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**THESIS PROJECT TO OPT FOR THE DEGREE OF  
LICENCIATURA PROGRAM**

**Metacognitive Reading Strategies to improve reading skill of  
EFL third graders of Atenas Preescolar-Escuela Colina Azul in  
2022.**

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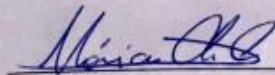
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## Declaration of Originality

### DECLARACIÓN JURADA

Yo, Mónica de los Ángeles Chacón Carranza, mayor de edad, portador de la cédula de identidad número 2-0762-0948, egresado de la carrera de Enseñanza del Inglés para I y II ciclos de la E.G.B de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Enseñanza del Inglés para I y II ciclos de la E.G.B, juro solemnemente que mi trabajo de investigación titulado: *Metacognitive Reading Strategies to improve reading skill of EFL third graders of Atenas Preescolar- Escuela Colina Azul in 2022*, es una obra original que respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en La Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que estos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

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Firma del estudiante

Cédula:2-0762-0948

# Thesis Tutor's Letter

## CARTA DEL TUTOR

San José, 06 de septiembre de 2022.

**Destinatario**  
**Carrera**  
**Universidad Hispanoamericana**

Estimada señora:

La persona estudiante **Mónica Chacón Carranza**, cédula de identidad número **207620948**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **"Metacognitive Reading Strategies to improve reading skill of EFL third graders of Atenas Preescolar-Escuela Colina Azul in 2022"**, el cual ha elaborado para optar por el grado académico de **Licenciatura en la Enseñanza del Inglés en I y II Ciclo de la E.G.B.**

En mi calidad de persona tutora, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20%
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	29%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	18%
	TOTAL	100	97

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,

LUIS GUILLERMO  
 MAROTO CHAVARRIA  
 (FIRMA)

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**Numero de Cedula**

## **Dedication**

I dedicate this research work to my parents for their unconditional support, for helping me to become the person I am today, for the efforts they make every day, and for continuing to be a fundamental part of my life. To my loved ones for their support during this process.

Thank you with all my heart.



## **ACKNOWLEDGEMENTS**

First, I would like to thank my family for their unconditional support during this process, for believing in me from the beginning, and for motivating me to keep going.

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Finally, I thank my thesis supervisor, Professor Luis Maroto Chavarría, for his help and guidance during the research process.

## **ABSTRACT**

The present work aims to improve reading skills by implementing metacognitive reading strategies in an English as a foreign language context. The main objective is to know the benefits obtained from the application of metacognitive reading strategies for the improvement of reading comprehension. This project is developed in Atenas Preschool - Colina Azul School during the first period of 2022. The participants are ten third-grade students in the context of English as a foreign language.

The strategies used for data collection are a checklist and the application of two diagnostic reading comprehension tests.

## Introduction

Over the years, to learn a second language has become fundamental for a successful future. To be able to use more than one language to communicate, has been a key to open many doors of opportunities. This is the case of English; because it is known as a universal language, English speakers can use it in any part of the world. This is why parents are more and more interested in their children learning English as a second language since young ages.

Furthermore, the teaching-learning processes that teachers apply in their English classroom has an important role in the accomplishment of the language. Learners, in a well-developed teaching-learning process, would be able to domain all four skills of the target language: listening, speaking, reading and writing.

Constantly, the skills of listening and speaking has been categorized as the most important skills that learners should domain when learning a new language. Yet, the reading and writing skills have their important role in the process of gathering the language. In this case, students may not only understand oral communication but also being able to go beyond that and understand in-text communication as well.

When talking about the reading skill more specifically, its daily practice is beneficial for learners when it comes to understand and interpret written forms of communication. However, this is not the reality. When reading, most learners do not understand what they just read, therefore they often need guided reading to accomplish the objectives of reading lessons.

In the context of Costa Rica, English is taught as a Foreign Language which means that the language is studied in a country where English is not the main language. In accordance with this, it is important that teachers implement useful strategies which are meaningful for learners and give them opportunity to become autonomous people.

The implementation of appropriate strategies improved students' motivation towards gathering English language, specifically the reading skill. In this scenario, the implementation of Metacognitive Reading Strategies was a tool for students to become more self-conscious about their own learning progress and manage their own process. Along with this, the use of this tool improved students' motivation because they were accomplishing the goals on their own and at their own pace.

In this research project, the researcher applied some Metacognitive Reading Strategies in a third-grade classroom in an *English as a Foreign Language* context. Before the implementation of these strategies, the researcher executed an initial diagnostic test to know what was the beginning level of the reading skills of the learners; and later a final diagnostic test was applied after the implementation of the Metacognitive Reading Strategies to inquire if there were any improvements in the reading skill of this population.

## **CHAPTER I: THE RESEARCH PROBLEM**

## **1.1 DESCRIPTION OF THE PROBLEM**

### **1.1.1 Background of the problem**

The use of appropriate teaching strategies is crucial for the transmission of knowledge. According to Griffiths (2013) language, learning strategies are “(...) used by learners for regulating or controlling their learning.” (p. 12). In this process, students are guiding their learning to accomplish the objectives.

As Munyaradzi (2013) states, “Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners.” (p. 29) The goals achieved by the students that are stated in the curricula, is going to be completed through a strong teaching method who suits better with the context and real-school life at the moment.

When learning a new language, in this case English, it is important to understand that the language skills: listening, speaking, reading and writing, have a fundamental role during this process. The implementation of attractive reading strategies may build student’s motivation towards the learning of a new language.

Through the years, students adopt ineffective reading strategies which interfere with the objectives established for reading classes. Al-Mekhlafi, (2018) mentions some of these ineffective strategies, “mouthing words while reading (i.e., vocalization and sub-vocalization) tracing the words letter by letter by moving the fingers over the text (i.e., finger pointing), moving the eyes (and the head) from left to right while reading in English, getting stuck with and unable to move beyond new/unfamiliar vocabulary, and reading aloud instead of reading silently to increase reading speed and improve comprehension.” (p. 298)

Furthermore, the learning comprehension should be involved during this process. According to Manoli (2013), reading comprehension happens when “the reader extracts and integrates various information from the text and combines it with what is already known.” (p. 7)

Additionally, Ozturk & Aydogmus (2021), mentions “reading consists in one’s ability to be aware of the reading process, plan before reading, and monitor and organize how one reads, and assess what one reads.” (p. 358) From this perspective, the goal is that students become autonomous readers who are self-conscious about their needs and progress.

Metacognitive strategies have an important role during the reading process as well. As Ahmed (2020) states “metacognitive awareness of reading strategies helps learners decide which strategies they can use and how they should use them.” (p. 295)

In agreement with this idea, Manoli (2013) states “for instance, if readers are aware of the cognitive processes required to meet the demands of a reading situation, they can determine what steps are needed to be taken in order to perform effectively and improve performance.” (p. 40) Learners became autonomous during the learning process and they are in charge of managing their own learning process.

Also, Ozturk & Aydogmus (2021) mentions that these metacognitive reading strategies “also help them actively participate in their own learning and organize and manage it, and review new knowledge.” (p. 366)

The use of Metacognitive Reading Strategies is optimal to improve the reading comprehension because it has shown positive results during students’ reading processes and their improvement. (Halim, Arif & Supramaniam, 2020.)

### **1.1.2 Problematization**

Developing innovative and engaging reading classes can be challenging for many teachers. Factors such as vocabulary knowledge, strategies used and students' motivation have an important role in reading classes.

Firstly, students should have a good vocabulary schema to get a better understanding what was read. It is important that students receive and practice previous, new lexicon in every class.

Secondly, teachers should not only know but also apply strategies that go hand-to-hand with learner's age, the context of the school and the material that they worked with.

Thirdly, students' motivation makes a huge change in the process of teaching-learning content. If students feel confident and interested in the topic, they would be willing to focus and learn more about it.

In this research project, it has to be taken into consideration some important details to understand what is happening regarding reading comprehension.

The population of this project come from a first-grade year that was virtual by cause of Covid-19 pandemic. This situation led to that in first grade, where learners acquire the basic input of grammar that is important to develop during the next levels, this process was not meaningful as it should be if they were in a face-to-face class. In the course of first grade, learners receive virtual English classes, but as it is known, they were not the same as in a face-to-face scenario.

Additionally, second grade was developed in a bimodal scenario, where some classes were developed in face-to-face while others in a virtual manner. Last year, students



were not adjusting a one hundred percent of how face-to-face classes work. It was a year in which students started to learn how school life works.

According to the information above, this year is finally the year in which students are learning how a one hundred percent face-to-face class works. They are finally adjusting to the class system.

Furthermore, is necessary to mention what is happening to the reading classes. Students, when it comes to reading time, most of the time need guided reading. When they read, they do not comprehend what they just read. This is a problem that could get worse if the teacher does not find a solution to help them manage their own reading comprehension.

### **1.1.3 Justification**

Over the years, the acquisition of a foreign language has become a fundamental factor in today's society. With the evolution of sciences such as technology, the learning of a second language has become even more important. This is the case of the English language, which, being considered an universal language, its learning has become more and more sought after by people. They seek the acquisition of this language both in public and private schools and high schools since parents are aware of how necessary and fundamental it is to speak a second language in the 21st century.

As is known, language is formed by four major skills: listening, speaking, reading and writing. One of the most important skills to control when learning English is the reading skill. The ability of reading in a different language may encourage students to go further and feel more engaged during the process of learning.

Nevertheless, many teachers opt for teaching reading as they may teach it in their mother-tongue. The instruction of vocabulary, reading the passage several times, oral comprehension questions and finally, the completion of comprehension tasks.

As it seems, not all students understand at a deeper level what they are reading. They can read passages with a good pronunciation but they do not comprehend what they are reading. The development of this task, of reading tasks, may be visualized as a chore to complete, not as an opportunity to develop critical thinking.

It is also important to clarify that even if not all students learn in the same way, all must develop the ability to think critically. The implementation of metacognitive reading strategies in young *EFL* learners, can be the first step to become a critical thinker from a young age.

Additionally, metacognitive strategies are a valuable opportunity for students to regulate themselves during the learning process. This set of strategies, makes them evaluate their performance and to think consciously about their own thoughts.

