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**SELF-MONITORING STRATEGY IN ENGLISH  
READING COMPREHENSION IN EIGHTH YEAR OF  
SECONDARY EDUCATION AT UNIDAD EDUCATIVA  
“11 DE NOVIEMBRE”.**

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Research dissertation before obtaining the Master's degree in Applied  
Linguistics to Teaching English as a Foreign Language.

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## **TUTOR'S ENDORSEMENT**

In my capacity as a Supervisor of the Research dissertation titled **SELF-MONITORING STRATEGY IN ENGLISH READING COMPREHENSION IN EIGHTH YEAR OF SECONDARY EDUCATION AT UNIDAD EDUCATIVA "11 DE NOVIEMBRE"**. Investigated by Licda. Chiluisa Chiluisa Myriam Paulina, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

### **I CERTIFY THAT:**

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

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## COMMITTEE APPROVAL

This research dissertation: **Self-monitoring Strategy in English Reading Comprehension in eighth year of Secondary Education at Unidad Educativa “11 de Noviembre”**, has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

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## **DEDICATION**

The present research work is dedicated to Jorge and Esperanza for their support and unconditional love, I know that from heaven they will continue to guide me on the road to success, thank you mom and dad for everything.

I also dedicate this research to Claudio because he motivated me to keep fighting to reach this goal, and to my siblings: Paul, Marcia, Rosi and Fabian who have given me confidence during the development of this dream.

*Paulina*

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## AUTHORSHIP

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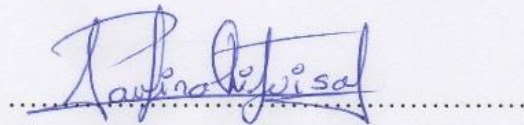
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GRADUATE DEPARTMENT**

**MASTER'S DEGREE IN APPLIED LINGUISTICS TO  
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**TITLE: SELF-MONITORING STRATEGY IN ENGLISH READING  
COMPREHENSION IN EIGHTH YEAR OF SECONDARY EDUCATION  
AT UNIDAD EDUCATIVA "11 DE NOVIEMBRE"**

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**ABSTRACT**

This research proposes the implementation of metacognitive self-monitoring strategies for reading comprehension, by means of the SQ3R Reading Comprehension Method, and thereby develops the critical thinking of 80 students from eighth grade of "November 11" Educative Unit. The students were divided into two groups, 40 students who belong to the experimental group and 40 students who belong to the control group. The main aim of the research is to establish the relationship between Self-Monitoring Strategies and Reading Comprehension, based on the above students will increase their thinking skills to foster critical thinking and cooperative and collaborative learning. All this is based on the new SQ3R methodology (Survey, Question, Read, Repeat, Review), which allows the development of reading comprehension. The methodology used was analytic-synthetic, deductive-inductive of a non-experimental type, it had a qualitative and quantitative approach, with which it is possible to determine the trends of the variables in a better way, and the quasi-experimental design since it was used a pre-test and a post test. The research is based on descriptive research, and a socio-modality. educational, the instrument used was a survey. In this sense, based on the application of the survey, it was possible to deduce that the level of reading comprehension that the students have is not optimal. Therefore, based on the identification of the problem and its analysis, it is established as a necessity to apply the SQ3R method as a proposal, which is developed taking into account both the self-monitoring and meta-cognitive strategies in the activities proposed in a Booklet. Consequently, it was obtained that most of the students know the use of strategies that allow the development of reading comprehension and therefore better understanding about what they read. In addition, the booklet enables inconsistencies to be smoothed out and enriches the students' reading comprehension process.

**KEY WORDS:** SQ3R method, Reading comprehension, Critical Reading, Reading process. Metacognitive.

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**MASTER'S DEGREE IN APPLIED LINGUISTICS TO  
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**TÍTULO: Self-monitoring strategy in english reading comprehension in eighth year of secondary education at Unidad Educativa "11 de Noviembre"**

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**Tutor:** Castro Bungacho Sonia Jimena Mg.C

**RESUMEN**

Esta investigación propone la implementación de estrategias de autocontrol metacognitivo para la comprensión lectora, mediante el Método de Comprensión Lectora SQ3R, y de esta manera desarrolla el pensamiento crítico de 80 alumnos de octavo grado de la Unidad Educativa "11 de noviembre", 40 estudiantes pertenecientes al grupo experimental y 40 al grupo de control. El objetivo principal de la investigación es establecer la relación entre las Estrategias de Autocontrol y la Comprensión Lectora, basándose en lo anterior los estudiantes aumentarán sus habilidades de pensamiento para fomentar el pensamiento crítico y el aprendizaje cooperativo y colaborativo. Todo esto se basa en la nueva metodología SQ3R (Encuesta, Pregunta, Leer, Repetir, Revisar), que permite el desarrollo de la comprensión lectora. La metodología utilizada fue analítica-sintética, deductiva-inductiva de tipo experimental, tuvo un enfoque cualitativo y cuantitativo, con lo cual es posible determinar de mejor manera las tendencias de las variables, y el diseño cuasi-experimental ya que se utilizó una prueba previa y una prueba posterior. La investigación se basa en una investigación descriptiva y una socio-modalidad. educativo, el instrumento utilizado fue una encuesta. En este sentido, a partir de la aplicación de la encuesta, se pudo deducir que el nivel de comprensión lectora que tienen los estudiantes no es óptimo. Por tanto, a partir de la identificación del problema y su análisis, se establece como una necesidad la aplicación del método SQ3R como propuesta, el cual se desarrolla teniendo en cuenta tanto las estrategias de autocontrol como metacognitivas en las actividades propuestas en un cuadernillo. En consecuencia, se obtuvo que la mayoría de los estudiantes conocen el uso de estrategias que permitan el desarrollo de la comprensión lectora y por ende una mejor comprensión de lo que leen. Además, el cuadernillo permite suavizar las inconsistencias y enriquece el proceso de comprensión lectora de los estudiantes.

**PALABRAS CLAVE:** Método SQ3R, Comprensión lectora, Lectura crítica, Proceso de lectura, Metacognitivo, Autocontrol.

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## INTRODUCTION

According (Keyser, 2021) reading helps people to discover the world, because “More that you learn, More places you could go”, having the above in mind Reading helps people discover new things and educate in any area of interest, reading is also considered as a powerfull tool because it helps to improve imagination, and develop creativity. Every person who has access to read, are able to discover a new world full of new vocabulary which helps to spand lexis, and enhance spelling skills. Learning to read is the first step to become an active or passive reader, for that reason is really important to apply strategies in order to develop reading skills and reding comprehension.

The capacity to comprehend a written passage of material is known as reading comprehension. It's the link that connects the passive and active readers, as well as the key to good reading. Reading comprehension entails a variety of activities, including picturing what the words describe, comprehending the book's context, and being able to respond to questions. Reading comprehension, or the ability to accurately extract information from narrative or content area textbooks, is essential for academic success. Despite having good word-recognition skills, many students with learning difficulties have difficulty interpreting or absorbing knowledge from text (Gajria, 2020).

Consequently, There is a strong correlation between reading and academic success; good readers can go beyond decoding words, reading between the lines, and evaluating and connecting reading contents in its context. Unfortunately, reading comprehension and enjoyment of reading is deficient in most cases. For this reason, this research work, whose line of investigation is education and communication for human and social development, oriented towards applied linguistics, proposes a pedagogical innovation focused on providing students and teachers of English with tools that allow them to develop better reading skills. It is essential to consider the human group's characteristics in the classroom to decide what and how it should be taught.

In Ecuador, the teaching of English as a foreign language must follow the guidelines set forth by the Ministry of Education in 2016.

The basic principles of the curricular proposal can be summarized as follows:

The communicative language approach: Language is best learned when used to interact and communicate and not as a memorized set of knowledge.

Student-centered approach: teaching methodologies that reflect and respond to learners' strengths and challenges, facilitating their learning process.

Thinking skills: learning a foreign language fosters thinking and the social and creative skills necessary for lifelong learning and the exercise of citizenship.

Content Integrated Learning for Foreign Languages (CLIL): a model used to integrate language learning with cultural and cognitive aspects so that the acquisition of this language serves as an engine for student development.

International standards: the curriculum is based on the standards approved by the Common European Framework of Reference for Languages and internationally recognized teaching processes for language learning. (CEFR)

The main objectives of the English as a Foreign Language curriculum are:

To develop students' understanding of the world, other cultures, and their own. Also, their ability to communicate their views through a foreign language.

To develop the personal, social, and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world that operates in other languages.

Creating a love for language learning from an early age, through engaging and positive learning experiences fosters students' motivation to continue learning.

To reach the exit profile proposed in the national curriculum for EGB and BGU. A1 for the eighth graders. (Ministerio de Educación del Ecuador, 2016)

These linguistic objectives can only be achieved through better methodological strategies and evaluation criteria concerning those traditionally used by most teachers in the English area, who have not known how to implement reading strategies that allow students to succeed in learning the foreign language. This research proposes the implementation of metacognitive self-monitoring strategies for reading comprehension, which will allow students to foster critical thinking and cooperative and collaborative learning.

A teacher's booklet was created to comply with this research proposal and based on its results. It contains five units with self-monitoring strategies implemented during



five weeks with eighth-grade students in the "11 de Noviembre" Educativ Unit to improve reading comprehension in English teaching. This booklet's main objective is to inspire teachers to use practical teaching tools during students' reading activities, targeting communicative interactions and thinking skills through different collaborative activities. The teaching of English as a foreign language is evolving day by day because this language is used as an international communication tool or as a lingua franca; therefore, the teacher's attitude within the classroom must be rethought.

The teachers have a special rol that is required in the teaching-learning process, that is to help their students to develop the language skills that are quite necessary to understand the accents and so be understood by other people, in the best of the cases by native speakers. It is known that most of the people around the world communicate with other in English which also is called the 'Worldwide language' According to (Mansfiel & Poppi, 2012) "teachers must respond appropriately and pragmatically to equipping their students with the skills needed in the faceof cultural and linguistic differences emerging between interancts in an international context" The teacher's rol is the essencial part of the education process, a teacher who is consicius of it, the teaching-learning process and the skills of the students will be developed in a better way.

Since English is the language of globalization, many guidelines have been adopted to implement English language teaching in many countries. English language teaching's primary goal is to provide the younger generation with a language that will help them develop their education and learning potential. Besides, English as a foreign or second language fosters students' appreciation of other societies, cultures, and ideologies.

Teaching English as a foreign language is achieving better results in Europe and some Asian countries than in developing countries due to several factors that enable the development of language skills, allowing students to interact effectively within an innovative and optimized learning environment. Unfortunately, **the problem** is the different situation in most developing countries; there is little updating of the methodologies used. A grammatical approach over a communicative approach is

maintained, and the necessary skills are not developed. Another essential factor that must be considered is that in teaching languages to pre-adolescent students, young people's critical thinking must be developed through activities that involve them in the world of knowledge.

Reading is an essential language skill to succeed in academic life; it involves understanding written texts and developing critical thinking. Through an effective reading comprehension process, students increase their reading ability and motivation to become effective readers. Therefore, it is vital to develop strategies that enhance students' willingness to read. (Meniado, *Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students*, 2016) mentions that “Reading comprehension is a complex cognitive process” And indeed, the application of an effective reading strategy activates other aspects of language such as speaking, writing, grammar, vocabulary elements, among others; the fact is that the primary purpose of reading is to allow readers to understand the world and themselves through the appreciation of the written ideas of others.

As for Ecuador, the process to learn English in which the students in the public education system are immersed, includes international standards proposed by the CEFR; it establishes the level of English proficiency that students must achieve. Achieving these standards involves developing students' language skills in the cognitive, social, and emotional areas by implementing the new English curriculum. (Ministerio de Educación del Ecuador, 2016) describes that “Language is best learned as a means of interacting and communicating rather than as a set of knowledge that is memorized” Language learning is a process that not only requires memorization about grammatical rules but also the interaction with others and for that reason the development of the student's skills must be the best so it's possible to achieve the standards of the CEFR.

Besides, Ecuador's Ministry of Education emphasizes a proposal based on five curricular threads (elements of foreign language instruction). These components are placed to enhance English language learning in the Ecuadorian public system. Therefore, it is important to recognize that students in the eighth grade of primary

general education at the middle level must become effective readers by applying relevant strategies that guide them to read, reflect, understand, and interpret different written texts.

The Educative Unit "11 de Noviembre" is a public institution located in the city of Machachi. It works with students who were relocated from different primary and secondary schools in the local area to benefit from an institution that has better facilities and technological resources for learning. This institution's objective is to follow the new educational guidelines to achieve the Ministry of Education's standards. These standards include offering quality education to students in those rural geographic areas where they previously have not had the opportunity to access new technologies, school facilities, or new pedagogical models during their school years.

One of the main reasons students have a low grade in reading comprehension is that they have never been trained with a methodology that involves self-reflection, self-control, and critical thinking within cooperative environments to learn a new language. Moreover, most English teachers do not care about their students' potential while reading; therefore, the reading activity has become a simple task of completing the blanks in the textbooks. They ignore that the implementation of CLIL, required by the education authorities, involves reading with content and academic vocabulary development.

From the above, the following questions arise as a **formulation of the problem**.

- What is the relationship between Self- Monitoring Strategies and Reading Comprehension?
- What self-monitoring strategies can be applied to enhance the low level of English reading comprehension in the eighth year of primary general education at the middle level in the "11 de Noviembre" Educational Unit?
- What is the level of Reading comprehension in the eighth year of primary general education at the middle level in the "11 de Noviembre" Educational Unit?

- How do self- monitoring strategies improve the low level of English reading comprehension in the eighth year of primary general education at the middle level in the "11 de Noviembre" Educational Unit?

Therefore, the **General objective** is to establish the relationship between Self-Monitoring Strategies and Reading Comprehension.

To achieve the general objective, three **Specific Objectives** are stated:

- To determine the appropriate self-monitoring strategies to enhance the low English reading comprehension level in the eighth year of primary general education at the middle level in the "11 de Noviembre" Educational Unit
- To identify the level of Reading comprehension in the eighth year of primary general education at the middle level in the "11 de Noviembre" Educational Unit.
- To apply self- monitoring strategies to improve the low level of English reading comprehension in the eighth year of primary general education at the middle level in the "11 de Noviembre" Educational Unit

*Table 1 Task system concerning the specific objectives*

Objective	Activity
To determine the appropriate self-monitoring strategies to enhance the low English reading comprehension level in the eighth year of primary general education at the middle level in the "11 de Noviembre" Educational Unit	To compile bibliographic information about self-monitoring strategies and their application to improve English reading comprehension.
To identify the level of Reading comprehension in the eighth year of primary general education at the middle level in the "11 de Noviembre" Educational Unit.	To elaborate a diagnostic instrument to get information about the current state of the reading comprehension among students and the state after applying self-monitoring strategies.

<p>To apply self- monitoring strategies to improve the low level of English reading comprehension in the eighth year of primary general education at the middle level in the "11 de Noviembre" Educational Unit</p>	<p>design a booklet about applying self-monitoring strategies to improve reading comprehension. And so, to introduce the proposed booklet to the institution.</p>
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*Elaborated by Paulina Chiluisa*

*Table 2 Stages of the research problem*

Stage	Description
<p>Stage 1 Traditional techniques.</p>	<p>Traditional techniques for teaching English such as translating texts word by word, acquiring vocabulary through repetition, or writing the same word many times in a notebook, have proven not to be useful techniques for teaching this language; their practice is the cause for the low level of knowledge, and therefore the lack of reading comprehension is a consequence. Students do not develop this skill; consequently, they cannot understand in context or develop critical thinking in reading. This situation could be improved with the application of self-monitoring strategies and other student-centred techniques to improve comprehension.</p>
<p>Stage 2 Communicative Approach</p>	<p>The communicative approach is currently accepted as the most appropriate language teaching-learning worldwide because it comprises a series of well-established principles about the nature of language and its teaching and learning. Besides, the (Ministerio de Educación del Ecuador, 2016) states that the current English curriculum's main objective is to help students develop their communicative skills, which can only be achieved through adequate reading comprehension skills. If the students do not understand what they are reading, it is difficult for them to understand</p>

	what they hear; therefore, they will not be able to express their ideas verbally.
Stage 3 Self-monitoring strategies.	It is necessary to include new methods and strategies to change the traditional way of teaching English and achieve meaningful learning. Therefore, the objective is to develop students' reading comprehension, which will be possible by applying self-monitoring strategies, which allow understanding the context and developing critical thinking; because the goal in teaching and learning a language is to develop the ability to communicate and share verbal or written information easily.

*Elaborated by Paulina Chiluisa*

If teachers implement new teaching instructions, students will develop critical thinking skills (Fuad, Zubaidah, Mahanal, & Suarsini, 2017) mentions the six elements of critical thinking such as “Focus, inference, reason, inference, situation, and clarity” From this reflection, the **justification** for this project is born, based on the following considerations:

To promote a practical development of English using updated strategies for teaching foreign languages that facilitate reading comprehension and that enhance important areas in students' thinking skills. This situation favors significant advances in English language learning in the students of the "11 de Noviembre" Educational Unit, who will become a reference group for future research.

Researching and implementing self-monitoring strategies will bring many benefits to the practice of English teaching. Including helping students become better thinkers, promoting their awareness of reading, and working collaboratively, it is essential to note that instructional self-monitoring strategies improve students' self-learning skills throughout the reading process before, during, and after. In this way, motivating students' interest in reading according to their English level is achieved.

This research's viability is evident because many of the strategies implemented showed great acceptance by most institutional members. The strategies suggested

in this research are practical and easy to adapt to any group of students with different English levels. It is necessary to highlight this research's contribution to English language teaching, where new strategies for learning a foreign language contribute to students' individual development, who are identified as self-efficient, motivated, and persistent problem solvers.

