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**Impact of the Metacognition Strategy to Enhance the Writing and Reading Levels  
in a Post Covid 19 Environment III and IV Cycle, in Private High School, during the  
First Semester of 2023.**

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## SWORN DECLARATION

### DECLARACIÓN JURADA

Yo Floribeth Blanco Quirós, mayor de edad, portador de la cédula de identidad número 109540596 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido 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 la enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: Impact of the Metacognition Strategy to Enhance writing and Reading in Post Covid -19 III and IV cycle, in Costa Rica Christian School, during the first semester 2023, es una obra original que ha 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 éstos 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. en fe de lo anterior, firmo en la ciudad de San José, a los 15 días del mes de Mayo del año dos mil 23.

Floribeth Blanco Quirós  
Firma del estudiante  
Cédula 109540596



## LETTER FROM TUTOR

San José, 13 de mayo del 2023

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

Estimado señor:

La estudiante Floribeth Blanco Quirós, cédula de identidad número 109540596, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **IMPACT OF THE METACOGNITION STRATEGY TO ENHANCE THE WRITING AND READING LEVELS IN A POST COVID 19 ENVIRONMENT III AND IV CYCLE STUDENTS AT COSTA RICA CHRISTIAN SCHOOL DURING THE FIRST SEMESTER OF 2023.**

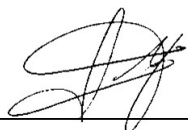
el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; 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%	
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	
	TOTAL	100%	

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

Atentamente,



**Nombre Lic. Jeffry Montero Nuñez**  
**Cédula identidad 1-1616-0408**  
**Carné Colegio Profesional 71002**



## LETTER OF AUTHORIZATION FROM THE AUTHOR

UNIVERSIDAD HISPANOAMERICANA  
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REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA  
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San José, 04 de Agosto 2023

Señores:  
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Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito (a) Floribeth Blanco Quirós con número de identificación 10954596 autor (a) del trabajo de graduación titulado Impact of the Metacognition Strategy to Enhance the Writing and Reading Levels in a Post Covid 19 Environment III and IV Cycle, in Private High School, during the First Semester of 2023 presentado y aprobado en el año 2023 como requisito para optar por el título de e Licenciatura en la Enseñanza del Inglés; (SI) autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

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Cordialmente,

Floribeth B.Q. 109540596  
Firma y Documento de Identidad

## LETTER FROM THE READER

## CARTA DE LECTOR

San José, 1 de agosto de 2023

Universidad Hispanoamericana  
Sede Llorente  
Carrera

Estimado señor

La estudiante Floribeth Blanco Quirós, cédula de identidad número 109540596 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "*Impact of the Metacognition Strategy to Enhance the Writing and Reading Levels in a Post Covid 19 Environment III and IV Cycle, in Private High School, during the First Semester of 2023.*"; 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.

**Roy Alfaro**  
**Alfaro**

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## **DEDICATION**

I dedicated my thesis first to my GOD, he is a fundamental part in my life and support me each day.

To my husband who has been next to me in this process to achieve my aims and encouraging me every single day.

To my three daughters who believed in my capacities to grow up.

To my mother that supports me in hard moments.

Also, want to thank all people involve in this challenge.

## ABSTRACT

The purpose of this investigation is to analyze the role of the reading and writing skills in the process of learning English as a foreign language using metacognition strategies after covid-19 in third and fourth cycles in Costa Rica Christian School. The use of reading and writing strategies to develop and practice English has increased in high schools as a necessity to communicate as a part of a society in which spoken English is a fundamental part using writing and reading skills.

It is relevant to investigate about metacognition strategy to improve the learning process in English language. Incorporating reading and writing skills to use metacognition to strengthen the use of English into the class to include critical thinking in the real-life situations, it is important and necessary for the students. Richard & Elder (2008) refers to:

Critical thinking is, Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It requires rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities and a commitment to overcome our native egocentrism and sociocentrism. (p.9)

As a consequence of Covid-19 the learning process has changed drastically not only in the contents that are taught, but also in the way that the students are learning. The use of reading and writing metacognition strategy into the class are important to increase their knowledge, motivating, creating, evaluating, analyzing, applying, understanding, remembering and improving the English learning process. For that reason, teachers should prepare and put into practice the adequate strategies as a tool to help in learning process.

As a consequence of Covid-19 the learning process has changed drastically not only in the contents that are taught, but also in the way that the students are learning. The use of reading and writing metacognition strategy into the class are important to increase their knowledge,

motivating, creating, evaluating, analyzing, applying, understanding, remembering and improving the English learning process. For that reason, teachers should prepare and put into practice the adequate strategies as a tool to help in learning process.

**Keywords:** Reading, strategies, writing, skills, covid-19-pandemic, metacognition, critical thinking, knowledge, motivate, create, evaluate, analyze, apply and understand.

## RESUMEN

El propósito de esta investigación es analizar las estrategias en el rol de la habilidad en la lectura y escritura en el proceso de aprender inglés como lengua extranjera, tercero y cuarto ciclo del colegio Costa Rica Christian School. El uso de las estrategias de lectura y escritura para desarrollar y practicar inglés ha incrementado en los colegios, esto les permite a los estudiantes interactuar con el idioma en diferentes campos, a través del uso del contexto de lectura y escritura. Es importante investigar estrategias metacognitivas que promuevan el uso de la lengua en el entorno. Incorporar estrategias de lectura y escritura para fortalecer el uso del inglés en el aprendizaje, con el fin de promover el pensamiento crítico dentro y fuera del centro educativo es importante y necesario para que los estudiantes sean parte de un mundo global en el cual el idioma inglés es parte importante. Richard & Elder (2008) menciona:

El pensamiento crítico es, el pensamiento crítico es, en resumen, un pensamiento autodirigido, auto disciplinado, autocontrolado y autocorrectivo. Requiere estándares rigurosos de excelencia y un dominio consciente de su uso. Implica habilidades de comunicación y resolución de problemas efectivas y un compromiso para superar nuestro egocentrismo y socio centrismo nativos. (pág. 9)

Como consecuencia del Covid-19 el proceso de aprendizaje ha estado cambiando drásticamente, no solo en los contextos que se enseñan, también en las diferentes formas que los estudiantes aprenden. El uso de las estrategias de lectura y escritura son importantes para implementar el conocimiento, motivar y promover el proceso de aprendizaje

**CHAPTER I:  
RESEARCH PROBLEM**

## 1.1 Research Statement

Nowadays more people are dedicating time to studying English as a second language. Many countries have been including English in their school and high school curricula. Children are starting to learn English at a younger and younger age. English has become a lingua franca, the language of international communication, millions of people all over the world with the most diverse languages and cultural backgrounds are using English to interact in person and digitally.

In 2008, English was declared a national interest to improve the country's competitiveness to bolster the productive sector ("Educating for a New Citizenship", 2016, p.7). In many countries English language is taught as a foreign language in which the learners have more opportunities to grow and obtain a better job.

Nowadays, spoke more than one idiom become a fundamental part of the society that is looking for people who can speak a foreign language to communicate with others in an effective way also, to know how people live, express and their customs, all these aspects open the possibilities to transmit their ideas (Est Global, 2020).

Nowadays, to speak another language such English is one the abilities of 21<sup>st</sup> century people must be bilingual to develop in the competitive society. The English curriculum has been modified in order to the learners when they finished their studies should be prepared to be part of the working world. The use of writing and reading skills into the classroom as a part of this process is necessary to prepare students to the future jobs.

The use of the English skills reading, writing, listening and speaking are necessary to learn English as a second language. This investigation focusses on reading and writing skills using metacognition strategy; reading is the interaction between the reader and the text to construct implied or literal meaning. Develop this skill 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 (Educating for a New Citizenship,2016, p.46). The reading skill is important in order to implement the habit of reading using different tools and activities.

Also, there is the writing skill, MEP refers to writing as the skill that emphasizes through graphic symbols the formal expression of thought. Students need to know how to write different types of texts. When asking learners to write, it is important to consider their age, interests, and proficiency level. (MEP, Educating for a New Citizenship ,2016, p.49 cited by Blanco, 2018). The writing part is essential in the process of learning English. The learners have prepared to express their feelings thought the writing part.

One of the biggest challenges after pandemic has been to level up the students' English. The article titled "Post-pandemic. Challenges for schools" indicated the following: "As a teacher, you can imagine your students come back to school, and suddenly, students of the same chronological age are actually in very different places, depending on their individual family situation and what accommodations were able to be made." (2021, p.14)

Even though the students received teams lessons the results were not the same as face-to-face classes. For both teachers and students this process could not be easy, there are some aspects mention before that they are necessary considering. Teachers need to put into practice many strategies to continue with the process in the proper way with the objective that most of students will get the same level in writing and reading skills according to their grades.

Those skills form an important part of learning process in which the students should improve their English level thinking critically using metacognition strategy, to know more vocabulary and understand the different contexts in the real-life situations on others.

During the pandemic the students formed part of virtual classes as consequence they did not have time to practice more the English skills, in this case reading and writing. Post Pandemic learners should give an extra mile in order to work into the skills to improve their knowledge.

Teachers need to improve strategies to encourage the use of English language as part of the daily life. Students should develop communicative competences as a social agent in which speak English is fundamental to face globalized world.

The teacher's role is fundamental in teaching and learning process, the ways that the knowledge has been transferred successfully depends on them. Kaliska (2016) cited by Blanco (2018) indicates that the success of teaching depends on several elements for instance the teacher's attitude, learners' individual characteristics, goals to achieve, time devoted to learning, motivation, etc. There is no effective method that can deliver positive results in all circumstances. Currently, high expectations concerning the notion of method have been supplanted by the new post-method approach involving the connection of certain functional elements derived from different methods in the line with learners' needs and goals (p.30).

The effective teaching and learning depend on many factors as it mentioned before, everything that teachers and learners should use to promote an environment in which the atmosphere is pleasant, nice, in general a good place to teach and learn, using the adequate tools and strategies to work with reading and writing skills should be one of the best ways to acquire the English as a second language.

The COVID-19 pandemic has struck education system around the globe. The pandemic initiated an immediate and complete lockdown of all the educational institutions, to keep social distancing. The education back to progress made on the world, especially on education (Mission: Recovering education, 2021).

To continue with education post covid-19 is a process in which everybody forms an important part, is necessary to implement or reorganize the strategies to work with learning and teaching considering the needs have been presenting as a result of the pandemic.

All the people participating in the education system accepted that teaching and learning methods need to be altered in the period of COVID-19 as the situation led to forced adaptation of e-learning methods.

After Covid-19 the students must return to face-to-face classes and the new curriculum must be adapted in order to leveling learners, in which all the students have the opportunity to work in the areas that are most difficult for them. According to MEP (2022) "The teacher will establish the pedagogical mediation strategy required for the implementation of the academic leveling process and the development of the study program; from the times established by the teacher and the weeks that make up the school calendar" (pag.125). It is necessary as a teacher to know what the most acceptable strategies are to work with reading and writing skills to establish and leveling the student in a positive environment.

As for writing, it can be useful to ask for written reports, assembly acts, or debate notes that provide the teacher with resources to assess the progress in each student. Maybe this part will develop with more guidance since sometimes children write as they hear the words. Grammar and spelling mistakes can be corrected, and explanations can be useful throughout revisions. To complete the whole process, teachers participating in the project

need to organize rubrics for what they are evaluating and incorporate feedback to improve learning.

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

The virus known as COVID-19 appeared in the year 2020, the World Health Organization (2020, p.2) indicated that the virus had its origin in China, then it spread rapidly across the globe within a few months. This organization also considered COVID-19 as an infectious disease caused by a new strain, at that time, of coronavirus that attacks the respiratory system.

Inevitably, all the center of teaching and learning spaces were forced to migrate to full online learning as the world continues to control the virus spread around humanity using online learning ways and technological devices and tools for synchronous and asynchronous classes. Because of this when the students had to return to face-to-face classes, they had many shortcomings that have showed in the educational system.

They show significant disruptions as discipline, responsibilities, the assigned tasks, behave in others. Many deficiencies have presented in virtual classes as a result of the COVID -19. United Nations (2020) mentioned:

In technical and vocational education and training systems, vulnerabilities including low levels of digitalization and long-standing structural weaknesses, have been brought to light by the crisis. Disruptions in workplaces made it difficult to implement apprenticeship schemes and work-based learning modes, key elements of a functional and market-responsive technical and vocational system. (p.7)

To implement new strategies with the purpose to increase students 'attention has to be part of teaching and learning process to help in the lag of education. Therefore, integrating

those strategies should be scaffolding to get necessary things to speak English as part of the life.

