra, puede sentirse repentinamente insegura acerca de lo que dijo la otra persona. La conciencia de un individuo de fracaso, éxito, incertidumbre o satisfacción sobre las cosas se incluye en esta categoría.

3. Goals/tasks, in Flavell's model of cognitive monitoring, are "the objectives of a cognitive enterprise" (p. 907). For example, in the case of reading, a goal or task may represent a comparison between amphibians and reptiles from a passage.
4. Actions/strategies) are used by learners to achieve their cognitive and metacognitive objectives. That is, metacognitive strategies exist in order for them to monitor cognitive development, to control thinking activities, and to decide whether or not their cognitive aims are met. It should be noted that all four categories of metacognitive knowledge, metacognitive experiences, tasks or goals, and actions/strategies of Flavell's model of cognitive monitoring may be integrated during the process of monitoring and regulating. (Iwai, The Reading Matrix , 2011)

2.1.4 Metacognitive strategies

As teachers we want that our students be successful in reading comprehension. If our students can effectively use metacognitive strategies, they will be aware of their own thinking, and will be in charge of their own behaviors. Metacognitive strategies give the students to be aware of their own thinking as they perform a specific task and can use this awareness to control what they are doing. According to Anderson (2002), understanding and controlling cognitive processes is one of the most essential skills that classroom teachers can help learners develop. In an EFL classroom, thus, rather than focusing students' attention solely on learning the language, teachers should teach metacognitive strategies to help students plan, control, and evaluate their learning. The basic metacognitive strategies that can lead to more effective learning and improved performance, especially among the less proficient students include the following:

– **Preparing and planning for learning.**

The most difficult task for students is to become self-directed when learning is planned and monitored by teachers. Consequently, learners must assume increasing responsibility for planning and adjust their own learning. Teachers can engage students to set up their learning goals and make plans for learning tasks. Preparation and planning in relation to a learning goal, allow students to think about what they need or want to accomplish and how they intend to go about performing it. However, it is important that teachers should have students be explicit about the particular learning goals. The clearer the goal is, the easier it will be for students to measure their own progress. For example, in an EFL writing class, students might set a goal for themselves of being able to write a process essay at the end of a lesson. They may then make such plans as organizing ideas, preparing an outline, and deciding on the techniques to make a paper unified and coherent.

– **Selecting and Using Learning Strategies.**

In an EFL reading class, readers may have several learning strategies to choose in dealing with unfamiliar vocabulary in a text, as a result, students must be able to think and make conscious decisions about the appropriate learning strategies to be used when solving learning tasks. One possible strategy is the use of context clues to help predict the meaning of a word. Another is the use of word analysis (prefix/suffix). Teachers should give clear explanation about these strategies and when to use them. However, teachers should make it clear to students that no single strategy will work in every instance; hence, students must know how to choose the strategy that has the best chance of success in a given situation.

– **Monitoring Strategy Use.**

When students have begun using the selected strategies, they need to ask themselves whether or not they are really using the strategies. For example, in a writing lesson, students learn several strategies to create a good essay; among other things to consider are the “readers” and “topic” in writing. Students should be taught to monitor their use of these strategies by pausing occasionally while writing and asking themselves questions about what they are doing. In this case, students may ask

whether or not they have provided the right amount of background information for their audience and whether the details being used are effective in achieving their purpose.

– **Evaluating One’s Own Learning.**

By encouraging students to evaluate whether or not what they are doing is really effective, teachers can help students be actively engaged in metacognition. To evaluate the outcome of their learning, Anderson (2002, p. 3) suggested that teachers have students respond thoughtfully to the following questions: “(1) what am I trying to accomplish? (2) What strategies am I using? (3) How well am I using them? (4) What is the outcome? (5) What else could I do?” In answering these questions, students can reflect on the processes of their learning. That is, preparing and planning relates to identifying what is to be accomplished, while selecting and using specific strategies relates to the question of which strategies are being used. The third question corresponds to monitoring strategy use, while the fourth and fifth relate to the evaluation of one’s own learning.

2.2 General Objective

To develop reading comprehension by the application of metacognitive strategies.