## **1.2 PROBLEM STATEMENT**

**What are the benefits of implementing Metacognitive Reading Strategies to improve the reading skill of EFL third graders of Atenas Preescolar-Escuela Colina Azul in 2022?**

### **1.3 OBJECTIVES**

#### **1.3.1 General objective**

- a) To inquire the benefits of implementing Metacognitive Reading Strategies to improve the reading skill of EFL third graders of Atenas Preescolar-Escuela Colina Azul in 2022.

#### **1.3.2 Specific objectives**

- a) To describe the way reading skills are developed at school level.
- b) To implement metacognitive reading strategies while teaching reading.
- c) To examine the initial and final level of reading comprehension.

### **1.4 SCOPE AND LIMITATIONS OF THE PROBLEM**

#### **1.4.1 Scope**

The research focuses on English as a Second Language students, more specifically third grade students. The strategies were developed in 40-minute lessons. The students were from a private school in Atenas name Atenas Preescolar-Escuela Colina Azul.

#### **1.4.2 Limitations of the Problem**

During the development of the project, there were not many major problems that affected its development and application.

## **CHAPTER II: THEORETICAL FRAMEWORK**

## 2.1 Historical context

Atenas is a town located in Alajuela. It is the canton number five of the province of Alajuela. Atenas has an extension of 127.19 km and is located in the West area of Valle Central. It is divided into eight districts. (Municipalidad de Atenas, 2022)

It is important to mention that in Atenas, according to Municipalidad de Atenas (2022), 8.2% of the population is foreign. This fact leads to an important impact of the use of a second language in the daily life of people in Atenas.

The canton's economy is based on agriculture, mainly coffee. However, it is also sustained by the cultivation of corn, beans, sugar cane, and fruits. In addition, there is cattle raising, commerce, and small industries. (Municipalidad de Atenas, 2022)

Atenas Preescolar-Escuela Colina Azul is a private institution located in Atenas. It was created in 1994. Its focuses on the importance of helping students to become better citizens of the world. The core curriculum is taught in Spanish, while English is taught as a second language, with classes in grammar, reading/writing, listening and speaking. (Atenas Preschool, 2019)

In the actual school year, students are working with three books: grammar, phonics and reading. These books belong to ELT Future. The reading book, My Best Reading 3, is based in a Content and Language Integrated Learning with topics related about Real Life, Social Studies, Science and Art & PE.

## **2.2 Theoretical Context**

### **2.2.1 Content and Language Integrated Learning and 21<sup>st</sup> Skills**

#### **2.2.1.1 Content and Language Integrated Learning**

According to Cenoz (2015), the Content and Language Integrated Learning is defined as “(...) a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.” (p. 11) In this approach, English is taught through subjects such as science, social studies, physical education class, etc. The main focus is not only the achievement of the language but also the achievement of the content as well.

In his work, Cenoz (2015) mentions a distinction between two types of CLIL instruction which is supported by Massler et al. (2014). The Type A occurs when the final goal of the learning process is based on the content of the academic subject through the instruction of a foreign language and the assessment is based on content. On the other hand, Type B happens when foreign language instruction is based on specific themes and content from further school subjects is used in the language class. (Cenoz, 2015, p. 11)

Additionally, Hamidavi (2016) shares specific elements that make an effective CLIL lesson. These elements known as 4Cs, which are content, communication, cognition and culture. The content element refers to the skills and understandings gather by students related to specific elements of a determined curriculum. Communication is the use of the language to learn how to use it. Then, cognition refers to the thinking skills and understanding of the language. Finally, culture refers to the exposure to different perspectives and understandings. (Hamidavi, 2016, p. 1644)

### **2.2.1.2 Teaching reading from the CLIL perspective.**

Regarding the reading competence, the MEP (2016) declares that it “intends to expose students to different types of texts and genres such as fiction, non-fiction, autobiographies, fables and fairytales, academic and non-academic texts by experiencing different reading techniques and developing different reading strategies.” (p. 43)

Since preschool level, students improved their reading skills continuously, from recognizing letters and words during the first years to decoding phrases and short reading at primary school level. At the primary school level, students expand their reading competences through the reinforcement of phonemic awareness.

In reference to the development of phonemic awareness, Smith S.B., Simmons, D.C., & Kame'enui (1998), mentioned by MEP (2016) reports that “research has shown that the development of phonemic awareness in children since kindergarten is a good predictor for a child’s success when learning to read.” (p. 44)

Furthermore, Hamidavi (2016) states that “reading is an experience in which the whole personality of the reader gets into interaction with the text because only the reader develops and extracts the significant potential of it.” (p. 1643)

When talking about Content and Language Integrated Learning, subjects have an important role. According to Hamidavi (2016) “in the teaching and learning process, there are two objectives, one linked to learning the particular subject matter (such as science, history or geography), and the other related to the foreign language, which becomes the means for learning content.” (p. 1643)

Following the idea of teaching reading from a CLIL perspective, Ramírez & Mena (2021) mention “It is said that reading can help improve other language skills of a language because of all the information and structures it provides.” (para. 26)

### **2.2.1.3 Teaching from the 21<sup>st</sup> Century skills perspective**

The curricula from MEP changed to emphasize the development of social skills and competences for citizens during the 21<sup>st</sup> century. The goal is not to focus just to teach learners to communicate in a second language, but to use the language in real-life scenarios. According to Purpura (2016), cited by MEP (2016), “To succeed in this environment, L2 users must demonstrate that they have the skills needed to process information, reason from evidence, make decisions, solve problems, self-regulate, collaborate, and learn- and they need to do this in their L2.” (p. 12)

Just as the MEP (2016) mentions, one of the main reasons of studying English in the Educational System, is to develop learner’s communicative skills as well as abilities, values and competences that prepare learners for the 21<sup>st</sup> century.

Furthermore, when talking about 21<sup>st</sup> century skills, it is also important to mention the use of technologies and its benefits in the classroom, specially the several input that students can get from it. Thereby, “its implementation and maximization in the English class becomes essential in today’s learning environment, demanding that teachers are prepared to suffice the needs of the students in this context.” (MEP, 2016, p. 27)

Regarding the language learning strategies that teachers should implement in the classroom, should enthuse learners to become more independent and autonomous. According to Purpura (1999), cited by MEP (2016) “learners move flexibly between



strategic and automatic processing while performing tasks. They acquire a language gradually until they use it spontaneously or in a nonconscious way.” (p. 48)

### **2.2.2 Phonemic Awareness**

According to Phillips et al. (2008), cited by Duchovicova et. Al (2019), “phonological awareness presents a metalinguistic ability to recognize and manipulate the sound structure of words without focusing in their meaning at a different level of language difficulty.” (p. 752)

As well, Wagner & Torgesen (1987), cited by Krimm & Lud (2021) refers to phonemic awareness as “the ability to analyze the sound and structure of language; it is critical for acquiring decoding skills.” (p. 1021)

It is important to highlight that the teacher’s role is essential for a great development of phonetic classes. “Educators with strong phonemic awareness skills are able to properly model phonemic awareness skills and to respond appropriately to children’s errors” (Krimm & Lud, 2021, p. 1021)

#### **2.2.2.1 Importance of teaching phonemic awareness.**

When students start working with the reading skill, teachers should move from the basics to bigger reading passages. The phonemic awareness is the first step in this process because according to California Department of Education (2015) cited by Montero (2018), “It is essential that children develop phonological awareness early in the elementary school years, with the goal of attaining phonemic awareness, the most difficult and important level, by the end of grade one, if not well before.” (p.34)

In books, the instruction of the phonemic awareness emphasizes it as individual sounds and that is how teachers develop it in EFL classrooms. “Phonemic awareness is crucial for developing an understanding of the alphabetic principle, which is that individual sounds in spoken words can be represented by letters or groups of letters in print.” (Montero, 2018, p. 34)

Additionally, Moats & Tolman (2022) mention in their article “people who can take apart words into sounds, recognize their identity, and put them together again have the foundation skill for using the alphabetic principle.” (para. 4)

In early stages of learning, students should be able to learn recognizing oral or written words and then, more difficult structures. “In terms of decoding and word recognition, children entering grade one ideally possesses two critical skills: (1) a developing understanding of the phonological basis of spoken language, and (2) knowledge of letter-sound correspondences.” (Montero, 2018, p. 35)

Additionally, phonemic awareness prepares students to expand their reading skills and become efficient readers. “Early phonemic awareness instruction prevents reading failure in many children with or at risk for reading disabilities.” (Krimm & Lund, 2021, p.1021)

#### **2.2.2.2 Strategies when teaching phonemic awareness.**

The strategies when teaching phonemic awareness can vary as a result of factors such as the context in which the students learn, the resources that teachers use or are available and the time in which teachers can develop the class. In accordance with this, Montero (2018) cites “In terms of phonemic awareness, short, well-planned lessons focused

on blending and segmenting phonemes, along with a few letter-sound correspondences, delivered frequently during the week to small groups have positive effects for most children.” (p. 39)

According to Montero (2018), “Interactive read aloud are also an effective way to develop young children’s general academic and domain specific vocabulary, especially when texts are read aloud repeatedly.” (p. 39) The use of guided reading of short passages, poems and songs may help students improve their ability.