When students returned to face-to-face classes, they were confronting new challenges, not only for them, but also for teachers. According to the article “Education and Covid-19” refers to this situation by indicating that “Authenticity in education would therefore be a relevant approach for contextualizing the students’ return to school and the continuation of their school paths in the wake of the upheavals caused by the pandemic crisis” (2020).

It is necessary to put into practice the adequate strategies that should help the learners in learning process and how and when the tasks are carry out. These strategies should promote the critical thinking that form an important part of metacognition strategy necessary in writing and reading skills. Paul & Elder (2008) A well cultivated critical thinker:

- Raises vital questions and problems, formulating them clearly and precisely.
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively.
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
- Thinks open-mindedly within alternative systems of thought.
- Communicates effectively with others in figuring out solutions to complex problems(pa,4).

It is important be conscious about critical thinking, the education needs students that should make decisions as a part of community, class and family in which every day is necessary to face difficulties. Through writing and reading activities teacher should

develop critical thinking in class. Nowadays people need to think critically in which they can solve problems.

Due to pandemic learners show some problems to manage variety of tasks propose in the class, especially in reading and writing skills. Teachers need to use property strategies with the objective to involve the students in education process. Teaching learning strategies are important part in learning process, with the objective to enable students to become intentionally controlled that can do the things without help and autonomy (Educating for a New Citizenship,2016, p.48).

Many changes have been presented post pandemic due this Minister of Education (MEP) in ist Integral Plan of Nivelation Academic has to implement some adaptations to the curriculum in order to all the students should achieve the goals. MEP mentioned that, the education has to be flexible and adjustable which can be improved or strengthened according to the progress and achievement of the evaluation indicators need to be plan every year in order to leveling and success processes taking into account the current pandemic and post pandemic scenario (2022, p.2).

The Integral Plan of Nivelation Academic mentioned that strategies use for educator have to be according to the conext during and post pandemic taking into account the big shortcomings after covid -19.The objective of this is reorient the leveling and success processes that the students had before the pandemic.

It is necessary to work with methods, strategies and different ways to fulfill the necessities of the learners in order to work hardly to obtain better changes to implement in the classroom using critical thinking. In writing and reading skills need is important to use adequate strategies in order to obtain positive results post pandemic. The reading and writing strategies are necessary in teaching and learning process in order to students should improve their English level using these skills.

When students practice reading, they can do a lot of activities after that. The level of English proficiency should increase with the objective that learners be better every day in the use of second language such English. Look for successfully and attractive strategies to work with reading and writing skills are necessary using critical thinking as part of authentic learning and teaching process. Importance of Critical Thinking in the Education mentioned:

Critical Thinking in the Classroom Critical thinking is a word that is often used in schools, as previously stated. Adults are encouraged to develop and apply these skills in a variety of settings. Critical thinking involves assessing and refining the ideas created, making a preliminary decision (2022, pa.130).

Students should have to develop the ability to solve some situations that have been presented expressing their ideas, points of view considering all the factors that they involve. They need to be understanding, creating, evaluating, reasoning showing their knowledge in many workplaces' scenarios using critical thinking.

The writing and reading strategies that teacher should use with the students need to be attractive, that can catch their attention and motivate them in each activity. Furthermore, it is important to consider that learners present some areas in which they need to work due the Covid-19.

Some learners might not feel confident when they have to read and write, the use of adequate strategies in the classroom should help them to increase and achieve their objectives in the class. Teachers have to look for strategies that come be useful to the stuck that they show cause for Covid-19.

### **1.1.2 Problematization**

Education is constantly changing, now more for pandemic. The students have to face many challenges as a consequence of Covid-19. The integration of strategies is necessary since the learners return to face-to-face classes. These strategies have to incorporate a number of features that should help them with the shortcomings they have shown.

Gehrer et al indicate that COVID-19 pandemic has had affected many areas as a; work, leisure time and family alike. Also, the changes affected educational processes in formal and informal learning environments (2022, p.1).

Put into practice some metacognitive strategies for the students who has linguistic education needs is an imperative for teachers, even though this represents an enormous challenge for them after pandemic, because learners need to retake the rhythm before COVID- 19 and much better.

### **1.1.3 Justification of the problem**

The following research has as main purpose serving as a guide for teachers who are aware of the obstacle that the post-pandemic scenario has presented to students who are willing to learn a second language as English. Teachers who are looking for new strategies in order to boost the process of learning English as a second language may consider the element of metacognition as a reliable option to implement in the classes; however, it is necessary to verify the impact that it has within the process itself.

Costa Rican students have been facing many challenges due to Covid-19. These challenges have encouraged the education system to look for better strategies to continue, teaching and learning process. The learners faced a lot of difficulties in distance education during Covid-19, difficulties that were produce in the online classes. According to Kuhfeld, Solandi and Lewisi, (2022) "The COVID-19 pandemic represents an unprecedented



interruption to students' lives and schooling experiences, so it is perhaps not surprising that large academic declines were observed during this period" (p.8). As consequence of Pandemic the learners have been increased the education problems that contributes to low learning environment, little interest to learn and little responsibility among others. There are some of the obstacles to the success of the education implemented during the pandemic.

It is necessary to work some strategies to increase writing and reading skills post pandemic taking into consideration the things that they lived during Covid-19 with the purpose to gain an effective communication in English as a second language.

Students should get the English levels to transmit the knowledge to the society. Nowadays, the schools are urged of students who can transmit their knowledge through the skills after pandemic, for that reason teachers should work hardly to include attractive strategies in order to high the student's level.

MEP refers to teaching learning strategies as a "must in the learning process, in order to enable learners to become intentionally controlled, more independent and autonomous. Learning strategies cannot be seen apart from learning styles preferences (within a continuum) and the combination of methodology and materials as well" (2016, p.51). Besides, the Ministry of Public Education (MEP) has been working in some changes in the English curriculum. Learning strategies must be part of the English process in which the learners should increase their English level, give them the necessary tools that should help to develop the writing and reading skills.

Post Covid-19 the learners are being unable to establish communication each other, being unable to focus, not feeling the classroom atmosphere, being not accustomed to the system, lack of knowledge, skills and attitudes, feeling the need to socialize and remaining

passive. A variety of good strategies and activities can be conducted to solve some deficiencies caused by COVID-19.

Working with the English skills are important in order for the students to be proactive and creative in the classroom environment. Some teachers need to be able to understand what challenges their students are facing, and be flexible and proactive to address those challenges, especially if they want to achieve their English proficiency. The communication between teachers and students has to be addressed...teaching and learning will be hybrid. There is no going back, both of them have to take the right skills and tools (European Training Foundation, 2022).

The professors have an important role, not only in their students also in their families. To work with adequate strategies to work with the skills with to achieve the goals considering the students' necessities.

Face to face lessons have advantages, the students concentrate harder on your learning because there'll be less distraction than if you were at home, they feel more comfortable and learn more easily in a familiar, traditional classroom situation, but it has a lot of disadvantages they have extra work, more time consumed, spend much money, clothes, also if the students miss a class have to work extra in order to catch up. Analyzing all the aspects mentioned before, the syllabus has to be changed and also incorporate new and attractive strategies to work with writing and reading.

In the post-pandemic the students and teachers who are in the classroom must work efficiently, the professors should put into practice strategies to work with writing and reading skills taking into account the shortcomings presented.

It is important for Costa Rica Christian school to implement writing and reading strategies as tools in which then should be motivated to retake the rhythm before pandemic and put into practice better reading and writing skills.

## **1.2 Formulation of the Problem**

Impact of the Metacognition Strategy to enhance the writing and reading levels in post Covid -19 environment in third and fourth cycle of Costa Rica Christin school during the first trimester of 2023.

### **1.2.1 Research question**

What is the Impact of Metacognition Strategy to enhance the writing and reading levels in a post Covid-19 environment in third and fourth cycles students of Costa Rica Christin school during the first trimester of 2023?

## **1.3 Objectives of the research**

### **1.3.1 General Objective**

To analyze the Impact of Metacognition Strategy to enhance the writing and reading levels in a post Covid-19 environment in third and fourth cycles students of Costa Rica Christian School during the first trimester of 2023.

### **1.3.2 Specific Objectives**

1. To describe the Impact of Metacognition Strategy to enhance the writing and reading levels in a post covid-19 environment in III and IV cycle students of Costa Rica Christian School during the first trimester of 2023.
2. To determine the efficiency of Metacognition Strategy in reading and writing strategies within the English teaching-learning process to enhance the writing and reading levels in a post covid-19 environment in III and IV cycles students of Costa Rica Christian School during the first trimester of 2023.

3. To analyze the level of mastery in reading and writing skills within the English teaching process in a post covid-19 environment in III and IV cycles of Costa Rica Christian School during the first trimester of 2023.

## **1.4 SCOPE AND LIMITATIONS**

### **1.4.1 Scope**

This research scopes with the following aspects:

1. To promote the use of metacognition in English language teaching process from the in III and IV cycle students of Costa Rica Christin High school.
2. To improve Metacognitive strategy as a technique to help students to develop an awareness of their thinking processes as they learn post covid-19.
3. To implement adequate strategies to enhance the writing and reading levels in a post covid-19.

This investigation is cover in Costa Rica Christin High School, that work with metacognition strategies, in the first period of 2023, in the III and IV cycle.

### **1.4.2 Limitations**

This research was carried out in Costa Rica Christian School during 2023 period.

These are the limitations of this research that are important to consider in order to achieve the objectives proposed:

1. One of the most difficult situations was to find an institution in which I do the research.
2. Access to the teachers.
3. Access to the institution.
4. The class observation was limited.
5. The initiative of students to answers the questions.

**CHAPTER II.**  
**THEORETICAL FRAMEWORK**

## 2.1 Introduction

Teaching English as a foreign language in Costa Rica forms part of the process of a quality education system in which the society is involve. Nowadays, learners had been prepared for many years to learn English language in order to find better opportunities as a part of global system. Also, when people spoke a lot of languages have the opportunity to know about cultures hence, they should have more job opportunities in others. In Costa Rica there are many companies that offer a lot of opportunities to be hired if people speak a second language as English. The country is a good place in which private businesses want to invest.

The English teaching situation in Costa Rica is better than Guatemala and Honduras. It has greater extent than many Latin American Nations. Costa Rica has less differences in quality education between rural and urban places. Because of this fact, graduating secondary public schools' students in Costa Rica will obtain more proficient in English than Guatemala and Honduras (Lee,2003, p.33).

In 2020 the learning process was interrupted due covid-19 that caused significant problems in private and public education system. The students and teacher had to start working with new strategies with the objective to taught and learned online. The covid-19 pandemic has caused many problems in education in all parts of the words changing the way of learning (Tate, parr.4,2020).

Post pandemic the education system has the necessity to implement new strategies due to the impact to Covid-19 in order to develop a productive environment. Teachers must work hardly to retake the education process that they worked before the virus, but they have to fight against many obstacles that are present into the class to achieve the goals propose.

This research presents cognitive strategy as an alternative to work with writing and reading skills. The objective of this investigation is to raise the student's level, considering the lack of face-to-face lessons due to pandemic.

Even though, the education has been continued it presents much difficulties as a result of covid-19, some strategies using in teaching process have to review with the purpose to raise the level in the students. Post pandemic most of the schools have to retake the lessons learned with some difficulties as a consequence of it (UNESCO,2021).

Teachers should implement or modified the strategies with writing and reading skills using metacognition strategies. Sword (2021) mentioned:

For students, having metacognitive skills means that they are able to recognize their own cognitive abilities, direct their own learning, evaluate their performance, understand what caused their successes or failures, and learn new strategies. It can also help them learn how to revise (parr,4).

Language allows people to share their ideas, thoughts, and feelings with others, but is fundamental to encourage the students to learn it. Teachers should implement attractive strategies in which the learners consolidate their learning process.

Post pandemic, students returned to face-to-face education with some weakness as a result to stayed at home for long period. The Ministry of education (MEP) has implemented new methodology and strategies with the purpose of level the students' knowledge. The priority established by MEP through the also known PINA (Plan Integral Nivelación Académica) is the following:

To achieve academic leveling and this includes addressing the educational lag and therefore the levels of achievement, ensuring socio-emotional health, continuing to work for permanence and promoting the educational success that requires for its

achievement an inclusive and equitable education, which deals with digital literacy. (2022, p.30).

