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MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

MODALITY: RESEARCH REPORT

THEME:

Metacognitive strategy to increase vocabulary in EFL in 10th grade “C” students of basic education at “Mariscal Antonio José de Sucre” School.

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

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2021**

TUTOR’S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled METACOGNITIVE STRATEGY TO INCREASE VOCABULARY IN EFL IN 10TH GRADE “C” STUDENTS OF BASIC EDUCATION AT “MARISCAL ANTONIO JOSÉ DE SUCRE” SCHOOL investigated by Lcda. Banda Bustillos Marcia Rosalva, 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.

Latacunga, June 2nd, 2021



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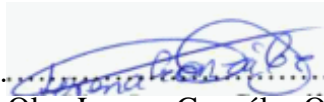
COMMITTEE APPROVAL

This research dissertation: Metacognitive strategy to increase vocabulary in EFL in 10th grade “C” students of basic education at “Mariscal Antonio José de Sucre” School, 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

I dedicate this research work to my parents because they have always been such great support, demonstrating care and love for me and supporting me in achieving my goals.

Rosalva

ACKNOWLEDGEMENT

Thanks to God for giving me the strengths to end up this process and also aiding me to overcome problems. Special thanks to MSc. José Ignacio Andrade comments and advice were the cruces of this research dissertation since they all shape this work into a reliable one.

Rosalva Banda Bustillos

AUTHORSHIP

I, Banda Bustillos Marcia Rosalva declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, June 2nd, 2021



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COMMITTEE PRESIDENT'S APPROVAL

I, Jorge Luis Rosero Menéndez Mg.C, declare that this research dissertation: Metacognitive strategy to increase vocabulary in EFL in 10th grade “C” students of basic education at “Mariscal Antonio José de Sucre” School, has the corrections and comments suggested by the members of the committee in the scientific session.

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TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
MASTER'S DEGREE IN APPLIED LINGUISTICS TO
TEACHING ENGLISH AS A FOREIGN LANGUAGE

THEME: METACOGNITIVE STRATEGY TO INCREASE VOCABULARY IN EFL IN 10TH GRADE “C” STUDENTS OF BASIC EDUCATION AT “MARISCAL ANTONIO JOSÉ DE SUCRE” SCHOOL.

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ABSTRACT

This research focuses on Metacognition, like the thinking skill, which leads up young students during the teaching-learning process by using the correct learning strategy to learn new vocabulary. Consequently, the purpose of this research is to analyze the Metacognitive strategy using in the English language to increase young students' vocabulary of 10th grade “C” in the “Mariscal Antonio José de Sucre” Educative Unit. The applied methodology has a qualitative and a quantitative approach that includes a descriptive procedure of the Metacognitive strategy. These methods allow a collection of statistical data and information to establish conclusions and recommendations about the research. Considering that to learn and use the English Language in the teaching-learning process and real life, it is essential to dominating vocabulary; a group of students first went in a pre-test, after that they went through metacognitive strategy instruction to provide awareness of learning strategies finally; they went in a post-test. The results showed that the adequate application of the Metacognitive strategy in English classes increases vocabulary in young students, and they achieve higher levels of learning control to develop their knowledge and skills.

KEYWORDS: metacognition; metacognitive; strategy; vocabulary, learning control

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

TÍTULO: ESTRATEGIA METACOGNITIVA PARA INCREMENTAR VOCABULARIO EN EL IDIOMA INGLÉS EN LOS ESTUDIANTES DE 10mo “C” DE EDUCACIÓN BÁSICA EN LA UNIDAD EDUCATIVA “MARISCAL ANTONIO JOSÉ DE SUCRE”.

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RESUMEN

Esta investigación se centra en la metacognición, como la habilidad de pensar, que guía a los estudiantes jóvenes durante el proceso de enseñanza-aprendizaje mediante el uso de la estrategia de aprendizaje correcta para aprender nuevo vocabulario. En consecuencia, el propósito de esta investigación es analizar la estrategia metacognitiva que se utiliza en el idioma inglés para incrementar el vocabulario de los estudiantes jóvenes del décimo grado “C” de la Unidad Educativa “Mariscal Antonio José de Sucre”. La metodología aplicada tiene un enfoque cualitativo y cuantitativo que incluye un procedimiento descriptivo de la estrategia metacognitiva. Estos métodos permiten una recopilación de datos e información estadística para establecer conclusiones y recomendaciones sobre la investigación. Considerando que para aprender y utilizar el idioma inglés en el proceso de enseñanza-aprendizaje y en la vida real, es fundamental dominar el vocabulario; un grupo de estudiantes primero pasó por una prueba previa, después de eso pasaron por la instrucción de estrategias metacognitivas para proporcionar conciencia de las estrategias de aprendizaje finalmente; pasaron por una prueba posterior. Los resultados mostraron que la aplicación adecuada de la estrategia metacognitiva en las clases de inglés aumenta el vocabulario en los estudiantes jóvenes, y logran mayores niveles de control del aprendizaje para desarrollar sus conocimientos y habilidades.

PALABRAS CLAVE: metacognición; metacognitiva; estrategia; vocabulario; control de aprendizaje.

TABLE OF CONTENTS

PRELIMINARIES

INTRODUCTION	1
CHAPTER I	7
1. THEORETICAL FOUNDATION	7
1.1 Background.	7
1.2 Epistemological Foundation	11
Metacognition	11
Metacognitive Strategies	12
Language Learning Strategies Training	14
Vocabulary	15
Enhancing Vocabulary	16
Vocabulary Learning Strategies	16
1.3 Foundation of the state of the art.....	18
1.4 Conclusions	22
CHAPTER II. PROPOSAL	23
2.1. Title of the proposal	23
2.2. Objectives.....	23
2.3. Justification	23
2.4. Development of the proposal	24
2.4.1. Elements that make it up	24
2.4.2. Explanation of the proposal	26
2.4.3 Premises for its implementation.....	29
2.5 Conclusions Chapter II.....	68
CHAPTER III. APPLICATION AND VALIDATION OF THE PROPOSAL ...	69

3.1	Experts evaluation.....	69
3.2	Users evaluation.....	70
3.3	Evaluation of impacts or results.....	72
3.4	Results of the Proposal.....	74
	Conclusions of the Chapter III.....	76
	General Conclusions.....	77
	Recommendations.....	77
	Bibliographic References.....	79
	III APPENDICES.....	83

INTRODUCTION

First of all, the line of research is education and communication for human and social development, and the research sub-line is psychology and education; these have a great relationship with the research topic, Metacognitive strategy to increase vocabulary in EFL. First, in education contributing with this kind of strategy with a new option for English teachers, second in communication cause students can produce more vocabulary in the English language, in this case, to communicate around the world third, in psychology, students can create their cognitive process for learning; as a result, students have a human and social development.

This research takes place at the Technical University of Cotopaxi in the Master's Program of Applied Linguistics in English as a foreign language teaching. Many research studies and papers related to metacognition, metacognitive strategies, language learning strategies, vocabulary, and vocabulary learning strategies were the subjects to explore and find conclusions.

Moreover, most research studies such as (Flavell, 2004) and (Alvarez, Barón , & Martinez, 2018) express that Metacognition is the thinking skill to know and practice the knowledge, which helps young students during the teaching-learning process, using the correct learning strategy. Therefore, after reading and analyzing these exciting topics, it is a fact to identify the most effective Metacognitive Strategy such as overviewing and linking with the already known material, organizing, paying attention, delaying speech production, to increase vocabulary in young students in the English language. These facts help to establish the objectives of this research.

Furthermore, Psycholinguistics is the disciplinary area to carry out this study about the metacognition in vocabulary learning with a fundament in the applied linguistics. Here teachers can talk about the Metacognitive strategy to teach and use

the English language in our country and around the world and how students can increase their vocabulary as much as possible to develop their English skills.

The lack of reasoning in students during English classes to learn new vocabulary is a problem in the teaching-learning process around the schools and high schools, which does not allow students to develop the English language. This issue occurs during English classes when students do not follow the correct process to feel the interest to learn, participate in classes, reason about the different topics, get involved in learning even worse, and increase their vocabulary.

Even though English teachers plan their classes applying many strategies to have good results, students do not increase their vocabulary. As a result, in English classes, they can not express their ideas developing their English skills, so it is a big issue because they are in secondary school. They require vocabulary as much as possible according to their level to develop their receptive and productive skills.

Considering these aspects as a big issue, this research helps English teachers with this Metacognitive Strategy to apply during their classes that also help students of 10th grade “C” of basic education in the “Mariscal Sucre” educative unit to increase their vocabulary to develop in the best way the English language. For this reason, this research is of great importance because English teachers can find the Metacognitive strategy to apply in classes and help students increase vocabulary in the English language, the English level and education in this institution.

This research helps English teachers provide them with an effective Metacognitive Strategy to apply during their classes. Through this, students increase their vocabulary like the base to develop the other English skills answering the following questions specifically:

What strategy are English teachers going to apply to increase vocabulary?

What Metacognitive strategy are going to apply the English teachers?

How are English teachers going to apply the Metacognitive strategy?

The general objective of this research is to analyze the Metacognitive strategy using in the English language to increase vocabulary in young students with the following activities:

- To review background information about metacognition and the best strategy used by teachers to increase vocabulary in young students.
- To propose the metacognitive strategy in English classes to develop metacognitive skills in students during the teaching-learning process.
- To determine metacognition skills in students to develop and improve them in English classes.

Table 1. Tasks

OBJECTIVE	TASK
Objective 1: To review background information about metacognition and the best strategy used by teachers to increase vocabulary in young students.	Analyzing the literature and different approaches about metacognition, strategies, and vocabulary.
Objective 2: To propose the metacognitive strategy in English classes to develop metacognitive skills in students during the teaching-learning process.	Proposing a metacognitive strategy to increase vocabulary in young students in the English language.
Objective 3: To determine metacognition skills to develop and improve them in English classes.	Selecting the appropriate activities that allow students to work on their skills in metacognition.

Elaborated by: Rosalva Banda

Table 2. Stages

STAGE	DESCRIPTION
1. Methodology	The majority of the English teachers choose and apply a methodology that is not correct during classes to increase vocabulary in young students.
2. Strategy	Most English teachers do not know about the Metacognitive strategy; for this reason, they apply other common strategies during classes that are not appropriate to increase vocabulary in young students.
3. Application of the Strategy	There is the possibility that English teachers know about the Metacognitive strategy also they can say that they are applying it during classes; however, they are not applying it correctly or they are not following the correct process of this strategy and this can be the reason why students have the lack of vocabulary to develop and use the English language.

Elaborated by: Rosalva Banda

This research is of great importance in actuality due to in the English classes, students of public high schools have problems in general to develop their skills such as speaking, writing, reading, and listening because they do not have the vocabulary to dominate the English Language, specifically in the “Mariscal Sucre” Educative Unit the students of 10th grade “C” of basic education can not express their ideas

through their English skills since the lack of vocabulary that they show during classes.

For this reason, it is essential to investigate a strategy that can help English teachers apply it during their classes to encourage students in the institution to increase their vocabulary.

As a result, this research is justified considering that it is a topic of social impact and educative in the educative unit, by cause of having a new opportunity to innovate English classes with this new Metacognitive Strategy, new changes that can awake the interest in students so, they feel motivated to participate in English classes and increase new vocabulary.

Finally, this research is feasible; it will be a new work tool in the “Mariscal Sucre Educative Unit”. First, English teachers can apply this Metacognitive strategy during their classes as a new option; second, students will increase their vocabulary through this strategy feeling emotion to learn more every day; the authorities will be witnesses of this remarkable result. The teaching-learning process will have success in the English area in the institution, and parents feel comfortable and confident about the education that their sons and daughters receive in the institution.

The research collects, organizes and analyzes the learning issues in the students who require increasing their vocabulary, based on this information to identify the Metacognitive Strategy to increase vocabulary in the English language in the students of 10th grade of basic education “C” in the institution.

It allows to analyze and interpret in the best way the information that intervenes in the Metacognitive strategy to increase vocabulary in the English language in the students of 10th grade of basic education “C” in the institution, to get the desired information through the collection of data that involves recording representative observations.

MODALITY OF THE INVESTIGATION

The research begins with a documentary bibliographic modality with the information from books, texts, journals, and scientific articles as bibliographic material on the internet. Also, it allows the construction of the theoretical framework directly.

The methodology of this research is qualitative because it presents the characteristics of the Metacognitive strategy and quantitative due to it analyzes the results of the tests through calculation. Furthermore, it is descriptive since it describes the correct process of the Metacognitive strategy. Finally, it is quasi-experimental research since it shows the cause and effect between the variables.

The investigation carries out in the students of 10th grade “C” of basic education in the “Mariscal Sucre” educative unit, taking into account that from approximately 100 students, this research takes a sample of 30 of them due to the reality of the situation. The majority of students do not have internet connection in this public institution; they are the ones who have internet, the other ones are just receiving classes and feedbacks from Whatsapp up groups as a consequence of the COVID 19. The sample of these 30 students will provide the necessary information to achieve the proposed objectives of the investigation.