2.2.1 Specific objectives

- To raise awareness about the use of reading comprehension of metacognitive strategies
- To apply metacognitive strategies and raise awareness about the use of reading comprehension.
- To evaluate the results and the reactions of the students towards the development of the metacognitive strategy of reading comprehension. That includes topics of interest to you and promotes the use of reading comprehension strategies.

- To identify benefits and challenges of using reading comprehension metacognitive strategy.
With tenth grade students.

3. LESSON PLAN

<p>Lesson Name: Introduce Metacognitive strategies Lesson Number: One Institution: Gimnasio Jaibaná Student-Teachers in Charge: Paola Correa Ospina Grade: Tenth Date: April 8th Time of the class:7:30- 8:15</p>
<p>Introduction:</p> <p>This lesson plan has been designed to develop reading comprehension skills through metacognitive strategies in tenth grade students. They will identify the three forms of mental process and discriminate sub-forms of each mental process from each other. Students will be able to synthesize information and create a solution, and evaluate their self through strengths and weaknesses. Also, with this method, students will recognize the importance of developing skills in mental process, reflect about the accurate strategy used to in reading comprehension, and develop appreciation in outcomes of using various strategies. This lesson plan has been designed to develop reading comprehension skills through metacognitive strategies in tenth grade students.</p> <p>Metacognitive strategies will be used in teaching reading comprehension to the experimental group, while the traditional method will be used with the control group.</p> <p>The study includes three variables; the first variable is Metacognitive Strategies, the second variable is reading comprehension, while the third is the students' attitudes towards reading in English. Both groups will be taught by the same teacher.</p> <p>Students will be able to synthesize information and create a solution, and evaluate their self through strengths and weaknesses. Also, with this method, students will recognize the importance of developing skills in mental process, reflect about the accurate strategy used to in reading comprehension, and develop appreciation in</p>

outcomes of using various strategies.

The first stage that develops is the application of a cognitive test that will develop the processes of understanding, structure and criteria so that it allows to show the level in which the students are in terms of the processes of understanding, criterion and structure, taking them as a point of reference to be able to implement Metacognitive processes in order to optimize the reading processes of the seventh grade students of the Colegio Cooperativo Unión Social.

In the second stage, the recognition of the deficiencies previously detected and recognized by each of the students in the cognitive test is taken as a starting point; it is decided to implement the second reading test in which Metacognitive processes will be applied that will allow to determine the degree of understanding, prediction, planning, monitoring, review and evaluation that are used in the development of Metacognitive processes to implement methodologies that will contribute to the development from effective and successful readers, to their training as people, to the well-being of those around them and, ultimately, to forming better societies in favor of a reading culture.

And this is why the design of a proposal according to the level of these processes can generate the cognitive leveling of learners for the development of mental processes in a comprehensive quality with the Metacognitive reading process as a proposal to innovate cognitive strategies current and transcend to the true encounter with reading.

JUSTIFICATION

It is important to emphasize that cognitive processes, which develop in reading, necessarily involve a level of thinking, which is related to cognitive skills such as analysis, memory, attention, concentration, interpretation, decoding of symbols, among others. Therefore, the performance of metacognitive processes, which allow

the person to recognize their own abilities, their successes and failures within a conscientious knowledge construction.

Likewise, at present, thanks to reading, basic needs can be strengthened and overcome, learning by increasing tests, demonstrating the cognitive levels that students develop, in order to involve them within metacognitive processes, which will allow students to find themselves, discover their knowledge and their thoughts, reflect on their own abilities, interests, aptitudes, so that in the future, they can define the meaning of what they know and what they can achieve.

Therefore, the approach to reading depends in large part on the strategies used to achieve it, taking into account the particular interests and the search for the meaning of why the initiative was taken and what are its achievements to be achieved.

In this order of ideas, the study conducted can help identify their interests and tastes for reading, habits, their expectations in terms of reading processes, and in turn provide information, which will be very useful to managers, teachers, parents , in order to discover and enhance the skills and abilities of the students of the Jaibaná Gym. The research is viable as soon as the space, the necessary human and material resources are available, to initiate an investigative process, which will help to improve the concept of education and reading of the tenth grade students.

This is why, for the development of this project, a guide will be applied to develop cognitive strategies for reading comprehension, in order to be able to observe the cognitive level, so that students of the tenth grade will be given a test. of metacognitive strategies, that apart from evaluating the comprehension of a text will allow the students to evaluate their own learning.