Furthermore, is important that teachers apply activities in which students can use the language as a whole. Montero (2018) mentions “Children learn that spoken words consist of smaller units (syllables, onsets and rimes, and phonemes), and they manipulate and reflect on those units as they sing, recite poems, engage with books, and play language games.” (p.40)

### **2.2.3 Reading skill**

Before getting in details with reading skills, is important to know the definition of skills. According to the Merriam-Webster Dictionary (2022) a skill is “the ability to use one’s knowledge effectively and readily in execution or performance.” (para. 1) At the same time, the Cambridge Dictionary (2022) refers to skill as “a particular ability that you develop through training and experience and that is useful in a job.” (para. 2)

According to Ghazizadeh & Fatemipour (2017) the reading skill “Unlike previous findings which viewed reading as a passive skill, recent findings showed that reading should be considered as an active process.” (p. 606)

It is also important to highlight that “Reading to learn refers to reading for remembering or studying. It involves all the activities of reading for meaning. The reading material is not only comprehensible but also memorable.” (Hamra & Syatriana, 2010, p. 29)

When talking about reading, the ability to comprehend texts is extremely linked to this language skill. Its process involves different metacognitive processes. According to Hamra & Syatriana (2010), some of these metacognitive tasks for reading comprehension are “(a) clarifying the purpose of reading, (b) identifying the important aspects of a message, (c) focusing attention on the major content, (d) monitoring ongoing activities to determine whether comprehension is occurring, (e) engaging in self-questioning to determine whether goals are being achieved, and (f) taking corrective action when failures in comprehension are detected.” (p.28)

In the process of reading, learners required specific skills help them achieve a better understanding to achieve the goal. As Ozturk & Aydogmus (2021) mentions “reading consists in one’s ability to be aware of the reading process plan before reading, and monitor and organize how one reads, and assess what one reads.” (p. 358)

According to Hamra & Syatriana (2010), there are some suppositions that are related to the affective behaviors in the process of learning to read. “The way we feel about ourselves and our environment influences our reading achievement, (2) to understand what we read, we have to understand the concepts in the reading materials, and (3) reading is a process of interaction between the reader and the writer through written language.” (p. 29)

Student's previous knowledge when beginning the process of reading has a fundamental role. As Hamra & Syatriana (2010) states "Students who have more knowledge of the reading matter will get more from the material than the students who are less knowledgeable. A student who is good at critical thinking will get more than someone who is not." (p. 29)

Learning to read goes beyond reading a specific a text and the process stops there. As Hamra & Syatriana (2010) mentions "Reading requires interpretation and thinking. The goal of reading is to comprehend meaning." (p. 30)

### **2.2.3.1 Importance of the reading skill**

It is also important to mention how important is the improvement of the reading skill in student's life. Ghazizadeh & Fatemipour (2017) mention "Although reading is one of the essential academic skills strongly required later in the students' academic life, and it is focused upon in language education at school." (p.606)

Furthermore, as Ozturk & Aydogmus (2021) express regarding the importance of reading "people with good reading skills are expected to be perceptive of what is going around them and make sense of life." (p. 358) Reading gives the reader the opportunity to open his or her mind to new knowledge and ideas, and then be able to make them part of his or her own reality.

### **2.2.3.2 Strategies when teaching reading**

When learning how to read, not just the resources and strategies used by the teacher are important. Many other factors have a crucial role in this process. According to Hamra &

Syatriana (2010), “Learning to read is a process that involves a number of different skills and experiences.” (p. 28)

To develop the reading skill, it is important that teachers use creative activities, in which young learners have the opportunity to use previous knowledge. These activities should be focused on: recognizing words, understand the meaning of words, comprehend the material, organize and associate information, and read aloud. (Hamra & Syatriana, 2010, p. 31)

At the same time, Hamra & Syatriana (2010) mentions “The reading activities are designed in such a way to motivate students to read and to develop their reading interest and habit.” (p. 32)

Additionally, Altay & Altay (2017) mention that reading strategies are “the conscious actions taken by the learners in order to improve their language learning by stating that strategies are related to each other and must be viewed as a process and not as readers knowledge about reading and mechanisms they used when monitoring text comprehension.” (p. 138)

Theory describes three approaches to teach reading in a EFL context. These approaches are: the top-down approach, the bottom-up approach and the interactive approach. (Ghazizadeh & Fatemipour, 2017, p. 608)

When talking about the top-down approach, it seems the reader as an active participant in the process. As Ghazizadeh & Fatemipour (2017) mentions, “readers bringing meaning to text based on their experiential background and interpreting text based on their prior knowledge (whole language)” (p. 608)

On the other hand, the bottom-up approach, according to Ghazizadeh & Fatemipour (2017), explains that “the meaning of any text must be decoded by the reader and that students are reading when they can sound out words on a page.” (p.608)

The bottom-up approach is described as an interactive approach; both the reader and the text have a crucial role during the process. Ghazizadeh & Fatemipour (2017) describes that this model “recognizes the importance of both the text and the reader in the reading process, and is referred to as the interactive approach to teaching second language reading. (p. 608)

The third approach when teaching reading in an English as a Foreign Language classroom, the interactive approach “stresses both what is on the written page and what a reader brings to it using both top-down and bottom-up processing.” (Ghazizadeh & Fatemipour, 2017, p. 608)

On the other hand, Abatayo & Al Abri (2019), cite on their work *Guidelines for Developing a Reading Test in EFL Context* some skills and strategies that are crucial to take into account when assessing the reading comprehension. These skills are divided into three categories: micro skills, macro skills and strategies for reading.

The assessment using these objectives/strategies are presented in the following chart.

#### Microskills

1. Discriminate distinctive graphemes such as letters or letters combinations, and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.

<ol style="list-style-type: none"> <li>3. Process writing art at an efficient rate of speech to the purpose.</li> <li>4. Recognize core words and interpret words order patterns</li> <li>5. Recognize grammatical words classes such as verbs, nouns etc.</li> <li>6. Recognize particular meaning which are expressed in different grammatical structures.</li> <li>7. Recognize cohesive devices in written discourse.</li> </ol>
<p>Macroskills</p> <ol style="list-style-type: none"> <li>1. Recognize the rhetorical forms of written discourse and their significance for interpretation.</li> <li>2. Recognize the communicative functions of written texts, according to form and purpose.</li> <li>3. Infer context that is not explicit by using background knowledge.</li> <li>4. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.</li> <li>5. Infer context that is not explicit by using background knowledge.</li> <li>6. Distinguish between literal and implied meanings.</li> <li>7. Learn to determine culturally specific references and interpret them in a context of appropriate schemata.</li> <li>8. Develop and use a battery of reading strategies such as scanning, skimming and guessing the meaning of words from context.</li> </ol>

*Figure 1. Abatayo & Al Abri (2019). Guidelines for Developing a Reading Test in EFL*



In relation with the reading strategies, Abatayo & Al Abri (2019) mention that strategies should “highlight identification of the test’s purpose, application of spelling rules, bottom-up decoding, guessing of meaning, skimming and scanning techniques and the use of discourse markers.” (p. 3)

The use of various reading strategies, methods and techniques during reading facilitates understanding of the content of the text; paying attention to the structural features of the text, increasing the rate of understanding and understanding the active participation in the reading process, also prepares the ground for the development of skills such as criticizing, evaluating and remembering the text (Akyol, 2014, p. 33).

#### **2.2.3.3 Weaknesses students face when learning how to read.**

When talking about weakness in the reading skills and its causes, students’ motivation is one of the main causes. According Meniado (2016), “student’s limited exposure to English reading activities and low interest and motivation to read.” (p. 117)

The authors of this article also believe that another reason could possibly be that English language teachers might prefer using only certain reading strategies instead of using diverse reading strategies to make sure the students read better.

Additionally, teaching and practicing many different types of reading strategies can be time-consuming and challenging sometimes for students. (p.94)

## **2.2.4 Metacognitive Reading Strategies**

### **2.2.4.1 Definition of Metacognition**

According to Meniado (2016), who cites Flavell (1979), “metacognition involves ones’ knowledge about his thinking and products, active monitoring, and regulation of cognitive processing activities.” (p. 119)

Also, Louca (2003) who is cited by Meniado (2016), describes metacognition as “cognition about cognition because it entails examining the brain’s processing during the reading/ thinking process.” (p. 119)

Authors such as Iwai (2011) and The New South Wales Department of Education and Training (2010) are cited by Meniado (2016) in his work. Iwai (2011) defines metacognition as “the key to reading comprehension since it is found essential in the development of some linguistic, cognitive, and social skills.” (p. 119)

Additionally, The New South Wales Department of Education and Training (2010) defines metacognitive reading strategies as “planned, intentional, goal-directed, and future-oriented mental activities and processes that help a reader think about and check how he progresses in fulfilling a cognitive task.” (p. 119)

### **2.2.4.2 Importance of metacognition**

Students’ motivation in the reading process is fundamental for a rich achievement. In this case, metacognition promotes motivation and engagement during the reading process. According to Ozturk & Aydogmus (2021) “metacognitive reading strategies promote reading and comprehension quality and improve academic performance, thereby allowing students to be actively engaged in positive reading experiences, as a result of

which they enjoy reading more and become more eager to participate in reading activities.”  
(p. 359)

As Ozturk & Aydogmus (2021) mention “students who are aware of metacognitive reading and are able to use metacognitive reading strategies are more likely to monitor, control, and organize their own reading processes.” (p. 358)

### **2.2.4.3 Principles of Metacognition**

Metacognitive reading strategies have two crucial components. As Ozturk & Aydogmus (2021) states

The analytic-cognition component plays key a role in reading comprehension and involves the skills of identifying the purpose of reading, evaluating the process or the text, and making predictions and inferences.

The pragmatic-behavioral component plays a key role in academic performance and recall and involves the skills of regulating the reading environment, underlining and highlighting important sections, taking notes, and visualizing descriptions. (p. 358)

“Metacognition, as well as having knowledge of the individual's characteristics, the nature of the cognitive processes to be completed, and the structure of the strategies chosen as a solution to these tasks, is defined as an ability that has a controlling role in monitoring and regulating the individual's cognitive process” (Flavell, 1999, p. 22) P. 2

### **2.2.4.4 Teacher’s role**

There is also “motivational strategy,” to which Nasab and Ghafournia (2016) describe “motivational strategies” in the learning of reading process which include: talking about the

students' needs and enthusiasm for the subject material or the reading text; making the learning process enjoyable to keep them interested in reading; and increasing their level of self-esteem. P. 98

Metacognitive Reading Strategy, under the notion of Support Reading Strategy. Furthermore, Melekoglu and Wilkerson (2013) believe that teachers need to devote appropriate time and attention to use motivational reading strategies in the classroom to improve the students' reading comprehension. P. 98

Fu and colleagues (2014) reported that the students were encouraged to read the title and look at the picture to predict the story and they were also taught on how to use the technical features on the online page to read the passage and enlarge the size of the picture of the reading passage. They even were encouraged to infer the meaning of the difficult words and predict the upcoming events of the story. The use of the online e-books motivated the students and they paid more attention in the classroom. P.98

In other words, Yukselir (2014) suggested that “teachers should be aware of the reading strategies that their students use. Using some well – established inventories of reading strategies, they should introduce their students to useful reading strategies which would increase their comprehension when reading English academic materials” (p. 72).

#### **2.2.4.5 Metacognitive reading strategies**

Semtin and Maniam (2015) describe the Metacognitive Strategy as a technique that requires “planning for learning, thinking about the learning process that takes place, monitoring of one's comprehension, and evaluating learning after completion of a task” (p.