The application of metacognitive strategies will help solve several critical issues that students between twelve and thirteen years of age in the "11 de Noviembre" Educational Unit face concerning reading comprehension development. First, poor knowledge of self-monitoring reading comprehension strategies in the eighth grade results in a basic understanding of written messages reflected in students' poor performance. As a result, no student at this level can understand texts with any academic content. Therefore, they are limited to trying to answer questions that do not require further reasoning.

Next, it should analyze the poor teaching instruction when teachers are not prepared to guide students in reading activities. Teaching planning needs to implement an effective methodological process to increase the reading comprehension of different written texts, which may seem confusing and difficult to interpret or analyze by students, without previous preparation, during, and even after reading. This situation creates a sense of anxiety and confusion in students who cannot improve their reading ability and enhance their critical thinking due to inadequate instruction.

Inadequate reading comprehension strategies discourage students from understanding, self-assessing, and self-directing their learning and comprehension progress while reading. As a result, readers tend to translate sentences word for word, negating the context of what is meant, without reflecting on the passage's main ideas and the author's reading inferences. As a result, students ignore relevant information in the text and avoid developing opinions about the reading topics.

The limited access to reading material due to the reduced number of class hours and the lack of encouragement to practice independent reading make many students feel intimidated to read important written texts and publications such as books,

magazines, or brochures in English, is reducing students' opportunities to practice reading and become effective readers. The latter can effectively develop their knowledge of a foreign language. Consequently, students assume that this is one of the most challenging skills to improve.

This lack of students' exposure to reading activities does not allow them to increase reading comprehension of different tasks. Most of the time, because textbooks in public education institutions do not have content that meets CLIL (Content And Language Integrated Learning) requirements, students are limited to reading the short, non-academic texts in their textbooks without following an effective reading strategy for comprehension. Therefore, they end up with poor comprehension and interaction with written texts.

Therefore, the current research is relevant, focusing on metacognitive strategies as teaching tools that will impact students' self-monitoring and reading comprehension awareness. Consequently, students will be able to ask themselves whether the new written information is meaningful to apply metacognitive strategies that enhance their ability to interpret, analyze, and infer information.

If the low level of reading comprehension in English is not addressed, the consequence will be the reduced opportunities for students to improve other language skills such as listening, speaking, and writing since most of them work together. If students do not increase their critical thinking through reading comprehension, they will not improve their ability to reflect, analyze, and synthesize. Consequently, students' academic performance and language development will be reduced in a meaningful way.

Finally, if metacognitive strategies are not applied, students' distrust will arise during reading. They will not achieve cognitive goals and use experiences, tasks, and strategies to understand texts written in a foreign language. Consequently, students will continue to be passive, unmotivated readers. Translating written texts word for word into their native language, decontextualizing the reading contents, without applying a reading strategy that allows them to plan, monitor, evaluate, understand, and wonder about what they have read.



This project is non-experimental research, with a positivist paradigm; its approach is qualitative-quantitative. Qualitative because of the close relationship between the teacher and the students who are the study subjects and quantitative because statistical data were used to establish the situation before and after applying the proposed teaching method. At the same time, it is also descriptive, in the sense that it aims to systematically describe situations, components and characteristics of a specific group of people associated with applying the self-monitoring reading technique to the teaching of English.

The data collection was carried out in two periods of time, before and after applying the self-monitoring reading technique in the English classes, on a predefined sample of the population, through a survey; to understand how the English teachers promote the reading skills in English through the self-monitoring strategy.

The dialectical method as a general **methodology** for obtaining scientific knowledge divides research methods into empirical and rational. However, research methods can be classified into two - methods to search for information and methods to construct knowledge. Depending on the estate of the investigation logic and the function that predominates during their use. (Rodríguez & Pérez, 2017) For this research, the following methods have been used:

The analytical-synthetic method - where analysis and synthesis, two inverse processes that operate in unity. The most common use of this method by different authors in their research is searching for and processing empirical, theoretical, and methodological information. The information analysis allows it to be broken down in search of what is essential about the studied object. Simultaneously, the synthesis leads to generalizations that contribute to the problem's solution as part of the network of necessary investigations.

Induction and deduction complement each other in the **Inductive-deductive method**; through induction, generalizations are established from what is common in several cases. Some logical conclusions are deduced from that generalization, translated into enriched generalizations, forming a dialectical unit through induction. In this way, the inductive-deductive method has many potentialities as a

knowledge construction method on a first level, related to the investigation object's external regularities. According to (Rodríguez & Pérez, 2017) “This method has been very effective throughout history to advance knowledge scientist in the areas of natural and exact sciences”

Based on qualitative research, this resear focuses on what the participants got internal perceptions. This means their perceptions of a given situation where the detailed understanding of the singularities. Moreover, the observation of the students, the researcher was able to comprehend the social phenomena and interpret the collected data to describe in detail the issues concerning to the research questions (Baptista, 1997). Another important form of research was quantitative research because it helped the researcher to measure the results of pre- test and post- test) through numerical, mathematical and statistical analysis to support the hypothesis of the research (Aravena, 2006).

On the other hand, a quasi-experimental design was applied, because the researcher applied a pre- test and a post test, since the quasi – experimental method helps the researcher to manupurlate the information and stablish the influence and the link between the two variables, nevertheless, this research followed the three steps, research methodology, data analysis, and interpretation (Sampieri, 2003)

This research will take place at Unidad Educativa “11 de Noviembre” in the eighth year of secondary education with students and teachers. The sample population is 80 students. The students will be around thirteen to fourteen years old. The sample population will be divided into two groups 40 in the control group and 40 in the experiemental group.

## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

#### **1.1 Research Background**

When objectives are set for the teaching of a language, they are generally defined in terms of language and communication skills; oral and written expression, listening and reading comprehension. However, there is not always the awareness that through these skills, so many other intellectual and scientific ones are developed, which will help the students develop their student life and even professionally. With that purpose, several important English teaching studies are analyzed, especially the ones which contains the strategies used to improve reading comprehension, which is a skill that help students in the academic performance in English and in general.

Reading comprehension is a process that encompasses two essential elements, first the acquisition of metacognitive skills to enhance student development and then the academic performance that the student-reader must achieve. When applied to teaching a second or a foreign language, it is essential to develop language skills, speaking, writing, listening, use grammar and vocabulary. For this reason, the strategies used for its development must be dynamic and sufficient to achieve the stated objectives.

For, (Hidalgo & Manzano, 2014) in their Proposal to evaluate reading strategies, “consider that although strategies for learning to read are not directly observable, they are detectable and measurable” For them, the processing of written information

involves a series of skills that have to do with the decoding of text, the mechanics of reading, applying the information in other contexts, and the construction of new meanings and senses. They consider that a good strategy must consider several factors such as previous knowledge, translation level, interpretation level, and extrapolation level. The teachers must complete a questionnaire to evaluate and self-evaluate the reading strategies they are using to teach a foreign language. This questionnaire is undoubtedly a contribution to the teachers since it allows them to establish the effectiveness of the methodology they use and the frequency with which they do it, and the intentionality they have in doing so.

In his doctoral thesis (Delgado, 2014) begins by distinguishing between the purely mechanical act of reading and comprehensive reading. He exposes some theoretical explanations about the conceptualization of reading: “the linear or modular one that considers reading as a guided process in which the decoding of words guarantees reading comprehension; the holistic-constructivist one that conceptualizes it as a constructive, linguistic-communicative, social-collaborative, strategic and interactive process; and, the integrative one that shares the principles of the holistic-constructivist one”, but also exposes that there are criteria of orientation and direction to solve the issue of reading and comprehension.

In his study, the teacher's role is that of a mediator who promotes a strategic mentality in the reader. His proposal is the implementation of a reading program that, in a planned, metacognitive and organized way, firstly activates the quantity, quality, and diversity of previous knowledge related to the text, and broadens and deepens the vocabulary, place it within their own culture and in the context of the foreign language culture, so that students construct an appropriate situation model to intensify reading comprehension, he concludes that this is something very personal, that is to say, that each individual gives meaning to an object unique and peculiarly as he or she incorporates this knowledge into his or her cognitive system.

In the curriculum of the (Ministerio de Educación, 2016), “learning English as a foreign language is based on three general objectives - justice, innovation and solidarity - focused on fostering the development of thinking skills to produce meaningful knowledge through the application of a communicative approach in the

process of teaching and learning the language” Teachers must help students become independent readers capable of inferring, predicting, asking questions and summarizing what they have read through a set of meaningful activities that promote metacognitive skills and foster students' ability to understand their own culture and contrast it with those of other places.

## **1.2 Epistemological Foundation**

### **1.2.1 Self-monitoring strategies**

The self-monitoring strategies tend to respond to a constructivist knowledge that promotes the production of original ideas in students, also experience, and psychological structures so to enhance the development of meaningful insights to foster the students’ prior creativity in a social environment that tends to promote the development of students’ thinking skills and consequently the students can become independent thinkers. According to (Beck, 2021) “Self-monitoring strategies play a part in the ability to notice what is happening in the world around us and what is happening in our own body” So the children tend to be more conscious of their actions.

Ideally, Self-monitoring strategies are a metacognition process. Which actually can be understood as the ability of a student to plan for and execute a task, monitor one’s action, analyze it, apply a strategy, maintain attention. And naturally and instinctively as the students develop in an activity. Two areas are the main ones responsible for the ability of self-monitoring:

#### **Observation:**

According to (Beck, 2021) “A child is able to identify a specific behavior, thought, or action that occurred. This might happened during the action or afterward.” It’s known that children have the ability to learn more easily and differently than adults do. So the ability of the children to learn can be occurred by their capacity of paying special attention to certain activities, and so on the observation can become their advantage in learning.

Self-monitoring requires observing and recognizing behaviors and even actions, but the main requirement of this strategy is reflection so the students are able to recognize an ideal response or correct behavior for certain situations.

### **Recording:**

According to (Beck, 2021) “This stage of self-monitoring is a means for moving from awareness of actions and behaviors to function” The recording stage is related to recording the actions and so on being able to make changes in specific responses or behaviors for certain situations. Making adjustments is important for students, regulating attention or needs is beneficial for using at a specific moment. Basically, the recording stage can be interpreted as a measurement of actions.

Self-monitoring strategies should be understood as supports that the students can use independently following instructions given in advance. So the students and their critical thinking can solve as many problems as they can.

### **Metacognition**

Metacognition can be defined, according to (Adler, 2007) as “thinking about thinking.” Before reading, students must clarify their purpose for reading and preview the text. During the reading activity, students should monitor their understanding, adjusting their reading and after checking their understanding of what they have read.

Students can be able to use self-monitoring strategies to “fix” problems in their understanding as the problem arise. The students can ask themselves if they understood what they read and so on, a better monitoring and critical thinking can be developed on students, even in the early grades.

Students must have into account three specific rules when reading:

- Be aware of what they understood from the reading activity.
- To identify what they do not understand
- Use the strategies correctly so the problems can be solved.

### **1.2.2 Acquisition vs learning a foreign language**

The long history of teaching and learning foreign languages shows us that the need to theorize on the subject is not new. It is safe to say that the desire to improve foreign language teaching practice is as old as its history. However, the eagerness becomes urgency because of the remarkable social, economic, and cultural changes that have taken place in the second half of the last century; the incredible expansion and personalization of the media, the expansion of social networks, the use of and access to the Internet in the first years of this century. The urgency to learn more and in a better way foreign language, especially English, that for a multitude of reasons its acquisition - learning is considered essential. At present, the language sciences are supporting this urgency and have reached a remarkable development. From this point of view, the problem of effectively teaching foreign and second languages is one of the significant challenges of applied linguistics.

Among teachers, there is always talk about the teaching-learning process of the language; minimal mention is made of language acquisition. At this point, some important considerations become necessary; according to the well-known and accepted theories of (Krashen, 1987) there are two independent systems in the performance of a foreign language, "the acquired system" or "acquisition" and the "learned system." The acquisition is a subconscious product, like that which occurs in children when they learn to speak their first language. It requires significant interaction with the language to be acquired, a natural communication where the messages that are transmitted and understood are more important than the form; therefore, the emphasis is not on the form of expression but on the communicative act, the extensive use of conscious grammar rules is not necessary.

When the teacher's objective is language acquisition, comprehensible input is the most effective and necessary ingredient for language acquisition. Therefore, the best methods are those that provide understandable information, in low anxiety situations, that contain messages that students are eager to receive. These do not force the early production of the foreign or second language but allow students to produce, write and especially speak when they are ready, recognizing that

improvement comes from providing understandable and communicative information and not from forcing and correcting the production. In this case, what better opportunity than to offer such messages through carefully planned and applied readings with a methodology that stimulates self-learning in the students.

The learning of second or foreign languages refers to a conscious process, where students, through an institutional program and in a school environment, accumulate knowledge about the language as vocabulary, grammar, phonetics, idioms. The activities related to this learning are associated with the teaching of languages in educational institutions. Objectives are achieved when students increase their knowledge; therefore, evaluations are the tools used to demonstrate students' performance in language learning.

Another point of view to consider the issue of learning or acquisition is when the second language vs. the foreign language is spoken; for authors like (Ellis, 2001) and the language taught as a foreign language becomes a guided acquisition, that is, formal learning since it is tutored, institutionalized and usually given in the classroom. On the other hand, the acquisition of a second language is a spontaneous achievement; it is to acquire a language different from the mother tongue, but naturally, it arises from daily communication, which means its learning is developed informally. However, goes a little further and makes it clear that the acquisition and learning of a second language other than the mother tongue can be conscious and or unconscious processes that can occur indistinctly in natural or formal contexts; therefore, these concepts must be analyzed and understood with the greatest flexibility.

Language learning implies using an objective language based on real contexts to communicate effectively to participate in everyday situations, for which it requires appropriate methodologies to achieve the necessary linguistic and social knowledge. Learning languages as a foreign language also imply access to other cultures, societies, and ideologies. The use of the acquired language becomes the vehicle through which students can establish connections between content areas to interact with other people to reach an intercultural understanding. "To this end, the textbooks, course materials, readings, audios, and videos require an entirely new



perspective, as they must be developed with an understanding of local needs, the country's socio-cultural dimensions, the levels of teachers and students, and other factors.” (Mubarak & Al Kaiyali, 2016)

It is understood that the learning and formal acquisition of a language requires a set of actions carried out by a group of people, teachers, students, publishers of didactic material, school directors and more, either as individuals or social agents within the educational community in order to achieve the necessary communicative competences within a variety of real contexts, conditions and environments. Among these necessary actions is the production and distribution of textbooks that focus on content, domains and social interactions appropriate to the reality of the socio-cultural environment where they are to be used. Another necessary action corresponds to the teachers, and it is the use of adequate strategies for the teaching-learning of English as a foreign language, so their students feel motivated and strive to achieve the learning and acquisition of the foreign language set as an objective.

### **1.2.3 Foreign language learning strategies**

At this point, it is necessary to establish that the process of the person learning a second language is different from the process followed by the child who is acquiring the first language. Both in terms of its characteristics and the environments in which the learning and acquisition of the language occur. There are various theories about second language learning strategies, but it is considered that the general theory should consider the variety of characteristics of the learner in a variety of contexts. In this sense, those strategies that facilitate the learning and acquisition of the language will be reviewed. Considering the learners of a foreign language and the contexts in which such learning occurs.

According to (Oxford, 1990), “learning strategies are specific actions executed by students to make learning easier, faster, more enjoyable and effective, which will lead them to self-directed language learning.” Self-direction in language learning is essential for students, allowing them to continue learning outside the classroom when they are alone, and specifically for when they use the new language in an extracurricular environment where they will not always have a teacher to guide

them. Besides, learning strategies are defined as thinking patterns to achieve students' goals, involving selecting information, organizing ideas according to their previous knowledge, reflecting during the process and applying new ideas in different contexts. This process means handling the learning of a new language better, self-directed, and appropriate to each student.

Learning strategies must meet specific developmental characteristics to develop students' skills further: First, allow students to become more autonomous to continue learning outside the classroom without teacher guidance. Expand the teacher's role as a guide, learning facilitator, and counsellor, who can identify students' strategies and help them become independent learners. They should involve various aspects of students, not only the cognitive, such as mental processing and manipulation of the new language, but go beyond that, to metacognitive functions such as planning, assessment, organizing one's learning, and emotional and social functions such as motivation, interpersonal relationships.

The strategies must be teachable, feasible to be learned through training, which should be an essential part of language teaching; and be problem-oriented, since they are tools used to solve difficulties, perform tasks and achieve objectives; they must be action-based since they are specific actions performed by the students to improve their learning, for example: In reading comprehension, the student can use reasoning or prediction strategies to understand a reading text better, take notes, identify contexts, and self-assess among others.

They can be classified as direct when they involve direct learning and using the learned content or indirect when contributing indirectly to learning, such as metacognitive, affective and social strategies. They are not always observable; for example, it is not possible to observe when a student makes mental associations, while collaborative work among students is observable. In any case, they should support the learning process. As far as possible, they should be conscious efforts of the students to control their learning; however, after some time of use and practice, as with other skills or behaviours, they may become automatic.

Strategies should be flexible, meaning that they do not always follow predictable sequences or precise patterns; students should be able to choose, combine, and order their strategies as they see fit. Although in some situations, such as in reading comprehension exercises, students will predictably use the strategies, they can start by using predictive strategies, then searching for general information skimming, then specific information scanning, and then reading for details.

Be influenced by various factors such as students' level of knowledge, stage of learning, task requirement, teacher expectations, age group, gender, nationality/ethnicity, learning styles, personality traits, level of motivation, the purpose of learning, and even the language itself. Under these characteristics, the strategies allow students to take responsibility for their learning, have the resources and tools that will allow them to overcome the limitations and overcome the difficulties of mastery of the new language. "Learning will be more effective and satisfactory if the student is considered an active being capable of generating his or her knowledge and not a passive being who limits himself or herself to repeating and memorizing what the teacher indicates." (Oxford, 1990)

The learning of a language, in this case, English as a foreign language, according to the guidelines of the Ministry of Education of Ecuador, will be favoured when students are provided with specific tools that help them process information more efficiently so that they develop an awareness of the strategies they can use according to the tasks they must perform. With the use of learning strategies, students take the new language's information and process it uniquely according to their needs, dispositions, attitudes, feelings and emotions that influence their learning.