Therefore, according to the results of the diagnostic tests, the needs of creating

<p>and strengthening competent readers can be taken into account, within true reading processes, which allow the reader, on his own initiative, to find in reading the most pleasant activities; and that those who promote reading be true trainers and guides of these processes that in one way or another allow the free development of the personality focused towards an authentic and reflective enrichment towards the task of knowledge in general. All the above makes this study justifiable.</p>		
<p>Resources:</p> <p>Worksheets, pictures.</p>		
<p>Objectives</p>	<p>Communicative:</p> <ul style="list-style-type: none"> • Discuss their predictions about the text. • Apply and extend these ideas to real life situations • Determine and remember the most important points in the text <p>Language:</p> <ul style="list-style-type: none"> • Students will be able to predict situation through the visual clues from a topic. <p>Learning:</p> <ul style="list-style-type: none"> • Students will be able to recognize the importance of metacognitive reading strategies such as planning, monitoring and evaluating their reading process. 	
<p>Type of Activity</p>	<p>Description</p>	<p>Timing per step or activity</p>
	<p>A Warm up: I will explain the students that they will receive</p>	<p>10''</p>

	<p>a sample strategy evaluation matrix provide them with a variety of metacognitive strategies that can be used during reading activities. The chart identifies how to use the strategy, when to use the strategy, and describes what it is used for.</p>	
Planning	<p>I will help students to identify the strategies they are already using and to develop their metacognitive awareness of the relationship between their own mental processes and effective learning. I will explain the importance of metacognitive learning strategies. Students will set specific goals for mastering from certain parts in the reading and guidance within a certain time frame, and they will planned their time in order to accomplish the task.</p>	15''
Monitoring	<ul style="list-style-type: none"> • I will talk about the characteristics, usefulness, and applications of the strategy explicitly and through examples and illustrated his own strategy use through a reading task in relation to unknown vocabularies. • They will receive explicit instruction on how to use these strategies. They will be told that no single vocabulary learning strategy would work in every case. • Then, students will have the opportunity 	10''

	<p>of practicing the learning strategies with an authentic learning task. They will be asked to make conscious effort using the metacognitive strategies in combination with vocabulary and reading. Students will show how to recognize when one strategy isn't working and how to move on to another. The students will need to be able to turn to other strategies.</p>	
<p>Evaluation</p>	<p>Students will have the opportunities to evaluate their own success in using learning strategies, thus developing their metacognitive awareness of their own learning processes. Activities used to develop students self-evaluation insights included self-questioning, debriefing discussions after strategies practice, learning logs in which students recorded the results of their learning strategies applications, checklists of strategies used, and open-ended questionnaires in which students expressed their opinions about the usefulness of particular strategies.</p>	<p>25 min</p>

RESULTS

The research of the present pedagogical proposal have implications for students and teachers, It helps teachers in accomplishing their challenging task of teaching English where learners need to improve their reading comprehension skill. Teachers can help learners use different metacognitive strategies to facilitate their vocabulary learning. This pedagogical proposal provides further evidence for the benefits of metacognitive strategy training. All the students, especially those who have comprehension problems, now have tools that can help them understand what they read. The results of this pedagogical proposal have confirmed that reading comprehension could be developed through explicit instruction in metacognitive language learning strategies. Metacognition and learning strategies helped students of the 10th grade to better comprehend this new approach and how to apply it to different learning tasks on reading. The model of instruction provided for teaching and applying each one of the metacognitive language learning strategies included in the first lesson plan helped the students to know why, when, and how to use the strategies. Gradually, they started to think metacognitively about the strategies they could use to improve their reading comprehension to become not only better listeners and readers, but also autonomous and strategic learners.

CONCLUSIONS

Along the activity, tenth grade students showed a positive attitude forward the topic and the different strategies that they used to participate during the reading comprehension activity. After the results obtained in this activity, they showed through their participation, which through the implementation on different kinds of metacognitive reading strategies, was easier for them to develop the reading comprehension questions.

Is important that developing and enriching the teacher's guide with activities and modern strategies such as metacognitive strategies which activate and increase prior knowledge. Even if the activities come from a textbook

Promoting teachers' abilities in teaching English and motivating them to implement active strategies such as metacognitive ones.