55). Metacognitive Reading Strategies are concerned with mainly three strategies, namely, 1) Problem-Solving, 2) Global Reading, and 3) Support Reading P. 97

Problem-Solving Strategy focuses on assessing the students to solve reading problems when they are reading difficult texts which include adjusting the reading speed, rereading the text, reading aloud, and guessing the meaning of the difficult words. Global Reading Strategy, on the other hand, focuses on guiding the students to have a reading purpose in mind when reading a text which can be increasing vocabularies and getting more information on specific topics. As for Support Reading Strategy, it focuses on providing the students with extra reading techniques, which include using some reference materials, such as the dictionary, taking notes and underlining particular sentences to remember, asking self-questions to find the answers, and paraphrasing the paragraphs. P.97

The metacognitive reading questionnaire developed by Başaran (2013) was used to determine the metacognitive reading strategies used by the sixth-grade students. This form consists of four parts: Before reading in the first chapter; in the second part during reading; the third chapter is followed by reading metacognitive reading strategies. P.5

The pre-reading strategies, which are intended to be gained as a priority for primary school students, are to create a goal and to review the text (Baydık, 2011, p. 304). At the estimation stage of metacognitive reading, the individual designs the reading process after estimating the reading process and skills (Özbay & Bahar, 2012, p. 169). With planning strategies, the reader can decide what to learn before starting to text (Edizer, Dilidüzgün, Başoğul, Karagöz & Yücelşen, 2018, p. 483). In the planning stage, strategies such as setting goals, reviewing and reading speed are included (Karatay, 2009, p. 60). The

planning phase is a study draft in the intellectual sense, it is a mental preparation

(Cemiloglu & Ogur, 2016, p. 134)

## **CHAPTER III: METHODOLOGICAL FRAMEWORK**

In this chapter, the researcher developed aspects related to the methodology of investigation and its components. It includes topics such as purpose, the temporal dimension, the framework, and nature among others. The project was applied in a group of third grade students from Atenas Preescolar-Escuela Colina Azul during the first semester, 2022.

Additionally, the subjects and sources of information, the operationalization of the variables, the techniques and instruments that the researcher applied are also developed in this chapter.

On the other hand, the researcher used some instruments to recollect data for this project. These instruments were checklists, diagnostic tests. To apply them, the researcher worked with third graders from an English as a Foreign Language environment.

In this project, the researcher applied some instruments to gather data for its further analysis. Firstly, the researcher applied a checklist while observing students and their behavior during reading lessons. Then, a first diagnostic test was used to have a better understanding how well do learners understand what they are reading. Finally, a second diagnostic test was used to compare if there is any improvement in the reading comprehension after presenting metacognitive reading strategies to students.



### **3.1 Type of Investigation**

#### **3.1.1 Purpose**

As people know, reading has an important role in the process of learning a second language. The ability of reading, can have benefits in student's academic performance. According to Ghazizadeh & Fatemipour (2017) mention "Although reading is one of the essential academic skills strongly required later in the students' academic life, and it is focused upon in language education at school." (p.606). This research is applied because the researcher wants to find a solution to improve the reading comprehension in young learners.

The purpose of this research is applied. It is designed to answer specific questions focusing at solving practical problems. (UTEP, 2022, para. 3) In this research, the main goal is to improve reading comprehension through the use of metacognitive reading strategies for a successful academic performance in the future.

#### **3.1.2 Temporal Dimension**

The temporal dimension of this research is transversal because its purpose is to analyze and describe the object of study at a given period of time. According to Cherry (2018), this kind of study is observational and the gather of data from the population is obtained from one specific period of time.

Reading is fundamental in the learning process. It should include not only simple sentences but also texts. In the actual school year, students are working with a new reading book in which after each reading, they have to complete some comprehension exercises. In this case, students are new in the sense of working in a more reading-related book than a grammatical or phonics books as they were working in previous years.

To achieve an important level of the reading skill, is something that takes time. In order to apply Metacognitive Reading Strategies, students should work at their own pace. Besides, students were evaluated and observed in certain time intervals to notice any change in the development of the skill. This is the reason why the researcher studied the behavior of the students one month in which she would be evaluating them twice. As claimed by Kowalczyk (2013), “As time passes, people develop and change, and your entire is based on those changes.” (para. 14)

### **3.1.3 Macro level**

The macro level of this research is micro because the researcher works with the only third grade group at Atenas Preescolar-Escuela Colina Azul. The researcher can observe student’s performance during reading lessons and collect the data using a checklist.

“At its simplest, micro-research (also known as *Inquiry-based Learning*) involves getting students to undertake a relatively small research project and report back to their peer. The purpose of the approach is to encourage students to develop a deeper understanding of the material they have been researching while also developing skills that would be useful for others parts of the study and their eventual careers, such as critical thinking and evaluation, communication and presentation skills and information literacy skills.” (Glover, 2014, para. 1)

### **3.1.4 Nature**

In this project, the researcher used elements of a qualitative research and elements of a quantitative research. This is why its nature is mixed research. As explained by Tegan (2021), “Mixed methods research combines elements of quantitative research and qualitative research in order to answer your research question.” (para. 1)

The main technique that the researcher used to apply the checklist was the observation. The researcher observed the completion of reading tasks while filling a checklist in order to identify the behavior of learners' toward the assignment. In agreement with Streetferk (2019), "This type of research can be used to establish generalizable facts about a topic. Common quantitative methods include experiments, observations recorded as numbers, and surveys with close-ended questions." (para.2-3)

On the other, in order to apply Metacognitive Reading Strategies, the researcher had to investigate literature about these strategies and what metacognition embraces. As reported by Streetferk (2019), "This type of research enables you to gather in-depth insights on topics that are not well understood. Common qualitative methods include interviews with open-ended questions, observations described in words, and literature reviews that explore concepts and theories." (para. 4-5)

### **3.1.5 Character**

The character of this research falls into two characters: it is a descriptive and exploratory research.

Firstly, it is descriptive research because it analyses the characteristics of metacognitive reading strategies and its implementation while students use them during reading. Also, the researcher describes the strategies used by students during reading lessons. As mentioned by Nassaji (2015), "The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened." (p.129)

Also, this research is explanatory because the researcher wanted to analyze why there is lack of reading comprehension, what was the effect of applying metacognitive reading strategies to EFL third graders during reading lessons. As claimed by Tegan (2021), “it can help you increase your understanding of a given topic, ascertain how or why a particular phenomenon is occurring, and predict future occurrences. Explanatory research can also be explained as a “cause and effect” model, investigating patterns and trends in existing data that haven’t been previously investigated.” (para. 1-2)

### **3.2 Subjects and Sources of Information**

#### **3.2.1 Subjects**

The subjects of this research are people. They are third grade students at Atenas Preescolar-Escuela Colina Azul. The population of this investigation is a group of 11 students, between the ages of 8 and 9 years old. This investigation is applied during the first semester of 2022.

#### **3.2.2 First-hand Sources**

In this research project, the first-hand sources that the researcher used to gather information for the implementation of the proposal were the third-grade students in Atenas Preescolar-Escuela Colina Azul.

### 3.2.3 Second-hand Sources

<b>Author or Authors</b>	<b>University or Organization</b>	<b>Country</b>	<b>Year</b>
Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K	Universiti Sains Malaysia / Canadian Center of Science and Education	Malaysia	2013
Ahmed, R. M.	Arab World English Journal	Sultanate of Oman	2020
Al-Mekhlafi, A. M.	International Journal of Instruction	Sultanate of Oman	2018
Escobar, C.	CLIL. Journal of Innovation and Research in Plurilingual and Pluricultural Education. / Universitat Autonomat Barcelona	Barcelona	2019
Halim, N., Arif, M. M., & Supramaniam, K.	Asian Journal of University Education	Malaysia	2020
Meniado, J.	Canadian Center of Science and Education	Saudi Arabia	2016
Melesse, S., & Enyew, C.	Journal of Education and Learning	Ethiopia	2020
Ozturk, M. B., & Aydogmus, M.	International Journal of Progressive Education	Turkey	2021
Ramírez Casco, G. M., & Mena Mayorga, J. I.	Pontificia Universidad Católica del Ecuador	Ecuador	2021

### **3.3 Sample Selection**

#### **3.3.1 The population**

The population of this research is made up by 11 third grade students from Atenas Presscolar-Escuela Colina Azul.

#### **3.3.2 Sample**

The sample, in this investigation, is selected by 11 students from third grade from Atenas Preescolar-Escuela Colina Azul.

### **3.4 Techniques and Instruments to Collect Data**

The researcher of this investigation applies three different instruments to collect the appropriate data for the investigation.

The first instrument used is a checklist. According to Cambridge Dictionary (2022), a checklist is a list of things that people must consider doing or remember to do. In this case, the researcher listed some Metacognitive Reading Strategies that Babyigit, O (2019) used in his study *Examination the Metacognitive Reading Strategies of Secondary School Sixth Grade Students*. This instrument aims to find out if students apply Metacognitive Reading Strategies before the investigator introduces them officially.

The investigator also uses two diagnostic tests to collect data: an initial diagnostic and a final diagnostic. The purpose of these is to measure the reading comprehension level of learners before and after the use of Metacognitive Reading Strategies. Both assessments have two parts. In the first part, students look at a picture and mark with an X the sentence that best relates to the picture, here students need scanning strategies. And in the second part students have to read two short texts and answer some comprehension questions, in some of these questions students have to infer the answer.

### *Data Analysis:*

The best way to analyze information is to find the specific strategies to shape interpretations about specific context. The study was based on comparing the results of the two checklists applied in the two different observations. According to Responsible Conduct in Data Management (n.d) states that data analysis “is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.” (para. 1)

### **3.5 Operationalization of the variables**

Variables help researchers to organize and have a clearer idea of what and how to measure what its stated. As USC Libraries (2022) states in their webpage, variable refers to a phenomenon or thing that the researcher is trying to measure in a specific way.

#### **Conceptual definition**

A conceptual definition answers the question of what is going to be developed providing a trustful definition. “A conceptual definition articulates what exactly is to be measured or observed in a study” (para. 4)

#### **3.5.1 Specific Objective**

To describe the way reading skills are developed at school level.