The characteristics that the strategies for learning a foreign language must fulfill have already been defined. Now we will proceed to group them, according to the guidelines exposed by (O'Malley & Chamot, 1990) that "divide them in - Cognitive strategies are those actions that allow acting in a direct way in the matter to be learned" they refer to the steps and operations used in the solution of problems that require a direct analysis, transformation or synthesis of the learning materials. They are mental processes that are causally related to the processing of information to

learn, collect, store, retrieve, and use it. The repetition of language models, the writing of information presented orally are examples of cognitive strategies.

Metacognitive strategies as general learning strategies help to reflect on one's thinking, which allows one to think about learning; in doing so, it is possible to establish how one is learning and how it can be potentialized to make it more efficient. These strategies are applied to organize - plan how to learn and do it better; they are useful for establishing one's learning rhythm. Another of their functions is to verify progress when reflecting on how one is working on a task. When students ask themselves, am I understanding what I am reading? Does what I am doing make sense? Is it correct the way I am doing it? Metacognitive strategies have been applied effectively.

Socio-affective strategies are those actions used to manage the feelings and relationships that have to do with learning in general and studying in particular; help students manage attitudes, motivation and other emotional reactions to learning the new language in certain situations. They are operations carried out to manage motivation, regulate anxiety in the face of the learning process and the work of studying; they are necessary since it is not only essential to know how to learn, but also to be interested in doing so and in having the ability to control the emotional interferences that can affect the cognitive processes.

In the social aspect, they are oriented to promote cooperation between students and look to interact with other language speakers. Although they do not directly contribute to the acquisition, storage, retrieval and use of language, they are related to those activities in which students have the opportunity to be exposed to certain situations where they can verify what has been learned through interaction; they also help create a context in which learning is effective.

Based on what has been previously expressed, it is established that learning strategies are conscious and sometimes unconscious actions that students of a language as a foreign language carry out to facilitate their learning and develop communicative competencies more effectively. The importance of these strategies to achieve better learning of the language lies in the fact that the teachers' actions

are taken into account also the actions and attitudes assumed by those interested in learning a new language more effectively and permanently.

#### **1.2.4 Reading comprehension**

"Reading comprehension is the ability to understand what is read, both about the meaning of the words that make up a text and concerning the global understanding of the text itself." (Observatorio.tec.mx, 2017). That is why it is indicated that comprehensive reading is given at different levels of depth because readers capture the various ideas differently. In fact, it is essential that in this construction of comprehensive reading strategies, the teacher and the student know the level at which each reading is reached; with this, it is possible to implement strategies that improve this process. The fundamental factors that influence reading comprehension are the reader, the text, the prior knowledge that the person possesses, and the forms used to carry out said action.

In the area of reading, studies such as that of the International Association for the Evaluation of Educational Achievement's (IEA) have been carried out, which uses the term "reading ability" since it considers that it cannot be understood as simple decoding or reading aloud. Still, as a concept, the more broad and deep whose main objective is applying reading in a series of situations for different purposes. Thus, the International Association for the Evaluation of Educational Achievement's (IEA) defines reading training as: "the ability to understand and use those forms of written language necessary for life in society and/or that are valued by the individual himself". While the dictionary OECD for the PISA study (Program for International Student Assessment) points out that "reading ability consists of comprehension, use and personal reflection from written texts to achieve the goals own, develop knowledge and personal potential and participate in society". (OECD-INCE, 2000).

Based on its standards, the PISA exam measures reading ability not only in the academic field but in various situations, evaluating whether the examinees are prepared to become part of the workforce and participate as members of their respective communities. The aptitude for reading of the PISA (2003) measures its

dimension corresponding to the reading item »based on three scales: (OECD-INCE, 2000).

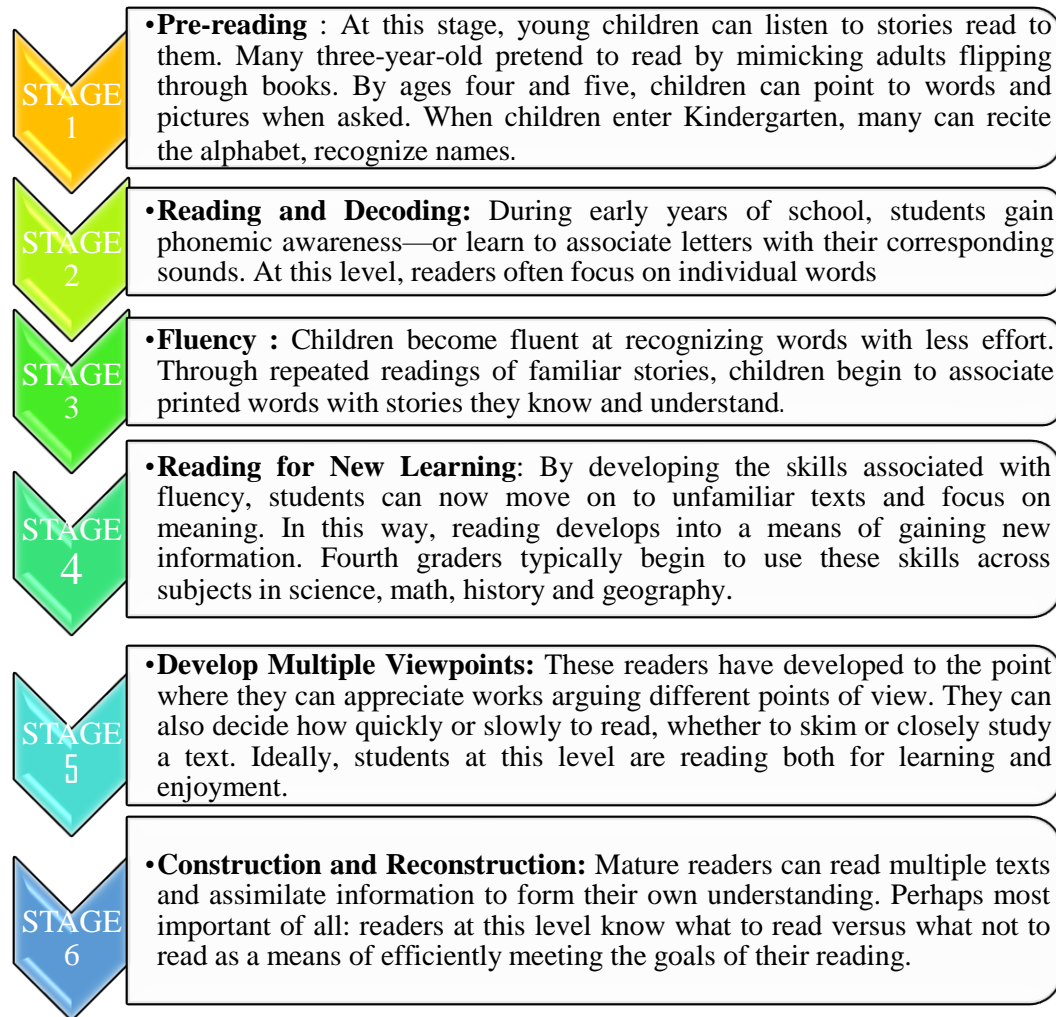
1) Obtaining information: This shows the ability of students to locate information in a text.

2) Interpretation of texts: illustrates the ability to construct meanings and make inferences from written information.

3) Reflection and evaluation: reports on the student's ability to relate the text to their knowledge, ideas, and experiences.

For (Chall, 2015) there are six stages to be considered to foster reading skills, these stages empower reading development if they are applied correctly in reading activities.

Figure 1: Stages for reading development



Source: *Journal of INSE (2015)*.

### 1.2.5 Method Survey Question, Read, Repeat and Review (Q3R)

Developing reading comprehension of texts written in English is a skill necessary that all students must learn during the school journey, that is why that new study methods and techniques should be implemented to help the student to develop this process. In this case, “The SQ3R method is a method that provides a structured approach to facilitate the reading process for students” (Cordero, El método SQ3R (Survey, Question, Read, Repite, Review), 2020)

It has been verified that the SQ3R method named for its acronym in English Survey, Question, Read, Repeat, and Review, and which are respectively interpreted into Spanish as Examine, Question, Read, Recite, and Review, (Wikipedia, 2021) explains that is “This method was introduced by Francis Pleasant Robinson an American education philodophrt in his 1946 book *Effective Study*”. This method “was created for college students, but it is also extremely useful for young students. (khan, 2020) testifies that “Classrooms around the world have started using this method to better understand what they are reading”

SQ3R stands for each of the steps that make up the Robinson Method: Survey, question, read, recite, and review. (blod.mad.es, 2019)

The SQ3R Method or Robinson Method develops in 5 simple steps to improve our comprehensive reading, helping to assimilate content more quickly and clearly, facilitating information retention, and increasing study performance.

### **Survey**

It consists of making a first superficial reading of the subject to study, without going into details, to get the main idea and enter the context before starting to work on the content. We have to look at what aspects are broken down in the index and the titles, subtitles, and sections that compose it. To complete this phase, it is not necessary to spend more than 10 minutes. (blod.mad.es, 2019)

### **Question**

The better the questions the students can make the better the comprehension is likely to be. The students may ask as many questions as thy want because when the mind is actively searching for questions to answer the learning is better.

### **Read**

It is time to read actively, paying attention to the ideas developed, the words used, the references, the graphics, the illustrations .



It is a deep reading of the subject that makes it easier for us to start working on it through summaries, diagrams, and underlining of the contents. Therefore, in this phase, you should not try to go fast, but rather the opposite, even doing a second complete reading to ensure the work is done on the text.

### **Recite**

The student sets aside the book or notes worked on and repeats the main concepts or ideas that he remembers.

He tries to recite everything he has read, not literally; it is not about memorizing, but with his own words to facilitate the retention of information and make learning more solid. In the end, the student can create his own notes to remember everything he wants to recite. (blod.mad.es, 2019)

### **Review**

This step is essential in any study process as it serves to strengthen learning. It requires rereading and taking advantage of the notes, diagrams, and summaries that have been prepared in the previous phase since it is always easier to understand and remember the words themselves. Therefore, the most appropriate thing is to extend this phase for several days, working simultaneously on the original text and the materials that have been prepared from it to consolidate and memorize the contents.

### **Advantages of the SQ3R method**

The researches about SQ3R method for the last years have showed that when improving students' academic performance and provides the process of inquiring that make students become more active readers so that they will be more aware and quite conscious of what they read. Also is necessary to mention that the steps that are involved in this technique and the questions make students focus in what they are reading and the students who are involved in the process of reading comprehension by SQ3R steps, can notice how is possible to monitor their comprehension. The last step of SQ3R techniques tend to help students to transfer new material in the long-term memory.

## **Disadvantages of SQ3R method**

As any method has the goods and the lows, this method is not the exception. The SQ3R method has some aspects that can mean disadvantages and is related to the effectiveness of the time. One of the major difficulties is associated with the method, is the complexity of the process specially when in the class or students' group there's particularly students who experiment reading problems. And also is necessary to remind that each students' reading ability of reading is different and to avoid this inconvenient might occur, researcher should give establish clear instruction and be alert in case any difficult can occur during the process.

### **1.2.6 Methodological Perspective**

“The design or methodological perspective constitutes a protocol in which the tasks that the execution of an investigation will demand are specified; with a purpose, the objective of the study, the design combines theory, methodology, and techniques.” (Sautu, Ruth, 2003, pág. 21), That is why it is indicated that the theoretical part of all research is part of said research. It can be specified that both the technique and its use are inherent in the theoretical elements since everything has a social theory embedded, it is by, For this reason, it is essential to develop the appropriate analysis to support the methodology to be used in the research.

“Significant areas also guide the qualitative approach, or research topics use data collection and analysis to refine research questions or reveal new questions in the research process.” (Sampieri, Fernández, & Batista, 2014, pág. 4)

When carrying out this research, it will be based initially on evaluative research (Cano, 2013); this type of evaluation is a specific research method where the results obtained are important for decision-making to adopt a rigorous and objective nature in addition to being systematized in the investigation. The evaluative phase is essential for this type of research because it compares the results obtained in the evaluation of the year 2017. In this way, it is possible to corroborate or deny the hypotheses raised according to what is had with the objective data.

About what is indicated by Cano (2013), who conceives evaluation as a true form of research by establishing as a whole clear and specific criterion that compare results and criteria that are given at the beginning and from this form by confronting them, conclusions are drawn.

Currently, there are two paradigmatic approaches; in the field of research. According to Bello, Villalobos, and Vélez (2005), they argue that a paradigm is a set of beliefs and attitudes, a vision of the world that explicitly implies a specific methodology; as a source of methods, problems, and standards of a resolution accepted by a scientific community; that indicate the theories, hypotheses that must be contrasted, the method and instrumentation necessary for contracting.

### **Evaluate with SQ3R strategies.**

According to (Morón, 2002) “Monitoring accuracy refers to the discrepancy between a learning judgment and the learning itself.” This process involves evaluating sources and your own practices and working on developing your own critical skills. And in fact there are several ways of making a critical English reading, perhaps the important spot in the action is that the students could be able to give their own opinions according to the topic of the reading he did and so on the student could be able to reply any question that the teacher must have about the reading.

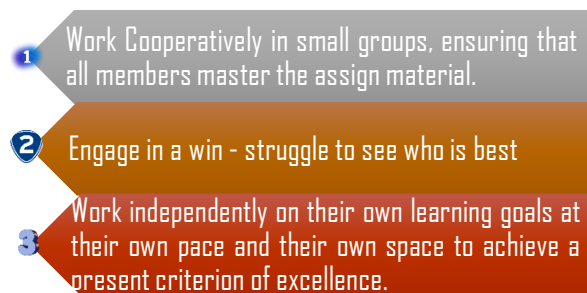
### **1.2.7 Cooperative and collaborative learning**

According to (Caicedo, 2015), Cooperation is one of the routes that civilization has followed since evolution, it has let people leave their primitive lives, becoming more humans, learn from others and teach them to move forward as species. However, cooperation is not only centered on sharing with others, it involves setting goals and having the spirit of responsibility while doing a task. Furthermore, Cooperative learning is a student-centered strategy whose main aim is to foster students' group work and develop independence. Due to students are responsible for their knowledge, using cooperative learning students interact with each other to accomplish a task, problem-solving or achieve a goal, so students role is to create

their knowledge while the teachers' role is the facilitator or provider who designs the social interactions structures and learning activities and organizing groups work (Lam, 2013).

Based on the above, (Johnson, 2009) argued that in cooperative learning students must benefit from each other teaching, as a Roman philosopher quote says “*Qui Docet Discet*” which means that when a person teaches, a person learns twice (Seneca n/d). It is also stated that Cooperative Learning refers to an instructional method where students work together in small groups to reach a goal. It is considered a good technique that must be implemented in the curriculum, since teachers start planning their lessons. They should think about the design of this strategy to be implemented in each lesson plan for the application of the strategy in each lesson several tips must be considered: present the material, choose one strategy and explain how it works, assess students individually after that in groups (Cox, 2017).

**Figure 2 : Nature Of Cooperative Learning**



**Source: Innovation and Education – International Congress. Cooperative Learning/ the University of Minnesota. Johnson (2017).**

Likewise, (Foster, 2020) stated that Cooperative Language Learning is a classroom instruction presentation model, which encourages students to work together or in teams or groups. Cooperative Learning lays out planning with clear instructions, determines students' roles, and measures the learning goals. It means that students who learn to work cooperatively in class can become adults who are going to be able to work more effectively in the workplace. In addition, Cooperative learning focuses on cooperation rather than competition; it also helps learners to develop

critical thinking and problem solving through socially structured interaction activities, which must be well designed to reach the set goal.

**Figure 3: Comparison of Cooperative Language Teaching and Traditional Language Teaching**

	Traditional language teaching	Cooperative language learning
Independence	None or negative	Positive
Learner roles	Passive receiver and performer	Active participator, autonomous learners
Teacher roles	The center of the classroom, Controller of teaching pace and direction, judge of students' right or wrong, the major source of assistance, feedback, reinforcement and support.	Organizer and counselor of group work, facilitator of the communication tasks, intervener to teach collaborative skills.
Materials	Complete set of materials for each student.	Materials are arranged according to purpose of lesson. Usually one group shares a complete set of materials.
Types of activities	Knowledge recall and review, phrasal or sentence pattern practice, role play, translation, listening etc.	Any instructional activity, mainly group work to engage learners in communication, involving processes like information sharing, negotiation of meaning and interaction.
Interaction	Some talking among students, mainly teacher-student interaction	Intense interaction among students, a few teacher-student interaction
Room arrangement	Separate desks or students placed in pairs.	Collaborative small groups
Student expectations	Take a major part in evaluating own progress and the quality of own efforts toward learning. Be a winner or loser.	All members in some way contribute to success of group. The one who makes progress is the winner.
Teacher-student relationship	Superior-inferior or equal	Cooperating and equal

*Source: Journal of Language Teaching and Research, Zhang (2010).*

### 1.2.8 Self-control strategies

This type of strategy occurs when readers reflect on what they have read and assimilated to increase their comprehension skills and improve their language skills. This is where they begin to recognize their needs, responsibilities, and reactions to their reading assignments. Pressley and Afflerbach (1995) pointed out ways to track reading activities, such as making connections, making predictions, making inferences, summarizing, discussing texts, and identifying parts of the text.