CHAPTER I.

1. THEORETICAL FOUNDATION

1.1 Background.

The present investigation implies the education area; specifically, in the use of a metacognitive strategy by English teachers during classes working on students development and allowing them to create their knowledge in this case so that students can increase their vocabulary by themselves to use in the English language for these reasons, there are several studies which sustain this research.

A study of the thesis “Metacognitive strategies for developing speaking skills to ninth graders at “Escuela de Educación Basica Paquisha”, La Libertad, Santa Elene Province, 2015-2016. It is clear that the purpose is to provide a good decision and tool for English teachers when they plan and apply the strategy during classes, especially when they want students to develop speaking skills; it is necessary to use the Metacognitive strategy correctly. (Ricardo Vera, 2016)

Nowadays, it is essential to mention that the development of oral skills in English language acquisition is the basis for English verbal communication. The author used a qualitative and quantitative methodology. Also, he used inductive and deductive methods to obtain the data and establish the conclusions and recommendations of the research.

Additionally, it is essential to say that the impact and contribution on this study are to provide a didactic guide with new activities applying the Metacognitive strategy to develop the speaking skill in students with this new tool, students can practice, interact among them and feel motivated to express their ideas during classes to develop the oral communication.

In another study of the thesis “The use of Metacognitive strategies to improve the listening skill in ninth-graders” the objective is to know how beneficial are the Metacognitive strategies into the teaching-learning process to develop the students’ listening skills through bibliographic research, providing a booklet for students to work on reflexive exercises and a handbook for teachers to give them a guide to managing the listening activities with the Metacognitive strategy during classes. (Morocho & Astudillo , 2017)

When English teachers want to enhance the listening skills in students, it is essential to develop not only simple exercises, for this reason, the impact and contribution of this research are to provide students in their booklet extra listening activities that help them to practice and achieve this skill in a significant and conscious way with the use of Metacognitive strategies.

Students are the beneficiaries with motivation with this new material and activities to practice and develop their listening skill through this study. Also, teachers have a new strategy to use and apply in English classes with patience to achieve the correct use of the Metacognitive strategy and why do not say the usage and communication of the foreign language that requires the developing of the listening skill.

Another study of the thesis “Application of metacognitive strategies program for reading comprehension in the English language of the students from the third year of baccalaureate at Tirso de Molina high school in Ambato city, Tungurahua

Province in the school year 2014 -2015”. The objective is to apply metacognitive strategies to develop reading comprehension in students in English because it is clear that with the metacognitive strategies, students are autonomous and conscious about their learning, in this case, how they understand the readings in their way. (Miranda, 2016)

The author used both qualitative and quantitative methodologies to get the research results and instruments like a pre-test and post-test, establishing the conclusion that for communication in English in our society, it is essential to manage the reading skill of the language. As a result, the social contribution and impact are to implement a new program of Metacognitive strategies for English classes that help students in their reading comprehension.

When English teachers want to improve reading comprehension, they must apply Metacognitive strategies for innovation of management. Another reason is that this reading skill is related to independent and fair learning by students cause when students read, they do it individually, so with these metacognitive strategies, students work on an easier understanding of readings and the exercises about them.

According to a study of the thesis, “The metacognitive strategies in the speaking area of English language in 10th-year level students of basic general education in Aníbal Salgado Ruiz high school in Tisaleo town, Tungurahua Province”. The principal objective is to deliver a detailed analysis of the Metacognitive strategies to contribute to speaking skills in students, like the main skill for oral communication. (Panimboza, 2015)

Speaking skill is the most important for communication in English classes and daily life in the English language. For this reason, the social contribution and impact are for English teachers to make a great decision to use this didactic guide with

metacognitive strategies during classes which help students produce easier their speaking skill in the English language.

For analyzing and getting the results, the author applied questionnaires for teachers and students. English teachers do not pay attention to these Metacognitive strategies to apply in classes. Students do not practise improving their speaking skill; thus, teachers must use and apply in the correct way these Metacognitive strategies to obtain harmony with students' practice in every class to get better speaking skills.

Additionally, in the study of the thesis "Metacognitive strategies for the development of the writing skill in the English language, in students of the first year of Bachillerato General Unificado at Universitario "UTN" High-school in Ibarra city, 2014-2015 school year" the main goal is to analyze the Metacognitive strategies which strengthen the writing skill in students for establishing the ones that English teachers can apply in classes to improve their writing skill. (Hernández , 2016)

One of the English skills that students must develop in the English language is writing to state the constancy of their homework, ideas, beliefs, arguments; these writings help other people who read these to understand them. As a consequence, the social contribution and impact are to provide and socialize a didactic guide with Metacognitive strategies to improve the writing skill in students.

With the purpose to get the results of this study, it was qualitative like interpretative research, because at the beginning, the author needed to interpret according to the real-life in students to identify their problems and disadvantages in the writing skill and then it is clear that these Metacognitive strategies help to reflect how to learn the system of the writing skill like an academic reinforcement.

1.2 Epistemological Foundation

Metacognition

Metacognition activates thinking skills in the students for the following reasons: First, metacognition involves knowledge and regulation of the cognitive activities in students into the learning process (Flavell, 2004), considered the father of metacognition. It means that metacognition describes the process when students can plan, monitor and evaluate their learning during the teaching-learning process through 2 dimensions:

Metacognitive knowledge.- What students know about their learning.

Metacognitive Regulation.- What students do about their learning.

Therefore, the cognitive process help students to achieve their mental and learning goals. One reason is that “the crucial role that metacognition plays in learning by noting (Morocho & Astudillo , 2017) that “students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions” (O'Malley & Chamot, 2002, pág. 561). Students must develop metacognition during classes to get the objective of the class that is learning otherwise they can be loose in classes. Another reason is that students must realize how they think and logic while performing the activities during lessons. As a result, they activate their thinking skills for learning, and they develop their cognitive activities to achieve goals.

Students have to follow this process of Metacognition to learn new vocabulary. First, planning their vocabulary learning to link with the previous knowledge and concentrate during English classes, second monitoring if they are learning vocabulary to identify the purpose of the language task, organize and seek practice

opportunities, finally reviewing their accomplishments of vocabulary learning by the self-monitoring for future activities and learning.

Metacognitive Strategies

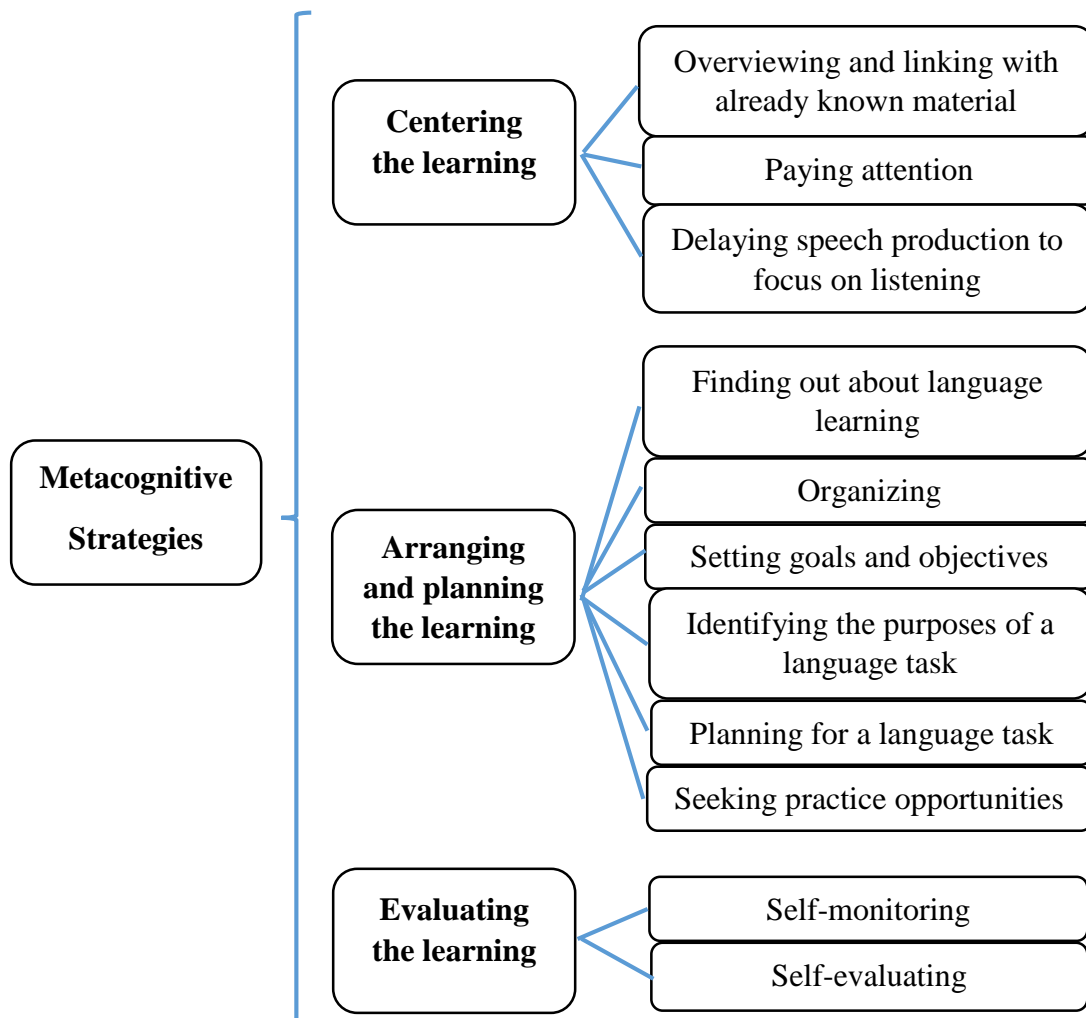
These strategies help students define the best way to learn new vocabulary using both knowledge and reasoning. It is essential to mention that “the use of metacognitive strategies activates thinking skills and leads to improve performance in learning in general” (Neil, 2002, pág. 3), so Metacognitive Strategies activate thinking skills in students to increase vocabulary because metacognition is a way of teaching the learner knowledge about the thinking process due to strategies help the learning process in students. These strategies are actions that students do to have success in their learning, or it is the way how students catch and produce the correct information.

In this case, the Metacognitive strategy controls the cognitive process in students and knowledge and how they acquire vocabulary. One reason is that students who use the Metacognitive strategy have their advantages. Therefore, they develop different learning styles and goals; another reason is that English teachers must work hard to apply this Metacognitive strategy to realize that this is like a skill that students need to perform to get new vocabulary.

Finally, the Metacognitive strategies control the learning process in students and provide the best way to plan, monitor and evaluate the teaching-learning process (Schmitt, 2007). Therefore, the adequate instruction of Metacognition offers evidence of its importance in the teaching-learning process, and this instruction improves academic achievements in students.

For these reasons, when students learn vocabulary, they produce the language; consequently, vocabulary learning plays a vital role in language teaching because

learners will have communicative skills. As a result, metacognitive instruction allows the students to see a word like a conceptual understanding. However, the students are accustomed to seeing the words of the English language to memorize and translate.



Author: Rebeca Oxford, Ph.D.

Source: <http://delinguis.dgenp.unam.mx/home/volumenes/volumen-05/articulo-03>

It is crucial to apply this Metacognitive strategy in English classes to make students more reflective rather than find the meaning of the word in a dictionary because it leads students to practice this conceptual process for vocabulary learning. Centring the learning to delay the speech production of vocabulary, then planning the

learning to find out the new words and evaluating the learning to self-evaluate the new vocabulary.

Language Learning Strategies Training

First, students must develop the process using the best strategy on how to acquire new vocabulary, into these learning strategies to use these help like active, timely and coordinated responsibility for learning consequently; they deserve more attention in these contexts where unconscious acquisition caused by exposure to an abundant second language input outside the classroom is likely to be less critical than conscious strategies in influencing gains in linguistic and communicative competence (Mahdavi, 2014) because the best way to acquire English vocabulary for students must be unconscious like normal, this is why teachers must be creative during classes. When the English teacher chooses a great strategy and applies it in classes, the students can get the knowledge, in this case, vocabulary, easily.

Moreover, adequate language learning strategies training provides students with confidence about how they learn and how they perform and acquire new vocabulary (Nisbet & Shucksmith, 2017). As a result, students create their knowledge, in this case, English vocabulary, through a Metacognitive strategy and at the same time, they can realize their feedback.

This Language learning strategy helps maintain a balance in English classes with all students because each student has more or less intellectual ability to achieve the same vocabulary level. Therefore it allows both teachers and students to build the base on how the Metacognitive strategy help students increase more vocabulary to use in the English Language.