#### **Conceptual Definition**

Reading skills can be understood as the techniques that learners and teachers applied in their classes to accomplish the determined goals. According to Manoli & Papadopoulou (2012), who mention Psaltou-Joycey (2010), state that skills are “(...) the abilities that an

individual possesses allowing him/her to perform something in an easy and fast way.”  
(p.818)

### **Instrumental Definition**

To gather the necessary information to describe the way reading skills are developed, the researcher applied a checklist to students.

#### **3.5.2 Specific Objective**

To implement metacognitive reading strategies while teaching reading.

### **Conceptual Definition**

As was mentioned before, metacognitive reading strategies are strategies that learners use before, during and after reading to make him/her aware and control his/her process. (Babayigit, 2019, p. 2)

### **Instrumental Definition**

To carry out metacognitive reading strategies in the English classes of the sample, the researcher made planning for reading classes emphasizing the importance of using the target strategies properly.

#### **3.5.3 Specific Objective**

To examine the initial and final level of reading comprehension.

### **Conceptual Definition**

Reading comprehension refers to the process in which readers make meaning by applying knowledge when interacting with the text. According to Pourhosein & Sabouri (2016) “comprehension is a process in which the reader makes meaning by interacting with



text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.” (p. 230)

### **Instrumental Definition**

In order to get the initial and final level of reading comprehension before and after the researcher applied the metacognitive reading strategies, the learners completed an initial diagnostic test and a final diagnostic test.

### **Operational Definition**

The reading level is considered as high proficiency when student gets a score higher than eighty-five. In a mid-proficiency a score between a seventy and eighty-five. And finally, a low proficiency when student gets a score lower than seventy.

## **CHAPTER IV: ANALYSIS OF COLLECTED DATA**

## 4.1 Diagnostic

In this chapter, the reader finds the results obtained from the application of the instruments that the researcher used to collect information.

### 4.1.1 Description of Data

Table 1. Diagnosis results from I Part

Student	Question #1		Question #2		Question #3		Question #4		Question #5	
	C	I	C	I	C	I	C	I	C	I
1		X	X			X		X		X
2		X		X	X		X			X
3	X		X		X		X		X	
4	X		X		X		X		X	
5	X		X		X		X		X	
6	X		X		X		X		X	
7		X		X		X	X			X
8		X	X			X		X	X	
9	X		X		X		X		X	
10		X	X		X		X			X

C= Correct / I= Incorrect

Source: Diagnosis applied by the researcher on Tuesday, May 10, 2022.

As observed in the table above, in the questions of the first part of the diagnosis test half of the students got it correct. In this section, students had to look at a picture, read a short statement, and choose the best sentence that relates to the picture given.

As noticed, students three, four, five, six, and nine had all five questions correctly. On the other hand, students eight and ten got three questions correctly, student two had two correct answers, and students one and seven just got one question correctly.

Scanning, which was covered in the first five questions, was achieved by half of the students. It means that students have the corresponding strategies to obtain specific information from a passage.

Table 2. Diagnosis results from II Part

Student	Reading #1								Reading #2									
	#1		#2		#3		#4		#1		#2		#3		#4		#5	
	C	I	C	I	C	I	C	I	C	I	C	I	C	I	C	I	C	I
1		X		X		X		X		X		X		X		X		X
2	X		X			X		X		X		X		X		X	X	
3	X		X		X		X		X	X		X			X	X		
4	X		X		X		X	X		X		X			X		X	
5	X		X			X		X	X			X	X			X	X	
6	X		X		X		X	X		X		X			X		X	
7		X	X			X		X		X		X		X		X		X
8	X			X		X	X			X		X		X		X		X
9	X		X		X			X	X		X		X			X		X
10	X			X		X		X	X			X	X			X	X	

C= Correct / I= Incorrect

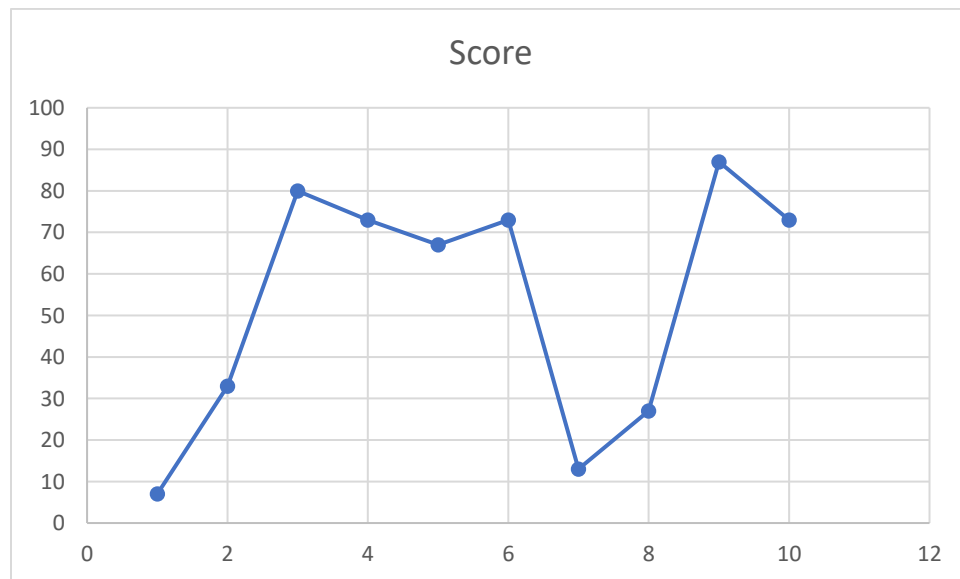
Source: Diagnosis applied by the researcher on Tuesday, May 10, 2022.

As found in the table above, in the questions of the second part of the diagnosis test most of the students got it incorrect. In this section, students had to read two short texts and answer some comprehension questions. In some of these questions, students had to infer the answer.

As observed, students four, six, and nine had six correct answers. Student three had seven correct answers, student five and ten got five correct answers. Additionally, the rest of the students got less than three answers correct: student two got three correct answers, student eight had two, student seven got one incorrect answer, and student one did not get any correct answers.

Skimming, which was covered in the second part of the diagnosis, was not achieved by students. It means that students lack the corresponding strategies to obtain general information from a passage.

Figure 2. Diagnosis Results



Source: Diagnosis applied by the researcher on Tuesday, May 10, 2022.

As contemplated in the graphic above, student nine got the highest score on the diagnostic test, an 87. On the other hand, the lowest score was a 7 from student one.

According to this, just 33,33 % of students pass the diagnostic test with a score higher than 70. Meanwhile, 66,67% of students got a score lower than 70 which means that if this test was an official test, they would not pass it.

Table 3. Checklist results

	1		2		3		4		5		6		7		8		9		10	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. I check that I'm in a comfortable place to read.	X		X		X		X		X		X		X		X		X		X	
2. I think about the content of the reading according to the title.	X		X		X		X		X		X		X	X				X	X	
3. When I get distracted, I go back to the beginning of the reading and start again.		X	X		X	X		X		X		X		X		X	X		X	
4. I read more carefully the part that is harder for me to understand.	X		X		X		X		X		X		X		X		X	X		
5. I read slowly when necessary.	X		X		X		X	X		X		X		X		X		X		X
6. I connect themes I just learned with themes I already know.	X		X		X		X		X		X		X		X	X				X
7. I use dictionaries or encyclopedias when I need to.		X	X		X		X		X		X		X		X		X		X	X
8. I reread the reading if I have to.	X		X		X		X	X		X	X		X		X		X		X	X
9. I assess my reading whether I was able to understand or not.	X		X		X		X		X	X		X		X		X	X		X	
10. I think about how can I use what I just read in my daily life.	X		X		X		X		X	X		X		X		X		X		X

Source: Checklist applied by the researcher on Wednesday, May 11, 2022.

As observed in the table above, most of students apply more than three reading strategies before, during and after reading.

As shown, the item that most students do not apply during their reading is the one related with the use of dictionaries or encyclopedias. In this specific case, just one student check that **he/she** uses this strategy. Even though, the test results did not show the use of these tools.

Additionally, most students agreed with items 4, 5, 6 and 8. In this case, the majority of students monitor their reading process by determining if they need some reinforcement. Even though, the test results do not show any improvement which can lead to students having low vocabulary skills.

Table 4. Final Diagnostic results from I Part

Student	Question #1		Question #2		Question #3		Question #4		Question #5	
	C	I	C	I	C	I	C	I	C	I
1	X		X		X		X		X	
2	X		X		X		X			X
3	X		X		X		X		X	
4	X		X		X		X		X	
5	X		X		X		X		X	
6	X		X		X			X	X	
7		X	X		X		X		X	
8	X		X		X		X		X	
9	X		X		X		X		X	
10	X		X		X		X		X	

C= Correct / I= Incorrect

Source: Diagnosis applied by the researcher on Wednesday, June 09, 2022.

As observed in the table above, in the questions of the first part of the diagnosis test most students had all questions correct. In this section, students had to look at a picture, read a short statement, and choose the best sentence that relates to the picture given.

As perceived, students two, six and seven got one incorrect question. While the rest of the population had all questions correct.

Scanning, which was covered in the first five questions, was achieved by most students. It means that students have the corresponding strategies to obtain specific information from a passage.

Table 5. Final Diagnosis results from II Part

Student	Reading #1										Reading #2							
	#1		#2		#3		#4		#5		#1		#2		#3		#4	
	C	I	C	I	C	I	C	I	C	I	C	I	C	I	C	I	C	I
1	X		X			X		X	X			X		X	X			X
2	X		X			X	X			X	X			X	X			X
3	X		X		X		X		X		X		X			X	X	
4	X		X		X		X		X		X	X			X	X		
5	X		X		X			X		X	X			X		X		X
6	X		X		X		X		X		X		X			X	X	
7	X		X			X		X	X			X		X	X			X
8	X		X		X		X		X			X	X			X	X	
9	X		X		X		X		X		X		X		X		X	
10	X		X			X	X			X	X		X			X	X	

C= Correct / I= Incorrect

Source: Diagnosis applied by the researcher on Wednesday, June 09, 2022.

As observed in the table above, in the questions of the second part of the final diagnosis test most of the answers were answered correctly. In this section, students had to read two short texts and answer some comprehension questions. In some of these questions, students had to infer the answer.