According to Schraw (1998), self-control strategies promote awareness of a given activity to understand and interpret ideas in reading texts. They usually contain a set of activities that students use to monitor and validate comprehension in reading assignments. In addition, the main purposes of self-control strategies focus on activating student performance in reading. Therefore, the metacognitive is the process that takes place and activates the critical thinking of students

It can also be determined that this type of strategy increases the possibilities for students to take risks and make creative decisions and be independent readers. That is why students take these risks because they are challenged to read and answer

tasks independently. Additionally, developing these strategies is essential to cultivate students' responsibility for reading, control, and active participation in reading tasks that promote comprehension and comprehension.

The reading comprehension is a process that requires the correct strategies for the correct development of the student's skill, therefore

### **1.3 Foundation of the state of the art**

As it's necessary to mention a previous research work related to the SQ3R method for reading comprehension. The first research work is made by Cordero Pilaguano Diana Estefanía from the "Universidad Central del Ecuador" who presented a degree research titled "The SQ3R method (Survey, Question, Read, Repeat, Review) in the development of reading comprehension of the English language."

In this project, the researcher analyzes the usage of the SQ3R method in the development of reading comprehension of the English language in a determined group of students, where the proposal is established necessarily to the application of the SQ3R method, nevertheless an inconsistency was found since the beginning of the research, and was that students don't know about the usage of the strategies to develop the reading comprehension skill, therefore they cannot understand what they read. The researcher mentions that the Method SQ3R allows the students to improve their reading abilities, also less difficult and more interesting. It is possible to students improve their knowledge by readings as the newa, magazines and websites making the main spot the comprehension but is not that simple, the needed of a correct orientation is present in this process of improving and the rol of orientator is played by the teacher, and at the conclusions the researcher mentions thata is necessary the elaboration of a purpose to develop the process of reading comprehension.

In another dregree project presented by Jesús Velázquez with the research titled "Effects of the SQ3R methodin the comprehension of technical scientific texts written in English" where the researcher explains that in an universitary context, the usage of strategies for the reading comprehension is a fundamental skill for the development of student's knowledge. The researcher with this project pretends to

determine the effect that SQ3R method produces in the reading comprehension, the Venezuelan students manifest that the English language is the most necessary to realize investigations and the universal language to access to information in websites, nevertheless this project determines that the strategies helps the students to simplify their efforts in understanding the essential of the readings to be able to give answers to the questions that must be replied. The most important impact that the researcher can notice is that the students can identify and relate previous information with post-information as long as the text is of interest.

#### **1.4 CHAPTER I Conclusions**

- It is possible to evidence that the methods chosen gather in a good way, so is the case of self-monitoring strategies with SQ3R method. Each method is focused in the student's consciousness of their own actions, by analyzing each step of the reading process by questions that students' must reply by themselves and so they keep focusing in the reading activity and then when replying questions, they start developing critical Thinking.
- Each method has its ups and downs so it's the case of the method SQ3R that can turn into a disadvantage for specific students who have problems when reading, the researcher has the obligation to identify this problem before applying the method to avoid the students' confusing when using the method. If the researcher is conscious of the problems that can occur in the reading comprehension process, can be aware of how to solve it.
- Research shows that the method is not widely the only way to improve the student's reading comprehension skills, also there are some problems that can occur when applying the method and a usage of a special method can be required to achieve the objective proposed in the project.

## **CHAPTER II**

### **PROPOSAL**

#### **2.1 Proposal Topic**

“Booklet based on SQ3R method to develop self-monitoring strategies, in order to improve reading comprehension in students from twelve to thirteen years old”

#### **2.2 Proposal Objective**

##### **General Objective:**

- To develop a booklet based on SQ3R Method to improve reading comprehension in eighth-grade students of the Educational Unit "11 de Noviembre"

##### **Specific objectives**

- ✓ To design the most creative and successful activities to enhance Reading comprehension through the use of SQ3R Method
- ✓ To implement strategies which reinforce Reading comprehension.
- ✓ To test the efficacy of the proposal through a post test evaluation.

#### **2.3 Justification**

The importance of developing a skill in other language is so huge that a investigation has been done in order to choose the best workshops which are going to help students to develop English reading skills, because it is not easy for students,



because some of them do not read neither in their mother tongue, for that reason, is a challenge to make students read on their own. On the other hand it is a hard work for public schools because of the lack of resources, so teachers has to look for their own resources to teach, so applying this innovative strategies students and teacher can succeed in learning reading in English language.

There are many strategies and methodologies that teachers can use when they teach a second language but as teachers must be smart and determine which the right one is. In my opinion one of the best ways to determine which are the best techniques and strategies is, firstly determine the kind of intelligence that every student has. Consequently, this research proposes the implementation of metacognitive self-monitoring strategies for reading comprehension through the SQ3R Reading Comprehension Method. Allowing students to increase their thinking skills to foster critical thinking and student cooperative and cooperative learning guided by 5 steps that promote the self-question to the students and so the reply of the questions by themselves. The students are needed to make questions about the reading activity and when questions are made, students must reply by using critical thinking.

For the improvement of the reading comprehension skills the student's age was analyzed for choosing the correct method, and according to the student's age that varies from ten to eleven years the SQ3R method was chosen. The method allows the students to develop their critical thinking with activities that keep them actively making questions and analyzing the new words, the situations presented in a specific reading activity.

According to (Brandon, 2021) "Reading comprehension makes the reading activity funny and informative. It is necessary to have success in the school, at the job and in the life."The application of this strategies to student's from ten to twelve years old can benefit them in their lives, starting from the school and in general. Taking time to analyze carefully the activities can teach them responsibility and consciousness about their critical thinking.

This booklet should inspire teachers to use practical teaching tools during students' reading activities, focusing on communicative interactions and thinking skills

through different collaborative activities, implementing metacognitive self-control strategies, and thereby achieve improve students' reading comprehension and critical thinking. Also can inspire teachers to keep improving the strategies according to their students, is important that students can feel comfortable using the methods. If students don't respond to the strategies is better to change but finding one that can suit to the students' need can be the point of success.

## **2.4 Proposal Development**

The diagnostic test instrument, applied at the beginning, determined that there is little knowledge of the self-control strategies of reading comprehension in the eighth grade, which results in a basic understanding of the written messages reflected in the low performance of the students. Students. As a result, no student at this level can understand texts with academic content. Therefore, they limit themselves to trying to answer questions that do not require further reasoning.

Teaching planning needs to implement an effective methodological process to increase reading comprehension of different written texts, which may seem confusing and difficult for students to interpret or analyze, without prior preparation, during and even after reading. This situation creates a feeling of anxiety and confusion in students who are unable to improve their reading ability and improve their critical thinking due to inadequate instruction.

That is why this activity guide that has been developed can help teachers to apply reading through the SQ3R Model of reading comprehension, being the appropriate one to be applied in their English classrooms so that their students can enhance their comprehension skills. Reading, as well as their cognitive abilities. There are some activities that teachers can do to understand how the reading approach works and how they should apply it in the English class.

Therefore, this methodological guide is organized into 5 Units. Each unit is planned for a total of 3 hours. The established time will be for 5 weeks. The five unit will be the forecast or evaluation that will be carried out in this regard. For this last part, students will develop the writing of 100 words, in which the reflection on this methodology and its benefits will be expressed.

## **2.4 Proposal development**

Different components are part of the proposal, which benefit an operational definition from the definitions that contribute to the research. These components are relevant to provide a better structure of it.

### **2.4.1 Theoretical Foundation**

The theoretical foundation has topics that are necessary to make the topic to be discussed clearly known. The concepts are directly related to the reading comprehension topic and different subtopics are also necessary to clearly support the research. Within the theoretical foundation, concepts are explicitly exposed in order to obtain prior knowledge of the formulated problem, since it is necessary to have theoretical as well as methodological knowledge that supports the research. The antecedents discussed with respect to reading comprehension help us to formulate possible solutions and to have a clear idea of the problem posed.

#### **2.4.1.1 SQ3R method**

The SQ3R methodology is an effective method for an improvement in reading comprehension skills, since they mention steps that have to do with carrying out activities while maintaining critical thinking that the student can generate himself. During a careful analysis within the 8<sup>th</sup> grade, it is determined that the problem that students present the most is reading comprehension of texts in English, and then a possible solution and improvement of these skills in students is proposed. The proposed method is specifically selected for students between eleven and twelve years of the eighth year. Since this method is designed to develop critical thinking, to understand and remember. This method implements in its acronym: Explore, ask, read, recite and review.

Students going through adolescence are much more complicated when it comes to asking them to focus on a specific topic, however this method helps students better understand what they read.

### **2.4.1.2 Booklet**

A booklet is usually made up of a few sheets that are intended to provide information. In this research, the booklet is carried out has the objective of contributing to the improvement of the reading comprehension skills of 8th grade students. The information provided in the booklet that was carried out in this research has the objective of contributing to the application of the strategies of the SQ3R method in order to build a better structure as the students try to understand a reading on their own thanks to the steps of the method SQ3R.

Thus, the development of this booklet has a specific objective that contributes to the problem formulated in the beginning and in the same way to a possible solution. The activities and information shown in the booklet are designed so that the student can apply the steps of the SQ3R method, each reading contains a certain number of words sufficient for the students' reading comprehension level. However, the teacher has the obligation to appear as a guide to which they can turn to answer questions and for much more complete explanations on vocabulary topics or even situations that are presented in the booklet.

### **2.4.1.3 Self-monitoring strategies**

Self-monitoring strategies are strategies that propose critical thinking in students. That is why they have been part of the components of the proposal. Each student has the ability to respond to questions critically, so the SQ3R method and self-monitoring strategies are merged to reinforce students' critical thinking and, in the same way, develop a better reading comprehension. The critical thinking of students is an essential part of reading comprehension since different points of view can be taken into account from the opinion of the students.

Self-monitoring helps students to be aware of their own activities, in the case of reading comprehension and with the help of the SQ3R method they can also question whether the previously read information has been fully understood, however in the case of reading comprehension. not having been understood, the steps of the SQ3R method will help you better understand the information and be able to answer specific questions about your reading.

## **2.4.2 Proposal Components**

The components of comprehensive reading are the reading text and guide with a specific number of words, in addition to various activities that are for the reinforcement of reading comprehension of the text. Thus, the students will not only have a reading practice with the SQ3R method but will also have activities to carry out that will contribute to meaningful learning on the subject covered in the activities.

### **2.4.2.1 Title of activity**

The activities will have as their title the subject of the text that will be read during their application. The title should be easy to assimilate and directly related to the text and the unit to be discussed.

### **Objective based on National Curriculum for First Year Basic Education.**

The objective of these activities are based on reading comprehension of texts in English that deal with a real context. Understanding these texts within a real context helps students to deal with everyday scenarios in an explicit way.

### **2.4.2.2 Topic age**

The age of the students is key in terms of the activities carried out and it is necessary to mention the age of 11+ Since students who are between this age already have a certain specific level of reading comprehension and vocabulary knowledge.

### **2.4.2.3 Procedure**

The procedure for carrying out the activities is fixed first in the reading of the text where once a quick reading is done, the steps of the SQ3R method should be applied one by one, analyzing and being patient with the group of students. The teacher plays the most important role in the procedure as he is the one who monitors the group in general while each student is personally monitored. Adequate teacher training is necessary in dealing with a group of students in order not to generate confusion and to be able to achieve the objective set from the beginning, which is an improvement in reading comprehension.

Next, the activities must be carried out once the steps of the SQ3R method have been completed and the self-monitoring strategies have been correctly applied in the students.

#### **2.4.2.4 Assessment**

Finally, the activities carried out in the brochure will be those that show an improvement according to the correct procedure and will help to improve the application of certain aspects. The activities carried out must reflect the result of the application of the method and strategies.

#### **2.4.3 Proposal Explanation**

This booklet constitutes a true tool that will allow both students and teachers to develop reading comprehension and critical thinking of the English language, as it is based on metacognitive self-control strategies. The established format will allow the teacher to be able to Attach step-by-step instructions. With this, it is possible to guide students correctly and appropriately to enhance the skills of critical thinking and cognitive development; in addition, through this leaflet or guide, it can be applied to that students can autonomously achieve their own personal goals.

The activities designed in this booklet has , many elements and tools are presented for the learning reading comprehension that takes students to appropriate use of self-control techniques for the development of critical and cognitive thinking.

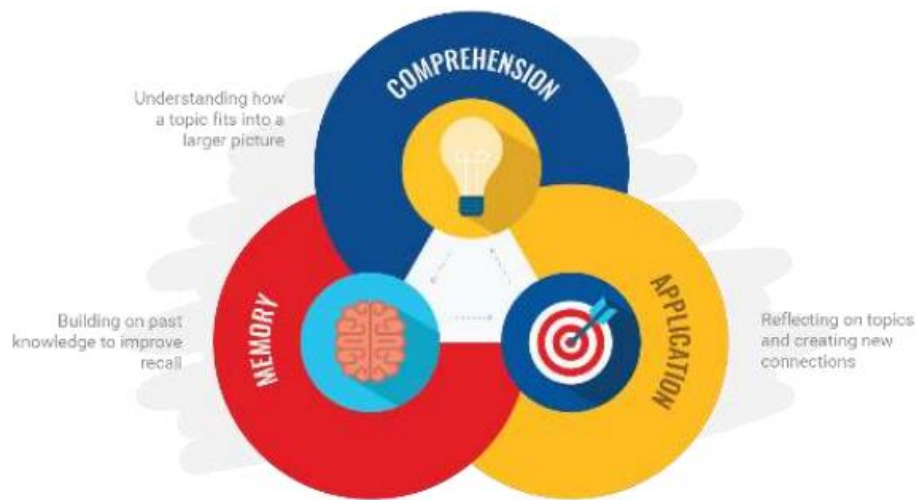
Presenting the appropriate instructions that allow placing both the resources and the materials for the development of the issues raised, easily and simply, although these instructions are designed to reach a specific objective, that is why it is structured from the point of view of the teacher or teacher any adaptation or mission that could be made in each self-control strategy, all for the improvement of reading practice and ability in learning the language.

Although in these activities, it is necessary to consider the evaluations or what is called the prognosis that must be carried out from the beginning with the students. It is also necessary to identify in the evaluations the error bias that may exist on the

students' performance, which is why the rubric should be with the description of each self-control strategy through the SQ3L Model for the solutions of the problems in the activities proposals. This rubric will facilitate not only a quantitative but a qualitative evaluation.

#### 2.4.3.1 Benefits of the application of cognitive strategies

*Figure 4: Benefits of cognitive strategies.*



*Source: (Grade Power Learning, 2018)*

#### 2.4.3.2 Phase of SQ3R Method

*Table 3 : Phase of SQ3R Method*

Phase	Process	Objective
Survey (Browse)	Pre-reading examination of content and pedagogy (i.e.headings, tables, figures, identified words, summaries).	To set a purpose to read a passage.
Question	Ask questions to be answered as you read.	To give active or material resources
Read	Read the material to answer previously developed questions.	To identify essential definitions, facts, and theories. First exposure to the full content of the text
Repetition drill	To Produce a verbal and/or written summary of what has been read.	To organize and summarize information.

Review	To review and reread to solidify understanding and memorization.	To integrate information in a broader context; implement mnemonic strategies.
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*Source: Adapted from Brown (1992) & Huber (2004)*

**Table 4: Timetable**

STAGES	TIME (IN WEEKS)					
		1	2	3	4	5
Diagnosti c						
Unit 1		x				
Unit 2			x			
Unit 3				x		
Unit 4					x	
Unit 5						x
Prognosti c						

*Elaborated by: Chiluisa, M (2021).*

#### 2.4.4 Implementation

This booklet was implemented procedurally, under the schedule established for this purpose, all based on the analysis of the data obtained in the Initial Assessment on the students' reading comprehension carried out by the researcher and analyzed using the instrument of test-test diagnostics.



# **BOOKLET TO TEACHERS**



***BASED ON SQ&R METHOD TO DEVELOP  
COMPREHENSION STRATEGIES IN STUDENTS  
FROM TWELVE TO THIRTEEN YEARS OLD***

**WELCOME TEACHERS** |

LICENCIADA PAULINA CHILUISA

## UNIT I: READING COMPREHENSION METHOD

### Reading Activity 1

**TOPIC:** Our National Pride

**OBJECTIVE:**

Students will be able to predict, clarify ideas, and make connections, and present information.

**METHODOLOGY:** SQ3R method

**AGE:** 11+

**MATERIALS:** reading book, dictionaries.

**TIME:** according to the number of students. 20-30 minutes.

Table 4 *Apply the 5 steps of the SQ3R method*

Survey	Students will be able to read about Jefferson PEREZ and highlight the significant ideas in the text.
Question	Students will be able to write some questions and ask questions of their classmates.
Read	Students will be able to answer the question
Repeat	Students will be able to tell us what you remember
Review	Students will be able to complete the mental map about Jefferson Perez

Elaborated by Paulina Chiluisa

## OUR NATIONAL PRIDE

### JEFFERSON PEREZ

When you hear something about this famous Ecuadorian speed walker, it is generally about some new triumph or some positive message for Ecuadorians. Jefferson Leonardo Perez was born on July 1, 1974 in Cuenca in the neighborhood “el vecino”, certainly one of the most traditional neighborhoods on the city. Unfortunately, his father died when he was six years old. So, his blind mother became the head of the family. Because of this family's financial state his life was somewhat limited. He studied primary at Eugenio Espejo and Gabriel Cevallos schools, and studied secondary at Francisco Febres Cordero High School.



<https://www.pinterest.es/pin/6184709613180193>

Throughout his youth he always combined his studies with activities which helped him support his family.

In every home children learn through the example of their parents, and through their mothers 's example Jefferson and his brother: Fausto and Fabian, with their sister, Marcia and Fanny, learned the importance of loyalty, effort, and work well-done.

Although Jefferson excels in sports, he never neglects his studies, he has a little in Business Administration as well as an honorary degree Honoris Causa from Espiritu Santo University in recognition of his persona; and professional merits.