It is important to implement a group of tools that not only teaching subjects; therefore, it is necessary to work other things that involve all the aspects to live in society. Those aspects should help learners to accomplish the tasks, goals and important things that make then be part of thinker people.

For those reasons, this investigation corresponds to study a strategy to enhance writing and reading levels in English as a foreign language to the students in third and fourth cycle at Costa Rica Christian High School. Despite the efforts made by teachers, there is an evident lack of effective strategies about the appropriate way to learn English as a foreign language due to the covid-19 and the lack of interest from the students.

Considering those aspects as a consequence of pandemic, teachers need to put into practice attractive strategies to be integrate into the class. Teachers and learners must work hard especially when the objective is to integrate writing and reading metacognitive strategies.

## **2.2 Historical Context**

### **2.2.1 Background of the organization**

This research will be done at Costa Rica Christian School, In San Antonio de Coronado; the information related to the institution and community was obtained by Beyond Academic Excellence and Canton Vázquez de Coronado (n d).

San Antonio de Coronado belongs to Vázquez de Coronado. Our Canton was created by decree of the Constitutional Congress on November 15, 1910, making the district of San Isidro the eleventh Canton of the province of San José.



From this administrative and population structure, the district representation and conformation of the Municipal Council has resulted, which has been increasing in number of councilors and trustees with the demographic growth.

About the institution Costa Rica Christian School with more than two decades of experience, founded in 2000, Costa Rica Christian School has remained at the forefront of private education in the country.

Ranked among the top 12 educational institutions nationwide, it offers a trilingual educational experience of the highest quality, integrating Christian values and dynamic learning environments.

Faced with the new educational challenges in the country, CRCS makes a difference in its educational proposal characterized by a state-of-the-art technological infrastructure and innovative pedagogical adaptations in response to the new educational reality and the needs of its students and families.

## **2.3 Theoretical conceptual context**

### **2.3.1 Factor A, Independent Variable:**

Implementation of the Metacognition Strategy within the process of teaching English as second language.

#### **2.3.1.1 Factor B, Dependent Variable:**

The writing and reading levels in a post covid-19 environment in first and second cycle students of Costa Rica Christian School during the first trimester of 2023.

#### **2.3.1.2 Variable Definition:**

A variable is anything that varies, anything that take more than one value. For example, the hair has many colors. For scientists everything is a variable (Wilson & Joye, 2017).

**2.3.1.3 Independent Variables:** “Variables you manipulate in order to affect the outcome of an experiment” (Bevans, 2022). In the current research the independent variable corresponds to implementation of the Metacognition Strategy within the process of teaching English as a foreign language since this also represents a variable that can be controlled by the researcher.

**2.3.1.4 Dependent Variables:** “Variables that represent the outcome of the experiment” (Bevans, 2022). The impact in the writing and reading levels in a post covid-19 environment in III and IV cycle students of Costa Rica Christian School during the first trimester of 2023, is the dependent variable due to the fact the it depends on the features and implementation of the Metacognition strategy within the process.

## **2.4 Origins of Teaching English in Costa Rica**

### **2.4.1 Beginnings of English Teaching in Costa Rica**

English teaching in Costa Rica started as early as the mid-nineteenth century and was first institutionalized in 1825 in the Casa de Enseñanza Santo Tomás, in that season Costa Rica commercialized with foreign countries, to learn English was necessary because people from Costa Rica needed to be in contact with people who speak Only English no Spanish (Solano, 2012, p.167).

Taking in to account the aspects mentioned before Costa Rica seeing the necessity to promote the speaking of another language in private and public schools and high schools despite being a small country. MEP (2016) cited:

Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or

more languages by means of a comprehensive, articulated curriculum from kindergarten through high school p (p.4).

The educational system in Costa Rica pretends that all the students speak English level a band according to the Common European Framework of Reference (CEFR). According to MEP (2017) cited by English Language Teaching in Costa Rica (2021):

The Ministry of Education in Costa Rica (MEP) has launched a differentiated program for Bilingual modalities of secondary education. According to the program, the mediation activities and learning objectives are scaffolded in a sequential logical way that matches the proficiency levels of the Common European Framework of Reference (CEFR). (2021, p.19)

This program pretends the students can achieve high level when they finish the secondary. They need to scaffold the level of English proficiency in order to achieve the goals propose in the curricula.

To know other languages, allow students to have more opportunities not only in education but also in job alternatives. Incorporate English language is an essential part of the economy in the families.

The UCR started the first English teaching program in 1957. In 1973 the Universidad Nacional and Escuela de Literatura y Ciencias del Lenguaje, beginning with the training and preparation of professionals in the areas of linguistics, literature, second language teaching, and translation in Costa Rica (Solano, 2012). The government has been implementing a series of programs to foment the educational system, it has been trained teachers to acquire knowledge to transmit it to the learners in which English language form part I the process. Carlos Alvarado who was the Costa Rica president implemented Alliance for Bilingualism (ABi) as part of a

national strategy that seeks to significantly increase the coverage of English teaching in Costa Rica (CINDE, 2017).

#### **2.4.2 Skills in the process of learning English as a foreign language**

When a language is learned, there are four skills that need to be mastered in order to ensure an efficient communication; in English there are four English skills listening, reading, writing and speaking. These skills represent an important part of learning English. The students should put into practice all the skills mentioned before in order to be able to communicate effectively also accomplish the goals.

The four skills also are called macro skills of communication. English is one of the languages to motivate the students use the idiom to communicate in better ways and think critically. This tool develops these macro skills: listening, speaking, reading, writing, and thinking in this language (Monzon et al,2008).

Since the ability to learn other language, the correct use of English **skills are** necessary to implement a second language. It is important to put into practice strategies to involve learners and teacher to work together. The purpose of language English is to improve the four skills listening, speaking, reading and writing putting into practice strategies in which each skill is working to promote the use of other language in this case English language. All these skills should be used to interact with real life situations.

Figure 1

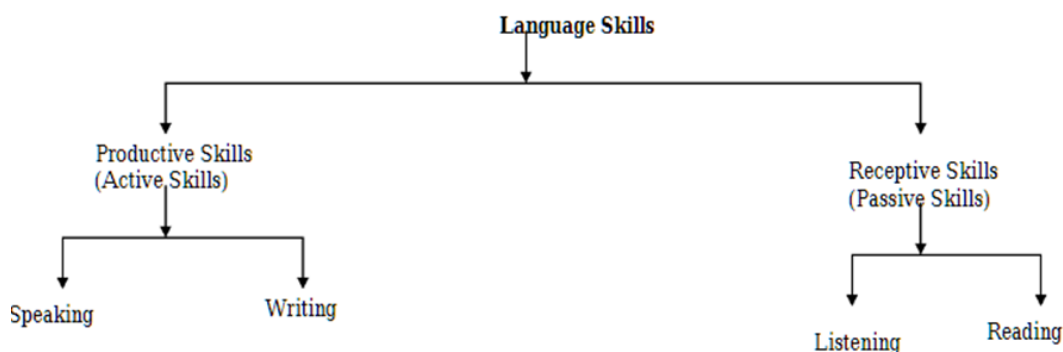


Figure-2: Classification of Language Skills

***Investigate the Effect of Using Technology in Learning English Language as a Second Language. Recovered from: Classification of English language skills | Download Scientific Diagram (researchgate.net) (2020).***

In English language, there are four skills that students need for complete communication. They are listening first, then to speak, next to read, and finally to write. These are called the four "language skills". Brown mentioned:

Listening Skill is the ability to understand the things that people listen. It is essential to communicate effectively, it can help the students comprehend what they hear by activating their prior knowledge. (2006, p.8)

It is important the students listening carefully to have the opportunity to understand better also accomplish the task proposed in the class.

Reading constitutes a fundamental cultural skill which can greatly impact one's social life and is often correlated with their academic performance as most school subjects depend on their reading skills. Consequently, it is essential to cultivate, foster and promote the skill and will to read from early education as difficulties in

learning to read can have severe consequences in one's life (SNOWLING, 2013, cited by Marín, et al. 2021). When students write, they can learn and get more vocabulary, practice making good sentence patterns and matching spelling.

Writing skill is the skill you use to write effectively. A good writer can communicate his /her ideas without unnecessary words and the other people can understand (Kaplan, 2022, par.3).

Speaking skill is an ability to orally construct phrases and sentences in order to transmit messages, ideas, self-expressions and identity to other person also asking and responding questions (Royani, 2020, pag.7).

All those skills mentioned above are important part in learning process, each skill is essential also are related to each other with the objective to learn new language in this case English.

## **2.5 Reading Skill in SLA**

Reading offers students a wider range of vocabulary and grammar, the students who read a lot should increase the ability to communicate better because, they have more vocabulary to transmit their ideas and thoughts.

Reading comprehension strategies are “the conscious actions readers use to repair breakdowns in comprehension (cognitive strategies) or the deliberate actions readers use to monitor and oversee those attempts at repair (metacognitive strategies)” (McNeil, 2011, p. 885).

Reading helps to discover and know new things in which people can form part of society and contribute positively to its development. When the students know more about specific subject they should express their opinion, be agree or disagree, improves thinking skills, analytical abilities and increasing vocabulary.

### 2.5.1 Strategies to teach Reading Skill

When **teachers** read she/he needs to consider necessary to use the strategies in the three moments (before, during and after reading). All the three moments are important with the objective to achieve the reading goals. There are the three parts of reading model are mentioned by Robb (2000, p.62) as it follows:

Before reading teachers should activate past knowledge and experiences:

- a) Brainstorming/Categorize
- b) Predict/Support
- c) Skim/Preview
- d) Fast-Write
- e) Pre-teach vocabulary
- f) What Do I know?
- g) Visualize/Recall other Sensory Experiences

The author also indicates that during the reading process the teacher should enable to the students to make personal connections, visualize, identify parts that confuse, monitoring understanding, and recall information:

- a) Make personal connections
- b) Use prior knowledge
- c) Predict/Support
- d) Pose questions
- e) Identify confusing parts
- f) Visualize
- g) Self-monitoring for understanding
- h) Summarize

- i) Synthesize
- j) Infer
- k) Use context Clues

Meanwhile it is also mentioned that after reading students should enlarge past knowledge, deepen understanding and engagement with text, and can create connections to other texts:

- a) Skim
- b) Reread
- c) Question
- d) Visualize
- e) Evaluate and adjust predictions
- f) Reflect through: talking, writing and drawing.
- g) Note-taking
- h) Summarize
- i) Synthesize
- j) Conclude/theme
- k) Cause and effect
- l) Compare/contrast

Reading's strategies should promote students can broaden their prior knowledge, improve comprehension through their reading experiences consider post, during and after reading. All these steps form an important part of learning process.

### **2.5.2 Strategies to teach writing Skill**

Teaching writing is the way in which the students and teacher are the protagonist using different strategies that should help the learners process. Good writers should be



good readers. Writing gives the students the opportunity to express thoughts and to share them in their own words.

Writing skill has many stages that have to accomplish in order to achieve the goals propose. In prewriting stage, the students should write their ideas, everything that they think can be write, every think is important.

In writing stage, not going to be perfect, go with the flow, take everything from preview and put into sentences, a sketch of the final masterpiece, do not think about what you write and just write and improve later.

In revising stage, the learners make changes not corrections, reconstruct, take out the don'ts and put in the dos, volumize and make better.

In editing stage, first the student helps make paper easier to read, then getting ready to publish, fix, next check the problems and finally, make technical adjudgments.

Publishing part is the most important part in writing stages because the learners should show the final job embodying their ideas. There are the strategies, first, perfect (almost), next, helps you know your capabilities and finally, shows off what you learned (Caswell & Mahler,2004, pag.8).

## **2.6 Former Strategies to Teach writing and Reading skills in Costa Rican**

### **Educational System**

Teachers should be aware of teaching strategies in order to provide opportunities for their students to develop communicative competence. The reading techniques are useful to work in the class. Reading is the interaction between the reader and the text to construct implied or literal meaning. This skill exposes the 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 (Educating for a New Citizenship,20016, p.43).

In Secondary school is important that learners will continue to develop and work their reading comprehension strategies such as anticipation, scanning, skimming, predicting, reading between the lines, making inferences, summarizing, and evaluating. They should apply critical thinking skills, using their cultural environment in order to respond critically.