Vocabulary

Learning and using the English Language in the teaching-learning process is essential to dominating vocabulary. Vocabulary is “the knowledge of the meanings of words” (Hiebert & Kamil, 2005, pág. 3). Students can develop vocabulary in many situations. For this reason, there are two ways to express this vocabulary in oral or written. The oral way is the productive skill, and the written form, which is a productive skill too, the way students express or use their vocabulary depends on the situation.

Because of this, Metacognition educates independent thinkers and students who can focus on new situations in life and learn how to solve different problems and continue learning throughout their experiences. Consequently, students learn how to acquire new vocabulary and the explicit use of Metacognitive strategies in combination with careful planning, monitoring, and evaluation contributed to improvements in vocabulary learning in students (Rasekh and Ranjbary, 2003). So, learning vocabulary is a process to achieve; if the Metacognitive strategy is applying in the right way during classes with the correct procedure, students increase their vocabulary as much as possible.

First, students have to know the meaning of the words to use them in context, and it has relation with the Metacognitive knowledge what the students know about their knowledge, in this case, vocabulary; second, students always need to know the vocabulary to develop all English skills during classes combining content words and function words in different uses and; finally, they can communicate in every situation in real life using the English language.

Enhancing Vocabulary

The majority of the students need the motivation to acquire new vocabulary. Nevertheless, most English teachers try to find the best way to motivate students to learn vocabulary, and a critical method like the keyword could be the answer for them (Burden, 2011). This method has a significant association with the Metacognitive strategy because both need a cognitive process to have in mind vocabulary in direct learning. This is the most crucial cause why students follow this process to feel motivated.

The meaning of new words must be explained to the students by the teacher rather than just giving a dictionary definition of the Word, which is difficult to understand (Beck , 2013). It is the essence of enhancing vocabulary through the characterization of the new words to use them in context, knowing their different use in the language. As human beings, we always must feel motivated to do things in this case before acquiring new vocabulary.

During English classes, it is essential to enhance students to learn new vocabulary the fact of explaining the different uses of each word in context to the students to use them provides a feeling of confidence to the students since they feel sure of how and when use each word in context in the English language using the different skills.

Vocabulary Learning Strategies

It is a challenge to understand many vocabulary learning strategies to apply them. However, it is a fact to have as much vocabulary as possible in students; for this reason, there are several definitions to consider. Vocabulary learning strategies like specific actions performed by students make learning easier, faster, more enjoyable, more self-directed, more effective, and transferable to new situations in the teaching-learning process (Oxford, 1990). First, vocabulary learning strategies can

be exceptional thinking that students must develop to learn. Second, these strategies contribute to the process of systematization on how students build the knowledge of new vocabulary. Finally, these learning strategies are behaviours that students can monitor to learn a new language.

So, these definitions help to have a clear idea about the role of students in learning; in this case, English teachers can teach students explicitly to improve their vocabulary by teaching them appropriate learning strategies, in contrast, to simply letting them learn vocabulary in their way (Brown & Perry, 1991) for this reason, many students always need the guide with the correct vocabulary learning strategy to improve their learning.

Also, these strategies can be used with the reading skill to retain vocabulary while they are reading; when students read, they can find new words for their learning. And, in addition, to acquire vocabulary and good learning behaviours through Metacognition and an effective strategy, students will learn another ability of personal autonomy; this is an extra skill that helps students in their learning and achievements.

The appropriate vocabulary learning strategy allows the students to work on their knowledge, in this case, new vocabulary. However, the teacher has an important role to manage the correct process of this strategy during English classes to engage students in vocabulary learning. For this reason, the teachers must develop excellent classroom management with the vocabulary learning strategy to encourage students in classes to follow the process of vocabulary learning according to their strengths.

1.3 Foundation of the state of the art

According to the article “Enhancing vocabulary development and Reading comprehension through Metacognitive strategies”. A group of students in a teaching program of Metacognitive strategies during five weeks show the effectiveness of the instruction in multiple Metacognitive strategies to develop reading comprehension in students and increase their vocabulary. Moreover, students took a pre-test and a post-test to realize if the Metacognitive strategies impact increasing vocabulary. (Cubukcu, 2018)

Furthermore, the results in this research show the impact of the importance of Metacognitive strategies instruction to develop vocabulary in students. This study has implications for teachers to accomplish their goal to teach students while students increase their vocabulary; for this reason, it provides evidence that the Metacognitive strategy benefits vocabulary learning.

Moreover, as a result of this study, not only English teachers know how to apply the Metacognitive strategies; also, students learn how why and when to use these metacognitive strategies to improve reading comprehension and increase vocabulary. Students start to think through metacognition when they develop the activities and acquire new characteristics or abilities to be strategic and autonomous.

Consequently, it has an association with this research due to both accomplish the purpose; it is noticeable the efficacy of the Metacognitive strategy to increase new vocabulary in students and how they develop new skills after the Metacognitive process during English classes, for example, autonomy, responsibility and creativity to produce the rest of English skills.

In another article, “Promoting the use of metacognitive and vocabulary learning strategies in eighth-graders”, there is an evident experience of how to apply Metacognitive strategies in a group of 30 students of eighth grade A1 level of two public schools, the objective is to identify the development of the Metacognitive and vocabulary strategies influence in vocabulary learning in students and at the same time autonomy through a Web Quest. (Alvarez, Barón , & Martinez, 2018)

Besides, students who manage metacognitive strategies can develop the learning strategy necessary to acquire vocabulary in different classes. When students use the metacognitive strategies effectively, they succeed in their learning. For sure, they will use them again in most cases, and it enhances them to be autonomous in their learning process.

As a result, when students follow the correct process of the Metacognitive strategies of planning, monitoring and evaluating their learning in classes, they have better results increasing their vocabulary learning as a consequence, these Metacognitive strategies have positive effects, for example; engagement in students to learn as much vocabulary as possible during English classes.

Indeed, it has a connection with this research since both studies are in public high schools with young students. Also, it is visible that promoting the use of the Metacognitive strategy in English classes is the best option for vocabulary learning in students to create in them a new skill of autonomy in the teaching-learning process and learning working.

In another study of the article “Training in Metacognitive Strategies for Students’ Vocabulary Improvement by Using Learning Journals”, a group of participants, in this case, students, participated in a Metacognitive strategy instruction for learning strategies, then to follow the process students went into a cognitive academic language approach in five sessions while they were also using journals. This process

trains them in Metacognitive strategies of planning, monitoring and evaluating. (Diaz, 2015)

It is essential to mention that this study examine the Metacognitive strategies to help beginning young students increase their vocabulary; as a consequence, this Metacognitive strategy training has positive results in how students acquire more vocabulary and realize that when they use Metacognitive strategies, they increase their vocabulary during the English classes.

Correspondingly, this training of Metacognitive strategies support students during English classes to have different ways and options to understand the meaning of the new words, so they increase their vocabulary in this correct way. English teachers have a unique opportunity to apply in classes, which is the beginning of new and innovative changes to share with other professionals in the same area.

Therefore, it has relation with this research because both studies work with a sample of young students in a Metacognitive strategy training to plan, monitor and evaluate their vocabulary learning and improvement. Also, both studies have a cognitive academic language approach allowing students to perform different ways or options to learn and understand the new words.

According to the article “Facilitating vocabulary learning through metacognitive strategy training and learning journals”, a group of students of three public high schools participated in a teaching process which the main goal is to analyze the Metacognitive strategy teaching during English classes in students through the use of journals to improve their vocabulary learning in the English language. (Trijillo , Alvarez, Zamudio , & Morales, 2015)

This teaching process with Metacognitive strategies should be applied into the classrooms in English classes since students can be aware of using them to control

their vocabulary learning and make choices and decisions to use them in other areas of knowledge. It is considering that these strategies form students to be more autonomous and effective.

Respectively, the results of this teaching process of Metacognitive strategy benefits the students to develop a metacognitive awareness during the teaching-learning process while they are acquiring or learning new vocabulary, then it is essential to mention that students show better critical thinking skills and self-directed abilities that can benefit from increasing their vocabulary.

Consequently, it links up with this research both studies work with students from public high schools, and both achieve the goal to analyze the Metacognitive strategy to apply in English classes so that students control their vocabulary learning, develop critical thinking skills, learn new vocabulary and make choices on how to use it.

In another study in the article “Metacognitive Strategy Preference in Vocabulary Learning among Iranian English as a Foreign Language learners”, the principal goal is to examine the use of Metacognitive strategies in students for learning vocabulary in the English language. This study between two groups of students selected the first one of 60 students of intermediate level randomly and the second one of 60 students of advanced level. (Entesari & Zohrabi, 2016)

It is essential to consider as English teachers that there are different students; each student is unique, so each student has individual differences and different learning styles during English classes. For this reason, when they use the Metacognitive strategies, they can learn more vocabulary to monitor and evaluate their learning, and they are more responsible and independent in education.

As a result, students who have an intermediate level use cognitive strategies to learn vocabulary; on the other hand, students who have advanced levels use

Metacognitive strategies to learn vocabulary. Consequently, when students use metacognitive strategies, they increase their vocabulary and improve their English level because vocabulary is the basis for developing English skills.

Hence, it has an association with this research since English teachers must put a preference for applying the Metacognitive strategy during classes because students can monitor and evaluate their vocabulary learning to become independent and responsible. Moreover, the application of this strategy helps students to increase their vocabulary and their English level.

1.4 Conclusions

- In the process of teaching the English language, it is effective the use of Metacognitive strategies since they allow students to control their knowledge and learning in this case, how they acquire new vocabulary following correctly the steps of planning, monitoring and evaluating each one of the activities that they develop during classes.
- When the Metacognitive strategy is developing during the English classes, the students are the centre of the class cause students have the opportunity to create their learning, in this case, acquiring new vocabulary making choices and taking decisions on how they understand the meaning of new words, indeed they become more autonomous, practical and strategic.
- It is time to be innovative English teachers to use new strategies in classes. It is crucial to analyze the learning style, individual differences, culture and background in students to select the best strategy in classes. In this case, the Metacognitive is appropriate because as each student is in a different world when they use this strategy, they have the opportunity to control their learning vocabulary.

CHAPTER II. PROPOSAL

2.1. Title of the proposal

“Booklet for students and handbook for teachers with the Metacognitive strategy to increase vocabulary”

2.2. Objectives

To propose a booklet for students and a handbook for teachers with the Metacognitive strategy to increase vocabulary in EFL in young students of 10th grade “C” of basic education in the “Mariscal Antonio José de Sucre” Educative Unit.

2.3. Justification

During English classes, it is evident that students do not feel motivated to do the activities or participate in producing the English language, particularly students who do not know vocabulary like the base to develop other English skills. This issue is why students feel insecure when they have English classes, and obviously, they do not express their words and ideas. Therefore, the Metacognitive strategy is available for English teachers to apply and adapt to their classes and develop it.

This booklet for students and handbook for teachers innovates English classes with a new option of the Metacognitive strategy that fits with the constructivist educative

model where students are the main characters and the centre in every class building their knowledge in this case how they understand the meaning of new words to have in mind and produce them in the English language. Moreover, the Metacognitive strategy helps the environment of the class by having a more dynamic class allowing students to be active. At the same time, they control their vocabulary learning into the teaching-learning process, and it promotes impact in them.

Also, it is not necessary to spend money to develop this strategy because the activities are available as it is a public institution. If extra material is needed, the teachers and students design it with recyclable material and things available in the environment to start working. Consequently, in this way, English teachers and students improve their attitudes in the teaching-learning process having students more responsible, autonomous, active, critical, creative, innovative, and talkative using the English language to strengthen their skills and capabilities and in the long term in other subjects too.

2.4. Development of the proposal

The use of strategies in the English teaching-learning process is mandatory, as English teachers use them every day in classes; thus, teachers can apply the Metacognitive strategy and increase vocabulary in students.

2.4.1. Elements that make it up

The proposal is conformed by: theoretical fundamentals and nine activities using the Metacognitive strategy to learn vocabulary.

Theoretical fundamentals

The proposal has been built based on the theory of mind development (Flavell, 2004) and other theories:

Metacognitive strategies control the learning process in students and provide the best way on how to plan, monitor and evaluate the teaching-learning process (Schmitt, 2007)

The explicit use of Metacognitive strategies in combination with careful planning, monitoring, and evaluation contribute to improvements in vocabulary learning in students (Rasekh and Ranjbar, 2003)

It is essential to mention that “the use of metacognitive strategies activates thinking and leads to improve performance in learning in general” (Neil, 2002, pág. 3)

Metacognition activates thinking skills in the students for the following reason: Metacognition involves knowledge and regulation of cognitive activities in students into the learning process (Flavell, 2004)

The meaning of new words must be explained to the students by the teacher rather than just giving a dictionary definition of the word, which is difficult to understand by students (Beck , 2013)

Overviewing and linking with already known material.- A set of activities related to previous topics based on why you do the activity, build the vocabulary of sports and make associations with their real lives and others, for example, in reading.