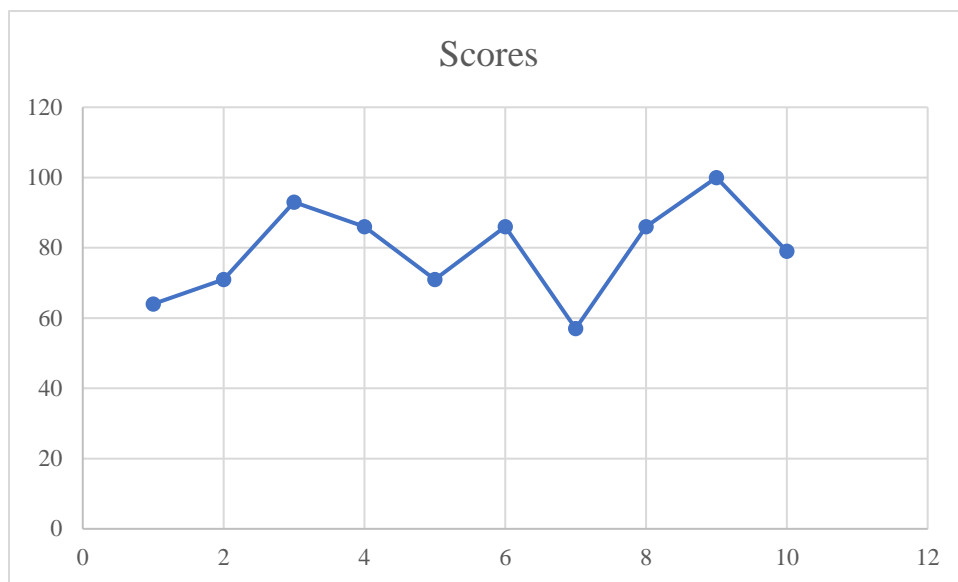
As contemplated, students one, five and seven had four correct answers. Student two had five correct answers, student ten got six correct answers. Additionally, the rest of



the students got more than seven answers correct: students four and eight got seven correct answers, students three and six had eight correct answers. Student nine got all answers correct.

Skimming, which was covered in the second part of the diagnosis, was achieved by the majority of students. It means that students have the corresponding strategies to obtain general information from a passage.

Figure 3. Final Diagnosis Results



Source: Diagnosis applied by the researcher on Wednesday, June 09, 2022.

As detected in the graphic above, student nine got the highest score on the diagnostic test, a 100. On the other hand, the lowest score was a 69 from student one.

According to this, 90% of students pass the diagnostic test with a score higher than 70. Meanwhile, 10% of students got a score lower than 70 which means that if this test was an official test, most of them would pass it.

**CHAPTER V: CONCLUSIONS AND RECOMMEDATIONS**

In chapter V, the researcher exposed the conclusions obtained throughout the research process. In her research, Alvarez (2019) clarifies that “researcher must report their conclusion making reference in answering the question of investigation, second to the general and specific objectives and last hypothesis is used as reference of the research.” (p.105) In the case of this research, the conclusions are based on the benefits of implementing Metacognitive Reading Strategies to improve the reading skill of EFL third graders of a private school in Atenas, Alajuela, Costa Rica.

Additionally, this chapter provides some recommendations for future researchers of the field or English teachers who are interested in the implementation of Metacognitive Strategies in their classrooms.

## **5.1 Conclusions**

### **Specific Objective**

To describe the way reading skills are developed at school level.

#### **Conclusions**

- It is concluded that after applying the checklist, the data proved that most students apply more than three reading strategies before, during and after reading.
- Most of students control their reading process by reinforcing their reading ability.

### **Specific Objective**

To implement metacognitive reading strategies while teaching reading.

#### **Conclusions**

- It is concluded that most students were not motivated enough when it comes to reading classes. Even though the researcher introduced them metacognitive reading strategies, their motivation when reading was not good enough.

### **Specific Objective**

To examine the initial and final level of reading comprehension.

### **Conclusions**

- It is concluded that there is a slight difference between the initial diagnostic and the final diagnostic test.
- After revising and comparing the results from both diagnostic tests, in the scanning section there was an important difference between both results.
- There was significant difference in the skimming sections. There was an improvement in obtaining the appropriate strategies when skimming.
- Implementing Metacognitive Reading Strategies had acceptable benefits for learners when using them in the reading process.

### **Problem statement**

What are the benefits of implementing Metacognitive Reading Strategies to improve the reading skill of EFL third graders of Atenas Preescolar-Escuela Colina Azul in 2022?

### **Conclusions**

In conclusion, it is worth mentioning that the implementation of metacognitive strategies to improve the reading skill in the target population did not have the expected benefits.

With the application of the checklist, it showed that most students already applied some metacognitive strategies. However, this did not reflect the usage in the results of the first diagnosis.

Then, with the introduction of the metacognitive strategies and their continued encouragement, it was possible to see that the students gradually became more comfortable working independently.

It is also worth mentioning that there was a slight difference in the results of both diagnoses implemented, mainly in the skimming skill.

## **5.2 Recommendations**

### **Specific objective**

To describe the way reading skills are developed at school level.

#### **Recommendations:**

- It is recommended for future researchers to work with older students because young students were not interested in knowing technical terms.
- Is important to work with readings that are attractive and convenient for learner's age in terms of vocabulary and extension.

### **Specific objective**

To implement metacognitive reading strategies while teaching reading.

#### **Recommendations:**

- It is also recommended for future researchers to apply the strategies for a longer period of time.

- To implementing strategies using different resources to motivate students to read.

**Specific objective**

To examine the initial and final level of reading comprehension.

**Recommendations:**

- Finally, is it is recommended that teachers learn more about metacognition, its importance and strategies of how to use it in the classroom, not just with reading classes but in a daily basis with different contents.

## **CHAPTER VI: PROPOSAL**



### **6.1 Metacognitive Reading Strategies to improve reading skill of EFL third graders of Atenas Preescolar-Escuela Colina Azul in 2022.**

The main goal of this research is to work as a guide for educators who want an innovative and helpful change in their classroom to benefit learners during the process. Metacognition is a laborious field to work with, but crucial to develop in classroom because it gives useful tools to learners for life.

This proposal was developed in Atenas-Preescolar Escuela Colina Azul, a private institution in Atenas, Alajuela, Costa Rica. The researcher worked with eleven third graders in a *English as a Foreign Language* context.

#### **Objectives**

##### **General Objective**

- To inquire the benefits of implementing Metacognitive Reading Strategies to improve the reading skill of EFL third graders of Atenas Preescolar-Escuela Colina Azul in 2022.

##### **Specific Objectives**

- d) To describe the way reading skills are developed at school level.
- e) To implement metacognitive reading strategies while teaching reading.
- f) To examine the initial and final level of reading comprehension.

The proposal is about the implementation of Metacognitive Reading Strategies to improve the reading skill. These strategies were before reading, during reading and after reading strategies. They can be observed in the following plannings:

## Third Grade English Lesson

<b>Subject/Course:</b>	English Class		
<b>Topic:</b>	Future: Yes/No Questions		
<b>Lesson Title:</b>	Future Tense		
<b>Lesson Date:</b>	06/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT Identify the use of Future Tense.
- SWBAT Ask and answer questions

### Summary of Tasks / Actions:

1. Teacher will welcome students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Teacher will explain the grammar rules when asking and answering questions with the *Future Tense*. She will provide some examples.
5. Students will complete a listening and speaking exercise. Students will do the activity *Take a Guess*.
6. When done, students will paste the handout in their notebook.
7. Teacher will pick the notebooks up.
8. \*\*\*Teacher will apply the First Reading Comprehension Diagnostic Test\*\*\*
9. Teacher will say goodbye.

### Assessment:

- SWBAT Recognize verbs by answering questions correctly.
- SWBAT Identify the use of future tense by answering questions correctly.

### Materials:

- Board
- Handout

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English Class		
<b>Topic:</b>	Future: Yes/No Questions		
<b>Lesson Title:</b>	Future Tense		
<b>Lesson Date:</b>	06/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT Identify the use of Future Tense.
- SWBAT Ask and answer questions

*Marta de la Cruz*



### Summary of Tasks / Actions:

1. Teacher will welcome students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Teacher will explain the grammar rules when asking and answering questions with the *Future Tense*. She will provide some examples.
5. Students will complete a listening and speaking exercise. Students will do the activity *Take a Guess*.
6. When done, students will paste the handout in their notebook.
7. Teacher will pick the notebooks up.
8. \*\*\*Teacher will apply the First Reading Comprehension Diagnostic Test\*\*\*
9. Teacher will say goodbye.

### Assessment:

- SWBAT Recognize verbs by answering questions correctly.
- SWBAT Identify the use of future tense by answering questions correctly.

### Materials:

- Board
- Handout

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 5: Little Boy, Big Heart!		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	10/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT understand and apply the key words.  
SWBAT comprehend and evaluate the reading passage.

### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Teacher will share on the board the title of the reading for students to discuss about it. They will answer some questions and predict what the unit is going to be about.
5. Next, students will open their My Best Reading book on page 33. They will listen and repeat the words.
6. Students will complete exercise B. When done, they will check the answers together.
7. Teacher will briefly introduce the topic with a video clip.
8. Then, students will watch the video and discuss it. They will answer some follow up questions.
9. Finally, students will go to page 34. *They will use pre-reading strategies before starting and during reading strategies while reading.*
10. Teacher will pick the books up.
11. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT distinguish vocabulary words by naming pictures correctly.

### Materials:

- Video: <https://www.youtube.com/watch?v=vyGfVv6RI0k>
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 5: Little Boy, Big Heart!		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	10/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT understand and apply the key words.  
SWBAT comprehend and evaluate the reading passage.

*Marta J. Jarama*



### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Teacher will share on the board the title of the reading for students to discuss about it. They will answer some questions and predict what the unit is going to be about.
5. Next, students will open their My Best Reading book on page 33. They will listen and repeat the words.
6. Students will complete exercise B. When done, they will check the answers together.
7. Teacher will briefly introduce the topic with a video clip.
8. Then, students will watch the video and discuss it. They will answer some follow up questions.
9. Finally, students will go to page 34. They will use pre-reading strategies before starting and during reading strategies while reading.
10. Teacher will pick the books up.
11. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT distinguish vocabulary words by naming pictures correctly.