In the other hand, writing is the skill in which the students emphasize through graphic symbols the formal expression of thought using their ideas. Learners should know how to write different types of texts considering their age, interests, and proficiency level. It is important to get students to write a wide variety of texts. Writing as a process includes the following steps: Brainstorming, organization of information through graphic organizers and outlines, drafting and revision, editing and final copy (MEP, p.48).

The Ministry of Public Education implements some strategies mentioned before in the with the objective to improve writing and reading skills. In Secondary school writing is closely connected to reading. By being exposed to different types of texts, learners get insights about how to write.

In MEP's new English curriculum puts into practice in 2016 the students as the learning protagonist are able to: use knowledge, skills, and abilities to be part of school contexts express their own points of view, to have good relationships with peers and search for democratic solutions, reflect and use critical thinking processes in others (MEP,2016, p.15).

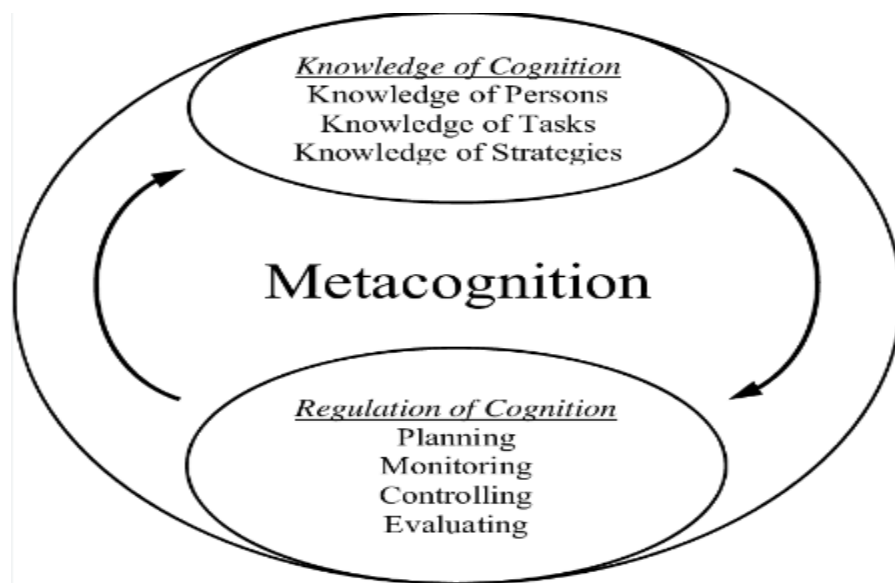
Therefore, in order to accomplish the objectives mentioned before MEP had to considered working with Sociocognitive as one of the Language Learning Considerations, in which

metacognition is an important part of the learning process. It is related to learning and communication. Educating for a New Citizenship referred to (2016):

The new curriculum needs to be sensitive, for example, to the attention span of learners, the capacity of the brain to process information given the limitations of working memory, the complexity and cognitive load of tasks presented to students. In terms of the brain's functionality, the new curriculum needs to take stock of how learners process information (p.18).

The new curriculum from MEP adopted the metacognition as part of the teaching and learning process to pretend students think critically in writing and reading skills. It involves the following aspects:

**Figure 2:**



**Conceptual Framework of Metacognition. Recovered from:**

[https://www.researchgate.net/figure/Conceptual-Framework-of-Metacognition-6\\_fig1\\_331075270](https://www.researchgate.net/figure/Conceptual-Framework-of-Metacognition-6_fig1_331075270) (2016).

The metacognition as a strategy includes students must planning, monitoring your own way to learn, controlling and evaluating the process of learning as the picture above shows. It involves some steps in order to be successful.

### **2.6.1 Focus features of MEP's previous curriculum**

Learning strategies should be considered when planning at national plan. As mentioned before in MEP's new syllabus is included metacognitions' strategies as part of learning process.

In the old syllabus metacognition was included as indirect strategies as a group of metacognitive, affective, and social strategies. In which the metacognitive strategies help students to monitoring their own cognitive processes and to focus, plan, evaluate their scaffolding (Programas de Estudio de Inglés III ciclo,2012, pag.31).

If students are aware of their own cognitive strengths and weaknesses and monitor their progress during problem solving, will they be more successful in learning.

In metacognition the students (readers) can think critically about her/his own understanding and go. They are conscious of their own cognitive experience. In reading the metacognition takes advantage of the knowledge when the students are aware of the gap between his understanding and the demands of the text (Dabarera et al,2014).

This research has been focused on metacognitions' strategies to develop writing and reading skills as an important part as thinking about thinking in which the learners should control and monitoring of their own learning and thinking.

## 2.7 Metacognition strategies to teach Reading and Writing

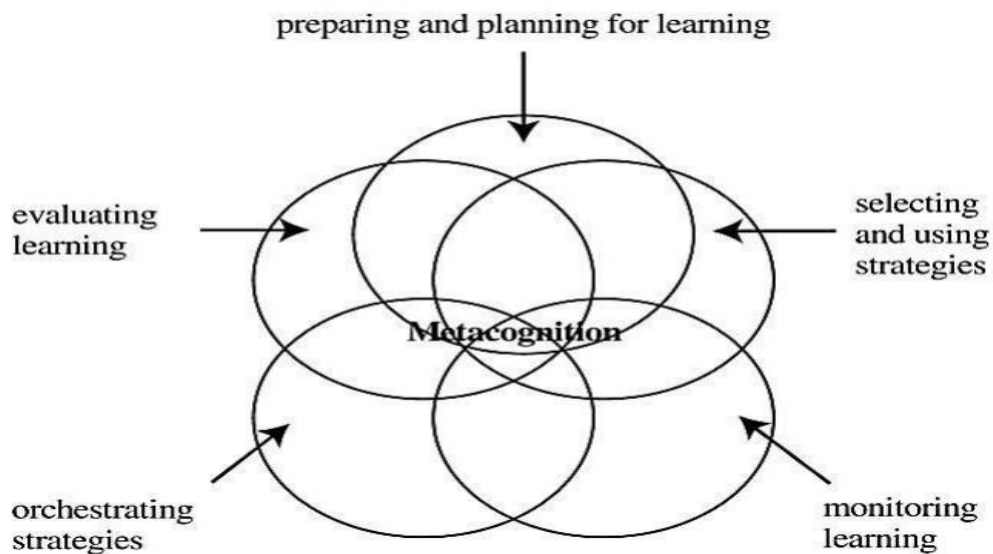
### 2.7.1 Metacognition

As mentioned before metacognition means thinking about your own thinking it involves two aspects reflection and thinking about what people know and self regulation managing also, how people advance in learning. These processes are part of learning (School of Pedagogical Sciences, 2016, pag.1).

Descartes was one of the first philosophers to acknowledge the importance of examining one's own cognitive processes in order to reach a purpose or goal (Descartes, 1952, p. 5).

In metacognition there are some steps to follow in order to preparing and planning for learning, the picture below illustrated how metacognition can be incorporated into learning process:

**Figure 2:**



**The Relationship among the Existing Metacognitive Strategies. Recovered from:**

**[https://www.researchgate.net/figure/The-Relationship-among-the-Existing-](https://www.researchgate.net/figure/The-Relationship-among-the-Existing-Metacognitive-Strategies_fig2_328809087)**

**[Metacognitive-Strategies\\_fig2\\_328809087](https://www.researchgate.net/figure/The-Relationship-among-the-Existing-Metacognitive-Strategies_fig2_328809087)**

The previous image mentioned some steps to work with metacognition preparing and planning for learning focusing in what and how the topic has been covered, also the proper strategies are important to catch students' attention, monitoring learning is an essential part to know what are the things to be change. Finally, evaluating learning is an ongoing process to determine the effective learning.

Before the word metacognition was coined, developmentalists such as Dewey and Piaget acknowledged that children learn by doing and by thinking about what they are doing in their studies about mental processes (Kirkpatrick, 1985, p. 10).

In metacognition students analyze about what and how they are learning as part of the process. The way in which learners carry out the form that should be better to obtain good results also, consider that everybody is different that means looking for strategies that should work after pandemic.

Metacognitive aspects of the process, such evaluating, monitoring, using strategies and revising are important elements in which the learners form part in an active learning process. According to (Brown, 1987 cited by Allen 1991).

After pandemic is necessary that the students reflecting on their own thoughts, feelings, needs, behaviors and how we learn, and adapt to new experiences and challenges.

Role of Metacognition in Learning At the turn of this century, educational psychologists such as Dewey used the terms "active monitoring," "critical evaluation," and "seeking after meanings and relationships" to depict reflective reading activities now subsumed under the rubric "metacognition" (Allen,1991, pag.21).

Education has to promote the importance of metacognition to support students learning, focused on children's knowledge and control of their memory processes.

### **2.7.2 Advantage of Metacognition strategies**

Metacognitive strategies can greatly enhance learning for the students in EFL. Metacognitive strategies empower students to think about their own thinking, enhances their control over their own learning. It also enhances personal capacity for self-regulation and managing one's own motivation for learning. According to Flavell (1989) mentioned by Haukas, Bjorke and Dypedahl (2018) "Metacognition strategies refer to the deliberate use of strategies to control one's cognition" pag.8.

As part of everyday learning and teaching metacognition strategies should be effective to cover all the students needs in which the learning process will be attractive, self-regulate, know and analyze about the way of thinking and make the proper changes.

Metacognition Beneficial in Student Learning are as follows Sword (2021):

- Higher achievement levels for the students. Metacognitive practices can also compensate for any cognitive limitations.
- Increased ability to learn independently. Being able to monitor their own progress inside and outside the classroom.
- Improved resilience. Identifying their successes and failures, and which strategies work best for them.
- Teaching in a way that supports metacognition is beneficial for students who are at a disadvantage to their peers. This is becoming increasingly

important, as the performance gap has widened once again due to COVID-19.

- Transferable knowledge. Metacognition helps students to transmit their knowledge and understanding across tasks and contexts.
- Effective for all ages of students. Research has looked at both primary and secondary students.
- Emotional and social growth. Gaining awareness of their own mental states allows students to think about how to be happy, respected, and confident in themselves (parr.5-10).

Teaching metacognitive strategies can greatly enhance learning for all students using writing and reading skills. The integration of metacognitive strategies in everyday teaching is important to assist students to build self-regulation and develop a strong sense of agency in their learning.

Teacher should put into practice metacognitive strategies to assist learners become self-regulating students and to develop sense of agency in their learning process.

Metacognitive strategies empower students to think about their own thinking. This awareness of the learning process enhances their control over their own learning. It also enhances personal capacity for self-regulation and managing one's own motivation for learning.

### **2.7.3 Disadvantage of Metacognition strategies**

The potential disadvantages of metacognitive engagement are only rarely communicated in metacognition research. There are three ways in which



metacognition may reduce cognitive achievement: First, metacognition sometimes can interfere with task performance. Second, the costs of engaging in metacognitive strategies may under certain its benefits. Third, metacognitive judgments or feelings should cause negative self-evaluation (Norman, 2020, pa.1).

Metacognition can sometimes be unhelpful. The potential disadvantages of metacognition are less important because they are normally outweighed by its advantages.

#### **2.7.4 Metacognitive Reading Strategies**

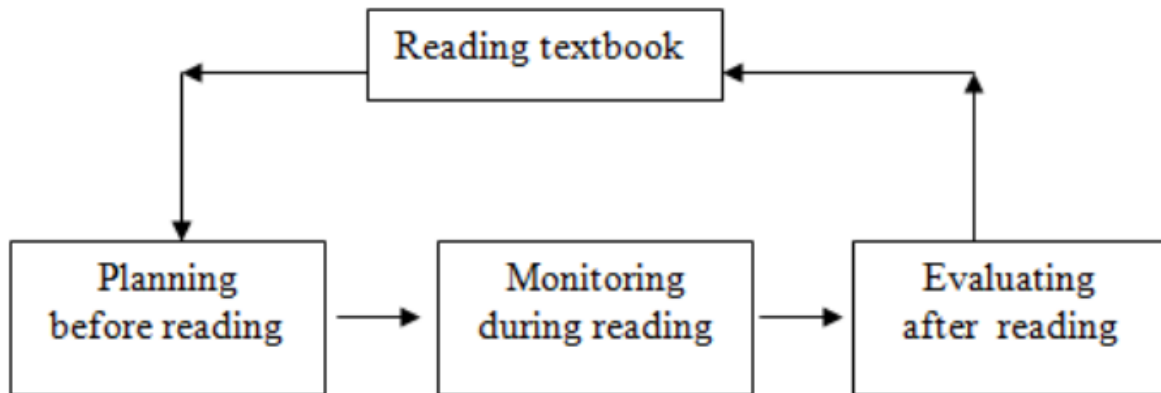
In order to be better teachers, educators need to examine how students learn, utilize strategies to address the students 'needs, and carry out methods of instruction that encourage construction of knowledge in which learners should think about they think and how they are focusing on learning.