Paying attention.- Language learning activities that students decide to pay attention to without distractors like readings because they need to concentrate or pay attention to specific aspects or details like categorizing.

Delaying speech production to focus on listening.- Activities to develop speech production, in this case, vocabulary production, when students practice listening comprehension skills.

Finding out about the language learning: Understanding how language works by reading, in this case, some clues about places and use this information to know the right one.

Organizing.- Using and understanding conditions, in this case, sentences for learning a new language organizing them and identifying the positions of the verbs in the sentences.

Setting goals and objectives.- Establishing aims for vocabulary learning by sorting verbs and using them to give sense to the sentences.

We are deciding the purpose of a specific language learning vocabulary with the different skills, in this case, listening to complete using some adjectives.

Identifying the purpose of a language task.- Deciding the purpose of a specific language learning vocabulary with the different skills, in this case listening to complete with some adjectives.

Planning for a language task.- Planning to work with elements and functions for an anticipated language learning task describing the task, determining the requirements, checking linguistic resources in students, in this case, adjectives and antonyms and determining additional language functions or elements for the task.

Seeking practice opportunities.-Creating new opportunities for vocabulary learning in realistic situations, in this case, describing a neighbourhood through adjectives.

2.4.2. Explanation of the proposal

These activities with the Metacognitive strategy have the lexical category of content words (sports, places, verbs and adjectives) because these words possess conceptual meaning in the sentences and this kind of vocabulary the students of the institution requires to learn and fit with the function words (auxiliaries, modals, pronouns) that only explain the grammatical structure. Finally, the vocabulary learning of content words has a connection with the Metacognitive strategy to use in context according to their different uses in the English language.

Metacognitive strategy 1: Overviewing and linking with already known material

Objectives:

Develop a vocabulary of sports and use the vocabulary of sports in English classes.

Self-monitoring and Self-evaluating:

Do you know the vocabulary of sports? and Can you use the vocabulary of sports?

Metacognitive strategy 2: Paying attention

Objectives:

Develop a vocabulary of sports and use the vocabulary of sports in English classes.

Self-monitoring and Self-evaluating:

Do you know the vocabulary of sports? and Can you use the vocabulary of sports?

Metacognitive strategy 3: Delaying speech production to focus on listening

Objectives:

Develop a vocabulary of places and use the vocabulary of places in English classes.

Self-monitoring and Self-evaluating:

Do you know the vocabulary of places? and Can you use the vocabulary of places?

Metacognitive strategy 4: Finding out about the language learning

Objectives:

Develop a vocabulary of places and use the vocabulary of places in English classes.

Self-monitoring and Self-evaluating:

Do you know the vocabulary of places? and Can you use the vocabulary of places?

Metacognitive strategy 5: Organizing

Objectives:

Develop a vocabulary of verbs and the use vocabulary of verbs in English classes.

Self-monitoring and Self-evaluating:

Do you know the vocabulary of verbs? And Can you use the vocabulary of verbs?

Metacognitive strategy 6: Setting goals and objectives

Objectives:

Develop a vocabulary of verbs and use the vocabulary of verbs in English classes.

Self-monitoring and Self-evaluating:

Do you know the vocabulary of verbs? and Can you use the vocabulary of verbs?

Metacognitive strategy 7: Identifying the purpose of a language task

Objectives:

Develop a vocabulary of adjectives and use the vocabulary of adjectives in English classes.

Self-monitoring and Self-evaluating:

Do you know the vocabulary of adjectives? and Can you use the vocabulary of adjectives?

Metacognitive strategy 8: Planning for a language task.

Objectives:

Develop a vocabulary of adjectives and use the vocabulary of adjectives in English classes.

Self-monitoring and Self-evaluating:

Do you know the vocabulary of adjectives? and Can you use the vocabulary of adjectives?

Metacognitive strategy 9: Seeking practice opportunities

Objectives:

Develop a vocabulary of adjectives and use the vocabulary of adjectives in English classes.

Self-monitoring and Self-evaluating:

Do you know the vocabulary of adjectives? and Can you use the vocabulary of adjectives?

On the other hand, there is an explanation about each Metacognitive strategy and the procedure of each activity in detail in the handbook for teachers to follow step by step in an excellent way to get good results.

This proposal provides solutions for the issues in the diagnostic where the students do not know vocabulary because they are not interested in it; they used to copy the new word in their notebooks, then find the meaning in the dictionary, after that draw or stick a picture about it or write a sentence using the new word like a traditional way; as a consequence, this proposal shows a new strategy to learn further vocabulary eliminating the traditional ways mentioned before, in this way students can feel motivated in vocabulary learning during English classes.

The management of new strategies for vocabulary learning allows students to improve their academic achievements, letting students learn more effective and interactive. Furthermore, the lack of applying new strategies in English classes do not allow students to analyze and understand new knowledge, in this case, vocabulary, taking into account these aspects there is the development of this proposal “Metacognitive strategy to increase vocabulary in EFL in young students of 10th grade “C” of basic education in the “Mariscal Antonio José de Sucre” Educative Unit.”

2.4.3 Premises for its implementation

In order to implement the premises the following schedule is developed.

Objective of the implementation	Implementation of the metacognitive strategy	Evaluation of results and impact of the proposal	Time	Responsibles
Prove the effectiveness of the proposal in practice	Planification of activities to apply the Metacognitive strategy	Application of a pre-test	During the time of the implementation	Teacher Students
	Activities of the application of the Metacognitive strategy		22nd February until 16 April	Teacher Students
	Evaluation of the results of the activities	Application of a pre-test	During the time of the implementation	Teacher Students

Introduction

This booklet for students and handbook for teachers with the Metacognitive strategy help students who want to learn vocabulary effectively; it means that with this strategy, they can plan, control, monitor, and evaluate their vocabulary learning during the teaching-learning process in this way, they create their knowledge in this case vocabulary.

Applying this Metacognitive strategy allows students to develop thinking skills and reasoning while doing different activities in the teaching-learning process. As a result, they will solve problems in learning vocabulary according to their needs, and they develop critical thinking that allows them to increase their vocabulary.

Moreover, during vocabulary learning, it is necessary to apply strategies that help students to learn in different ways adapting each one of them to their practice and peace, the Metacognitive strategy takes place; cause as English teachers have lots of students with different learning styles, through this strategy they can feel comfortable and confident to build their vocabulary knowledge.

It is necessary to maintain motivation in students during classes for vocabulary learning; otherwise, they do the activities just for grades, not because they like it and with this, it is impossible to achieve goals; English teachers must innovate with new strategies to help students to develop their skills every day specifically to help them learn new vocabulary.

Consequently, this booklet for students and handbook for teachers help authorities, English teachers, parents and especially the students of the “Mariscal Antonio José de Sucre” Educative Unit.

Students’ Roles

Participate in the application of the Metacognitive strategy, like principal actors in the teaching-learning process.

Achieve the vocabulary that requires students of 10th grade “C” of Basic Education for developing the English language.

Teachers’ Roles

Improve the pedagogical resources through vocabulary learning in the English language.

Work with the Metacognitive strategy constantly to make evident the changes with the use of this instrument.

Parents' Roles

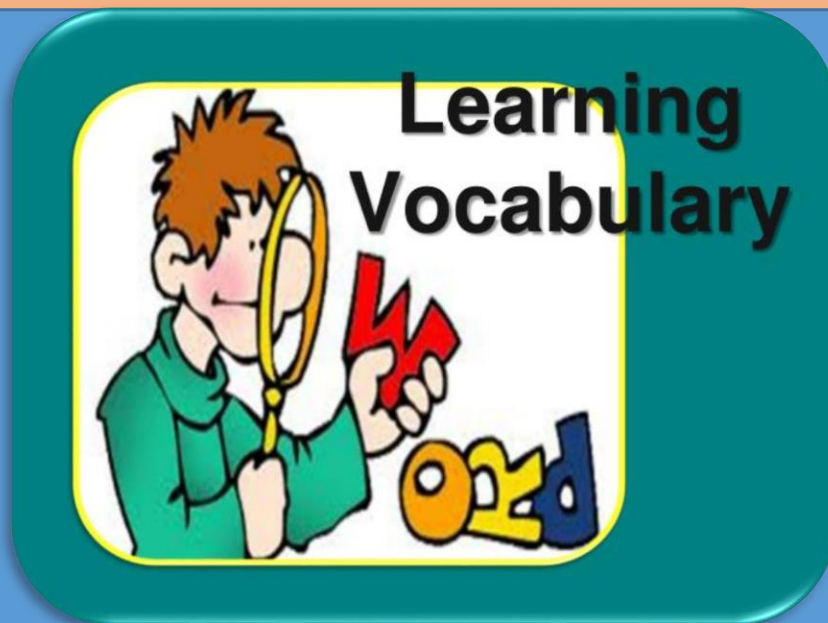
Support the use of the Metacognitive strategy.

Follow up and control homework and reinforcement at homes about vocabulary learning in the teaching-learning process.

Objective of the Booklet and Handbook

Promote the participation of all the members of the educative community who conform the 10th grade "C" of basic education in the "Mariscal Antonio José de Sucre" Educative Unit, through the use of the booklet for students and handbook for teachers, to optimize the teaching-learning process to learn vocabulary and expand knowledge and other skills of the English language.

**METACOGNITIVE
STRATEGY TO INCREASE
VOCABULARY IN TENTH
GRADE**



STUDENTS' BOOKLET

Rosalva Banda Bustillos

INDEX

SPORTS.....	2
Activity 1.....	2
Activity 2.....	2
Activity 3.....	3
Activity 4.....	3
Self monitoring and evaluating.....	3
PLACES.....	5
Activity 1.....	5
Activity 2.....	6
Self monitoring and evaluating.....	7
VERBS.....	8
Activity 1.....	8
Activity 2.....	8
Activity 3.....	9
Activity 4.....	9
Self monitoring and evaluating.....	10
ADJECTIVES.....	11
Activity 1.....	11
Activity 2.....	12
Activity 3.....	12
Activity 4.....	13
Activity 5.....	13
Self monitoring and evaluating.....	14

SPORTS

1. List your favourite sports.

2. Read the following text and name the sports according to the pictures.

SPORTS

Nicol loves sports! She does some sport everyday. Three times a week she goes to sport centre to play **basketball** or **baseball** or to go **swimming**. She does sport at school, at home in the garden and with her friends in the park. In the summer she likes **tennis**, and in the Winter she goes **skiing**. There isn't a sport that Nicole doesn't like but her favourite is **football**. On Saturday afternoons she plays football for a girls' team. It's great! This year the team has got a new coach. Nicole likes her a lot. She is strict, but the team works hard in every practice sesión, and they always with their matches!

Note: Adapted from (ESLprintables, 2011),

<https://educacionpueblodedios.yolasite.com/resources/Hoja%20No.%20202.%20Sports..pdf>



3. Read again and write true or false according to the sentences.

Nicol plays baseball in the Summer. _____

Her favourite sport is basketball. _____

Nicol plays football on Saturday mornings. _____

Nicol goes skiing in the Winter. _____

4. Write the the following sports and activities in the correct column.

~~football~~ fishing jogging golf volleyball skiing aerobics
athletics exercises

Go	Play	Do
_____ _____ _____	football _____ _____	_____ _____ _____

SELF-MONITORING AND EVALUATING

Select the option from 1 to 5 according to your opinion.

1. *Nothing* 2. *A little* 3. *Moderately* 4. *A lot of* 5. *Very much*

Sports

After finishing

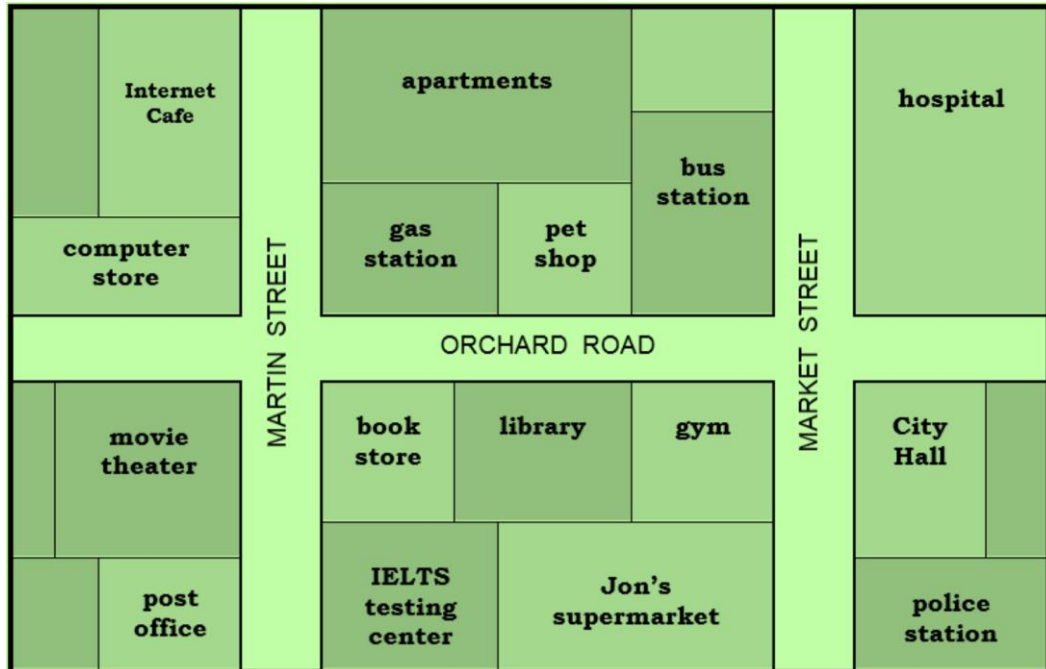
QUESTIONS	1	2	3	4	5
Do you know the vocabulary of sports?					
Can you use the vocabulary of sports?					