### Materials:

- Video: <https://www.youtube.com/watch?v=vyGfvv6RI0k>
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 5: Little Boy, Big Heart!		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	11/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

SWBAT identify the vocabulary words.  
SWBAT comprehend and evaluate the reading passage.

### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Students will play a *Memory game* as a warm up.
5. Teacher will review what they studied the previous class.
6. Next, students will open their My Best Reading on page 33. They will listen and repeat the words.
7. Teacher will go over the *More words & phrases* section.
8. Then, students will read the story in pages 34 and 35. *(Teacher will encourage students to use pre-reading, during reading and after reading strategies.)*
9. Teacher will clarify any doubts that students may have.
10. Students will solve the comprehension section on pages 36 and 37.
11. When done, they will check the answers together.
12. Teacher will pick the books up.
13. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT recognize the main information of the passage by answering questions correctly.

### Materials:

- Memory game
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 5: Little Boy, Big Heart!		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	11/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT identify the vocabulary words.
- SWBAT comprehend and evaluate the reading passage.

*Marta Cecilia Jarama*



### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Students will play a *Memory game* as a warm up.
5. Teacher will review what they studied the previous class.
6. Next, students will open their My Best Reading on page 33. They will listen and repeat the words.
7. Teacher will go over the *More words & phrases* section.
8. Then, students will read the story in pages 34 and 35. (*Teacher will encourage students to use pre-reading, during reading and after reading strategies.*)
9. Teacher will clarify any doubts that students may have.
10. Students will solve the comprehension section on pages 36 and 37.
11. When done, they will check the answers together.
12. Teacher will pick the books up.
13. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT recognize the main information of the passage by answering questions correctly.

### Materials:

- Memory game
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 6: The Darkest Hour		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	17/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT understand and apply the key words.  
SWBAT comprehend and evaluate the reading passage.

### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Teacher will share on the board the title of the reading for students to discuss about it. They will answer some questions and predict what the unit is going to be about.
5. Next, students will open their My Best Reading book on page 39. They will listen and repeat the words.
6. Students will complete exercise B. When done, they will check the answers together.
7. Teacher will briefly introduce the topic with a video clip.
8. Then, students will watch the video and discuss it. They will answer some follow up questions.
9. Finally, students will go to page 40. *They will use pre-reading strategies before starting and during reading strategies while reading.*
10. Teacher will pick the books up.
11. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT distinguish vocabulary words by naming pictures correctly.

### Materials:

- Video: <https://www.youtube.com/watch?v=vyGfVv6RI0k>
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None



## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 6: The Darkest Hour		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	17/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT understand and apply the key words.
- SWBAT comprehend and evaluate the reading passage.

*Marta Juarez*



### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Teacher will share on the board the title of the reading for students to discuss about it. They will answer some questions and predict what the unit is going to be about.
5. Next, students will open their My Best Reading book on page 39. They will listen and repeat the words.
6. Students will complete exercise B. When done, they will check the answers together.
7. Teacher will briefly introduce the topic with a video clip.
8. Then, students will watch the video and discuss it. They will answer some follow up questions.
9. Finally, students will go to page 40. *They will use pre-reading strategies before starting and during reading strategies while reading.*
10. Teacher will pick the books up.
11. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT distinguish vocabulary words by naming pictures correctly.

### Materials:

- Video: <https://www.youtube.com/watch?v=vyGfVv6RI0k>
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 6: The Darkest Hour		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	18/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

SWBAT identify the vocabulary words.  
SWBAT comprehend and evaluate the reading passage.

### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Students will play a *Memory game* as a warm up.
5. Teacher will review what they studied the previous class.
6. Next, students will open their *My Best Reading* on page 39. They will listen and repeat the words.
7. Teacher will go over the *More words & phrases* section.
8. Then, students will read the story in pages 40 and 41. *(Teacher will encourage students to use pre-reading, during reading and after reading strategies.)*
9. Teacher will clarify any doubts that students may have.
10. Students will solve the comprehension section on pages 42 and 43.
11. When done, they will check the answers together.
12. Teacher will pick the books up.
13. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT recognize the main information of the passage by answering questions correctly.

### Materials:

- Memory game
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 6: The Darkest Hour		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	18/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT identify the vocabulary words.
- SWBAT comprehend and evaluate the reading passage.



### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Students will play a *Memory game* as a warm up.
5. Teacher will review what they studied the previous class.
6. Next, students will open their *My Best Reading* on page 39. They will listen and repeat the words.
7. Teacher will go over the *More words & phrases* section.
8. Then, students will read the story in pages 40 and 41. (Teacher will encourage students to use *pre-reading, during reading and after reading strategies*.)
9. Teacher will clarify any doubts that students may have.
10. Students will solve the comprehension section on pages 42 and 43.
11. When done, they will check the answers together.
12. Teacher will pick the books up.
13. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT recognize the main information of the passage by answering questions correctly.

### Materials:

- Memory game
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 7: The Two Stories of Printing		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	24/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

SWBAT understand and apply the key words.

SWBAT comprehend and evaluate the reading passage.

### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Teacher will share on the board the title of the reading for students to discuss about it. They will answer some questions and predict what the unit is going to be about.
5. Next, students will open their My Best Reading book on page 45. They will listen and repeat the words.
6. Students will complete exercise B. When done, they will check the answers together.
7. Teacher will briefly introduce the topic with a video clip.
8. Then, students will watch the video and discuss it. They will answer some follow up questions.
9. Finally, students will go to page 46. *They will use pre-reading strategies before starting and during reading strategies while reading.*
10. Teacher will pick the books up.
11. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT distinguish vocabulary words by naming pictures correctly.

### Materials:

- Video: <https://www.youtube.com/watch?v=GVDsKRb9WPA>
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 7: The Two Stories of Printing		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	24/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT understand and apply the key words.  
SWBAT comprehend and evaluate the reading passage.



### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Teacher will share on the board the title of the reading for students to discuss about it. They will answer some questions and predict what the unit is going to be about.
5. Next, students will open their My Best Reading book on page 45. They will listen and repeat the words.
6. Students will complete exercise B. When done, they will check the answers together.
7. Teacher will briefly introduce the topic with a video clip.
8. Then, students will watch the video and discuss it. They will answer some follow up questions.
9. Finally, students will go to page 46. They will use pre-reading strategies before starting and during reading strategies while reading.
10. Teacher will pick the books up.
11. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT distinguish vocabulary words by naming pictures correctly.

### Materials:

- Video: <https://www.youtube.com/watch?v=GVDsKRb9WPA>
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 7: The Two Stories of Printing		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	25/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT identify the vocabulary words.
- SWBAT comprehend and evaluate the reading passage.

### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Students will play a *Memory game* as a warm up.
5. Teacher will review what they studied the previous class.
6. Next, students will open their My Best Reading on page 45. They will listen and repeat the words.
7. Teacher will go over the *More words & phrases* section.
8. Then, students will read the story in pages 46 and 47. (*Teacher will encourage students to use pre-reading, during reading and after reading strategies.*)
9. Teacher will clarify any doubts that students may have.
10. Students will solve the comprehension section on pages 48 and 49.
11. When done, they will check the answers together.
12. Teacher will pick the books up.
13. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT recognize the main information of the passage by answering questions correctly.

### Materials:

- Memory game
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 7: The Two Stories of Printing		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	25/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT identify the vocabulary words.
- SWBAT comprehend and evaluate the reading passage.



### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Students will play a *Memory game* as a warm up.
5. Teacher will review what they studied the previous class.
6. Next, students will open their *My Best Reading* on page 45. They will listen and repeat the words.
7. Teacher will go over the *More words & phrases* section.
8. Then, students will read the story in pages 46 and 47. (Teacher will encourage students to use *pre-reading, during reading and after reading strategies*.)
9. Teacher will clarify any doubts that students may have.
10. Students will solve the comprehension section on pages 48 and 49.
11. When done, they will check the answers together.
12. Teacher will pick the books up.
13. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT recognize the main information of the passage by answering questions correctly.

### Materials:

- Memory game
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 8: Korean Vacation		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	31/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

SWBAT understand and apply the key words.  
SWBAT comprehend and evaluate the reading passage.

### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Teacher will share on the board the title of the reading for students to discuss about it. They will answer some questions and predict what the unit is going to be about.
5. Next, students will open their My Best Reading book on page 51. They will listen and repeat the words.
6. Students will complete exercise B. When done, they will check the answers together.
7. Teacher will briefly introduce the topic with a video clip.
8. Then, students will watch the video and discuss it. They will answer some follow up questions.
9. Finally, students will go to page 52. *They will use pre-reading strategies before starting and during reading strategies while reading.*
10. Teacher will pick the books up.
11. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT distinguish vocabulary words by naming pictures correctly.

### Materials:

- Video: <https://www.youtube.com/watch?v=24e6kFFTQsE>
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None



## Third Grade English Lesson

<b>Subject/Course:</b>	English class		
<b>Topic:</b>	Unit 8: Korean Vacation		
<b>Lesson Title:</b>	Let's read!		
<b>Lesson Date:</b>	31/05/2022	<b>Lesson Duration:</b>	40 minutes

### Lesson Objectives

- SWBAT understand and apply the key words.  
SWBAT comprehend and evaluate the reading passage.

*Marta Juarez*



### Summary of Tasks / Actions:

1. Teacher will welcome the students.
2. Teacher will check the attendance list.
3. Students will say the date.
4. Teacher will share on the board the title of the reading for students to discuss about it. They will answer some questions and predict what the unit is going to be about.
5. Next, students will open their My Best Reading book on page 51. They will listen and repeat the words.
6. Students will complete exercise B. When done, they will check the answers together.
7. Teacher will briefly introduce the topic with a video clip.
8. Then, students will watch the video and discuss it. They will answer some follow up questions.
9. Finally, students will go to page 52. *They will use pre-reading strategies before starting and during reading strategies while reading.*
10. Teacher will pick the books up.
11. Teacher will say goodbye.

### Assessment:

- SWBAT identify the vocabulary words by completing sentences correctly.
- SWBAT distinguish vocabulary words by naming pictures correctly.

### Materials:

- Video: <https://www.youtube.com/watch?v=24e6kFFTQsE>
- Board
- My Best Reading student book

### References:

- None

### Take Home Tasks:

- None

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## **ANNEXES**

## Checklist



### Lista de Cotejo

#### Estrategias utilizadas para la comprensión de lectura

*Objetivo específico: Describir la manera en que las estrategias de lectura se desarrollan en la escuela.*

**Instrucciones:** Marque con una **X** en el espacio asignado si usted hace o no los siguientes pasos antes o mientras lee. La información obtenida es privada y confidencial por lo que no se solicita nombres.