Metacognitive strategies play an important role for success in learning across disciplines as well as being closely linked to the development of independent learning. Therefore, they are promoting language learning autonomy to learn how to think about thinking.

Metacognition in reading includes self-regulatory processes to work better in this skill moreover, according to the research there are six strategies to monitor and encourage comprehension: First, clarifying the purpose of reading to get the appropriate reading strategies. Next, activating the background knowledge and linking it into the text. Next, focus on the important ideas. Then, evaluating content for internal consistency and compatibility with prior knowledge. Finally, self-monitoring to know comprehension and finally, drawing and testing inferences

(Hartman, 2001, pag.5). Teacher should encourage learners to see reading as a problem -solving process using proper strategies to increases their English level every day, to look for strategies to allow students to use their own cognition by planning, organization and evaluating their learning process.

**Figure 3:**



***Using Metacognitive Strategies to Improve Reading Comprehension and Solve a Word Problem. Recovered from: [esearchgate.net/figure/Models-of-Metacognitive-Strategies-in-Reading-Textbooks-a-Planning-Think-about-the\\_fig5\\_319567654](https://www.researchgate.net/publication/319567654)***

As observed in the previous chart, it is evident the implications of implementing the metacognitive strategy within the process of EFL. Some examples of activities that imply metacognition strategy to teach English as foreign language are: planning before reading, learners have to planning means think about the text's topic, the text features, read the title and author, and table of contents, study illustrations, photos, and graphics. Using their previous knowledge. Step 2: Monitor comprehension, make connections, use context clues, text features, identify text structures, organize the information, write comments or questions on self-stick notes or in the margins. Step 3: Evaluating, when students finish

reading, students reflect on a reading strategy they used to choose their plan in order to work in the next (Djudin,2017, pag.126).

In the learners o reading time during the class is necessary to guest what is the text talking about, its main ideas and all the relevant aspects to be part of reading time as it mentioned before.

### **2.7.5 Metacognitive Writing Strategies**

Metacognitive writing strategies can improve the writing performance in the students. Among all the learning strategies, metacognitive strategy is a higher-order executive skill which contains planning, monitoring and evaluating. The research held succeeded in introducing metacognitive instruction in order to enhance students' academic writing skills and their self-awareness in learning and to train students to become self-regulated learners.

The impact of strategies on the writing skills are big. Contemporary models of writing explain it as a process rather than a product. Cognitive, linguistic, affective, behavioral and physical components are part of writing process. (Manchon, De Larois, & Murphy, 2007)

Writing as one of the English language skills is important that it helps language learners to communicate in written forms with different specific objectives, to give learners strategies to develop during the learning process is a fundamental part to obtain better results every day.

Metacognitive writing strategies are as follows:

- **Planning:** Planning involves finding the purpose of writing, what is the audience, ideas, and strategies to be used, among others. It can be done individually, it generally ideas in order to write.

- Monitoring: Monitoring involves controlling the writing process while writing the text. Checking the process, the way to write and the tools used.
- Evaluating: Evaluating the process to know if it is fine or there is something to change. Could be in pairs (Goctu,2017, pag.86).

### **2.7.6 Teacher Metacognitive Role**

Teachers can implement metacognitive strategies to assist students to become self-regulating learners and to develop a strong sense of agency in their learning.

Teachers often find themselves in highly unpredictable setting, they have students with different abilities and motivation, for those reasons teachers should be reflective in a constantly changing dynamics...metacognitively aware teachers reflect on their knowledge, beliefs and teaching practices, they need to plan, implement, monitor and evaluate the way to teach in order to promote a significant learning (Haukas,Bjorke and Dypedahl,2018 pag.6)

Metacognitive strategies also play a crucial role in enabling students to become active participants in their own learning and school communities.

Teachers should help students to develop metacognition with several strategies that should encourage them to work in the weakness as part of learning experience.

### **2.7.7 Students Metacognitive Role**

Learners should be encouraged for their own learning. Their attitude towards learning has to be active rather than passive seeing that teacher must support and encourage them. Metacognition instruction is often used to assist learners to monitor and control their own thinking and way to problem-solving in specific situation (Xiaodong et al.,2005).

It is important for the students to understand the learning process that it will produce an impact in which they can be emerge and solve possible problems in society.

Knowing the appropriate strategies using activities that foment metacognition is a crucial element that leads to successful learning. In an effective classroom student should not only know what they are doing, they should also know why and how use different learning strategies in which how to plan, monitor, control and transfer their learning are skills acquired within the context (Nisiforou, 2009, pa.31). The students' role to learn metacognition strategies is crucial in the process using strategies to enable planning, setting goals, monitoring, and thinking about thinking as part of the progress.

### **2.7.8 Examples of Activities**

Metacognitive activities are important part in the process. As a teacher the activities should form successful part in teaching and learning. Looking for proper ideas, strategies and activities in each environment is necessary, not all the activities work, it depends on the specific features of the group and each learner. Some examples of activities that imply the use of the metacognitive strategy within the process of teaching English as a foreign language Global Metacognition (2019) mentioned:

- Exam Wrappers: Metacognition reflection worksheets that students complete before and after and assessment or practice exam paper.
- Debates: Get students to debate and discuss topics relating to metacognition.
- Use of Personal Learning Checklists: It allows the students to evaluate their progress in respect to each aspect of the required subject-knowledge.

- Lesson Wrappers & End-of-Lesson Reflection Worksheets: Using a worksheet to structure and guide reflections, students can be led to reflect upon what worked well in the lesson, what held them back, and how they might improve next time. Having students evaluate their learning at the end of the lesson helps them to practice metacognitive monitoring skills.
- Metacognition Diagnostic Tasks: have students reflect on different aspects of their readiness to learn before they tackle the main tasks of the day.
- A Letter from The Future: Students should write a letter to themselves from their future, the letter should explain to them how they can improve their performance in school and why it is important that they do so.
- Figurative Transformation Tasks: Describing how the course prepares them for future educational and professional experiences; thinking creatively.
- Sticky-Note Challenges: Use 'The Sticky-Note Challenge' to inspire metacognitive reflection using fun games and discussion challenges.
- Have Students Evaluate the Effectiveness of Different Learning & Revision Activities: in this part the students get what are the activities help them to learn and which are less effective.
- Ball Pass Discussions: Teacher passes the ball to one of them. The person who received the ball must first respond to the first speaker's question.
- Reflective Writing Tasks: It helps students make connections between what they are learning in their homework/class and with how they are integrating the content into their current learning structures.
- The Muddiest Point: Towards the end of the lesson, create a task around the question: "What was most confusing to me about the class today?"
- Retrospective Post Assessment: At the beginning and at the end of a topic or end of the course what they thought and what they think know.

- Use of Metacognitive Questioning: teachers should use questioning to bring about metacognitive monitoring, reflection, awareness and regulation.
- Reciprocal Teaching: In small groups the teacher models some strategies in reading comprehension. Students are then asked to take on the role of teacher and teach these strategies to other students.
- Reading Comprehension Tasks: reading comprehensions about different aspects of metacognition and learning during the class is a direct way to help students build metacognitive knowledge.
- Weekly Metacognition Journal: In the journal students document their study habits and success with various assignments and class activities.
- Metacognitive Question Generation Tasks: Learners generate some questions about the topic. How to learn X? How to fully understand X? (par.1-40).

For students, having the proper metacognitive activities, carry out them to motivate and put into practice their own learning, evaluate their performance, understand what caused their successes or failures, using strategies in writing and reading skills including memory, attention, activation of prior knowledge, and being able to solve or complete a task.

**CHAPTER III:**  
**METHODOLOGICAL FRAMEWORK**



### **3.1 Research Type**

#### **3.1.1 Applied purpose**

This research evaluates the impact of Metacognition Strategies to enhance the writing and reading levels in a post covid-19 environment in third and fourth cycle students of Costa Rica Christian High School as a part of English class.

The objective of this research is to analyze the Metacognition Strategies to enhance the writing and reading levels in a post covid-19 environment.

This research has a theoretical purpose by using Metacognition through the lessons using writing and reading skills that should improve English as a second language post pandemic. The objective of this research is that learners should monitoring their progress, connecting new information to existing knowledge, monitoring and evaluation thinking processes to communicates effectively with others. Theoretical research seeks to draw conclusions about the class of phenomena being studied which can be applied to that class of phenomena, not just the cases or subjects included in the study (Veal,2017, p.9).

#### **3.1.2 Transversal temporal dimension**

This research is a cross- sectional analysis of a sample students from private education system to analyze the impact of metacognition strategy to promote the writing and reading skill post pandemic in a regular classroom at a private high school.

Cross-sectional study design is an observational study, the investigator measures the results and the expositions at the same time...cross-sectional is uses for population - based surveys(Singh,2016).This research is categorized as cross-sectional study applying in Costa Rica Christian High School **from eight and fifth** levels.

### **3.1.3 Micro frameworks of the research**

#### **3.1.3.1 Research framework**

This research framework involves important aspects that should help to achieve the goals proposed. Godfrey (2019) mentioned: A research framework provides an underlying structure or model to support our collective research efforts. Up until now, we've referenced, referred to and occasionally approached research as more of an amalgamated set of activities. But as we know, research comes in many different shapes and sizes, is variable in scope, and can be used to answer all manner of questions across all aspects of business, product and delivery. (parr 3)

A research framework is a set of concepts, principles, and guidelines that shape and guide your research process. It helps you to define your research problem, objectives, questions, hypotheses, assumptions, and limitations. It also helps you to choose your research design, methods, data collection, analysis, and interpretation. A research framework can be derived from a theory, a model, a paradigm, or a perspective (Linkedin,2023, par.3).

This is micro research; it is based on a sample of population. In this case the population are students and teachers of eight and fifth cycle in Costa Rica Christian School covid-19, regional English Advisor San José Norte and National English Advisor. The micro space of the investigation means a part or subtopic in which the investigator will make research.

Micro research involves the students in a task and them to report to the mates. The purpose is to the students understand the things that they have to research in the same time developing their skills that can be use in the future such as critical thinking and evaluation, communication and presentation skills and information literacy skills (Clover,2014).

The research study here has small costs, the resources are unexpensive. The sample size and the time waste in this is short.

#### **3.1.4 Nature of the research**

The author of this research used descriptive research. The person pretends to collect information of metacognition strategy to helps the students in writing and reading skills post pandemic.

The descriptive research presenting gives the opportunity to mentioned how is the population and the phenomenon is presented in third and fourth cycles.

Descriptive research is used to obtain information of the study subject. The purpose is to describe "What exists" according to situational variables. It includes descriptive survey and explanatory descriptive study (Research methodology ,2023, p.9).

Interviews, observations and surveys are applied to students, teachers and advisors involved in this investigation. It is applying to students and teachers of Costa Rica Christian School and National, Regional advisors mentioned before.

#### **3.1.5 Type**

In descriptive research, information is collected with the aim of describing the phenomenon under study and its characteristics. This is considered as descriptive research, which pretends to identify the impact of metacognition strategy to learn writing and reading kills.

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

#### **3.2.1 Subject of information**

In research, one important element is the subject and sources of information. Sources information are defined as "databases are those to containing complete information"

(Daniels, p.29).and this particular research the sources of information are students and teachers of third and fourth cycle of Costa Rica Christian School.

### **3.2.2 Sources of Information**

#### **3.2.2.1 Primary and Secondary sources**

In the first -hand resources the information is obtained directly. Hernández, Fernández and Baptista (2014) cited by Montero (2021), establish that primary sources provide direct information about a certain topic or problem, therefore within these the information that can be directly provided by subjects directly related to the object of study is considered, books, magazines, newspapers, articles and monographs. (Montero,2021, p.64)

The first sources for this research are:

- National English Advisor
- English Advisor of San José North
- Students and teachers from Costa Rica Christian School

Taking as reference the definition proposed by Monje (2011) cited by Montero (2021), secondary sources of information are those that do not participate directly in the investigative process; however, they provide a theoretical foundation for research. (Montero,2021, p.64) the second hand-resources analyzes and interprets primary sources.