ADD YOU SCORE	SCORE
My final score is:	

SCORE	DESCRIPTION
9 – 10	Very much
7 – 8	A lot of
5 – 6	Moderately
3 – 4	A Little
1 – 2	Nothing

PLACES

1. Listen, look at the map and decide if each statement is true or false.



Note: Adapted from (allthingsttopics, 2005), <https://www.allthingsttopics.com/places-around-town.html>

- | | |
|--|--------------------------|
| 1. The gas station is next to | 6. Jon's Supermarket ... |
| a) True | a) True |
| b) False | b) False |
| 2. The post office is | 7. The bus station |
| a) True | a) True |
| b) False | b) False |
| 3. The internet cafe is across from | 8. |
| a) True | a) True |
| b) False | b) False |
| 4. City hall is on the corner of | 9. |
| a) True | a) True |
| b) False | b) False |

5. The library is ... the gym and city hall. 10.

- a) True
- b) False

- a) True
- b) False

2. Read the statements about the places and write the correct one.



Note: Adapted from (allthingsttopics, 2005), <https://www.allthingsttopics.com/places-around-town.html>

art gallery
bakery
clinic
crosswalk
gym
hotel
loundromat
library
movie theater
museum
park
pharmacy
post office
sidewalk
supermarket

1. I can see a movie at a _____.
2. I can borrow books from a _____.
3. I can play outside in a _____.
4. I can buy bread at a _____.
5. I can wash my clothes at a _____.
6. I can buy medicine at a _____.
7. I can see many beautiful pictures at an _____.
8. I can exercise at a _____.
9. I can mail a letter at a _____.
10. I can cross the street at a _____.
11. I can see a doctor at a _____.
12. I can go to another city or town and stay a few nights in a _____.

13. I can buy some meat, fruits, and vegetables at a _____.

14. I can walk outside on a _____.

15. I can see many old things at a _____.

Where are you right now?

_____.

SELF-MONITORING AND EVALUATING

Select the option from 1 to 5 according to your opinion.

1. *Nothing* 2. *A little* 3. *Moderately* 4. *A lot of* 5. *Very much*

Places

After finishing

QUESTIONS	1	2	3	4	5
Do you know the vocabulary of places?					
Can you use the vocabulary of places?					

ADD YOUR SCORE	SCORE
My final score is:	

SCORE	DESCRIPTION
9 – 10	Very much
7 – 8	A lot of
5 – 6	Moderately
3 – 4	A Little
1 – 2	Nothing

VERBS

1. Circle the verb in each of the following sentences.

Susy is bouncing the ball.

Tracy cried when she received the award.

Please close he drawer.

Cecy cooked chicken.

Steve napped for a while.

I'm waiting for dinner

The dog barked excitedly.

Mike edited the story.

Luis drove to the office.

They arrived on time



2. Fill in the blanks with the correct verb from the box.

catch talked growing play reading fold drawing singing
planted

1. My friend and I _____ some seeds.
2. Let's all _____ a board game.
3. The grass is gettin taller. It is _____ so fast.
4. I _____ to my cousin on the pone.
5. I enjoyed _____ that comic book.
6. He enjoys _____ pictures.
7. Football players love to _____ footballs.
8. I love _____ in the chorus.
9. It's my job to _____ the laundry.



3. Sort the verbs into their categories

correct	dig	water
dribble	run	kick
rake	read	write

At the school	In the garden	On the soccer field
_____	dig	_____
_____	_____	_____
_____	_____	_____

4. Underline the correct verb to complete the following sentences.

1. My cousin Jhon _____ in Italy.

- eats
- lives
- water

2. Rose _____ cars and dolls for children.

- drinks
- sells
- write

3. Robert _____ old motorcycles.

- repairs
- kicks
- reads

4. He _____ tennis after school.

- plays
- rakes
- sleeps

5. Our uncles _____ on the third floor

- plays
- live
- living



SELF-MONITORING AND EVALUATING

Select the option from 1 to 5 according to your opinion.

1. *Nothing* 2. *A little* 3. *Moderately* 4. *A lot of* 5. *Very much*

Verbs

After finishing

QUESTIONS	1	2	3	4	5
Do you know the vocabulary of verbs?					
Can you use the vocabulary of verbs?					

ADD YOUR SCORE	SCORE
My final score is:	

SCORE	DESCRIPTION
9 – 10	Very much
7 – 8	A lot of
5 – 6	Moderately
3 – 4	A Little
1 – 2	Nothing

ADJECTIVES

1. Listen to the dialogues and write the words in the correct spaces.

Dialog 1



Tom: Dad ¿ Are you _____ of anything?

Dad: Well ... nothing, really.

Tom: That's not true! You're scared of _____ !

Dad: Afraid? Scared? No, I'm _____ of them!

Spiders terrified afraid

Dialog 2



Dad: Hey, are you okay, Tom? You don't look well.

Tom: I feel _____ about my math test.

Dad: You should relax and try to stay _____.

Tom: Well then, can you help me _____.

nervous calm study

Dialog 3



Tom: I'm so _____. There's nothing to do.

Dad: I'm _____. Why don't you watch TV?

Tom: Huh?

Dad: I hear there's a great movie on Netflix called "Planet of the Grapes!" Let's _____ it!

surprised watch bored

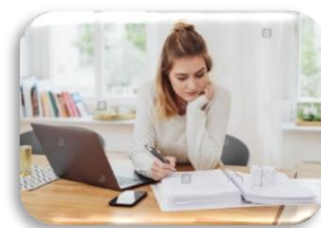
Note: Adapted from (allthingsttopics, 2005), <https://www.allthingsttopics.com/places-around-town.html>

Circle the correct adjective for the description in each sentence.

1. David is very He would do just about anything for his friends.
a) gluttonous b) gorgeous c) generous
2. Social media apps such as Facebook, Twitter or WhatsApp are very among people of all ages today.
a) promotional b) famous d) popular
3. Susan has a thing for men. I'm not surprised she fancies Alex, because, he's got broad shoulders and muscular arms.
a) well-liked b) well-known c) well-built
4. You should be when crossing the road here. You might get hit by a car.
a) careless b) carefree c) careful
5. I like Karen, because she's so She always tells the truth and says what she thinks.
a) honest b) heinous c) horrible

2. Circle the opposites of the following adjectives.

- | | |
|------------------|----------|
| 1. Generous | 4. Quite |
| a) mischievous | a) noisy |
| b) mean | b) heavy |
| c) gorgeous | c) soft |
| 2. Shy | 5. Early |
| a) conscientious | a) clear |
| b) shocking | b) late |
| c) confident | c) far |
| 3. Hardworking | |
| a) intelligent | |
| b) lazy | |
| c) boring | |



4. Look at the pictures and write the correct numbers.

noisy cheap
 quiet expensive
 dangerous dirty
 safe clean
 friendly

Note: Adapted from (ESLprintables, 2011),
<https://educacionpueblodedios.yolasite.com/resources/Hoja%20No.%202.%20Sports..pdf>

5. Write in the spaces the adjectives that you use in the above activity.

1. My neighbours play loud music. My flat is
2. They never clean my Street. It is very
3. My neighbours always talk to me. They are
4. I don't like walking alone at night. My area is
5. There is no rubbish on the street. My area is

SELF-MONITORING AND EVALUATING

Select the option from 1 to 5 according to your opinion.

1. *Nothing* 2. *A little* 3. *Moderately* 4. *A lot of* 5. *Very much*

Adjectives

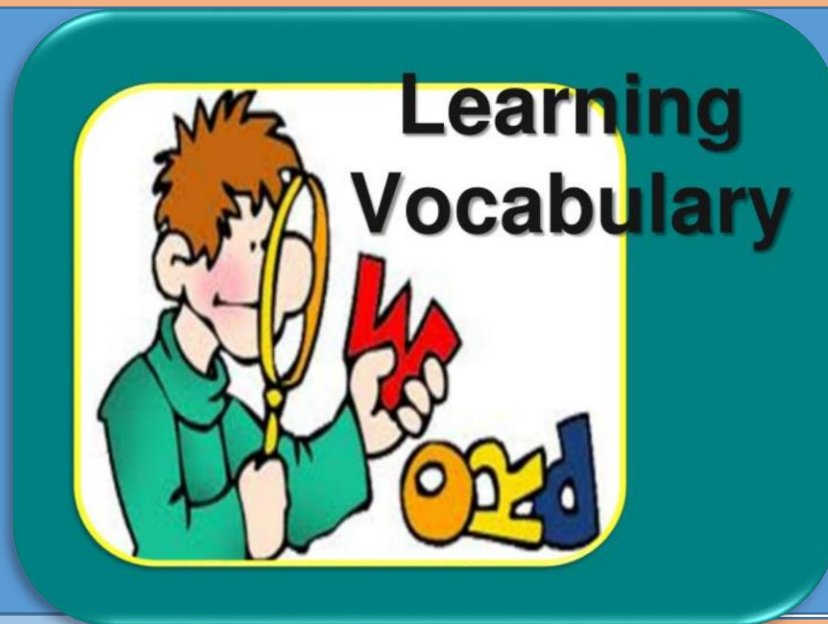
After finishing

QUESTIONS	1	2	3	4	5
Do you know the vocabulary of adjectives?					
Can you use the vocabulary of adjectives?					

ADD YOUR SCORE	SCORE
My final score is:	

SCORE	DESCRIPTION
9 – 10	Very much
7 – 8	A lot of
5 – 6	Moderately
3 – 4	A Little
1 – 2	Nothing

**METACOGNITIVE
STRATEGY TO INCREASE
VOCABULARY IN TENTH
GRADE**



TEACHERS' HANDBOOK

Rosalva Banda Bustillos

INDEX

Metacognitive strategy: Overview and linking with already known material SPORTS.....	2
Metacognitive strategy: Paying attention SPORTS.....	3
Objectives.....	4
Metacognitive strategy: Overview and linking with already known material EXPLANATION.....	4
Metacognitive strategy: Paying attention EXPLANATION.....	4
Metacognitive strategy: Delaying speech production to focus on listening PLACES.....	6
Metacognitive strategy: Finding out about language learning PLACES.....	7
Read aloud script.....	8
Objectives.....	9
Metacognitive strategy: Delaying speech production to focus on listening EXPLANATION.....	9
Metacognitive strategy: Finding out about language learning EXPLANATION...9	
Metacognitive strategy: Organizing VERBS.....	10
Metacognitive strategy: Setting goals and objectives VERBS.....	11
Objectives.....	12
Metacognitive strategy: Organizing EXPLANATION.....	12
Metacognitive strategy: Setting goals and objectives EXPLANATION.....	13
Metacognitive strategy: Identifying the purposes of a language task ADJECTIVES.....	14
Metacognitive strategy: Planning for a language task ADJECTIVES.....	15
Metacognitive strategy: Seeking practice opportunities ADJECTIVES.....	16
Objectives.....	17
Metacognitive strategy: Identifying the purposes of a language task EXPLANATION.....	17
Metacognitive strategy: Planning for a language task EXPLANATION.....	18
Metacognitive strategy: Seeking practice opportunities EXPLANATION.....	18
Rubric.....	19

SPORTS

METAGOGNIVE STRATEGY : OVERVIEW AND LINKING WITH ALREADY KNOWN MATERIAL

1. List your favourite sports.

2. Read the following text and name the sports according to the pictures.

SPORTS

Nicol loves sports! She does some sport everyday. Three times a week she goes to sport centre to play **basketball** or **baseball** or to go **swimming**. She does sport at school, at home in the garden and with her friends in the park. In the summer she likes **tennis**, and in the Winter she goes **skiing**. There isn't a sport that Nicole doesn't like but her favourite is **football**. On Saturday afternoons she plays football for a girls' team. It's great! This year the team has got a new coach. Nicole likes her a lot. She is strict, but the team works hard in every practice sesión, and they always with their matches!