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APPENDIX

APPENDIX 1

TOEFL ITP® – Institutional Testing Program

About the exam

The TOEFL® ITP is a paper based exam based on 100% academic content to assess the level of communicative competence in English as a foreign language. The TOEFL® ITP test, which derives from the conventional paper TOEFL® test, provides institutions with a reliable and valid way to measure the students' reading, listening, writing, and grammatical comprehension. The TOEFL® ITP is administered in centers authorized by ETS and is applied by means of paper with optical brand recognition technology.

Auditory comprehension: measures the ability to understand conversations that occur in universities and academic spaces.

Written expression and grammar: Measures the ability to recognize elements of grammar and structure of passages written in conventional English.

Reading Comprehension: Measures the ability to read and understand written academic material in English.

Section	Number of questions	Time of administration
Auditive comprehension	50	35 Minutes
Structure and Written Expression	40	25 minutes
Reading comprehension	50	55 minutes
Total	140	115 minutes

The exam questions are presented grouped by sections. The exam is divided into three sections:

Section 1 - Listening comprehension, 50 questions: 36 minutes approximately.

Section 2 - Written expression (the exam does not include composition), 40 questions: 25 minutes.

Section 3 - Reading comprehension, 50 questions: 55 minutes.


The certification is valid for 2 years (from the date the exam is submitted) and the score range is from 310 to 667.

APPENDIX No 1A

Worksheet No 1

List down all the reading comprehension strategies you use in your reading classes:


1. _____
2. _____
3. _____
4. _____
5. _____

The Land of Ice and Fire 

by Daisy

THE ICELAND QUICK QUIZ
What do you know about Iceland?
Try our quiz!

- 1** There aren't many people in Iceland. What do you think the population is?
- 2** In the winter, how many hours of daylight are there?
- 3** How many active volcanoes are there?
- 4** Iceland's flag is blue, white and red. What do you think the colours represent?
- 5** How much of Iceland is covered by ice?



I went on a fantastic study trip to Iceland with my school last month. Read about it below!


Day 1
I got up very early this morning. I met my classmates and teachers and then we went by train to Heathrow Airport. Our plane was on time. ☺ At Keflavik Airport we got on a minibus and went to Reykjavik city centre. We left our bags at the hotel, and then we went to the Blue Lagoon. We swam in hot springs outside in the snow! It's a geothermal pool – that means the heat comes from inside the earth. It's awesome!

Day 2
I feel tired. It's only dark for a few hours here in the summer, and I couldn't sleep last night. Today, we drove to the Golden Falls, a beautiful waterfall. I took lots of photos on my mobile. There was an amazing volcano too.

Day 3
Today was very exciting! This morning, we visited a glacier and then we went up a mountain in a snowmobile! In the afternoon, we went on a whale watching tour. There were lots of seals, but there weren't any whales. ☹

Day 4
I'm writing this at 11pm – it's still light! Today, we did a tour of Reykjavik, Iceland's capital city. It's got oool museums. We went shopping and I bought an Iceland football shirt for my brother and a troll for my mum.

Day 5
We had breakfast at 4.30 this morning because we had an early flight. We arrived in London at 9.15 ... and then had another breakfast! Now I'm at home again. ☹





Read the blog again and answer the questions.

1. Why was Daisy in Iceland?

2. What`s the name of the main airport in Iceland?

3. What is geothermal pool?

4. Why was Daisy so tired on Day 2?

5. What are the golden Falls?

6. How did she go up the mountain?

7. What is the capital of Iceland?

Lesson Name: Introduce Metacognitive strategies **Lesson Number:** One

Institution: Gimnasio Jaibaná

Student-Teachers in Charge: Paola Correa Ospina

Grade: Tenth **Date:** January 22st **Time of the class:**7:30- 8:15

Introduction:

This lesson plan has been designed to develop reading comprehension skills through metacognitive strategies in tenth grade students. They will identify the three forms of mental process and discriminate sub-forms of each mental process from each other. I will divide the group in an experimental group and a control one.

Metacognitive strategies will be used in teaching reading comprehension to the experimental group, while the traditional method will be used with the control group.

The study includes three variables; the first variable is Metacognitive Strategies, the second variable is reading comprehension, while the third is the students' attitudes towards reading in English. Both groups will be taught by the same teacher.