The second sources for this research are:

- Books and articles online
- Thesis
- Programa de Estudio de inglés Tercer Ciclo de la Educación General Básica y educación Diversificada

- The CENIT of Hispanoamericana University, among others

All the resources provided important and fundamental information for this research.

### **3.3 Sample Selection**

#### **3.3.1 Population**

In this research the population are students and teachers of third and fourth cycles from Costa Rica Christian school who are known. Bhandari (2022) "A population is the entire group that you want to draw conclusions about". The population covered all the participants in the investigation that offer valid information that conducted to final result.

#### **3.3.2 The Sample**

The sample corresponds to a subgroup of the study population. This subgroup is researched in a directed way, and it helps to generate conclusions about the total population. It is the group that you will collect data from. It is less than total size of the population. ( Bhandari,2022). In this case the sample are some participants of each group.

#### **3.3.3 Probabilistic or non-probabilistic sample**

In probabilistic sampling everybody has the same possibility to be selected Probabilistic sampling techniques are generate a formal and statistically representative sample. (Palys & Atchison, 2014, cited by Sheppard 2016). As mentioned before people being selected in entire sample.

On the other hand, a non-probabilistic sampling technique is the method of choice the best sample to get the objectives. (Palys & Atchison, 2014, cited by Sheppard 2016). This kind of sample includes all the participants that form part of the sample.

The population in this sample are unknown and does not matter the work will continues without problem but it has higher risk.

### 3.4 Instruments and Techniques to Collect Data

These are the tools that this research uses to collect and analyze the information with the objective to find a conclusion. It uses 47 surveys were apply to the students also,5 interviews to English teachers, 2 interviews to the supervisors.

This research is using closed and open questions in which teachers, students and National and Regional English advisors form part of the answers. Gormandy (2021) mentioned:

Some questions are open-ended while others are closed-ended. Inquiries that are closed-ended can be answered by a simple "yes" or "no" (or another super-short reply), while open-ended questions require a more detailed response. Explore some open-ended questions examples vs. closed-ended ones, so you'll be clear on the difference and have an idea of how to change one type of question to the other. (parr,1)

It has both open and closed questions can offer relevant information with the objective to answers the objectives set here. In open questions researchers can find relevant information that can be answers the goals set here also, the students have more opportunity to express their ideas, while closed questions are more specific and easier. 7 Data Collection Tools (2022) refers to:

As previously mentioned, the data gathering instruments are one of the most important parts of a research paper, which wants to obtain firsthand data as well as information on a specific topic of interest. Therefore, the description of said instruments is crucial as well, however the application process is as important than the actual. (parr,1)

All these kinds of instruments are the ways to the participants generate points of view regarding to the investigation in order to obtain the answers to the objectives proposed here. Also, they are necessary to stablish the purpose of this investigation.

Therefore, the description below shows the important information obtained from the instruments in this research paper, however the application process are fundamentals in the results obtained. In this work has been presenting some instruments to collect the information to achieve the goals proposed. Cote (2021)

#### a. Surveys

Surveys are physical or digital questionnaires that gather both qualitative and quantitative data from subjects. One situation in which you might conduct a survey is gathering attendee feedback after an event.

#### b. Interviews

Interviews consist of talking to subjects face-to-face about a specific topic or issue. Interviews tend to be one-on-one.

#### c. Observation

Observing people interacting with your website or product can be useful for data collection because of the candor it offers (parr,13).

All methods using to collect information are necessary to prove the objectives in this research as a part of the investigation. Data resources can help answer the questions. It is necessary when developing a research plan the data source (Medin,2022, pa.6).

Hence, create or design the correct tools, should provide the necessary information to prove the objectives set here. Moreover, the results could be negative or positive they depend on this research paper determine.

### 3.5 Operacionalization of variables

#### 3.5.1 Conceptual, Operational, and Instrumental definition

The variables are important elements in each investigation, in this time the operationalization of variables are divides in three parts: conceptual, instrumental and operational. Guide, Final Graduation Works, dissertation and Thesis in Social Sciences (2018) cited by Blanco (2018) says:

- **Dimension:** refers to the category of analysis of the variables that are known as the specific variables that can be measured; these are extracted from the specific objectives.
- **Operational definition:** refers to translate the indicators that allow the direct observation of the variable; this means the empiric observation where the measuring is made through concrete aspects. A graphic scale is indicated in which is established through a positive value, that is given previously.
- **Instrumental definition:** refers to techniques and instruments to use to gather information according to the studied variables and the results expected the questions that measure indicators and variables are used. Example: observation technique, checklist instrument, observations from 1 to 8 for the first factor or independent variable.



## **CHAPTER IV**

# **DATA ANALYSIS AND INTERPRETATION**

## **4.1 Data Analysis and Interpretation**

In this part the instruments of this research are apply as well as analyzing the data that form one of the most important parts to obtain the answers propose at the beginning and prove or not prove the objectives established.

Therefore, the diagnosis of it can diagnostic the impact of metacognition strategy post pandemic to work into the classroom, if it works or not, if teachers are using this strategy and more. The aim of this is to obtain enough and useful information that help learners.

This investigation reflects the important information related to metacognition strategies in writing and reading skills post pandemic given by teachers, students, National supervisor and regional supervisor of San José Norte in order to obtain useful and usable information that help to answer the problem question as well as the objectives of the research.

### **4.1.1 Teachers interview**

The interviews are applied to four English teachers who works in private education system in secondary levels.

The goal of these interviews is to know the impact of metacognition strategy within the teaching-learning process, if the teachers are using it in writing and reading skill in post pandemic.

The following questions were asked to the teachers of Costa Rica Christian School, in the First- Quater, 2023. These are 9 questions in total about how metacognition strategy should help the students in writing and reading skills post pandemic.

**Question #1**

<p>How much do you know about the use of the metacognition strategy in order to teach English in third and fourth grades?</p>	<p>Three of interviewed teachers are not clear about the use of metacognition strategy to work with writing and reading skills.</p> <p>One teacher never heard about it, and the other one said that it is very important to work with this.</p>
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**Question # 2:**

<p>Do you consider that after the pandemic students show less mastery in skills such as writing and reading when learning English as a foreign language?</p>	<p>All the teachers agree to students show less mastery in skills such as writing and reading when learning English as a foreign language.</p>
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**Question # 3:**

<p>Has MEP given teachers any kind of training in regard to the benefits or advantages of including metacognition strategies in the teaching of English as a second language?</p>	<p>One of the four teacher said that the training is just a little, the others three said that they do not receive any training about it.</p>
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**Question # 4:**

<p>Have you implemented metacognition strategy in your English classes? Why?</p>	<p>About this question one teacher mentioned that is important to use it because there are students with different needs and ways of leaning.</p> <p>The other one said that sometimes because it helps the students to understand more about the topic.</p> <p>One more said sometimes because they are good for self-evaluation and organization.</p> <p>The last one mentioned that Maybe I have but not on purpose.</p>
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**Question # 5**

<p>Do you consider that implementing Metacognition strategy is more beneficial in the process of teaching English as a second language when compared to other methods or approaches, in a post- covid 19 scenarios?</p>	<p>The two first teacher said that they did not know about it. The second one said that he knew about it.</p> <p>The last one said that he was not sure.</p>
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**Question #6**

<p>In your opinion, what are some advantages and disadvantages of the metacognition strategy when implemented to teach writing/reading in the English language?</p>	<p>The first teacher said that she did not.</p> <p>The second one said that it increases the Self scaffold.</p> <p>The third one said that were more advantages to the student since one will have more attention to its own needs; the only limitation is the hard work that it is involved for the teacher (considering the number of students that we, teachers have)</p> <p>The last one said that students organize themselves and their learning. They can be aware of their own mistakes.</p>
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**Question # 7:**

<p>In your opinion, what are the main difficulties for English teachers when teaching writing and reading in English, more specifically in secondary (after the pandemic)?</p>	<p>The first teacher said that the students do not like to read and write. They were not used to write handwriting any more.</p> <p>The second one said that the students did not interest of it.</p> <p>The third one said that Students' lack of engagement, no support from their parents.</p> <p>The last one said that Students do not like to read or write. Students are not used to develop ideas in a written way.</p>
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**Question # 8:**

<p>Do you consider that MEP should provide teachers with extra materials or knowledge about alternative strategies to boost student's mastery of skills such as reading and writing?</p>	<p>The first teacher said yes. The second one said more strategies. The third one said that he made a course and the last one mentioned that.</p>
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**Question # 9:**

<p>Do teachers in the institution where this research is taking place have the possibility to choose the methods or strategies to teach English as a second language? If yes, do teachers in this institution apply/ or have the option to implement metacognition strategies?</p>	<p>The first teacher said that they did not have research to use it.</p> <p>The second one said that not always.</p> <p>The third one said that yes, we do.</p> <p>The last one said that yes, but we do not do it because we follow the approaches already given by MEP.</p>
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**4.1.2 Students interview**

The student's interview consisted of eight questions. This instrument was applied to 5 students at Costa Rica Christian School in eighth and fifth grades, two of each cycle.

**Question # 1:**

<p>Do you know something about metacognition strategies?</p>	<p>In this question two students know about metacognition strategies. The other one did not know about it and the two more said that maybe but did not sure.</p>
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**Question # 2:**

Do you consider that reading and writing skills are easy to work during the class?	Two of the students said yes while two more said maybe. On the other hand, another student said that she does not about if writing and reading skills are easy to work during the class.
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**Question # 3:**

Mention one activity that your teacher uses before, during and after reading time:	<p>Before reading time: one student said that the teacher introduced with pictures, the second one said that teacher shows a ppt presentation, the third one said that some sentences introduce the topic, the fourth said that teacher introduced the topic with vocabulary and the last one said that did not remember.</p> <p>During reading time: one student said that the teacher writes some sentences about it, the second one said that teacher asks questions about it, the third one said that teacher and students analyze the reading, the fourth said that teacher recording an audio, and the last one said that that they must sharing reading.</p>
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	<p>Post reading time: one student said that the teacher asks, and the students answers questions, the second one said that teacher asks questions about it, the third did not said anything, the fourth said that students practice reading comprehension.</p>
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**Question # 4:**

<p>Mention one activity that your teacher uses before, during and after writing time:</p>	<p>Before writing time: one student said that they have to read aloud to collaborate the writing, the second one said brainstorm, the third one said that teacher shows then images, the fourth said that teacher introduced the topic with vocabulary and the last one said that did not remember.</p> <p>During writing time: one student said outline, the second one said that teacher makes sure every word is spelled correctly, the third one said that teacher and students analyze the writing, the fourth said that teacher share the writing with peers, and the last one said that that they have sharing reading.</p>
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	<p>Post reading time: one student said that the teacher asks, and the students answers questions, the second one draft, writing structure, and fourth did not say anything.</p>
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**Question # 5:**

<p>Do you consider that writing and reading are difficult to learn in a post- covid-19 scenario?</p>	<p>Three of the students said not, and the other two said maybe that writing and reading are difficult to learn in a post-covid-19 scenario</p>
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**Question # 6:**

<p>In your opinion according to what you know about metacognition strategies your teacher uses some of them to develop reading and writing skills?</p>	<p>In this case three of the teachers said yes also, the other two said maybe and finally the last one said not about metacognition strategies that their teachers use to develop reading and writing skills</p>
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**Question # 7:**

<p>Do you think critically when you do an activity in which reading and writing are present?</p>	<p>Three of students said that they think critically when reading and writing activities are present. Two more said maybe and the other one said I can't.</p>
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**Question # 8:**

Can you work individually in reading and writing activities?	Regarding to this question all the students can work individually when they work in reading.
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**4.1.3 National adviser interview****Question # 1:**

How much do you know about the use of the metacognition strategy in order to teach English in III and IV cycles?	He said that he read several articles about it and their curriculum includes the use of metacognition in the learning processes for teachers and students mainly.
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**Question # 2:**

Do you consider that after the pandemic students show less mastery in skills such as writing and reading when learning English as a foreign language?	He said that is hard to tell. He thinks that teachers have many different contexts around the country, so their mastery in terms of writing and reading depends on how they faced the pandemic. However, he does think that probably there is an important number of students that are struggling because their circumstances during the pandemic were tougher for them.
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**Question # 3:**

<p>In your opinion is metacognition a strategy that can have a significant positive impact in the process of improving writing and reading when learning English as a foreign language?</p>	<p>He mentioned that Metacognition may have an important impact in every aspect of our lives, and it has in learning.</p>
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**Question # 4:**