Note: Adapted from (ESLprintables, 2011),

<https://educacionpueblodedios.yolasite.com/resources/Hoja%20No.%20202.%20Sports..pdf>



basketball



tennis



swimming



baseball



football



skiing

SCORE	DESCRIPTION
9 – 10	Very much
7 – 8	A lot of
5 – 6	Moderately
3 – 4	A Little
1 – 2	Nothing

Objectives:	At the end of these activities, your students will be able to:
	Develop vocabulary of sports.
	Use vocabulary of sports in English classes.

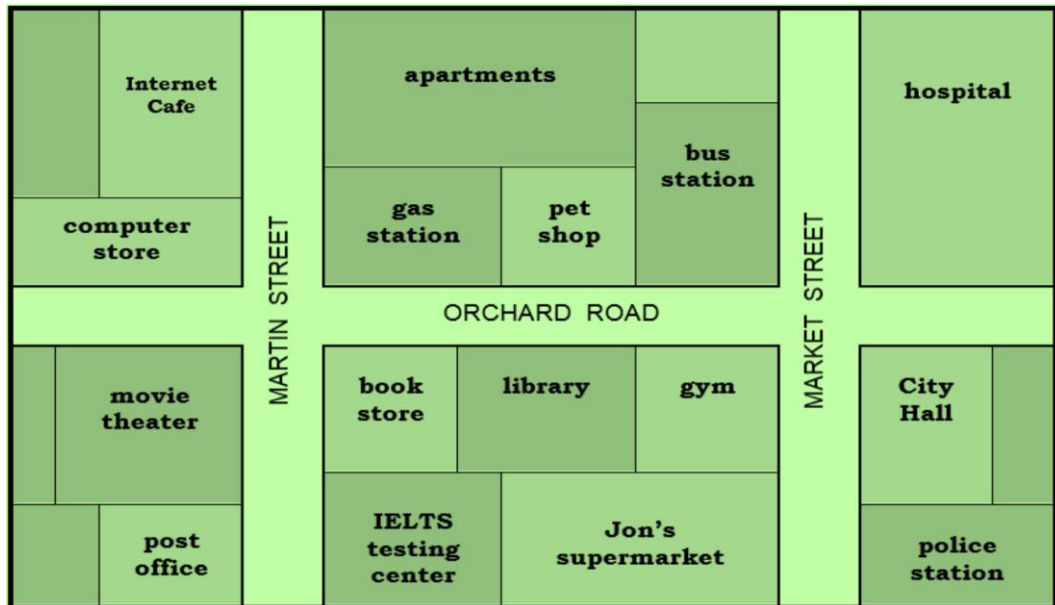
METACOGNITIVE STRATEGY:	OVERVIEW AND LINKING WITH ALREADY KNOWN MATERIAL
What is?	A set of activities related to previous topics based on why you do the exercise, build the vocabulary of sports and make associations with their real lives and others like in the reading.
Activity 1	Ask your students to list their favourite sports according to their likes. You have to encourage them to ask and answer among them about their favourite sports.
Activity 2	Ask your students to read the text about sports, understand and name the sports according to the pictures below. You can ask them other questions about the reading.

METACOGNITIVE STRATEGY:	PAYING ATTENTION
What is?	Language learning activities that students decide to pay attention to without distractors like readings because they need to concentrate or pay attention to specific aspects or details like categorizing.
Activity 3	Ask your students to read the text again, understand and write true or false according to the sentences. You can encourage them to say other sentences and answer true or false among them.
Activity 4	Ask your students to write the sports and activities of the box in the correct column. You can give them other examples and encourage them to tell you more.

PLACES

METACOGNITIVE STRATEGY: DELAYING SPEECH PRODUCTION TO FOCUS ON LISTENING

1. Listen, look at the map and decide if each statement is true or false.



Note: Adapted from (allthingsttopics, 2005), <https://www.allthingsttopics.com/places-around-town.html>

- | | |
|--|--------------------------|
| 1. The gas station is next to | 6. Jon's Supermarket ... |
| a) True | a) True |
| b) False | b) False |
| 2. The post office is | 7. The bus station |
| a) True | a) True |
| b) False | b) False |
| 3. The internet cafe is across from | 8. |
| a) True | a) True |
| b) False | b) False |
| 4. City hall is on the corner of | 9. |
| a) True | a) True |
| b) False | b) False |

5. The library is ... the gym and city hall. 10.

- c) True
- d) **False**

- a) True
- b) **False**

METACOGNITIVE STRATEGY: FINDING OUT ABOUT LANGUAGE LEARNING

2. Read the statements about the places and write the correct one.



Note: Adapted from (allthingstopics, 2005), <https://www.allthingstopics.com/places-around-town.html>

art gallery
bakery
clinic
crosswalk
gym
hotel
loundromat
library
movie theater
museum
park
pharmacy
post office
sidewalk
supermarket

1. I can see a movie at a **movie theater**.
2. I can borrow books from a **library**.
3. I can play outside in a **park**.
4. I can buy bread at a **bakery**.
5. I can wash my clothes at a **laundromat**.
6. I can buy medicine at a **pharmacy**.
7. I can see many beautiful pictures at an **art gallery**.
8. I can exercise at a **gym**.
9. I can mail a letter at a **post office**.
10. I can cross the street at a **crosswalk**.
11. I can see a doctor at a **clinic**.
12. I can go to another city or town and stay a few nights in a **hotel**.

13. I can buy some meat, fruits, and vegetables at a **supermarket**.

14. I can walk outside on a **sidewalk**.

15. I can see many old things at a **museum**.

Where are you right now?

_____.

SELF-MONITORING AND EVALUATING

Select the option from 1 to 5 according to your opinion.

1. *Nothing* 2. *A little* 3. *Moderately* 4. *A lot of* 5. *Very much*

Places

After finishing

QUESTIONS	1	2	3	4	5
Do you know the vocabulary of places?					
Can you use the vocabulary of places?					

ADD YOUR SCORE	SCORE
My final score is:	

SCORE	DESCRIPTION
9 – 10	Very much
7 – 8	A lot of
5 – 6	Moderately
3 – 4	A Little
1 – 2	Nothing

Read-Aloud Script

1. The gas station is next to the pet shop.
2. The post office is on Orchard Road.
3. The Internet café is across from the movie theater.
4. City Hall is on the corner of Market Street and Orchard Road.
5. The library is between the gym and City Hall.
6. Jon's Supermarket is on Market Street.
7. The bus station is across from the hospital.

8. The pet shop is between the gas station and the bus station.
9. There are apartments behind the police station.
10. The IELTS Testing Center is on the corner of Martin Street and Orchard Road.

Objectives:	At the end of these activities, your students will be able to:
	Develop vocabulary of places.
	Use vocabulary of places in English classes.

METACOGNITIVE STRATEGY:	DELAYING SPEECH PRODUCTION TO FOCUS ON LISTENING
What is?	Activities to develop speech production, in this case, vocabulary production, when students develop listening comprehension skills.
Activity 1	Ask your students to listen, look at the map and decide if each statement is true or false. You can encourage your students to tell you more directions using more places.

METACOGNITIVE STRATEGY:	FINDING OUT ABOUT LANGUAGE LEARNING
What is?	It refers to how language works by reading some clues about places and using it to know the right one.
Activity 2	Ask your students to read the statements about the places and write the correct one choosing from the box. You can ask for more clues about any other place.

VERBS

METACOGNITIVE STRATEGY: ORGANIZING

1. Circle the verbs in each of the following sentences.

Susy is **bouncing** the ball.

Tracy **cried** when she **received** the award.

Please **close** the drawer.

Cecy **cooked** chicken.

Steve **napped** for a while.

I'm **waiting** for dinner

The dog **barked** excitedly.

Mike **edited** the story.

Luis **drove** to the office.

They **arrived** on time



2. Fill in the blanks with the correct verb from the box.

catch talked growing play reading fold drawing singing
planted

1. My friend and I **planted** some seeds.
2. Let's all **play** a board game.
3. The grass is getting taller. It is **growing** so fast.
4. I **talked** to my cousin on the phone.
5. I enjoyed **reading** that comic book.
6. He enjoys **drawing** pictures.
7. Football players love to **catch** footballs.
8. I love **singing** in the chorus.



9. It's my job to **fold** the laundry.

METACOGNITIVE STRATEGY: SETTING GOALS AND OBJECTIVES

3. Sort the verbs into their categories

correct	dig	water
dribble	run	kick
rake	read	wrrite

At the school	In the garden	On the soccer field
correct read write	dig water rake	run dribble kick

4. **Underline the correct verb to complrte the following sentences.**

1. My cousic Jhon _____ in Italy.

- eats
- lives**
- water

2. Rose _____ cars and dolls for childre.

- drinks
- sells**
- write

3. Robert _____ old motorcycles.

- repairs**
- kicks
- reads

4. He _____ tennis after school.

- plays**
- rakes
- sleeps



5. Our uncles _____ on the third floor
 plays
live
 living

SELF-MONITORING AND EVALUATING

Select the option from 1 to 5 according to your opinion.

1. *Nothing* 2. *A little* 3. *Moderately* 4. *A lot of* 5. *Very much*

Verbs

After finishing

QUESTIONS	1	2	3	4	5
Do you know the vocabulary of verbs?					
Can you use the vocabulary of verbs?					

ADD YOUR SCORE	SCORE
My final score is:	

SCORE	DESCRIPTION
9 – 10	Very much
7 – 8	A lot of
5 – 6	Moderately
3 – 4	A Little
1 – 2	Nothing

Objectives:	At the end of these activities, your students will be able to:
	Develop vocabulary of verbs.
	Use vocabulary of verbs in English classes.

METACOGNITIVE STRATEGY:		ORGANIZING
What is?	It refers to use and understand conditions, in this case, sentences for learning a new language organizing them and identifying the positions of the verbs in the sentences.	
Activity 1	Ask your students to read the sentences, identify and circle. You can help them with the mimics of the verbs if they need.	
Activity 2	Ask your students to read the verbs of the box and complete the blanks in the sentences with them. You can help them with the mimics of the verbs if they need.	

METACOGNITIVE STRATEGY:		SETTING GOALS AND OBJECTIVES
What is?	Establish aims for vocabulary learning by sorting verbs and using them to give sense to the sentences.	
Activity 3	Ask your students to sort verbs from the box into categories, for example: at the school, in the garden and on the field. You can add more verbs or categories according to the students' level.	
Activity 4	Ask your students to underline the correct verb to complete the sentences with sense. You can ask your students to tell sentences with the other verbs.	

ADJECTIVES

METACOGNITIVE STRATEGY: IDENTIFYING THE PURPOSES OF A LANGUAGE TASK

1. Listen to the dialogues and write the words in the correct spaces.

Dialog 1



Tom: Dad, Are you afraid of anything?

Dad: Well ... nothing, really.

Tom: That's not true! You're scared of spiders !

Dad: Afraid? Scared? No, I'm terrified of them!

Spiders terrified afraid

Dialog 2



Dad: Hey, are you okay, Tom? You don't look well.

Tom: I feel nervous about my math test.

Dad: You should relax and try to stay calm.

Tom: Well then, can you help me to study.

nervous calm study

Dialog 3



Tom: I'm so bored. There's nothing to do.

Dad: I'm surprised. Why don't you watch TV?

Tom: Huh?

Dad: I hear there's a great movie on Netflix called "Planet of the Grapes!" Let's watch it!

surprised watch bored

Note: Adapted from (allthingstoppers, 2005), <https://www.allthingstoppers.com/places-around-town.html>

METACOGNITIVE STRATEGY: PLANNING FOR A LANGUAGE TASK

2. Circle the correct adjective for the description in each sentence.

- David is very He would do everything for his friends.
a) gluttonous b) gorgeous **c) generous**
- Social media apps such as Facebook, Twitter or WhatsApp are very among people of all ages today.
a) promotional b) famous **d) popular**
- Susan has a thing for men. I'm not surprised she fancies Alex, because, he's got broad shoulders and muscular arms.
a) **well-liked** b) well-known c) well-built
- You should be when crossing the road here. You might get hit by a car.
a) careles b) carefree **c) careful**
- I like Karen, because she's so She always tells the truth and says what she thinks.
a) **honest** b) heinous c) horrible

3. Circle the opposites of the following adjectives.

- | | |
|---------------------|-----------------|
| 1. Generous | 4. Quite |
| a) happy | a) noisy |
| b) mean | b) heavy |
| c) gorgeous | c) soft |
| 2. Shy | 5. Early |
| a) conscientious | a) clear |
| b) shocking | b) late |
| c) confident | c) far |



3. Hardworking

a) intelligent

b) **lazy**

c) boring

METACOGNITIVE STRATEGY: SEEKING PRACTICE OPPORTUNITIES

4. Look at the pictures and write the correct numbers.

noisy cheap
quiet expensive
dangerous dirty
safe clean
friendly

*Note: Adapted from (ESLprintables, 2011),
<https://educacionpueblodedios.yolasite.com/resources/Hoja%20No.%202.%20Sports..pdf>*

5. Write in the spaces the adjectives that you use in the above activity.

1. My neighbours play loud music. My flat is

noisy

2. They never clean my Street. It is very

dirty

3. My neighbours always talk to me. They are

friendly

4. I don't like walking alone at night. My area is

dangerous

5. There is no rubbish on the street. My area is

clean

SELF-MONITORING AND EVALUATING

Select the option from 1 to 5 according to your opinion.