	Sí	No
1. Reviso que estoy en un lugar cómodo para leer.		
2. Pienso en el contenido de la lectura según el título.		
3. Cuando me distraigo, regreso al inicio y empiezo de nuevo.		
4. Leo con más cuidado en donde no entiendo la lectura.		
5. Leo pausadamente cuando es necesario.		
6. Conecto temas que acabo de aprender con temas que ya conocía.		
7. Utilizo diccionarios o enciclopedias cuando lo necesito.		
8. Vuelvo a leer la lectura si es necesario.		
9. Califico mi lectura desde el punto de vista si logré entender o no.		
10. Pienso cómo puede usar lo que acabo de leer en mi vida diaria.		



## Checklist

### Reading strategies for reading comprehension

*Specific objective: To describe the way reading skills are developed at school level.*

**Instructions:** Mark with an X in the corresponding space whether or not you do the following steps before or while reading. The information obtained is private and confidential, so names are not requested.

	Yes	No
1. I check that I'm in a comfortable place to read.		
2. I think about the content of the reading according to the title.		
3. When I get distracted, I go back to the beginning of the reading and start again.		
4. I read more carefully the part that is harder for me to understand.		
5. I read slowly when necessary.		
6. I connect themes I just learned with themes I already know.		
7. I use dictionaries or encyclopedias when I need to.		
8. I reread the reading if I have to.		
9. I assess my reading whether I was able to understand or not.		
10. I think about how I can use what I just read in my daily life.		

## First Diagnostic Test



Initial Diagnostic  
Teacher Mónica Chacón  
Third Grade  
I Semester, 2022.

**Specific objective: To examine the initial and final level of reading comprehension.**

**Reading Comprehension**

- I. Multiple choice.
  - a. Mark with an **X** the best answer for each of the following questions.
  
1. Look at the picture.



Read the sentences. Choose the sentence that best relates to the picture above:

- ( ) The girl draws a fish.
- ( ) The girl eats a fish.
- ( ) The girl holds a fish.

2. Look at the picture.



Read the sentences. Choose the sentence that best relates to the picture above:

- ( ) The man takes notes on his phone.
- ( ) The man throws his phone.
- ( ) The man talks on his phone.

3. Look at the family picture.



Read the sentences. Choose the sentence that best describes the mother:

- ( ) He is wearing a tie.
- ( ) She is wearing a dress.
- ( ) She has curly hair.

4. Look at the picture.



Read the sentences. Choose the sentence that best describes the girl:

- ( ) She is playing in the swing.
- ( ) They are playing in the sandbox.
- ( ) She is jumping rope.

5. Look at the picture.



Read the sentences. Choose the sentence that best describes the dog:

- ( ) It is playing in the pond.
- ( ) They are flying.
- ( ) It is on the boy's arm.



- b. Read the following texts. Mark with an **X** the best answer for each of the following questions.

Jack

This is Jack. He is my best friend. He is from Australia. He has been in Thailand for two years. He has two older brothers. They all live in a big house in Bangkok. We like to play football together. We also like to go swimming. Jack is very strong and he can swim very fast.

Retrieved from:  
[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Countries\\_and\\_nationalities/Reading\\_comprehension\\_for\\_kids\\_ma211871re](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Countries_and_nationalities/Reading_comprehension_for_kids_ma211871re)

1. Where is Jack from?
  - Thailand
  - Austria
  - Australia
2. Where does Jack live with his family?
  - Bangkok
  - Australia
  - Turkey
3. According to the reading, Jack is:
  - older than his brothers
  - only child
  - the youngest
4. According to the reading, a description about Jack is:
  - He is an athletic person.
  - He enjoys go swimming with his brothers.
  - He lives in a big house in Australia.

### Buzzing Bees!

We know that summer is almost here when we start to hear those buzzing bees. Although many people are afraid of bees, they are very important to have around. Without them, we would not have honey and there would be less fruit and vegetable plants for us to eat.

In the warm weather, we see bees flying among the flowers looking for food. They are collecting nectar and spreading pollen. Nectar is a sweet, sticky liquid that bees use to make honey. Pollen is a powder made by some plants. As bees carry pollen from one flower to another, seeds begin to grow. This is called *pollination*. When a bee finds nectar or pollen, it does a dance for the other bees to let them know where to find the food.

As for those stinging bees, only female bees have stingers. They usually sting when they are trying to protect themselves or their hive. The most common bee, the honeybee, dies soon after stinging. That is because the stinger, which is attached to the bee's abdomen, gets pulled out of the bee's body after getting stuck in the victim's skin.

Retrieved from: AClassroomforAllSeasons2015

1. According to the reading, the meaning of *buzzing* is
  - The sound that bees do.
  - The process of carrying pollen from one flower to another.
  - The places where bees live.
2. According to the reading, *stingers* are:
  - A sticky liquid bees use to make honey.
  - A self-protection mechanism bees have.
  - The most common bees.
3. What is *pollination*?
  - To take pollen from one to flower to another.
  - A fine powder produced by some flowers.
  - A sweet liquid produced by flowers.





4. An importance of bees that is mentioned in the reading is:
- ( ) Effective pollination increases the amount of agricultural produce.
  - ( ) Bees protect and maintain ecosystems as well as animal and plants species.
  - ( ) Bees are famous for their role in providing high-quality food such as honey.
5. What happens to a honeybee after it stings?
- ( ) It does a dance for the other bees to let them know where to find food.
  - ( ) The stinger gets pulled out of the bee's body and it dies.
  - ( ) Bees fly among the flowers looking for food.

## Final Diagnostic



Final Diagnostic

Teacher Mónica Chacón

Third Grade

I Semester, 2022.

**Specific objective: To examine the initial and final level of reading comprehension.****Reading Comprehension**

- I. Multiple choice.
  - a. Mark with an **X** the best answer for each of the following questions.
  
1. Look at the picture.



Read the sentences. Choose the sentence that best relates to the picture above:

- ( ) The boy washes his hands.
- ( ) He brushes his hair.
- ( ) The boy brushes his teeth.



2. Look at the picture.



Read the sentences. Choose the sentence that best relates to the picture above:

- ) The woman is playing the piano beautifully.
- ) The woman is playing the guitar beautifully.
- ) She is playing the violin beautifully.

3. Look at the picture.



Read the sentences. Choose the sentence that best describes the picture:

- ) It is a sunny day in the city.
- ) It is a cloudy and rainy day.
- ) It is a family trip to the beach.



4. Look at the picture.



Read the sentences. Choose the sentence that best describes the boy:

- ( ) He is wearing glasses.
- ( ) He has short hair.
- ( ) He is crying.

5. Look at the picture.



Read the sentences. Choose the sentence that best matches the picture:

- ( ) They are playing with the dog.
- ( ) The children are playing videogames.
- ( ) They are playing in the swings.



- b. Read the following texts. Mark with an **X** the best answer for each of the following questions.

The Wind and the Sun

One day there was an argument between the wind and the sun. Both said they were stronger than the other. They saw a man traveling on the road and decided to make a test to see which was stronger and able to get the man's coat off.

The wind began to blow and blow very hard. He nearly ripped the coat from the man's back but the man grabbed the coat and wrapped it even more tightly around himself and kept going. The wind got tired because the man just kept his coat on.

Then the sun tried. He shone brightly and the clouds disappeared. Soon the air was warm and dry and the sun kept on shining. Soon the man had sweat running down his face. He was so hot that he finally took off his coat and carried it, looking for a shady spot to rest

Retrieved from: <http://www.web-esl.com/advreadings/windsun.htm>

1. What was happening between the wind and the sun?
  - ( ) They were fighting.
  - ( ) They were having an argument.
  - ( ) They were having fun.
  
2. The wind and sun decided to make a man
  - ( ) rest.
  - ( ) travel.
  - ( ) take off his coat.
  
3. The wind tried but the man
  - ( ) wrapped his coat around him tighter.
  - ( ) took off his coat.
  - ( ) put his coat over his head.



4. The sun made the man
- smile and sing.
  - sweat and get hot so he took off the coat.
  - wrap his coat around him tight.
5. The winner of this test was
- the sun.
  - the man.
  - the wind.

#### Great White Sharks

One of the most feared animals in the world is the shark and the shark most people are afraid of is the great white shark. It gets its name from its white belly. The top of the great white is gray which helps it blend in with the rocky bottom of the ocean. Although some fish are bigger, like the whale shark, the great white can grow up to 20 feet long. Unlike the calm, slow whale shark that feeds on tiny fish and plants, the great white is speedy and aggressive. A great white's prey includes sea lions, seals, sea turtles and rays. They use their razor-sharp teeth, not to chew, but to rip their prey into small pieces. They have hundreds of teeth that can grow up to three inches long. The great white does not have many predators in the ocean except for orcas and larger sharks. Humans, however, are its biggest threat. Sharks often get caught in fishing nets or humans kill them for their fins or teeth.

Retrieved from: AClassroomforAllSeasons2015

1. How do great white sharks hide from predators?
- Its gray top help it blend with the bottom of the ocean.
  - The color of its belly means danger.
  - White sharks do not have predators.



2. Great white sharks are described as
  - ( ) Inactive and passive.
  - ( ) Tiny and aggressive.
  - ( ) Accelerated and threatening.
3. A white shark's prey includes
  - ( ) seals, sea lions, whale shark.
  - ( ) larger sharks, orcas.
  - ( ) sea turtles, rays.
4. According to the text, who's the biggest threat for white sharks?
  - ( ) humans
  - ( ) contamination
  - ( ) larger sharks

## CARTA DE LECTOR

San José, 22 de octubre de 2022

Universidad Hispanoamericana

Sede: Heredia

Carrera: Licenciatura en la Enseñanza del inglés

Estimado señor

La estudiante **Mónica Chacón Carranza**, cédula de identidad **207620948**, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **"Metacognitive Reading Strategies to improve reading skill of EFL third graders of Atenas Preescolar-Escuela Colina Azul in 2022"**, el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Firma: **ARIEL GUSTAVO VARGAS VINDAS (FIRMA)**

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