<p>Has MEP been giving teachers any kind of trainings including metacognition strategies in the teaching of English as a second language?</p>	<p>He said that metacognition is included in MEP's curriculum. Now, it will depend on how much teachers have read it in depth and how much regional advisors emphasized this concept with their teachers.</p>
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**Question # 5:**

<p>Have you implemented metacognition strategies in your English classes? Why?</p>	<p>He said that he has not been teaching for several years formally, but he has private students, and He uses metacognition with them, to help them overcome difficulties and learn better according to their own characteristics and personality and type of intelligence that is more predominant.</p>
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**Question # 6:**

<p>Do you consider that implementing Metacognition strategies is more beneficial in the process of teaching English as a second language when compared to other</p>	<p>He said that he does not know if it is more important than other methods, strategies or approaches, he would say it is a very</p>
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<p>methods or approaches, in a post- covid 19 scenarios?</p>	<p>important complement to learning. It is also necessary to give students control over their own learning process.</p>
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**Question # 7:**

<p>In your opinion, what are some advantages and disadvantages of the metacognition strategy when implemented to teach writing/ reading in the English language?</p>	<p>The National Advisor consider to it gives students control over their learning process. They do not see it as something external. The disadvantage in his opinion, is that with such big groups as the ones we have in some schools, this is almost impossible, or at least, it posts teachers a challenge to see how they can give every student a chance to use metacognition writing their learning process.</p>
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**Question # 8:**

<p>In your opinion, what are the main problems presented for English teachers when teaching writing and reading in English, more specifically in III and IV cycles (after the pandemic)?</p>	<p>In general terms, He thinks there are three main difficulties: one, the lack of time to work with writing. Writing is complex because it is a formal process, and it takes time for all the steps it takes to have a formal piece of writing. Another one is that the concept or idea that teachers have about what reading and writing are affect the way they teach it. The third one is that some teachers do not like to teach these competences for personal reasons.</p>
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**Question # 9:**

<p>Have the teachers in the institution where this research is taking place the chance to choose the strategies to teach English language? If the answers are positive, do teachers in this institution apply/ or have the option to implement metacognition strategies?</p>	<p>He mentioned that he does not see why they cannot use metacognition as part of their work.</p>
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**Question # 10:**

<p>Do you consider that MEP should provide teachers with extra materials or knowledge about alternative strategies to boost student's mastery of skills such as reading and writing?</p>	<p>In this question he is totally agree. He said that there is still a lot to do in relation to reading and writing. We need to work more at a regional level. It is also part of what we call professional development. We never stop learning.</p>
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**4.1.4 Regional adviser interview****Question # 1:**

<p>How much do you know about the use of the metacognition strategy in order to teach English in III and IV cycles?</p>	<p>She said that she knows about metacognition strategy. She mentioned that she used it in classes.</p>
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**Question # 2:**

Do you consider that after the pandemic students show less mastery in skills such as writing and reading when learning English as a foreign language?	She said that she did not prove of this.
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**Question # 3:**

In your opinion is metacognition a strategy that can have a significant positive impact in the process of improving writing and reading when learning English as a foreign language?	In this question she does not sure if this strategy may improve their writing but she knows that this strategy helps students in developing certain areas of their brain and help them think critically.
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**Question # 4:**

Has MEP been giving teachers any kind of trainings including metacognition strategies in the teaching of English as a second language?	She said that metacognition is taken into consideration in the new study programs, and it is an important part of the mediation.
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**Question # 5:**

Have you implemented metacognition strategy in your English classes?	She told yes, she has. She uses it all the time because it helps students to think critically and guide them through the learning process.
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**Question # 6:**

<p>Do you consider that implementing Metacognition strategies is more beneficial in the process of teaching English as a second language when compared to other methods or approaches, in a post- covid 19 scenarios?</p>	<p>In this case she does not consider that any method or approach is better than other one because it is really difficult and bias to teach just by using one of the methods. The best way is to create your own eclectic one with the combination of all the ones that best suits for your classes.</p>
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**Question # 7:**

<p>In your opinion, what are some advantages and disadvantages of the metacognition strategy when implemented to teach writing/ reading in the English language?</p>	<p>she said that it helps students to think critically and guide them through the learning process. The benefits of the teaching strategies depend on the target population every teacher works with.</p>
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**Question # 8:**

<p>In your opinion, what are the main problems presented for English teachers when teaching writing and reading in English, more specifically in III and IV cycles (after the pandemic)?</p>	<p>She mentioned the difficulties depend on the context every teacher works in.</p>
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**Question # 9:**

<p>Have the teachers in the institution where this research is taking place the chance to choose the strategies to teach English language? If the answers are positive, do teachers in this institution apply/ or have the option to implement metacognition strategies?</p>	<p>In her opinion the official teaching approach is already established by law; however, teachers have the possibility to design the best teaching strategies for them and their target population.</p>
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**Question # 10:**

<p>Do you consider that MEP should provide teachers with extra materials or knowledge about alternative strategies to boost students' mastery of skills such as reading and writing?</p>	<p>The adviser indicated that MEP provides English teachers with updated websites that contains original teaching resources that teachers can use, adopt and adapt according to their population' necessities. However, based on the original documents and the law, the teacher is the only person responsible for designing their own materials.</p>
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**4.1.2 Surveys****4.1.2.1 Students Surveys**

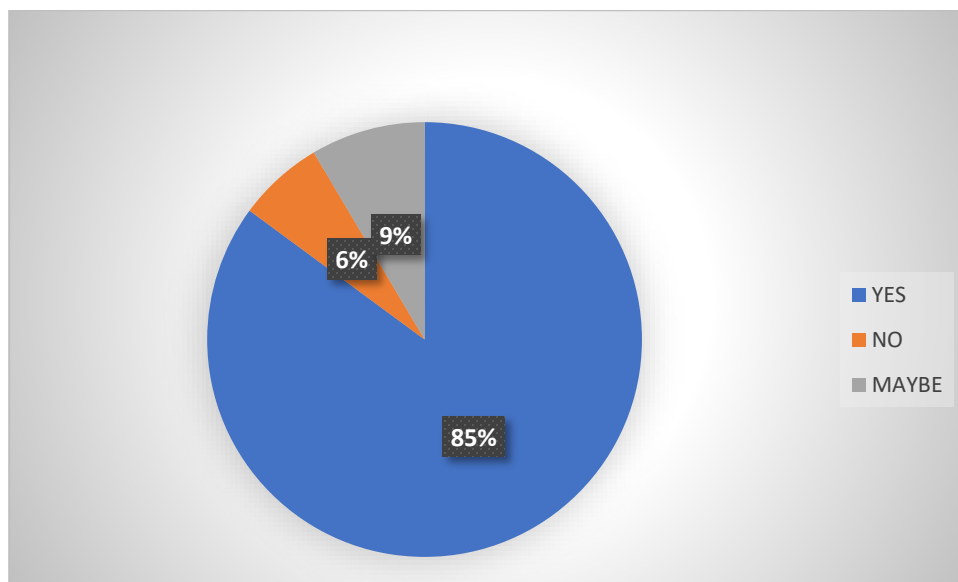
These surveys belong to close questions apply to 47 students who are of Costa Rica

Christian School, 25 students are of third levels divided into two groups, and the others 22

are of fourth levels 10 of one and 12 belong to the other one. The instrument was applied by google form (WhatsApp) with the objective of analyze the student point of view.

**Question 1:** Results question #1. Are the English classes that I have received to increase my interest in learning English as a foreign language?

#### Graphic N°1



Source: the survey applied to the students of costa Rica Christian School. Blanco Quirós, Floribeth. Universidad Hispanoamericans II term 2023.

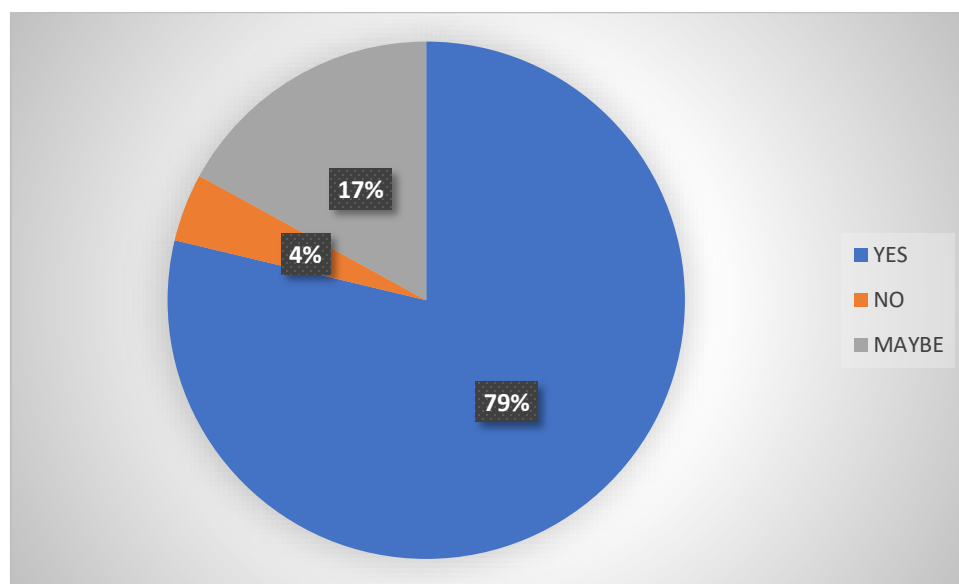
The graphic above displays the answers gave by students. The question was applied to students at Costa Rica Christian School, 4 students said that they do not increase the interest to learn English as a second language. It represents 6% the total score.

On the other hand, the other 2 students said that they do not know if the English lessons increase the interest to learn English as a second language. It represents 9% the total score. Finally, 41 students mentioned that their english lessons increase the interest to learn English as a second language. It represents 85% the total score.

The result from this graphic shows the most of students increase the interest to learn English in their English lessons.

**Question 2:** Results question #2. Is the way in which the English teacher explains various topics has been positive in my language learning?

### Graphic N°2



Source: Graphic applied by students of Costa Rica Christian school. Blanco Quirós Floribeth. Universidad Hispanoamericana II term 2023.

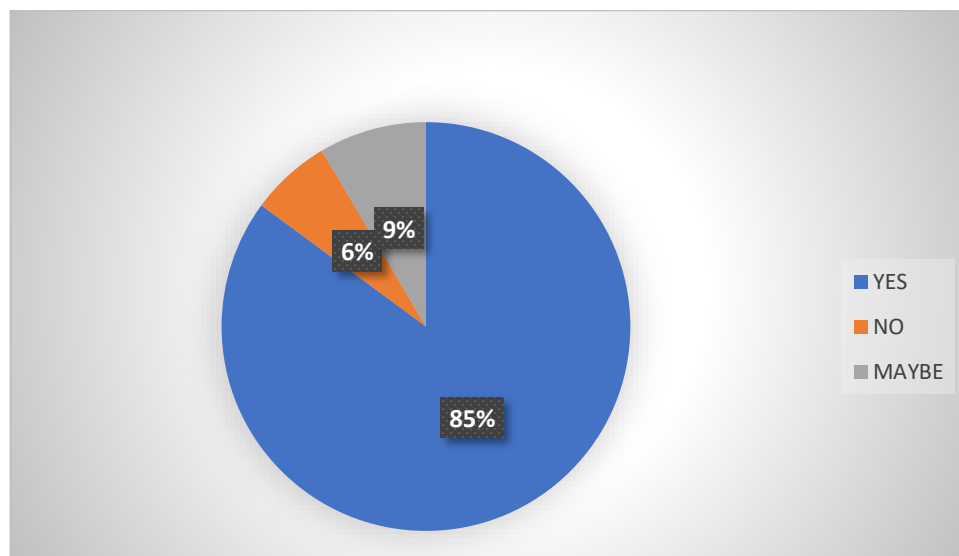
According to the information in the graphic the question was applied to students at Costa Rica Christian School, 2 students said that the teacher explanation in various themes does not give positive in the learning process. It represents 4% the total score.

On the other hand, the other 8 students said that they do not know if the English lessons increase the interest to learn English as a second language. It represents 17% the total score. Finally, 37 students mentioned that their english lessons increase the interest to learn English as a second language. It represents 79% the total score. The result from this

graphic shows the most of students think that the way in which the English teacher explains various topics has been positive in my language learning.