Students will be able to synthesize information and create a solution, and evaluate their self through strengths and weaknesses. Also, with this method, students will recognize the importance of developing skills in mental process, reflect about the accurate strategy used to in reading comprehension, and develop appreciation in outcomes of using various strategies.

Rationale:

Reading comprehension activities take a large portion of the content of the English classes in Gimnasio Jaibana`s students because this skill help to improve listening, speaking and writing in the language. Moreover, they are considered as the base for the other abilities specially, vocabulary and structure. This calls for more attention to this important element language skill.

<p>After analyzes the results of different internal and external text, I have been found that the importance of using metacognitive strategies in teaching English that may improve our learners' level.</p>		
<p>Methodology:</p> <p>I will conduct the activity to guide the students applying different metacognitive reading strategies, no matter the topic, encourages students to be active and motivated when doing an activity as a result of the students' being enabled to plan, monitor and self – evaluate their learning. Planning is a good habit of the productive mind and essential to successful learning, including learning English as a foreign language.</p>		
<p>Resources:</p> <p>Worksheets, list about metacognitive reading strategies</p>		
<p>Objectives</p>	<p>Communicative:</p> <ul style="list-style-type: none"> • Discuss their predictions about the text. • Apply and extend these ideas to real life situations • Determine and remember the most important points in the text <p>Language:</p> <ul style="list-style-type: none"> • Students will be able to predict situation through the visual clues from a topic. <p>Learning:</p> <ul style="list-style-type: none"> • Students will be able to recognize the importance of metacognitive reading strategies such as planning, monitoring and evaluating their reading process. 	
<p>Type of Activity</p>	<p>Description</p>	<p>Timing per step or activity</p>
	<p>A Warm up:</p>	<p>5''</p>

	<p>I will greet students and explain them that they are going to receive a Sample Strategy Evaluation Matrix, that they will need it during the activity.</p> <p>Then I will ask them about common restaurants they like to go to eat.</p>	
Planning	<p>I will guide students to look up worksheet No 1, at the capital letter, the number. Then I will ask students simple questions by showing a picture, stating facts about a topic or by telling a riddle or joke.</p> <p>The students will jot down their answers in a few words.</p>	10''
Generating questions	<p>Students should generate different kinds of questions when they read. (Yes or No questions/- wh questions) I will ask them to answer the questions on worksheet No 2 and each student should think without help. They will think about what they know, and discuss the questions with themselves. -Students should identify the answers they think are best, most convincing or most unique.</p>	10''
Monitoring	<p>I may let students to Read the paragraph. Then I will wait. I will discuss with them If they need the capital letters fast, If they pay attention to words in Bold, If they pay attention to pictures, If they read questions before reading</p> <p>What did they do?</p>	10''

	<p>How do they find their self-reading the text</p> <ul style="list-style-type: none"> - Moving your eyes over the text quickly. - feeling a habited from the text. - Taking more time to skim. <p>I will monitor their progress in reading</p>	
<p>Evaluation</p>	<p>I will ask if they should use the worksheet to:</p> <ul style="list-style-type: none"> - what extent do you think you can read faster and better? - Do you need more time to read? - Do you feel understanding when you read? - Can you paraphrase the new vocabulary? 	<p>10 min</p>

APPENDIX 2.A

Sample Strategy Evaluation Matrix

Strategy	How to Use	When to Use	What is it for?
Skim/Survey	Search for headings, highlighted words, previews, and summaries.	Before you read a long piece of text.	Gives an overview of the key concepts, helps you to focus on the important points.
Slow Down	Stop, read and think about information.	When information seems important. If you realize you don't understand what you have just read.	Improves your focus on important information.
Activate Prior Knowledge	Stop and think about what you already know about a topic.	Before you read something or do an unfamiliar task.	Makes new information easier to remember and allows you to see links between subjects. Information is less daunting if you already know something about the topic.
Fit Ideas Together	Relate main ideas to one another. Look for themes that connect the main ideas, or a conclusion.	When thinking about complex information, when deep understanding is needed.	Once you know how ideas are related they are easier to remember than learning as if they are separate facts. Also helps to understand them more deeply.