1. *Nothing* 2. *A little* 3. *Moderately* 4. *A lot of* 5. *Very much*

Adjectives

After finishing

QUESTIONS	1	2	3	4	5
Do you know the vocabulary of adjectives?					
Can you use the vocabulary of adjectives?					

ADD YOUR SCORE	SCORE
My final score is:	

SCORE	DESCRIPTION
9 – 10	Very much
7 – 8	A lot of
5 – 6	Moderately
3 – 4	A Little
1 – 2	Nothing

Objectives:	At the end of these activities, your students will be able to:
	Develop vocabulary of adjectives.
	Use vocabulary of adjectives in English classes.

METACOGNITIVE STRATEGY:	IDENTIFYING THE PURPOSES OF A LANGUAGE TASK
What is?	It refers to decide the purpose of a specific language learning vocabulary with the different skills, in this case listening to complete with some adjectives.
Activity 1	Ask your students to listen to the dialogues and write the words in the correct spaces. You can encourage your students to act it out.

METACOGNITIVE STRATEGY: PLANNING FOR A LANGUAGE TASK	
What is?	Planning to work with elements and functions for an anticipated language learning task describing the task, determining the requirements, checking linguistic resources in students, in this case, adjectives and antonyms and determining additional language functions or elements for the task.
Activity 2	Ask your students to analyze the situations and circle the correct adjective. You can describe more situations to your students. .
Activity 3	Ask your students to circle the opposites of the adjectives. You can encourage your students to say more adjectives and their opposites among them.

METACOGNITIVE STRATEGY: SEEKING PRACTICE OPPORTUNITIES	
What is?	It refers to create new opportunities for vocabulary learning in realistic situations, in this case, describing a neighbourhood through adjectives.
Activity 4	Ask your students to look at the pictures and write the correct numbers according to them. You can show them more photos of adjectives. .
Activity 5	Ask your students to read the descriptions and write in the spaces the adjectives that you use in the above activity.

VOCABULARY

Student's name

	Nothing 1 – 2	A little 3 – 4	Moderately 5 – 6	A lot of 7 - 8	Very much 9 - 10
Read and complete	Student is not able to read and complete sentences with the correct vocabulary words	Student is able to read and complete only a few sentences with the correct vocabulary words	Student is able to read and complete some of the sentences with the correct vocabulary words	Student is able to read and complete most of the sentences with the correct vocabulary words	Student is able to read and complete all of the sentences with the correct vocabulary words
Listen and complete	Student is not able to listen and complete sentences with the correct vocabulary words	Student is able to listen and complete only a few sentences with the correct vocabulary words	Student is able to listen and complete some of the sentences with the correct vocabulary words	Student is able to listen and complete most of the sentences with the correct vocabulary words	Student is able to listen and complete all of the sentences with the correct vocabulary words
Match words to definitions	Student is not able to match words to their definitions	Student is able to match only a few words to their definitions	Student is able to match some of the words to their definitions	Student is able to match most of the words to their definitions	Student is able to match all of the words to their definitions
Complete sentences	Student is not able to complete sentences with the correct vocabulary words	Student is able to complete only a few sentences with the correct vocabulary words	Student is able to complete some of the sentences with the correct vocabulary words	Student is able to complete most of the sentences with the correct vocabulary words	Student is able to complete all of the sentences with the correct vocabulary words

2.5 Conclusions Chapter II

- The design of a booklet for students and a handbook for teachers with the Metacognitive strategy is based on the essential differences in students to help them academically.
- The booklet for students and a handbook for teachers with the Metacognitive strategy accomplish all the technical and pedagogical requirements necessary to this educative product.
- This proposal resolves the lack of vocabulary in students and develops thinking skills during the teaching-learning process, like resolving issues in vocabulary learning.

CHAPTER III. APPLICATION AND VALIDATION OF THE PROPOSAL

3.1 Experts evaluation

To obtain the validation of the proposal in the last chapter III, there is the participation of education experts, specifically in the English Area, professionals who are experts in their area and referents to validate this proposal presented in this report. Also, the instrument of validation has different parameters that help check out its argumentation, importance, facility, structure, impact and comprehensive assessment; the evaluation indicators of each criterion were excellent, good and terrible. Into this validation, the following experts give their opinion.

The Area Director and English teacher in the “Mariscal Sucre Educative Unit” Saquisilí and Go teacher of Ecuador who has a Bachelor Degree in English, Lisseth Mariela Cajas Viera with the ID. 0503187668 with thirteen years of experience assessed with excellent the proposal presented, arguing that it is an excellent proposal that helps students and teachers to engage knowledge, moreover it contains an advanced research process which allows resolving a big issue in the institution increasing vocabulary in students with the correct application and content in structure to be understood by the educative community. As a result, this proposal is constructive because it contains meaningful activities for vocabulary learning.

In the same way, the English teacher at “La Salle” Educative Unit Conocoto Quito, who has a Bachelor Degree in English Ines Elizabeth Andrade Villacis with the ID.

0401210026 with twenty years of experience assessed with excellent this proposal congratulating for the job because it is a very current and interesting topic for the proposed development. She is sure that students will learn at the same time enjoy through the strategy. Furthermore, this current proposal shows deep research about an impressive strategy to improve vocabulary among teenagers, also both the booklet and handbook are very detailed and easy to follow instructions to improve vocabulary by students as well as teachers, due to the proposed strategy is interactive too, engaging among young learners so, they are going to enjoy while learning new vocabulary by the innovative strategy.

Finally, the English teacher at the Technical University of Cotopaxi in Latacunga who has a Bachelor's Degree in English, María Fernanda Aguaiza Iza, with ID. 050345849-9 with eight years of experience assessed with excellent the proposal expressing that it is exceptional. It is a fantastic job to help English teachers have a new tool to use in English classes to develop vocabulary in students. Additionally, it is the result of deep research since it contains a new option of strategy to apply during the learning process and vocabulary learning, the structure of the proposal is correct to develop vocabulary in students in the English language and contains the right process of the strategy, consistently it is an innovative strategy for English classes to increase vocabulary in young students.

3.2 Users evaluation

This proposal establishes an alternative solution to the different issues in the lack of vocabulary in students in the educative environment in English classes. Indeed each process, activity and exercise is based to apply them correctly to obtain remarkable results.

To perform the feasibility about different options to increase vocabulary in young students through the use of the Metacognitive strategy, three users give their opinion; taking into consideration their job as English teachers in the Educative

Unit, their level of academic preparation, their years of experience educational quality, administration into the English area, personal quality, predisposition to undertake with the validation, analysis and practice of the presented option. The users are human elements who know about the teaching-learning process of the English language; the three English teachers who work in the English Area of the “Mariscal Antonio José de Sucre” Educative Unit; one of them has a Bachelor degree, and the other two English teachers have a Bachelor Degree, and also they are Masters in Education; their academic experience is among 10 and 21 in the students’ formation from the 2nd graders with children in school until the year of baccalaureate with teenagers in high school.

This validation presents the effects and changes obtained. Hence, it has three parameters for increasing vocabulary through the Metacognitive strategy with three evaluation indicators excellent, acceptable and deficient.

This tool considers the integral aspects of the presented option and the essential specific aspects fully. It has the following parameters for the general instructions and their significant parts: Argumentation of the presented model, structure of the proposed model, internal logic of the given model, importance of the presented model for the future of the subjects and careers of this English area in the institution, facility for its implementation and integral assessment of the proposed model.

By applying this Metacognitive strategy to increase vocabulary in English as a Foreign Language in young students of 10th grade “C” in the “Mariscal Antonio José de Sucre” Educative Unit, it is evident that the institution does not apply a specific strategy to help vocabulary learning in students.

The vocabulary learning in students performs in a traditional way like a mechanic and memoiristic without considering that students must reflect their learning to feel motivated and develop creativity. Also, there is no control of the students who do

not know the vocabulary; as a consequence, if students do not know the vocabulary, they will not develop the English language, and they feel frustrated with this subject, and they lose interest in the practice and learn it obtaining bad scores.

In the administrative environment, there is not a booklet for students and a handbook for teachers to increase vocabulary; there are the English modules from the Ministry of Education that do not have specific activities nor a strategy to increase vocabulary innovatively, the fact of teachers do not have a clear idea how can they help students to increase their vocabulary using the Metacognitive strategy. Currently, the Educative Unit does not have material for training and applying because the government does not pay attention to this aspect. However, the English teachers work a lot with the few materials they have. They have an interest in external materials and training to improve the educational quality of the institution.

3.3 Evaluation of impacts or results

The application of the proposal is aimed at the students of 10th grade “C” of basic education during their virtual classes through the zoom application in the Schedule assigned by the inspector teacher every Friday during 40 minutes classes in the “Mariscal Antonio José de Sucre” Educative Unit. First, there was a pre-test to diagnose vocabulary knowledge in students, second in each class; students developed the activities from the booklet according to the topics practising the vocabulary in classes and following the process of planning, monitoring and evaluating their vocabulary learning of the Metacognitive strategy, they enjoyed and learned a lot of vocabulary, they liked the classes with this booklet, third they had the opportunity to reflect at home and improve the activity just for an excellent presentation to keep in their English portfolio; finally, there was a post-test to obtain the final results.

The proposal was given to each teacher of the English Area for its respective detailed analysis, followed by the validation instrument to give their assessment point of view to the activities done in this research. Also, the suggestion was to adopt this proposal to the students grades or years in charge to obtain favourable results in the students who do not have the vocabulary required to develop the English language.

The presented proposal in this research achieve the desired results due to the proposed objective was accomplished too: To analyse the Metacognitive strategy using in the English language for increasing vocabulary in young students of the 10th grade “C”, it is clear in (Appendix 4) the evidence of the percentage results which at the beggining were low and intermediate and at the end the percentage results rose a lot due to students learnt more representative vocabulary letting know that the proposal used to increase vocabulary in the English language was a success.

The impact is feasible because there is a rank of 29 students with the correct level of vocabulary needed for their level while there is only 1 student who is in the process to have the same right level of vocabulary that the English language requires just on pronunciation; it is essential to mention that this student is working and improving in the process everyday, the pronunciation of the vocabulary is not clear, however he is working hard on it, the fact of, this proposal is very useful for him, it is crucial to mention that this student has a disability grade three that is why he is in the process of pronouncing the vobulary correctly.

This situation, without a doubt, proves that no matter the kind of disability that a student can have, there will be awesome results like in this presented case if the English teacher applies the adequate strategy.

3.4 Results of the Proposal

The users express the results in the following way (see appendix 4) argumentation of the presented model, the structure of the proposed model, internal logic of the given model, importance of the model for the future of the subjects and careers of this area in the institution, The way of assessment of the booklet and handbook, the content has the following assessment: Every user assessed with excellent, so the result is a good rank, it means that the proposal contains all of the parameters to be applied totally.

Additionally, the virtual work for English classes, the permanent guide of teachers, the help of parents at home to motivate and check work in students in English, and the background knowledge in students like external factors benefit to the success of this proposal to encourage vocabulary learning in students obtaining high percentages, and it bears out the users validation.

Moreover, it is essential to say that the proposal of the booklet for students and the handbook for teachers with the Metacognitive strategy to increase vocabulary in the English language into the teaching-learning process is permissible for the users; it reveals its practice and total usefulness.

In the same way, the students assessed this proposal through a pre-test and a post-test to show how students increase their vocabulary after its application. The following chart contains the percentages of how students increase their vocabulary using this booklet with the Metacognitive strategy in the English language.

**COMPARATIVE CHART OF THE RESULTS OF THE PRE-TEST AND
POST-TEST**

PRE-TEST	POST-TEST
The 47% of students are able to read and complete some of the sentences with the correct vocabulary of sports.	The majority of students are able to read and complete all of the sentences with the correct vocabulary of sports.
The 43% of students are able to complete only a few sentences with the correct vocabulary of sports.	Almost all of the students are able to complete all of the sentences with the correct vocabulary of sports.
The 40% of students are able to listen and complete only a few sentences with the correct vocabulary of places.	Almost all of the students are able to listen and complete all of the sentences with the correct vocabulary of places.
The 37% of students are able to complete only a few sentences with the correct vocabulary of places.	The majority of students are able to complete all of the sentences with the correct vocabulary of places.
The 30% of students are able to read and complete only a few sentences with the correct vocabulary of verbs.	The majority of students are able to read and complete all of the sentences with the correct vocabulary of verbs.
The 37% of students are able to complete only a few sentences with the correct vocabulary of verbs.	Almost all of the students are able to complete all of the sentences with the correct vocabulary of verbs.
The 47% of students are able to match some of the words to their sentences with the correct vocabulary of verbs.	The majority of the students are able to match all of the words to their sentences with the correct vocabulary of verbs.