When he was in eighth grade and because of this desire to maintain high grades in all subjects, including physical education, he asked his brother if he could train in his stead in the athletics team to obtain a good place in the endurance race. There the trainer, Luis Muñoz, encouraged him in training and in a few weeks his relation

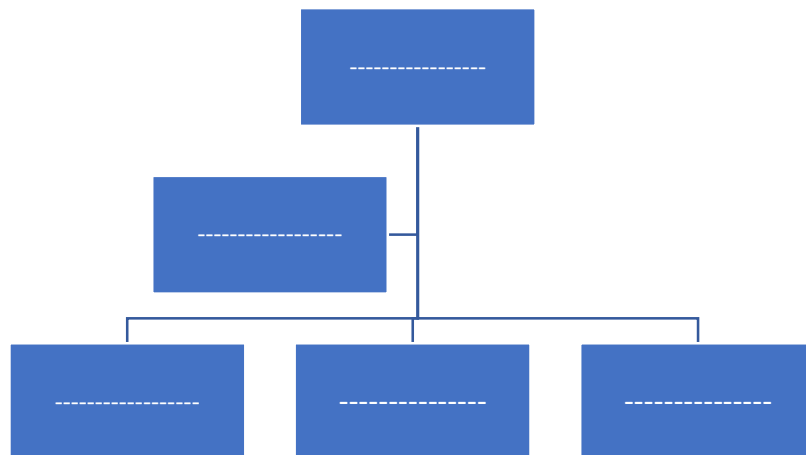
with athletics and speed-walking began. His whole career was filled with glory, but his most important triumphs were from 1990 with a bronze medal in the World Youth Games in Bulgaria, and then another world-class medal in Seoul as well as medals in the Pan-American, Bolivarian and South American Games. After all this, he obtained the greatest award for any sportsperson, the gold medal at the Olympic Games in Atlanta in 1996.

**Taken from Ecuador people and places**

### **Activity 2 Materials and resources**

Complete the mind map

Complete the mental map about Jefferson Perez using the most relevant ideas from the reading you just read.



Elaborated by Paulina Chiluisa

## UNIT II

### Reading Activity 2

**TOPIC:** Everyday Clothing

**OBJECTIVE:** Students are able to predict, identify the elements of the text, summarize and paraphrase.

**METHODOLOGY:** SQ3R method

**AGE:** 11+

**TIME:** according the number of students. 20-30 minutes.

**MATERIALS:** reading book, dictionaries.

Survey	Teacher ask the question about clothing.
Question	Teacher asks students to read individually and write 2 questions and ask questions of their classmates
Read	Students will answer the question and confirm or disconfirm theirs ideas.
Repite	Students discuss their answer in order to confirm or disconfirm their ideas.
Review	Students analysis the reading and write a summarize.

Elaborated by Paulina Chiluisa

## Everyday clothing

My name is Lisa. I have two teenage sons who love to shop for clothes. They go to the mall with their friends every Saturday.

On school days, my son, Stan, likes to wear jeans and T-shirts. He only wears a suit on formal occasions like weddings or funerals. He is comfortable in a jacket. But not a tie. My daughter Lily likes to wear tight pants. She wears a dress or a skirt and blouse for parties or dinners. She is not comfortable in high heels and loves to wear casual and sports clothes. When Lily visited her aunt in Texas, she bought cowboy boots, skinny jeans, and a cowboy hat.



<https://www.pinterest.es/p>

In winter, my kids wear coats, hats, and gloves on cold days. When they go skiing, they wear headgear and gloves. Mittens are warmer than gloves. My son does not like rainy days because he has to bring a raincoat and an umbrella. My daughter loves to wear the scarf that she bought for her birthday.

**Source:** (Dspace.uce.edu.ec, 2021)

Things I've already known before reading

Things I have learned after reading

## **Activity 2**

### **Materials and resources**

#### **Summary Activity**

**Summarize the following passage.**

On school days, my son, Stan, likes to wear jeans and T-shirts. He only wears a suit on formal occasions like weddings or funerals. He is comfortable in a jacket but not a tie. My daughter Lily likes to wear tight pants. She wears a dress or a skirt and blouse for parties or dinners. She is not comfortable in high heels and loves to wear casual and sports clothes. When Lily visited her aunt in Texas, she bought cowboy boots, skinny jeans, and a cowboy hat.

**Source:** (Dspace.uce.edu.ec, 2021)

## **Activity 3**

### **Materials and resources**

#### **Paraphrase activity**

Paraphrase the following passage without changing its meaning.

In winter, my kids wear coats, hats, and gloves on cold days. When they go skiing, they wear headgear and gloves. Mittens are warmer than gloves. My son does not like rainy days because he has to bring a raincoat and an umbrella. My daughter loves to wear the scarf I bought for her birthday.

**Source:** (Dspace.uce.edu.ec, 2021)

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### Reading Activity 2.1

Once some paraphrasing and summarizing activities have been done. Let's continue with the next activity. Determine the text of each question.

What does it say? Choose the correct letter.

**A**

**B**

**C**

<p>This week's fitness class will be half an hour Cartier, at 6.30 pm, and in the sports hall, not the gym! Next week's class will be back in the gym at the usual time</p>	<p>a. The fitness class will only last half an hour this week b. There won't be a fitness class next week c. The fitness class will be somewhere different this week</p>
<p>Tara, we've run out of coffee! Can you get some at the supermarket when you're coming back from college this afternoon? I'll pay you back tomorrow. Daisy</p>	<p>What should Tara do? a. Buy coffee tomorrow b. Go shopping on her way home c. Give Daysi some money to go to the supermarket</p>
<p>Bank opening hours Monday-Friday 9 am to 5 pm Saturday 9 am to 11 am The cash machine outside is in use 24 hours</p>	<p>a. You can't go to the bank on Saturday afternoons b. The cash machine can only be used when the bank is open c. The bank closes at the same time every day</p>



### UNIT III

#### Reading Activity 3

**TOPIC:** Jon Kim's neighborhood

**OBJECTIVE:** Students are able predict, identify the elements of the text.

**METHODOLOGY:** SQ3R method

**AGE:** 11+

**TIME:** according the number of students. 20-30 minutes.

**MATERIALS:** reed book, dictionaries

Survey	Teacher asks students to predict the to text.
Question	Teacher ask the question.
Read	Teacher asks students in order to read the text individually.
Repite	Students talk about Jon Kim's neighborhood
Review	Students re-reading the text in order to their ideas and choose the correct answer

**By Paulina Chiluisa**

#### Activity 2

Read Jon Kim's neighborhood article.

Choose the correct sentences 21-25 "Correct" (A) or "Incorrect" (B) or Doesn't say (C)

I'm Jon Kim. I'm a student. My house is on Main Street. I'm lucky. My neighborhood is interesting. A restaurant and a bookstore are down the street. My mother works at the restaurant. She's a chef. A bank is next to the bookstore, and a pharmacy is around the corner. My father works at the pharmacy. He's a pharmacist. My school is on Bank Street.

I go to school by bus,  
but I walk home  
with my friends.



Taken from the Cambridge PET exam for educational purposes only.

<b>1</b>	A pharmacy is around the corner. A Right    B Wrong    C Doesn't say
<b>2</b>	A bookstore is on Main Street. A Right    B Wrong    C Doesn't say
<b>3</b>	A bank is next to the pharmacy. A Right    B Wrong    C Doesn't say
<b>4</b>	The school isn't next to Jon's house. A Right    B Wrong    C Doesn't say
<b>5</b>	Jon Kim is from Hong Kong A Right    B Wrong    C Doesn't say

## UNIT IV

### Reading Activity 4

**TOPIC:** Sports Class

**OBJECTIVE:** Students are able predict, identify the ideas in the text.

**METHODOLOGY:** SQ3R method

**AGE:** 11+

**TIME:** according the number of students. 20-30 minutes.

Survey	Students talk about some sports
Question	Students work in a group of four and teacher.
Read	Teacher ask students to give a personal opinion about the text.
Repite	Students talk with their groups about the reading.
Review	Students re-reading the text in order to their ideas and choose the correct answer

By Paulina Chiluisa

Read the information below.

These people want to join a sports class. Underline keywords about things they do or don't want.

What type of Reading do we prefer?	
Extensive	Intensive



<https://www.pinterest.es/pin/1706442733>

**1.- Chloe enjoys team sports but doesn't want to pay in competitions. She needs a morning class. She doesn't have much money and can't afford to buy expensive equipment. ( )**

**2.-Mike isn't very fit. He would like to get fitter, but he finds boring exercise. He's looking for an evening class that is different every week. He'd also like to see how he is improving over time ( )**

**3.-Sofia loves sport but is recovering from a serious injury. She wants to train in the afternoon with someone who understands her injury and can give her advice on exercises she can do at home. ( )**

**4.-Jack is very fit and is planning a challenging 200 km run. He wants to train at least twice a week and would like some personal training too. He wants to train indoors and outdoors. ( )**

**5.- Tara takes sport seriously. She plays hockey and tennis and wants to improve her skills and take part in competitions. She isn't free from Monday to Friday. ( )**

Taken from the Cambridge PET exam for educational purposes only.

### Reading Activity 4.1

All the people below want to join a sports class. On the next page, there are descriptions of eight classes. Decide which class would be the most suitable for them.

For 1–5, write the correct letter from A to H.

**1.- Chloe enjoys team sports but doesn't want to pay in competitions. She needs a morning class. She doesn't have much money and can't afford to buy expensive equipment. ( )**

**2.-Mike isn't very fit. He would like to get fitter; but he finds boring exercise. He's looking for an evening class that is different every week. He'd also like to see how he is improving over time ( )**

**3.-Sofia loves sport but is recovering from a serious injury. She wants to train in the afternoon with someone who understands her injury and can give her advice on exercises she can do at home. ( )**

**4.-Jack is very fit and is planning a challenging 200 km run. He wants to train at least twice a week and would like some personal training too. He wants to train indoors and outdoors. ( )**

**5.- Tara takes sport seriously. She plays hockey and tennis and wants to improve her skills and take part in competitions. She isn't free from Monday to Friday. ( )**

Taken from the Cambridge PET exam for educational purposes only.

## Sports classes

### A Sport for life

Weekly sessions in seven different sports, including squash, tennis and basketball. Do your favourite sport or try new ones each week. Classes take place on Thursdays 3–4 pm and Sundays 2–3.30 pm in Green Park and in the Park Gym. We don't believe in winners and losers, just having fun!

### C Active plus!

This is a great class for people who enjoy playing sport with others in an informal way. Choose from a range of sports, including 5-a-side football and hockey. Classes are on Saturdays from 9–11 am. We provide balls, hockey sticks, etc. and a monthly report on how your fitness is improving.

### E Fitness for All

If you're looking for a gentle, low-cost exercise class, Fitness for All offers exercises to improve your strength and confidence slowly. Our trainers are qualified to help with individual problems and can give you extra ideas to try outside the class. No equipment necessary. Classes: every Tuesday from 2–4 pm.

### G Rising stars

We believe sports are for winners! We offer training from professional sports coaches to help you become a more successful player. Choose from a range of team and racket sports. Players are encouraged to join local and national leagues. Classes: every Saturday and Sunday, or book an individual lesson with one of our trainers.

### B Top training

Our club offers individual training sessions in the gym, with a personal trainer. The class is ideal for people who enjoy training alone and are keen to improve their fitness, or people who have particular difficulties with their fitness. Classes: every morning 9–11 am.

### D Water-cise!

Have fun and get fit at your local sports centre! Classes every Tuesday and Thursday from 6–8 pm. No two classes are the same! We organise regular competitions and also offer individual fitness checks every month, plus the chance to gain progress certificates.

### F Sport for all

This class is for people who want to take up a sport such as football or tennis for the first time. It's a great way to get fit in the fresh air. Classes start with training exercises, followed by a game or small tournament. Classes: every Tuesday and Thursday, 6–8 pm. All equipment provided.

### H Go for it!

This is a class for people who want to push themselves so they can compete against other people or themselves! Training takes place every Tuesday, Thursday and Saturday. Classes involve a one-hour run in the park, followed by weight training in the gym. Individual coaching and advice on improving fitness at home are also available.

Extensive

Intensive

Taken from the Cambridge PET exam for educational purposes only.

## UNIT V

### Reading Activity 5

**TOPIC:** A Light In The Pearl Of The Pacific

**OBJECTIVE:** students are able predict, identify the ideas of the text and write a summary.

**METHODOLOGY:** SQ3R method

**AGE:** 11+

**TIME:** according the number of students. 20-30 minutes.

**MATERIALS:** reading book

Survey	Students will talk a predict about the text by looking at the pivture and reading.
Question	Students read individually, and write the questions about reading.
Read	Students answer the question and share with your classmate.
Repite	Students compare their answer.
Review	Students make a summary about reading.

By Paulina Chiluisa

Let's read and follow the 3 stages of the reading process.

<b>PREREADING</b>
<b>Describe the image</b> <b>Look at the image "What will the reading be about?"</b> <b>What is the title of the reading?</b>
<b>DURING THE READING</b>
<b>Take notes on the authors' purpose for writing the text.</b> <b>Underline phrases that grab your attention</b> <b>Underline words you may not know</b> <b>Think about your experience at school.</b> <b>Are there aspects that you can relate to your life at school?</b>
<b>POST READING</b>
<b>Explain briefly what the reading was about.</b> <b>Write a summary</b> <b>Make a collage and explain the purpose of this reading</b>

## **A LIGHT IN THE PEARL OF THE PACIFIC**

### **THE LIGHTHOUSE OF SANTA ANA**

In the city of Guayaquil you can find one of the most beautiful places in the country, "El Cerro de Santa Ana" (the Hill of Santa Ana). Many legends have been created around this, full of local color, art, music and bohemian life. It is situated in the north-east of the city on the shores of the Rio Guayas in the famous neighborhood of 'Las Peñas'.

It was here on "El Cerrito Verde" or "El Cerro de Santa Ana" where the first settlements of Guayaquil were established the city was founded on its slopes in 1547. The name of Santa Ana was given to the hill by a Spanish soldier, whose last name was Lecumberry. He called upon the Saint's name when he was in danger of dying. According to the soldier the Saint protected him and in her honor on the summit of the hill he erected a cross with an inscription that read "Santa Ana" .



From the on the “El Cerrito Verde” became know as “El Cerro de Santa Ana”.

The Lighthouse of Santa Ana was built in 2002 and represents the first lighthouse built in Ecuador in 1841 on the Isla del Muerto (Isle of the Dead) across from Punta



de Piedra, in the most prominent entrance to the Gulf of Guayaquil. The original lighthouse was erected there to avoid the large ships which passed along our coasts from running aground. The modern replica- now a symbol of the principal port of the country -is 86 meters above sea level and is almost 19 meters high. It has a flight of steps inside, up which you can climb to its terrace to gaze at the whole city. To get there you have to climb 456 steps by the side of which are attractive restaurants and art galleries, together with ither amenities.

<https://www.pinter>

The area is full of fascinating people, who can tell you all about the beautiful city of Guayaquil, its history and its people.

**Taken from Ecuador people and places**

## **2.5 Conclusions**

In conclusion, through this research, the implementation of metacognitive self-monitoring strategies for reading comprehension was carried out through a procedural guide of activities and through the application of the SQ3R Model of reading comprehension for the development of critical and cognitive thinking in eighth grade students of the Educational Unit " 11 de Noviembre" of the city of Machachi. Allowing students to increase their higher-order thinking skills and thereby promote critical thinking and cooperative and collaborative learning of students and the development of self-reflection and argumentation. The activities were searched carefully for the objective of this project and selected according to the age of the students so the implementation of the model, strategies and cooperative and collaborative learning can be more effectively.

## CHAPTER III

### APPLICATION AND/ OR VALIDATION OF THE PROPOSAL

#### 3.1 Expert' Evlaution

To guarantee the proposal of this project, the opinion of several experts on the subject is necessary. Three English teachers accompanied by vast experience in the teaching and learning process with students, will be the ones to evaluate this proposal. Each of the teachers was provided with a scheme where different criteria are scored that guarantee how good the proposal presented is. In the first instance, within the evaluation scheme, reference is made to the materials that are relevant in terms of the contribution of the development of speaking skills. Certainly this criterion is fundamental within the proposal since from this material and how it contributes to the best of the ability of speech, a beneficial project will be obtained.

The next criterion to evaluate has to do with the topic that has been chosen for the project, it is verified that the topic is innovative and appropriate for the students previously chosen. Also in the following criterion the lesson plans are evaluated if they are understandable enough for the students, if they are not confusing, they are concise and each step that is carried out during the class is explained in detail, if the lesson plans are not correlative one exercise with the other, it will be difficult to achieve an improvement in the students. On the contrary, it can cause a bad experience learning the language. Since the activities are aimed at students who are learning the language, it is necessary to be very careful with grammar and spelling, since we could be harming the student by showing them a misspelled word or using a little formal language. Because it is a formal document, the language must be carefully cared for.

Finally, the teacher has the option of evaluating the criteria related to the objectives presented in the lesson plans and activities that will be applied to the students. The complexity of the topic and the objectives is evaluated since the objectives of the lesson plans, objectives and results are consistent and fully coincide.

During the first criteria evaluation, Professor Celene Margarita Casierra Parraga with ID. 1310392160, who occupies a "Master in English language teaching" has carried out the evaluation and has satisfactorily marked the "Excellent" box, the same evaluation that gives us to understand that the Master Celene Casierra has concluded because the proposal has everything necessary to be implemented in a group of students because it has originality, in addition to having materials and content suitable for eighth-year students.

Master Celene Casierra also mentions: "The implementation of metacognitive self-monitoring strategies for reading comprehension in "11 de Noviembre" school will have a great impact in the students of this school and even to the society. This research is highly relevant, it is clear in all aspects so the objectives described are accomplished, the theoretical framework provides huge and significant information, the used methodology was very appropriate. I finish this comment congratulating to the author and encourage her to continue with this amazing labor."