PEDAGOGICAL PROPOSAL

Draw Diagrams	Identify main ideas, connect them, classify ideas, decide which information is most important and which is supporting	When there is a lot of factual information that is interrelated. Helps	Helps to identify main ideas and organize them into categories. Reduces memory load. May be easier to visualize.
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APPENDIX 2.B

WORKSHEET No 1

You're going to go to the lesson again, and then with your partner.

E TREME RESTAURANTS Some restaurants are good, some restaurants are bad, but others are simply weird! Read on and discover the joys of extreme eating.

1 Dinner in the dark
 People usually go to sleep when it's dark. But in this restaurant, you eat in the dark! There isn't any light at all. The waiters wear special goggles to see in the dark, and they serve you a five-course dinner. It's difficult to guess what you are eating, but it's fun!

2 There's an insect in my soup!
 Are there any burgers? Is there any cheese? Don't ask! Because in this restaurant, insects are on the menu. You can try crickets on toast and locust soup or salad. You can also have some fried scorpions. Remember, in a lot of countries, people eat insects because they're nutritious ... and delicious!

3 Sky high
 There are no walls and there isn't a floor. So where's this restaurant? It's 50 metres above the ground, and you have to wear a seat belt! It's very expensive, too – about £10,000 for a meal for 20 people. If you need to go to the bathroom, the table goes down to the ground again.

4 A knight to remember
 There's some bread and some meat on a wooden plate. There are musicians and jugglers to entertain you. And that's a knight in armour next to the kitchen! This isn't a normal twenty-first century restaurant, it's a medieval one. So remember – there are knives, but there aren't any forks!

Read and answer the questions.

1. Why is eating insects a good idea?

2. Why do the waiters wear goggles?

3. What do people wear in the restaurant in the sky?

4. How is a medieval restaurant different from a modern one?

(Hobbs & Star Keddle , 2015) .

APPENDIZ 2. C

“Thinking about my Thinking” Student Worksheet #2

Name: _____ **Date:** _____ **Topic:** _____

What I <i>know</i>	What I <i>want</i> to know	<i>How</i> will I find out?

(Perras Cindy, 2019).

APPENDIX 3.

Name: _____

Section: _____

Date: _____

Inherited Versus Acquired Characteristics Reading

hey, where did you get that from?

Just imagine you have received a call from a lawyer. He calls you into his office and you find out that a long lost and very wealthy great great uncle has suddenly passed away. He had worked hard all his life and had invested his money wisely. He had also invented several very small but extremely important computer parts which he had patents on. He has left you all his money and the rights to his patents. Sounds great right.

The above story illustrates two ideas in life. Your uncle worked hard and by his industry had **acquired** his wealth. You on the other hand have **inherited** your wealth. Animals and plants have traits that they either inherit or acquire.

Traits

Traits are qualities, features or other things that distinguish the organism. Traits can include things like hair color, tooth shape, beak shape, bone size, or muscle structure.

Traits come in two varieties: acquired and inherited.

Acquired Traits

Just like your uncle, animals can acquire useful abilities. These acquired traits can not be passed on genetically. You can't inherit your uncle's knowledge, skills, ideas or memories and it doesn't work that way with other organisms either. Acquired traits include things such as calluses on fingers, larger muscle size from exercise or from avoiding predators.

Behaviors that help an organism survive would also be considered acquired characteristics most of the time. Things like where to hide, what animals to hide from and other behavior like that. For plants acquired characteristics might include bending because of wind or growths resulting from insect bites (such as galls).



Inherited Traits

Like our story some things can be inherited. In organisms, inherited traits must come from a parent or other ancestor. A trait may seem to skip a generation or even two or three, but if a trait shows up it must have been present in an ancestor. Mutations are the exception to this rule. Inherited traits include things such as hair color, eye color, muscle structure, bone structure, and even features like the shape of a nose. Inheritable traits are traits that get passed down from generation to the next generation. This might include things like passing red hair down in a family. For animals it may include things like the stripes on a tiger, a skunks ability to spray, or the flavor of fruit from different apple trees. All plants and animals that reproduce pass on traits to their offspring.

Questions to answer based on the reading.

1. Name two traits you have inherited from your parents.

2. Name two traits you have acquired throughout your life.

3. List five traits are inherited in animals? (any animal or set of animals you can think of)

4. List at least three traits that are acquired in animals? (any animal or set of animals you think of)