The 30% of students are able to listen and complete only a few sentences with the correct vocabulary of adjectives.	Almost all of the students are able to listen and complete all of the sentences with the correct vocabulary of adjectives.
The 47% of students are able to read and complete some of the sentences with the correct vocabulary of adjectives.	The majority of the students are able to read and complete all of the sentences with the correct vocabulary of adjectives
The 37% of students are able to match only a few words to their definitions with the correct vocabulary of adjectives.	The majority of the students are able to match all of the words to their definitions with the correct vocabulary of adjectives.

Conclusions of the Chapter III

- The booklet and handbook with the Metacognitive strategy contain a clear process to develop the activities this proposal is an excellent and current option of strategy to apply during English classes to increase metacognitive skills in students.
- The critical appreciation of the application of methods, users criteria, experts and the experience in the researcher allows to declare that the booklet for students and the handbook for teachers with the Metacognitive strategy is an alternative to increase vocabulary in students in the English language.
- According to the results, with the experts and users criteria, it is considered very necessary the application and socialization of the proposal for all the institutions not only into the province but also around the country.

General Conclusions

- Applying the Metacognitive strategy develops metacognition in students, in this case, their knowledge of their cognitive processes like their ability to control their thinking when they learn to solve problems.
- It is clear that each student is a different world with different learning styles; here is where the Metacognitive strategy takes place, letting students plan, monitor, control and evaluate their learning during the teaching-learning process to show their skills and strengths.
- In the present time, the student must be the principal character in the teaching-learning process, and the teacher must be the guide into the English class; for this reason, the Metacognitive strategy activates the thinking skills in students to make them feel concentrated and motivated to work in classes using both knowledge and reasoning.
- It is noticeable the increase of vocabulary in students in using the English language into the teaching-learning process in classes and real-life and situations according to the development of the Metacognitive strategy.

Recommendations

- It is essential to develop activities in classes where the students can activate and use their concentration and thinking skills, especially to solve problems; after that, they feel interested in working on that during the English classes.
- When you plan the English classes, it is vital to choose an adequate strategy according to your students learning styles to help them show their strengths and learn in their way.

- The English teacher must be a mediator to guide and awake the interest in students to start working in classes with the proposed activities to develop knowledge, vocabulary, attitudes and values.
- It is precise to innovate as English teachers with a new strategy to enhance the base for students to learn the vocabulary according to their level to produce the English language in the different skills using the most appropriate strategy, in this case, the Metacocognitve.

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III APPENDICES

APPENDIX 1

SYNCHRONOUS AND ASYNCHRONOUS ACTIVITIES SCHEDULE

RESPONSIBLE: Lic. Rosalva Banda (English teacher)

DATES: From the 22nd of February until the 16th of April, 2021.

Date	Hour	Activity	Course	Responsible
22/02/2021	11h00 am	Socialization of the proposal to the authorities and English teachers of the institution.		Lic. Rosalva Banda (English teacher)
25/02/2021	11h00 am	Booklet delivery for the students' asynchronous work.		Lic. Rosalva Banda (English teacher)
26/02/2021	8h15 am	-Socialization with the students of the institution. -Development of the activities: Synchronous and asynchronous work	10mo "C"	Lic. Rosalva Banda (English teacher)
05/03/2021	8h15 am	Development of the activities: Synchronous and asynchronous work	10mo "C"	Lic. Rosalva Banda (English teacher)
12/03/2021	8h15 am	Development of the activities: Synchronous and asynchronous work	10mo "C"	Lic. Rosalva Banda (English teacher)
19/03/2021	8h15 am	Development of the activities: Synchronous and asynchronous work	10mo "C"	Lic. Rosalva Banda (English teacher)
26/03/2021	8h15 am	Development of the activities: Synchronous and asynchronous work	10mo "C"	Lic. Rosalva Banda (English teacher)
09/04/2021	8h15 am	Development of the activities: Synchronous and asynchronous work	10mo "C"	Lic. Rosalva Banda (English teacher)
12/04/2021	8h15 am	Reception of the students' portfolio with the activities of the booklet.	10mo "C"	Lic. Rosalva Banda (English teacher)
16/04/2021		Validation of the proposal by the director of the area and English teachers.		Lic. Rosalva Banda (English teacher)

APPENDIX 2

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: Lic. Marcia Rosalva Banda Bustillos

Topic:

Metacognitive strategy to increase Vocabulary in EFL in young students of 10th grade “C” of basic education in the “Mariscal Antonio José de Sucre” Educative Unit.

Objective:

To propose a booklet for students and a handbook for teachers with the analysis of the Metacognitive strategy to increase vocabulary in EFL in young students of 10th grade “C” of basic education in the “Mariscal Antonio José de Sucre” Educative Unit.

2. Evaluator’s information

Evaluator’s name:	
ID number:	
Academic degree:	
Senescyt registration number	
Current job:	
Phone number:	
e-mail:	

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.			
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.			
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.			
d) The originality of the contributions and reflections of the author give added value to the proposal.			
e) The references are relevant and update.			
f) The research topic is appropriate.			
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)			
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.			
i) The dissertation embraces a clear and precise introduction on the objectives and issues along the dissertation.			
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.			
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.			
l) The objectives in the introduction are met, so that there is harmony between objectives and results.			

Comment on the following statements, please.

<p>1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?</p>
<p>2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?</p>
<p>3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?</p>

4. 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"/>

5. General comments and recommendations for the Author.

Evaluator's signature

I.D.....

APPENDIX 3

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: Lic. Marcia Rosalva Banda Bustillos

Topic:

Metacognitive strategy to increase Vocabulary in EFL in young students of 10th grade “C” of basic education in the “Mariscal Antonio José de Sucre” Educative Unit.

Objective:

To propose a booklet for students and a handbook for teachers with the analysis of the Metacognitive strategy to increase vocabulary in EFL in young students of 10th grade “C” of basic education in the “Mariscal Atonio José de Sucre” Educative Unit.

2. Evaluator's information

Evaluator's name:	
ID number:	
Academic degree:	
Current job:	
Phone number:	
e-mail:	

Evaluation

Place an X on the square.

Critério	Excelente	Aceptable	Deficiente
a) The teaching material constitutes a valid, current and relevant contribution related to the field.			
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.			
c) The originality of the contributions and reflections of the author give added value to the proposal.			
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)			
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.			
f) The objectives in the proposal are met, so that there is harmony between objectives and results.			
g) The proposal is substantial with well-structured reflections and ideas.			

Comment on the following statements, please.

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?

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

Local	
Regional	
National	
International	

3. General comments and recommendations for the Author.

Evaluator's signature

I.D.....

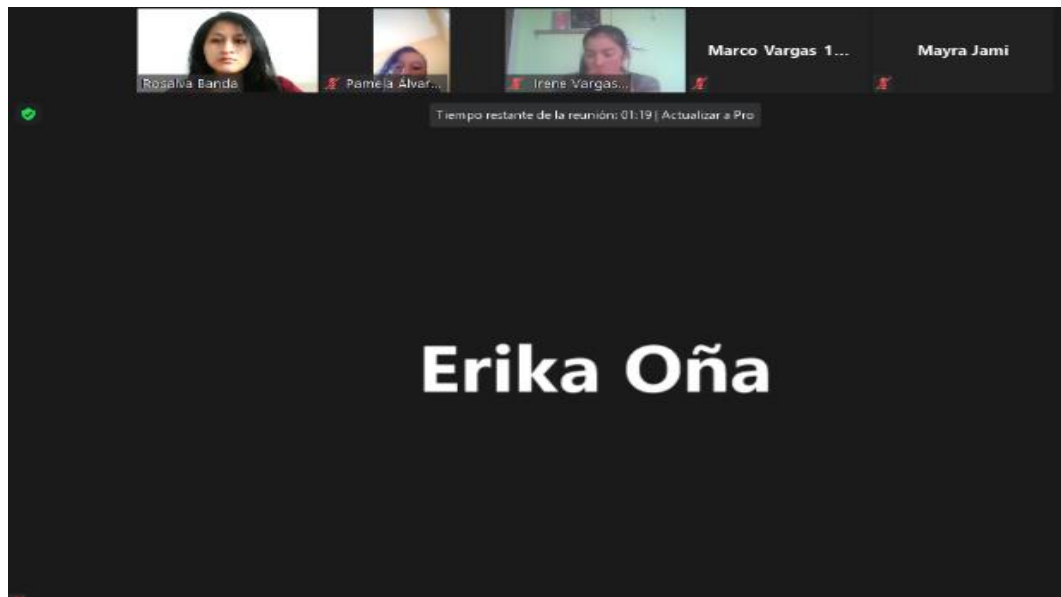
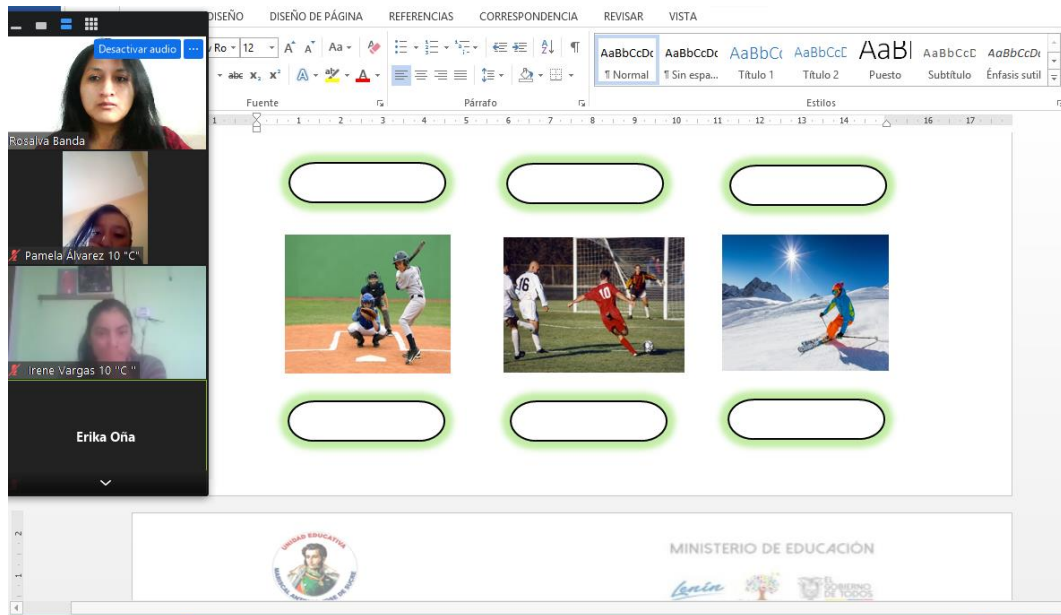
APPENDIX 4

RESULTS OF BEFORE AND AFTER THE APPLICATION OF THE METACOGNITIVE STRATEGY TO INCREASE VOCABULARY.

BEFORE	Percentage	AFTER	Percentage
Reads and completes sentences with the correct vocabulary of sports.	47%	Reads and completes sentences with the correct vocabulary of sports.	100%
Completes sentences with the correct vocabulary of sports.	43%	Complete sentences with the correct vocabulary of sports.	90%
Listens and completes sentences with the correct vocabulary of places.	40%	Listens and completes sentences with the correct vocabulary of places.	93%
Completes sentences with the correct vocabulary of places.	37%	Completes sentences with the correct vocabulary of places.	87%
Reads and completes sentences with the correct vocabulary of verbs.	30%	Reads and completes sentences with the correct vocabulary of verbs.	87%
Completes sentences with the correct vocabulary of verbs.	37%	Completes sentences with the correct vocabulary of verbs.	87%
Matches the words to their sentences with the correct vocabulary of verbs.	47%	Matches the words to their sentences with the correct vocabulary of verbs.	97%
Listens and completes sentences with the correct vocabulary of adjectives.	30%	Listens and completes sentences with the correct vocabulary of adjectives.	77%
Reads and completes sentences with the correct vocabulary of adjectives.	47%	Reads and completes sentences with the correct vocabulary of adjectives.	93%
Matches words to their definitions with the correct vocabulary of adjectives.	37%	Matches words to their definitions with the correct vocabulary of adjectives.	87%

APPENDIX 5

CAPTURES OF THE APPLICATION BY ZOOM





Document Information

Analyzed document	Tesis_Banda_Bustillos_Marcia_Rosalva.pdf (D107446528)
Submitted	6/2/2021 4:21:00 AM
Submitted by	
Submitter email	marcia.banda9@utc.edu.ec
Similarity	0%
Analysis address	jose.andradem.utc@analysis.orkund.com

Sources included in the report