Also another expert in the topic was required. Magister Alison Mena Barthelotty, with ID 0501801252, was asked to evaluate the proposal of the project, and she also mentions: "The research is done in a good way and it will help to other teachers in different institutions. Well, done"

The last expert's validation is made by Maira Fernanda Almache Alencastro, an excellent Teacher in Ministry of Education, Zone 2. Who has a degree Bachelor of Education Science with a major in English. Who makes a constructivist comment about the topic: "The implementation of metacognitive self-control strategies for reading comprehension in "11 de Noviembre" school will have a great impact in the students of this school and even to the society. This research is highly relevant, it is clear in all aspects so the objectives described are accomplished, the theoretical framework provides huge and significant information, the used methodology was very appropriate. I finish this comment congratulating to the author and encourage her to continue with this amazing labor." Each criteria mentioned by the experts is taken into consideration when applying the booklet to the eighth-grade students.

### 3.2 expert validation Tabla 1

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		
b) The proposal topic is appropriate and innovative.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The lesson plans describe each step to follow during the class.	X		
e) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
f) The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
g) The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

### 3.2 expert validation Tabla 2

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		
b) The proposal topic is appropriate and innovative.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The lesson plans describe each step to follow during the class.	X		
e) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		

<b>f)</b> The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
<b>g)</b> The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
<b>h)</b> The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

### 3.2 expert validation Tabla 3

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>
<b>a)</b> The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		
<b>b)</b> The proposal topic is appropriate and innovative.	X		
<b>c)</b> The originality of the contributions and reflections of the author give added value to the proposal.	X		
<b>d)</b> The lesson plans describe each step to follow during the class.	X		
<b>e)</b> The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
<b>f)</b> The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
<b>g)</b> The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
<b>h)</b> The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

### 3.2 Users' evaluation

When the user carries out the evaluation, the students are taken into account, that is, the study groups, analyzing their results in the pre-test, it sees various aspects of reading comprehension which are evaluated, as regards to the learning of the

English language by students, determining from their study perspective, that is, the users determine how effective the new methodology is applied with the strategies established for the said problem, and what convenience they have determined. As far as reading comprehension is concerned, and per the evaluation of the impact or the results, it may be specified whether its application is beneficial in the educational field or not. And with this, judgments are established that will improve the educational level with these new study methodologies in university education institutes.

During the user evaluation, it was carried out thanks to 5 teachers belonging to the "11 de Noviembre" educational unit. For this evaluation of the user, criteria that relate the material as valid and relevant to the contribution corresponding to the subject of the project and the field are questioned. in which the investigation is developed.

However, the criteria to be evaluated also adhere to the content and the information developed, relating coherence and cohesion between concepts throughout the collection of information. Another of the criteria to be evaluated also has to do with the originality and contribution of different investigations related to the same topic of our investigation. It is also evaluated if the proposal has an appropriate language for a formal document such as this project. The proposal is coherent and the objectives are related to the topic.

Thanks to the collaboration of the Bachelor of Human Sciences and Education English mention, Sumba Lopez Myrian Edith with ID. 17171445066, the evaluation of the criteria corresponding to "Users' Validation" has been successfully carried out, where all the criteria are marked as "Excellent", giving as a criterion the following "The content is useful to incorporate in teaching and learning process and keep in the mind to find new methods, strategies, techniques or tools in order to change the Educational system." Other of the teachers Laura Antonieta Romero Murillo with ID. 0503323107 with a bachelor in English mentions: "The content of the proposal is appropriate because contribute to the educative community with interesting ideas".

**Users' Evaluation Table 1.**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>
<b>a)</b> The teaching material constitutes a valid, current and relevant contribution related to the field.	<b>X</b>		
<b>b)</b> The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	<b>X</b>		
<b>c)</b> The originality of the contributions and reflections of the author give added value to the proposal.	<b>X</b>		
<b>d)</b> The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	<b>X</b>		
<b>e)</b> The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	<b>X</b>		
<b>f)</b> The objectives in the proposal are met, so that there is harmony between objectives and results.	<b>X</b>		
<b>g)</b> The proposal is substantial with well-structured reflections and ideas.	<b>X</b>		



### **3.3 Impact or results evaluation**

The evaluation of the impact or results is specified in the survey results applied to the eighth-grade students at the "11 de Noviembre" Educational Unit. One of the impacts on the improvement in applying the methodology of SQ3R reading comprehension in English in the said research group.

Once the SQ3R Reading Comprehension Method has been applied, with the development of a prospective learning guide or manual with activities based on meta-cognitive and self-control strategies for English teachers where some elements and tools for reading comprehension are presented that will lead students to an adequate use of self-monitoring techniques which will be based on the development of activities, for the improvement of critical and cognitive thinking.

Self-monitoring strategies can help the students in a better way to be aware of their actions in specific situations. The students' needed can be interpreted as a continuously implementation of strategies that can suit them properly. The activities of the booklet are designed according to students' age so they can understand as well as they start using strategies to get a better comprehension about the reading.

Teachers must apply various strategies to developing reading comprehension, nevertheless, the self-monitoring strategies have many benefits to the students which are the critical thinking. The impact of applying strategies and the SQ3R method is beneficial for a better teaching-learning process.

### **3.4 Proposal results**

Before applying the proposal to the eighth year students of education, an observation was made where the lack of development of reading comprehension by the students could be evidenced, the students read adequately, however when they were asked questions about reading really no satisfactory responses were received. The students needed a better reading comprehension skills in addition to the fact that it was not possible to demonstrate a mastery in terms of vocabulary and grammar. Just being able to follow the reading of a presented text. During the application of the activities of the proposal on reading comprehension, a complete

improvement on the part of the students could be evidenced, since when analyzing the information read, asking questions about it and answering them thanks to the reading strategies, the students were able to understand more information than usual, thus achieving a good result in terms of developing reading comprehension skills.

### **Pre-test results**

Before starting with the desingment of the activities of the booklet a diagnostic test was applied to the students with the objective of determining the reading comprehension level. Most of the students who were tested showed the lack of students' ability of comprehension in activities specially in reading. The majority of the students presented a low percent of comprehension and the rest of the evaluated students, didn't even past the 50% of reading comprehension ability, and according to the students' level of comprehension the activities were designed.

During the application of the strategies and activities designed in the booklet, it is easy to see certain factors that hinder reading comprehension that are related to the lack of vocabulary. Each activity applied to the students contained vocabulary that was easy to handle, however several of the students had difficulties with understanding the words. However, the teacher, being the guide within the teaching-learning process, manages to contribute positively to this process.

Thus, it is determined that students not only have a low level of reading comprehension due to the lack of practice during English classes, but that the vocabulary is really scarce to better understand the texts presented to read and understand. Still, the lack of practice of the language and vocabulary is very noticeable since reading comprehension of texts in English cannot be carried out if there is a deficit in vocabulary knowledge.

It can be seen that the standards determined by the ministry of education are not only far from being achieved, but that it also depends on the teacher how the development of activities within the class is carried out to generate meaningful learning. Many of the students surveyed did not seem to have a special interest in the language, while others showed a complete disinterest in English.

### **Post-test results**

Once the activities were thought and designed according to the level and needs of the students, they were applied hoping for an advance and a better result of reading comprehension by the students of the eighth grade of basic education.

The applied activities were designed for the development of reading comprehension while the teacher, through his role of guide, proposed to the students to work with the monitoring strategies. These strategies were applied at the same time as the reading activities were applied. Immediately the students showed an improvement regarding the comprehension of the texts read, through questions the students were able to answer questions generated through the SQ3R method showing a better reading comprehension through the strategies and the activities applied.

The strategies manage to demonstrate that they not only help the student to improve their reading comprehension skills, but also help to facilitate the teaching-learning process where both the teacher and the student collaborate mutually for a satisfactory education in the English language.

The strategies applied benefit the student to understand what is read and also to function within the class, to generate comments and deal with them with their peers within a collaborative and cooperative context among students. The teacher comes to experience a much more dynamic environment, totally opposite to when applying old and unmotivating methods or strategies.

Students learn best when they engage in activities that motivate and arouse their interest, for that reason the booklet motivates students through strategies that motivate them to know and monitor themselves and to understand.

Students learn best when they engage in activities that motivate and arouse their interest, for that reason the booklet motivates students through strategies that motivate them to know and monitor themselves and to understand a text in English of dynamic and easy way.

### 3.5 CHAPTER III conclusions

- The intention in the booklet is clear about developing reading comprehension skill to the students to be able to understand what they read. It is important for the teacher to play the role of coordinator and tutor to get better results in other case students would get confused about the strategies used. It is possible to appreciate that the booklet is intended to make the reading easier to understand involving the student directly.
- The student's English reading comprehension skills are limited and barely basics, so the exercises are intended to be solved as well as the students read carefully. The text was chosen with the intention to not confuse students with extensive and new vocabulary that might not be correct to use in eighth grade, so the students can focus only in their critical thinking to be able to express with words they already know.
- The Booklet is related to the QS3R strategies and self-monitoring as well, and it is an important spot that will help the students to get a better comprehension skill. The exercises presented are adapted to eighth grade students' so they can work in each activity without difficulties but also applying strategies.

## GENERAL CONCLUSIONS

- The main objective of this project was to establish the influence of self-monitoring strategies in English reading comprehension skills in students of eighth grade. Also the QS3R strategies are also applied to the students and the five steps that structure the strategies for an reading comprehension improvement. When analyzing the students comprehension level it's noticeable that students need the implementation of the strategies.
- The main role in the teaching-learning process is the teacher as the guide for all these activities. It is important for the teacher to be conscious of the strategies used in the class so student's questions can be solved correctly.
- The unit's activities were related to SQ3R steps so the students could understand in a better way and practice the strategies as well, the teacher tends to guide the students and encourage them to have critical thinking by helping them with explanations about the words or activities that are confusing for them.
- Inside the class teacher and students are a one team, the students learn from the teacher to improve their skills and the teacher learns from the students to improve his strategies. So the teaching-learning process doesn't have to be boring. Adding different strategies it can be more interesting for the students and learning must be better according to the standards of ministry of education.

## RECOMENDATIONS

- Focus on students comfort and how they react to the implementation of the new strategies is an important part that the teacher as the guide of the teaching-learning process must have into account.
- During the elaboration of the activities for the students it's essential to have into account the age of the students as well as the content of the activities. Sometimes the topics, vocabulary and grammar can not be the correct according students age.
- It is important for the researcher to have on mind the objectives of the project and keeping focus on the essential information needed for a good project development. A specific idea is needed before starting the project and be aware if there's information of the topic selected on the internet.
- Analyze the activities realized into the materials presented to the students it is necessary for a change in it or even an improvement to get better results according to the project objectives. If there is a question or activity that must be changed is completely important to do it and analyze it until the correct one is founded.

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# APPENDICES

## Appendix 1

### SURVEY APPLIED TO STUDENTS

#### STUDENTS SURVEY

Objective to gather information regarding the use of the SQ3R method in the development of English language reading comprehension using self-monitoring strategies.

 myriam.chiluisa9@utc.edu.ec (no compartidos)   
[Cambiar de cuenta](#)

4. Cuando finaliza la lectura de un texto ¿Con qué frecuencia elabora un resumen utilizando sus propias palabras? \*

NUNCA

RARA VEZ

A VECES

CASI SIEMPRE

SIEMPRE

5. ¿Una vez finalizada la lectura, emite un juicio crítico de ella? \*

6. ¿Comprende el sentido general del texto cuando realiza una lectura larga poniendo atención a las formas gramaticales dentro de la misma? \*

NUNCA

RARA VEZ

A VECES

CASI SIEMPRE

SIEMPRE

7. ¿Está de acuerdo que los temas que se leen en clase están relacionados entre sí y tiende a comparar los con otros? \*

NUNCA

RARA VEZ

A VECES

CASI SIEMPRE

SIEMPRE

8. ¿Formula objetivos de la lectura antes de empezar a leer? \*

- NUNCA
- RARA VEZ
- A VECES
- CASI SIEMPRE
- SIEMPRE

9. ¿Comprende lo que va leyendo simultáneamente, organizando y sintetizando la información en mapas conceptuales, esquemas? \*

- NUNCA
- RARA VEZ
- A VECES
- CASI SIEMPRE
- SIEMPRE

10. ¿Reconoce las ideas principales de un párrafo o de un texto y a la vez puede identificar el objetivo de la lectura? \*

- NUNCA
- RARA VEZ
- A VECES
- CASI SIEMPRE
- SIEMPRE

11. ¿Con qué frecuencia deduce lo que no está explícito en el texto? \*

- NUNCA
- RARA VEZ
- A VECES
- CASI SIEMPRE
- SIEMPRE

12. ¿Da una opinión crítica de lo comprendido y lo ejemplifica con otros estudiantes? \*

- NUNCA
- RARA VEZ
- A VECES
- CASI SIEMPRE
- SIEMPRE

Enviar

Borrar formulario

## Appendix 2

### RESULT OF THE SURVEY APPLIED TO STUDENTS

1. Do you carry out an active reading to find main ideas and details?

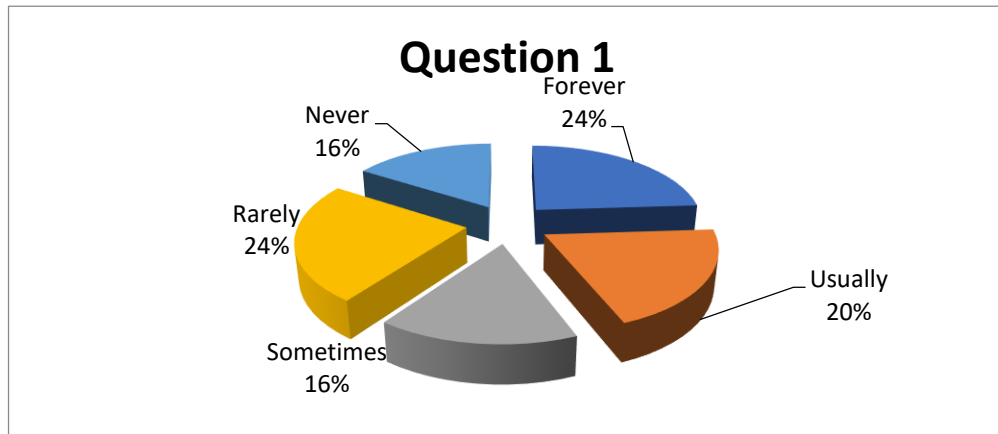


Figure 1 Question1  
Source: Survey analysis  
Made by: Paulina Chiluisa

#### **Analysis and Interpretation:**

Once the surveys were applied, this is the result of the first point: 24% always indicate as respond, 20% indicated that almost always; 16% sometimes and 24% rarely, and eventually, 16% indicated never. It is determined that the majority of students do not develop critical thinking.

2. Once the reading is finished, do you repeat what you understood in your own words and synthesize the information using diagrams and graphic organizers?

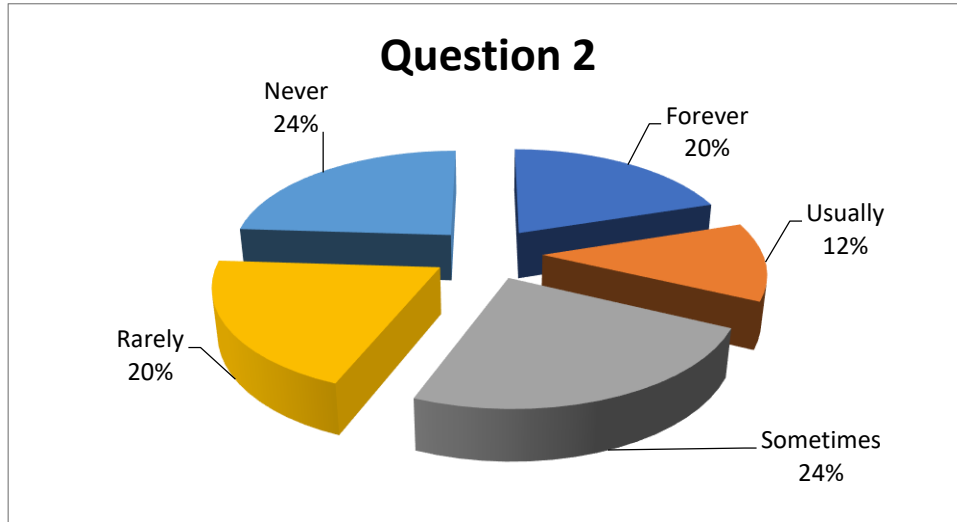


Figure 2 Question 2  
Source: Survey analysis  
Made by: Paulina Chiluisa

#### **Analysis and Interpretation:**

Once the tabulation of the results of the surveys applied to the analyzed sample about question two has been carried out, it is determined that 20% indicates that always; 12% indicated that almost always; 24% sometimes and 20% rarely and finally 24% indicated never. Thus, for the most part, it indicates that they do not understand what they read.



3. Do you relate the information you've already known to what you are going to read?

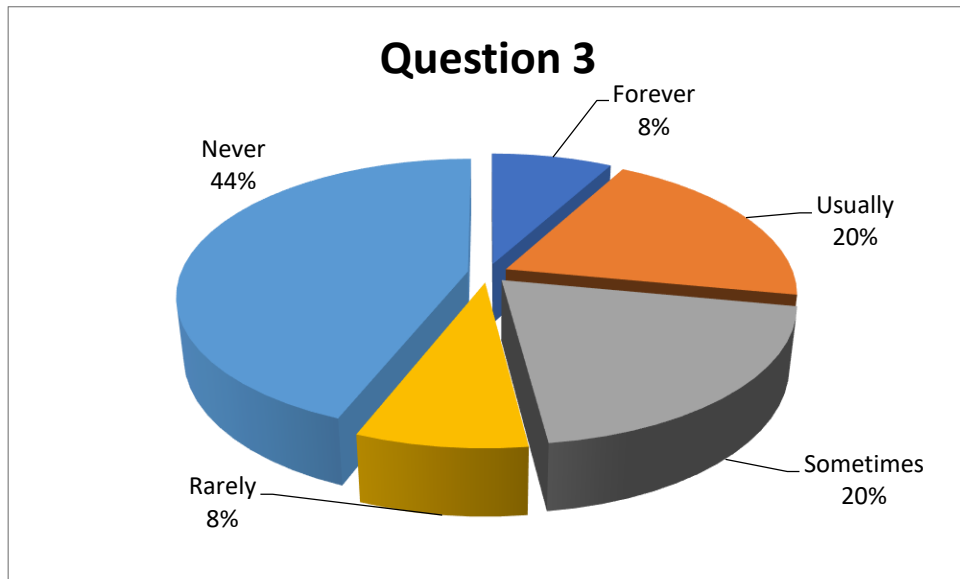


Figure 3 Question 3  
Source: Survey analysis  
Made by: Paulina Chiluisa

#### **Analysis and Interpretation:**

Once the tabulation of the results of the surveys applied to the analyzed sample about question three has been carried out, it is determined that 8% indicates that always; 20% indicated that almost always; 20% sometimes and 8% rarely and finally 44% indicated never. For the most part, they do not make graphs or diagrams of what is read.

4. When you finish reading a text, how often do you write a summary using your own words?

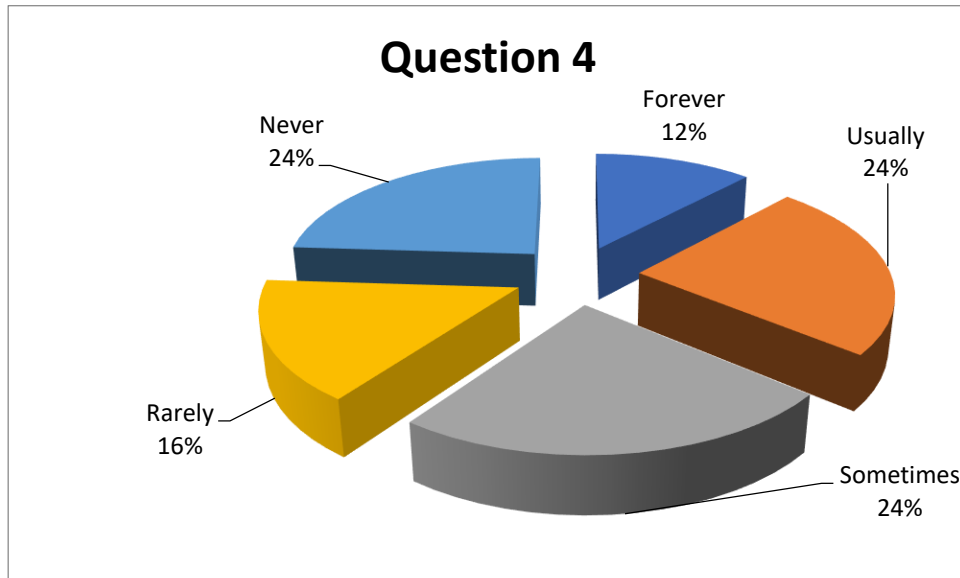


Figure 4 Question 4  
Source: Survey analysis  
Made by: Paulina Chiluisa

**Analysis and Interpretation:**

Once the tabulation of the results of the surveys applied to the analyzed sample about question four has been carried out, it is determined that 12% indicates that always; 24% indicated that almost always; 24% sometimes and 16% rarely and finally 24% indicated never. It is determined that a vast majority of students do not relate the information they already know with what they are going to read.

5. Once the reading is finished, do you make a critical judgment about it?

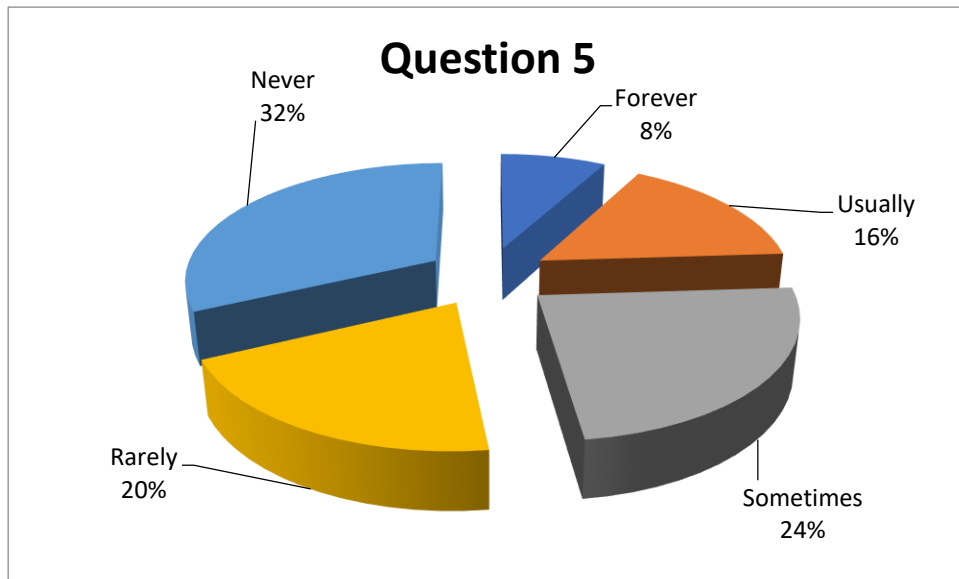


Figure 5 Question 5  
Source: Survey analysis  
Made by: Paulina Chiluisa

#### **Analysis and Interpretation:**

Once the tabulation of the results of the surveys applied to the analyzed sample in reference to question five has been carried out, it is determined that 8% indicates that always; 16% indicated that almost always; 24% sometimes and 20% rarely and finally 32% indicated never. The percentage of students who do not make a summary of what they read is large.

6. Do you understand the general meaning of the text when you read at length, paying attention to the grammatical forms within it?

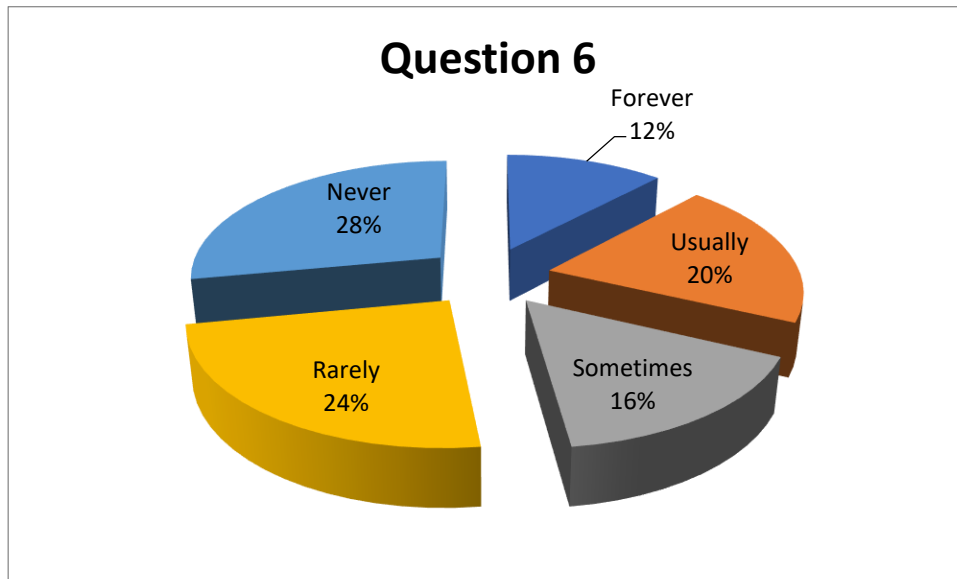


Figure 6 Question 6  
Source: Survey analysis  
Made by: Paulina Chiluisa

#### **Analysis and Interpretation:**

Once the tabulation of the results of the surveys applied to the analyzed sample about question six has been carried out, it is determined that 12% indicates that always; 20% indicated that almost always; 16% sometimes and 24% rarely and finally 28% indicated never. It is found that the majority of students are not critical of what they read.

7. Do you agree that the topics read in class are related to each other, and do you compare them with others?

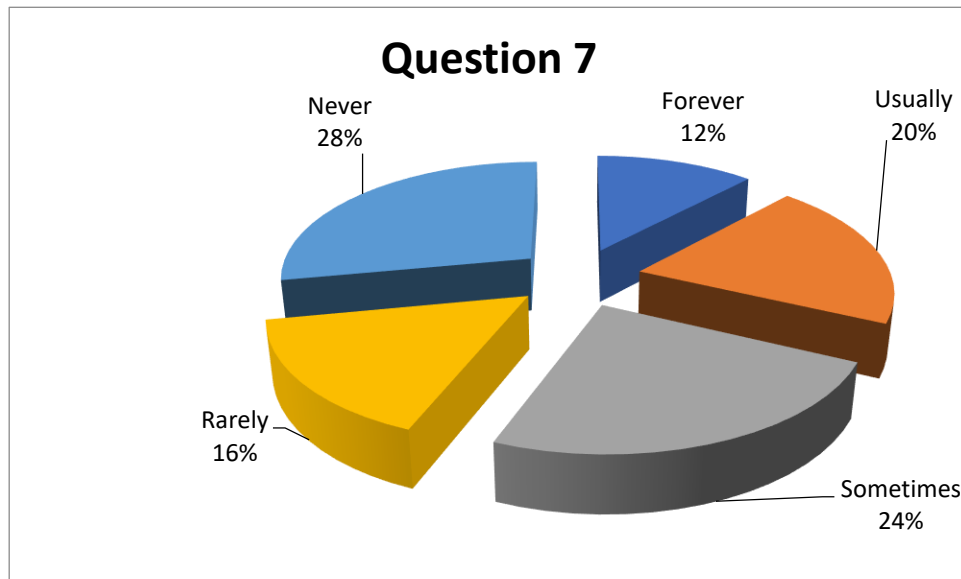


Figure 7 Question 7  
Source: Survey analysis  
Made by: Paulina Chiluisa

#### **Analysis and Interpretation:**

This question had the intention to analyze the sample that has been tabulated about the seventh question. It is determined that 12% indicates that always, 20% indicated that almost always, 24% sometimes and 16% rarely, and finally, 28% indicated never. It is determined that participants do not understand what the analyzed sample was read.

8. Do you formulate reading goals before you start reading?

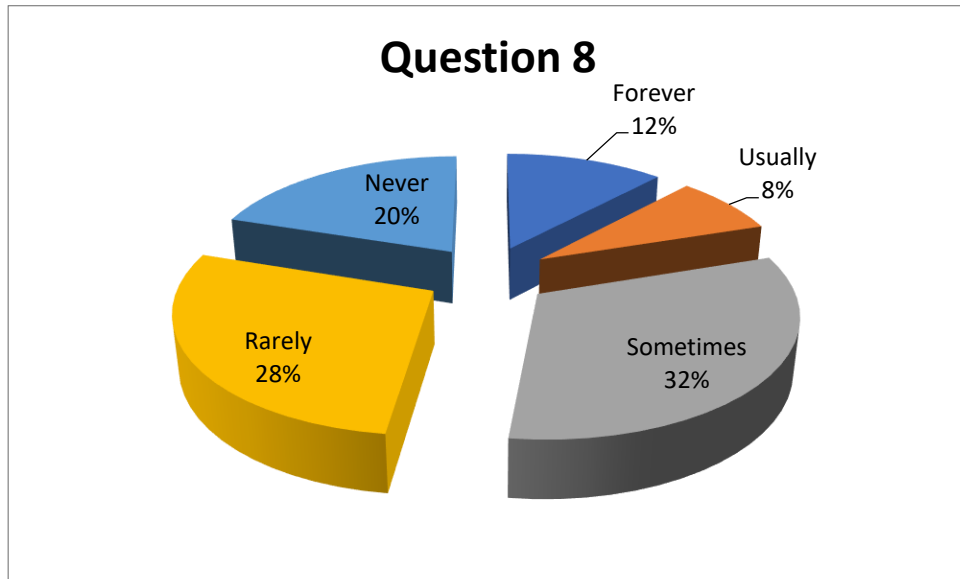
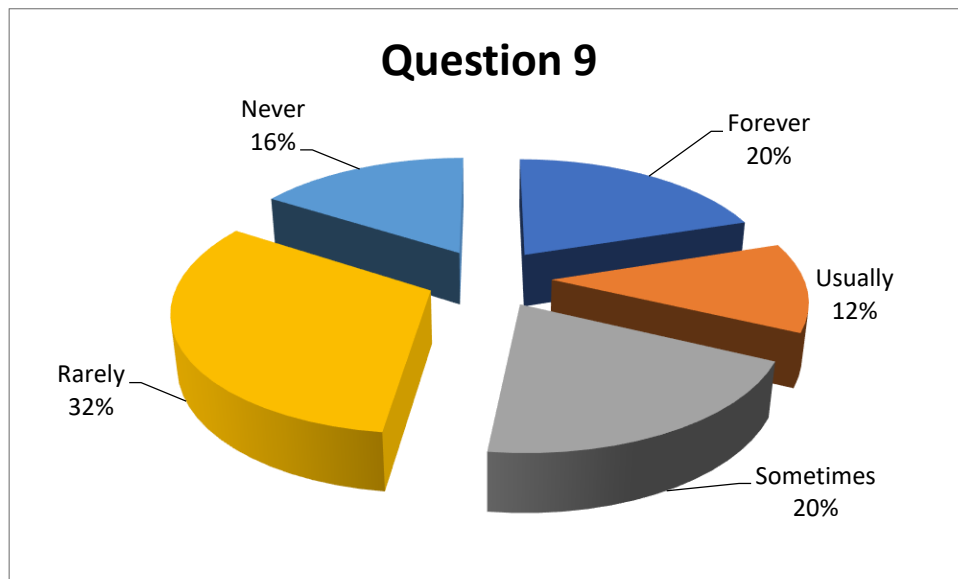


Figure 8 Question 8  
Source: Survey analysis  
Made by: Paulina Chiluisa

**Analysis and Interpretation:**

Once the tabulation of the results of the surveys applied to the analyzed sample about the ninth question has been made, it is determined that 12% indicates that always; 8% indicated that almost always; 32% sometimes and 28% rarely and finally 20% indicated never. There is no research and research on new strategies or methods.

9. Do you understand what you are reading simultaneously, organizing and synthesizing information in concept maps, diagrams?



**Figure 9 Question 9**

Source: Survey analysis  
Made by: Paulina Chiluisa

#### **Analysis and Interpretation:**

This question showed the following result; it was determined that 20% indicates that always, 12% indicated that almost always; 20% sometimes and 32% rarely, and finally, 16% indicated never. The vast majority show that reading objectives are not formulated.

10. Do you recognize the main ideas of a paragraph or a text, and at the same time, can you identify the objective of the reading?

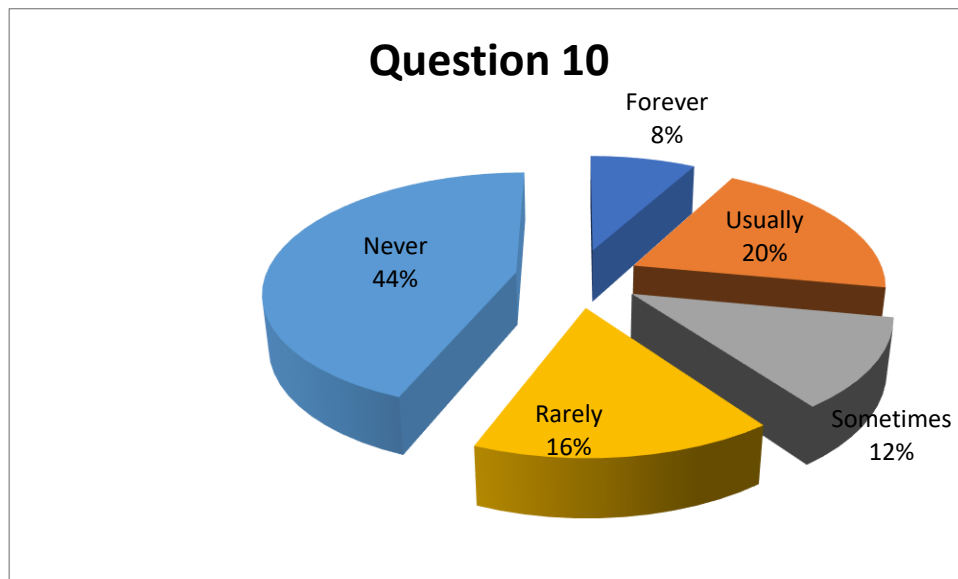


Figure 10 Question 10  
Source: Survey analysis  
Made by: Paulina Chiluisa

**Analysis and Interpretation:**

The results of this question were as follow; about question eleven has been carried out, it is determined that 8% indicates that always; 20% indicated that almost always; 12% sometimes and 16% rarely and finally 44% indicated never.



11. How often do you deduce what is not explicit in the text?

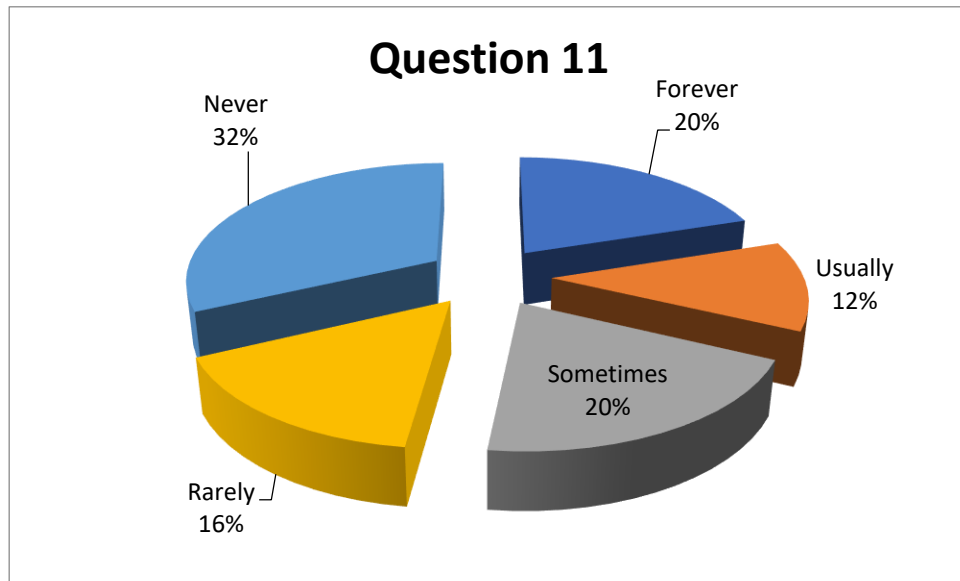


Figure 11 Question 11  
Source: Survey analysis  
Made by: Paulina Chiluisa

**Analysis and Interpretation:**

The tabulation of question twelve determined; that 20% indicates that always, 12% indicated that almost always, 20% sometimes and 16% rarely, and finally 32% indicated never.

12. Does your teacher give a critical opinion of what you understood and exemplify it with other students?

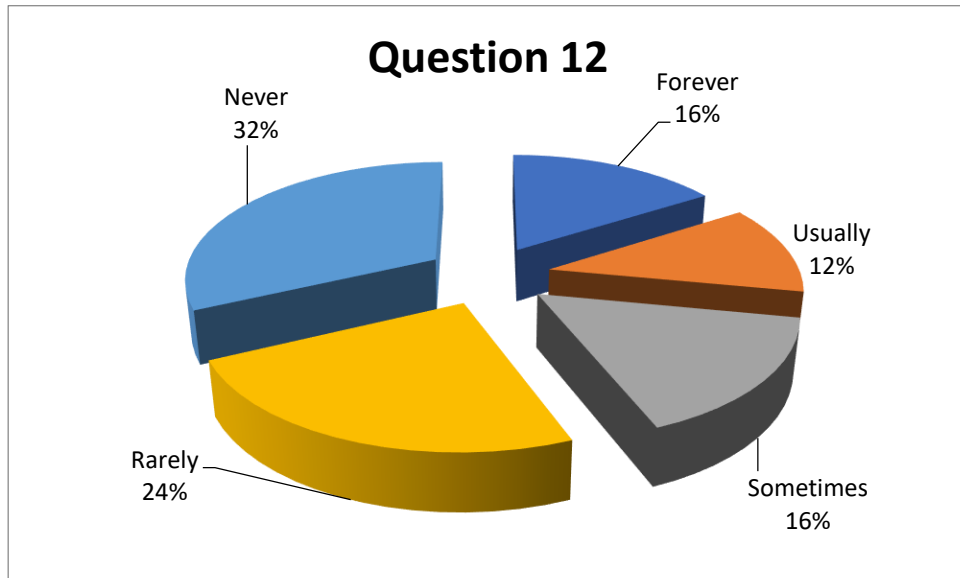


Figure 12 Question 12  
Source: Survey analysis  
Made by: Paulina Chiluisa

**Analysis and Interpretation:**

Once the tabulation of the results of the surveys applied to the analyzed sample about question thirteen has been carried out, it is determined that 16% indicate that always; 12% indicated that almost always; 16% sometimes and 24% rarely and finally 32% indicated never.

## Appendix 3

**UNIVERSIDAD TECNICA DE COTOPAXI**  
**MAESTRIA EN LINGUISTICA APLICADA AL IDIOMA INGLES**

### RUBRIC-WRITING

**Objective:** To identify the main ideas problems in order to improve reading comprehension in students from twelve to thirteen years old

Name: \_\_\_\_\_ Summary Title: \_\_\_\_\_  
Date: \_\_\_\_\_ Period: \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Length</b>	6-8 sentences	9 sentences	10 sentences	11+ sentences
<b>Accuracy</b>	All statements accurate and verified by story	Most statements accurate and verified by story	Some statements cite outside information or opinions	Most statements cite outside information or opinions
<b>Paraphrasing</b>	No more than 4 words in a row taken directly from story	One sentence contains more than 4 words in a row taken directly from story	Two sentences contain more than 4 words in a row taken directly from story	3+ sentences contain more than 4 words in a row taken directly from story
<b>Focus</b>	Summary consists of main idea and important details only	Summary contains main idea and some minor details	Summary contains main idea and only minor details	Main idea of story is not discussed
<b>Conventions</b>	No more than one punctuation, grammar, or spelling error	2-3 punctuation, grammar, or spelling errors	4-5 punctuation, grammar, or spelling errors	6+ punctuation, grammar, or spelling errors

**Overall grade:** \_\_\_\_\_

**Comments:**

**Source:** Adapted from Lectures perception of using Analytical Rubric for assessing writing (2014)

## Appendix 4

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

EXPERTS' VALIDATION

### 1. Research Proposal Data

**Author:** Paulina Chiluisa

**Topic:** "Self-Monitoring Strategy in English Reading Comprehension"

**Objective:** The objective of this research is to Improve the reading comprehension strategies, through the SQ3R Method in critical thinking, cooperative and collaborative learning in eighth-grade students of the Educational Unit "11 de Noviembre

### 2. Evaluator's information

Evaluator's name:	MSc. Alison Mena Barthelotty
ID number:	0501801252
Academic Degree:	Magister en Ciencias de la Educación
Senescyt Registration Number	1020-06-657642
Current job:	Universidad Técnica de Cotopaxi
Phone number:	0992662355
E-mail:	alison.mena@utc.edu.ec

### Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		

<b>b)</b> The proposal topic is appropriate and innovative.	X		
<b>c)</b> The originality of the contributions and reflections of the author give added value to the proposal.	X		
<b>d)</b> The lesson plans describe each step to follow during the class.	X		
<b>e)</b> The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
<b>f)</b> The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
<b>g)</b> The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.		X	
<b>h)</b> The objectives in the lesson plans are met, so that there is harmony between objectives and results.		X	

**3. Impact.** What is the impact of this research? (Place an X on the square)

Local	
Regional	
National	
International	

**4. General comments and recommendations for the Author.**

The research is done in a good way and it will help to other teachers in different institutions. Well, done



Lic. Alison Mena Barthelotty MSc.  
**DOCENTE CENTRO DE IDIOMAS UTC**  
**CC: 0501801252**

# TECHNICAL UNIVERSITY OF COTOPAXI

## GRADUATE DEPARTMENT

### Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

#### PROPOSAL VALIDATION

##### 5. Research Proposal Data

**Author:** Paulina Chiluisa

**Topic:** "Self-Monitoring Strategy in English Reading Comprehension"

**Objective:** The objective of this research is to Improve the reading comprehension strategies, through the SQ3R Method in critical thinking, cooperative and collaborative learning in eighth-grade students of the Educational Unit "11 de Noviembre

##### 6. Evaluator's information

Evaluator's name:	Celene Margarita Casierra Parraga
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Academic Degree:	Master in English language teaching
Senescyt Registration Number	1025-14-86044323
Current job:	Professor in UTM
Phone number:	0989678613
E-mail:	<a href="mailto:Marycele22@hotmail.com">Marycele22@hotmail.com</a>

##### Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		
b) The proposal topic is appropriate and innovative.	X		

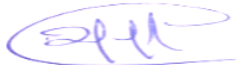
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The lesson plans describe each step to follow during the class.	X		
e) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
f) The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
g) The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

**7. Impact.** What is the impact of this research? (Place an X on the square)

Local	
Regional	
National	
International	

**8. General comments and recommendations for the Author.**

The implementation of metacognitive self-control strategies for reading comprehension in "11 de Noviembre" school will have a great impact in the students of this school and even to the society. This research is highly relevant, it is clear in all aspects so the objectives described are accomplished, the theoretical framework provides huge and significant information, the used methodology was very appropriate. I finish this comment congratulating to the author and encourage her to continue with this amazing labor.



**Evaluator's signature**

**Name: Celene Casierra**

**I.D: 1310392160**



**TECHNICAL UNIVERSITY OF COTOPAXI**  
**GRADUATE DEPARTMENT**

**Master's Degree in Applied Linguistics to Teaching English  
as a Foreign Language**

**PROPOSAL VALIDATION**

**9. Research Proposal Data**

**Author:** Paulina Chiluisa

**Topic:** "Self-Monitoring Strategy in English Reading Comprehension"

**Objective:** The objective of this research is to Improve the reading comprehension strategies, through the SQ3R Method in critical thinking, cooperative and collaborative learning in eighth-grade students of the Educational Unit "11 de Noviembre.

**10. Evaluator's information**

Evaluator's name:	Maira Fernanda Almache Alencastro
ID number:	0502960966
Academic Degree:	Bachelor of Education Science with a major in English
Senescyt Registration Number	1020-2016-17206667
Current job:	Teacher in Ministry of Education_ Zone 2
Phone number:	0998652839
E-mail:	almachemaira@yahoo.es

**Evaluation**

Place an X on the square.

Criteria	Excellent	Good	Fair
<b>a)</b> The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		

<b>b)</b> The proposal topic is appropriate and innovative.	X		
<b>c)</b> The originality of the contributions and reflections of the author give added value to the proposal.	X		
<b>d)</b> The lesson plans describe each step to follow during the class.	X		
<b>e)</b> The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
<b>f)</b> The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
<b>g)</b> The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
<b>h)</b> The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

**11. Impact.** What is the impact of this research? (Place an X on the square)

Local	<input type="checkbox"/>
Regional	<input type="checkbox"/>
National	<input type="checkbox"/>
International	<input type="checkbox"/>

**12. General comments and recommendations for the Author.**

I finish this comment congratulating to the author and encourage her to continue with this amazing labor.



**Evaluator's signature**  
**Name:** Maira Almache  
**ID:** 0502960966

**TECHNICAL UNIVERSITY OF COTOPAXI**

**GRADUATE DEPARTMENT**

**Master's degree in Applied Linguistics to**

**Teaching English as a Foreign Language**

**USERS' VALIDATION**

**1. Research proposal data:**

**Author:** Paulina Chiluisa

**Topic:** "Self-Monitoring Strategy in English Reading Comprehension"

**Objective:** The objective of this research is to Improve the reading comprehension strategies, through the SQ3R Method in critical thinking, cooperative and collaborative learning in eighth-grade students of the Educational Unit "11 de Noviembre.

Evaluator's name:	Sumba Lopez Myrian Edith
ID number:	17171445066
Academic degree:	Licenciada en Ciencias Humanas y de la Educación mención Ingles.
Current job:	English teacher
Phone number:	0992329019
e-mail:	myriansumba@gmail.com

**2. Evaluator's information**

**Evaluation**

Place an X on the square.

<b>Criterio</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>
-----------------	------------------	-------------	-------------

<p><b>a)</b> The teaching material constitutes a valid, current and relevant contribution related to the field.</p>	<p>x</p>		
<p><b>b)</b> The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.</p>	<p>x</p>		
<p><b>c)</b> The originality of the contributions and reflections of the author give added value to the proposal.</p>	<p>x</p>		
<p><b>d)</b> The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)</p>	<p>x</p>		
<p><b>e)</b> The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.</p>	<p>x</p>		
<p><b>f)</b> The objectives in the proposal are met, so that there is harmony between objectives and results.</p>	<p>x</p>		

g) The proposal is substantial with well-structured reflections and ideas.	<b>x</b>		
--	----------	--	--

**Por favor emita un comentario**

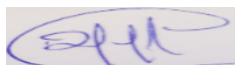
- 1. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

The content is useful to incorporate in teaching and learning process and keep in the mind to find new methods, strategies, techniques or tools in order to change the Educational system.

- 2. Impact. What is the impact of this proposal? (Place an X on the square)**

Local	x
Regional	
Nacional	
Internacional	

- 3. General comments and recommendations for the Author.**



**Evaluator's signature**

**I.D.17171445066**

# TECHNICAL UNIVERSITY OF COTOPAXI

## GRADUATE DEPARTMENT

**Master's degree in Applied Linguistics to**

**Teaching English as a Foreign Language**

### USERS' VALIDATION

**1. Research proposal data:**

**Author:** Paulina Chiluisa

**Topic:** "Self-Monitoring Strategy in English Reading Comprehension"

**Objective:** The objective of this research is to Improve the reading comprehension strategies, through the SQ3R Method in critical thinking, cooperative and collaborative learning in eighth-grade students of the Educational Unit "11 de Noviembre

**2. Evaluator's information**

Evaluator's name:	LAURA ANTONIETA ROMERO MURILLO
ID number:	0503323107
Academic degree:	BACHELOR IN ENGLISH
Current job:	TEACHER IN THE 11 DE NOVIEMBRE SCHOOL
Phone number:	0983852414
e-mail:	Laura- sinceridad@hotmail.com

### Evaluation

Place an X on the square.

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>
<b>a)</b> The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
<b>b)</b> The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
<b>c)</b> The originality of the contributions and reflections of the author give added value to the proposal.	X		
<b>d)</b> The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
<b>e)</b> The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
<b>f)</b> The objectives in the proposal are met, so that there is harmony between objectives and results.	X		

g) The proposal is substantial with well-structured reflections and ideas.	<b>X</b>		
--	----------	--	--

**Por favor emita un comentario**

- 1. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**


**Yes, the content of the proposal is appropriate because contribute to the educative community with interesting ideas.**

- 2. Impact. What is the impact of this proposal? (Place an X on the square)**

Local	x
Regional	
Nacional	
Internaciona l	

- 3. General comments and recommendations for the Author.**

Continue with more interesting researches that contribute to the develop of the educative comunity within the English Language.

  
\_\_\_\_\_

**Evaluator's signature**

**I.D. 0503323107**



**TECHNICAL UNIVERSITY OF COTOPAXI**

**GRADUATE DEPARTMENT**

**Master's degree in Applied Linguistics to**

**Teaching English as a Foreign Language**

**USERS' VALIDATION**

**3. Research proposal data:**

**Author:** Paulina Chiluisa

**Topic:** "Self-Monitoring Strategy in English Reading Comprehension"

**Objective:** The objective of this research is to Improve the reading comprehension strategies, through the SQ3R Method in critical thinking, cooperative and collaborative learning in eighth-grade students of the Educational Unit "11 de Noviembre

**4. Evaluator's information**

Evaluator's name:	Ana Orozco
ID number:	1718875980
Academic degree:	Educational Science degree, mention English
Current job:	English Teacher
Phone number:	0980579677
e-mail:	anyamor.@hotmail.com

**Evaluation**

Place an X on the square.

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>
-----------------	------------------	-------------	-------------

<p><b>a)</b> The teaching material constitutes a valid, current and relevant contribution related to the field.</p>	<p><b>X</b></p>		
<p><b>b)</b> The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.</p>	<p><b>X</b></p>		
<p><b>c)</b> The originality of the contributions and reflections of the author give added value to the proposal.</p>	<p><b>X</b></p>		
<p><b>d)</b> The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)</p>	<p><b>X</b></p>		
<p><b>e)</b> The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.</p>	<p><b>X</b></p>		
<p><b>f)</b> The objectives in the proposal are met, so that there is harmony between objectives and results.</p>	<p><b>X</b></p>		

g) The proposal is substantial with well-structured reflections and ideas.	<b>X</b>		
--	----------	--	--

**Por favor emita un comentario: This proposal introduce an interesting starategy to improve english therefore it is an excellent file.**

**4. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

**Yes because is understable enough for teachers and students.**

**5. Impact. What is the impact of this proposal? (Place an X on the square)**

Local	x
Regional	
Nacional	
Internacional	

**6. General comments and recommendations for the Author.**

**It is important to foster the English learning through reading so that your proposal is a wonderful methodoly to teach the target language.**

**Evaluator's signature :**



**I.D. 1718875980**

## Appendix 5



POSGRADO

UNIVERSIDAD TÉCNICA DE COTOPAXI  
MAESTRÍA EN LINGÜÍSTICA

Quito, julio 07, 2021

Magíster  
Sylvana Vaca  
**RECTORA DE LA UNIDAD EDUCATIVA 11 DE NOVIEMBRE**

Presente.

De mi consideración:

Reciba un cordial saludo y a su vez le auguro éxitos en tan delicadas funciones. La presente tiene la finalidad de solicitarle, me autorice la aplicación de encuestas a los docentes y estudiantes de octavo año de EGB, la información a ser recabada con la aplicación de la encuesta, es congruente con el tema de mi trabajo de titulación, denominado: **“Self-Monitoring Strategy in English Reading Comprehension in eighth Year of Secondary Education at Unidad Educativa “11 De Noviembre”**

Con la seguridad que lo solicitado, será atendido favorablemente, el antelo mis sinceros sentimientos de consideración y estima.

PDT: Adjunto el cronograma para la realización.

Atentamente,



POSGRADO

Paulina Chiluisa Chiluisa  
**TESISTA**

Aprobado por favor coordinar con Vicerrectorado el cronograma Magíster Sandra Cola

Atentamente,

MSc. Sylvana Vaca



Rectora de la U.E. “11 de Noviembre”

## Appendix 6



### Document Information

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Analyzed document	TESIS PAULINA CHILUISA.docx (D112641159)
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Submitted by	Marcia Janeth Chiluisa Chiluisa
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### Sources included in the report

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<b>W</b>	URL: <a href="https://docplayer.net/61564583-Introduction-english-as-a-foreign-language-introduccion-1-in.html">https://docplayer.net/61564583-Introduction-english-as-a-foreign-language-introduccion-1-in.html</a> Fetched: 10/20/2019 4:17:01 PM	 7
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