**Question 3:** Results question #3. Are the readings that the teacher uses in class interesting to me?

### Graphic N°3



Source: Scale applied to the students at Costa Rica Christian school by Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

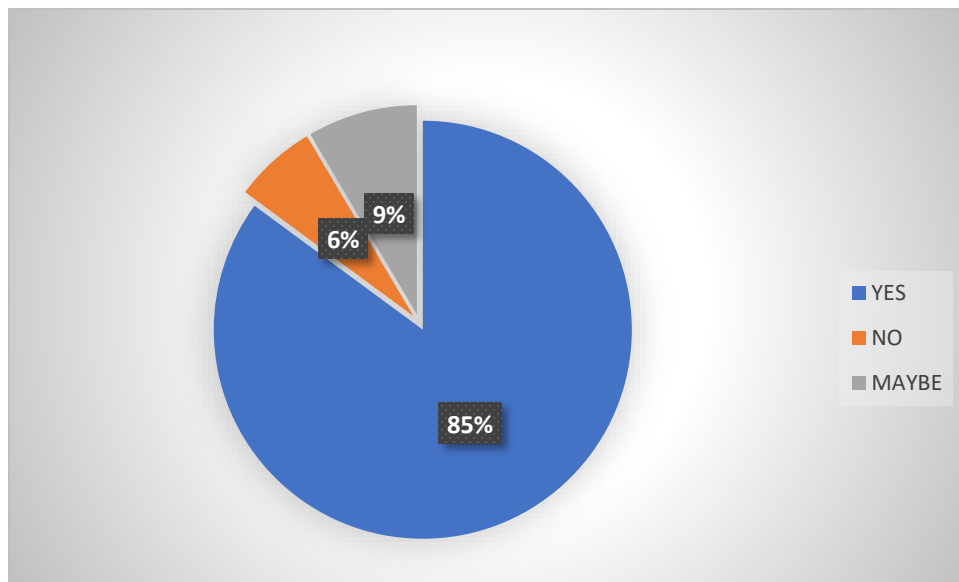
In accordance with the previous graphic, it shows the answers offer by students of Costa Rica Christian School, 7 students said readings made in class do not make me feel interesting. It represents 6% the total score.

On the other hand, the other 2 students said that they do not know if the readings practice in class are interesting. It represents 9% the total score. Finally, 32 students mentioned that their feel good when they practice reading time. It represents 85% the total score.

The result from this graphic shows most students think the readings that the teacher uses in class are interesting to them.

**Question 4:** Results question #4. Does the teacher constantly perform dynamic activities or games to explain the topics seen in class?

**Graphic N°4**



Source: Question apply to the students of Costa Rica Christian School by Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

The graphic above shows the answers gave by students. The question was applied to students of Costa Rica Christian School, 7 students said readings made in class do not make me feel interesting. It represents 6% the total score.

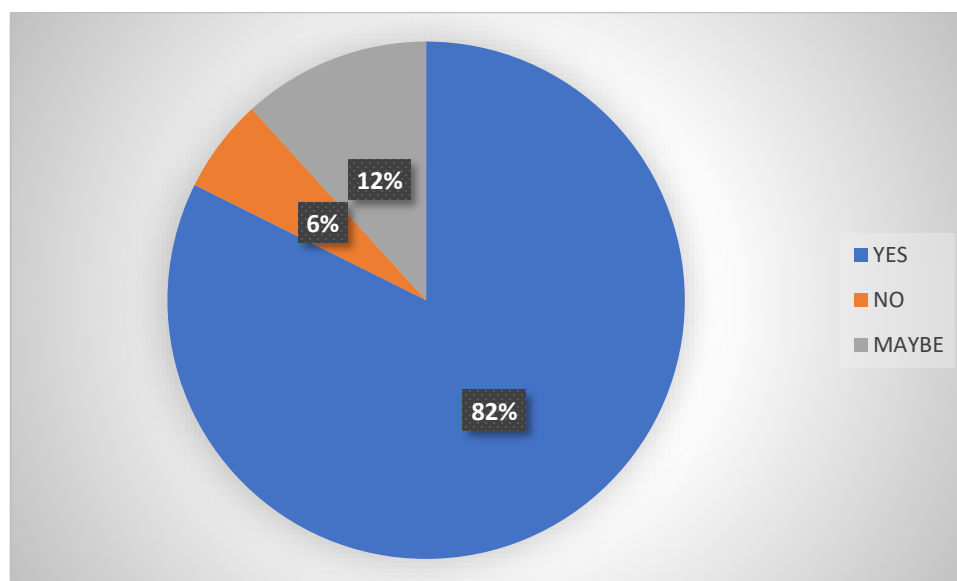
On the other hand, the other 2 students said that they do not know if the readings made in class are interesting. It represents 9% the total score.

Finally, 32 students mentioned that their feel good when they practice reading time. It represents 85% the total score.

The result from this graphic shows most students think that the teacher constantly performs dynamic activities or games to explain the topics seen in class.

**Question 5:** Results question #5. Does the teacher make us feel independent when we learning the language?

#### Graphic N°5



Source: Question applied to Costa Rica Christian School students by Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

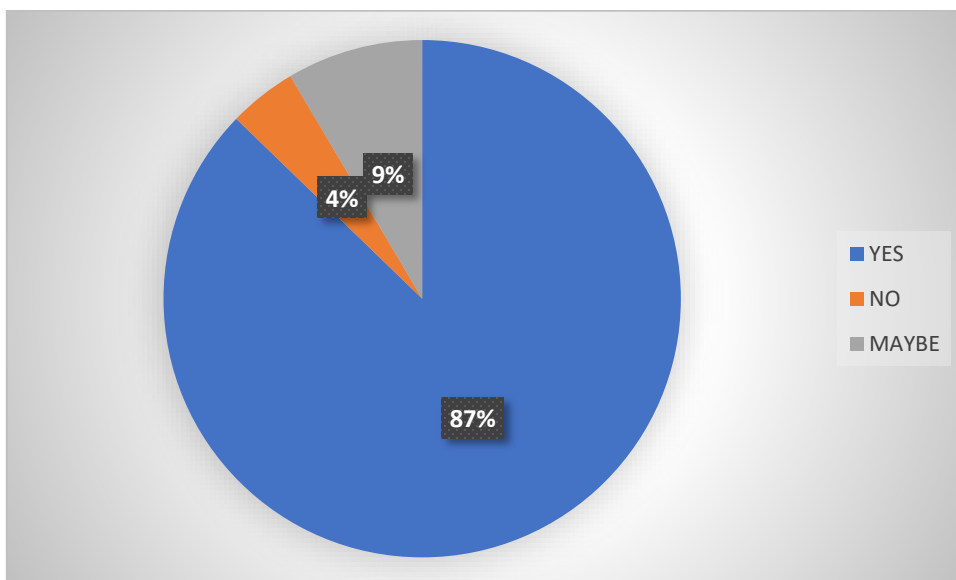
As mentioned in the graphic above. The question was applied to students of Costa Rica Christian School, 42 students make feel independent when they are in learning process. It represents 82% the total score.

On the other hand, the other 3 students said that they do not feel independence when they are in learning process. It represents 6% the total score. Finally, 6 students mentioned they do not know how they feel in learning process. It represents 12% the total score.

The result from this graphic shows most students think that the teacher makes them feel independent when they are learning the language have independence when they are in learning process.

**Question 6:** Results question #6. Does the teacher give us time to think about what we really need to learn before starting a task?

#### Graphic N°6



Source: Question applied to students of Costa Rica Christian School by Floribeth Blanco Quirós Floribeth. Universidad Hispanoamericana II term 2023.

The previous graphic shows the answers gave by the students. The question was applied to students of Costa Rica Christian School, 38 said that the teacher gives them time to think about what they really need to learn before starting a task. It represents 81% the total score.

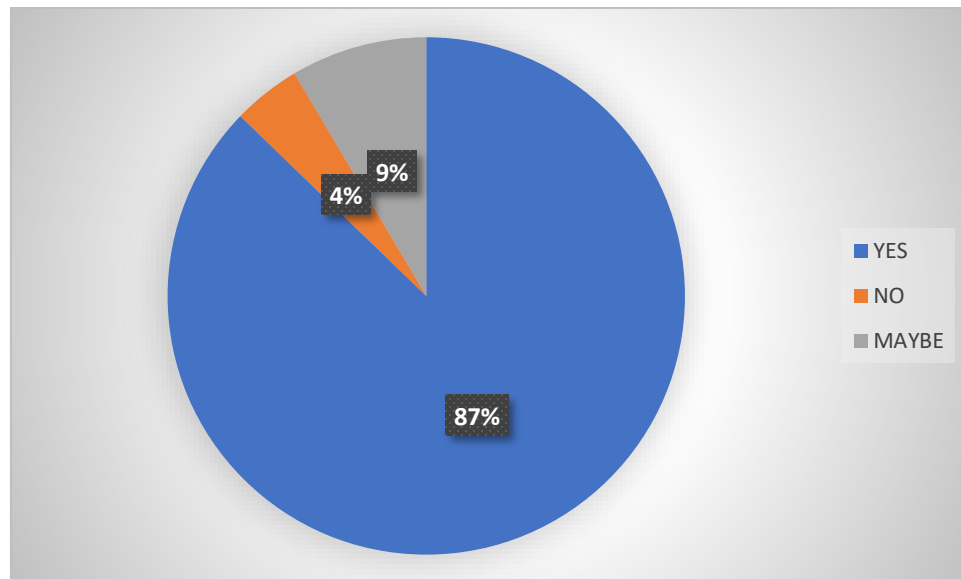
On the other hand, the other 1 student said that they do not have time to think about what they really need to learn before starting a task. It represents 2% the total score.

Finally, 8 students mentioned they do not know if the teacher gives them time to think about what they really need to learn before starting a task. It represents 17% the total score.

The result from this graphic shows most students said that teacher gives them time to think about what we really need to learn before starting a task.

**Question 7:** Results question #7. Do the activities carried out by the teacher present different scenarios where we can apply what we have learned in class?

#### Graphic N°7



Source: The question was applied to the students of Costa Rica Christian School by Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

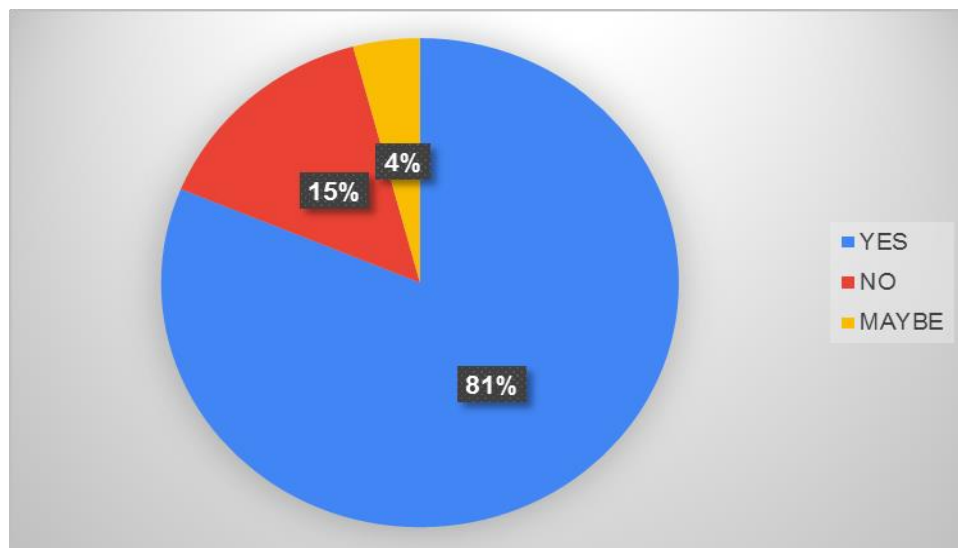
The graphic above shows the answers gave by the students. The question was applied to students of Costa Rica Christian School, 39 said that the teacher give them different scenarios where they can apply what they have learned in class. It represents 83% the total score.



On the other hand, the other 6 students said that they do not have different scenarios where they can apply what they have learned in class. It represents 13% the total score. Finally, 2 students mentioned they do not know if the teacher gives them different scenarios where they can apply what they have learned in class. It represents 4% the total score. The result from this graphic shows the majority of students think that the activities carried out by the teacher present different scenarios where they can apply what they have learned in class.

**Question 8:** Results question #8. Does the teacher tell us why each activity in which we participate in class is important?

**Graphic N°8**



Source: Question applied to the students of Costa Rica Chirtian School by Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

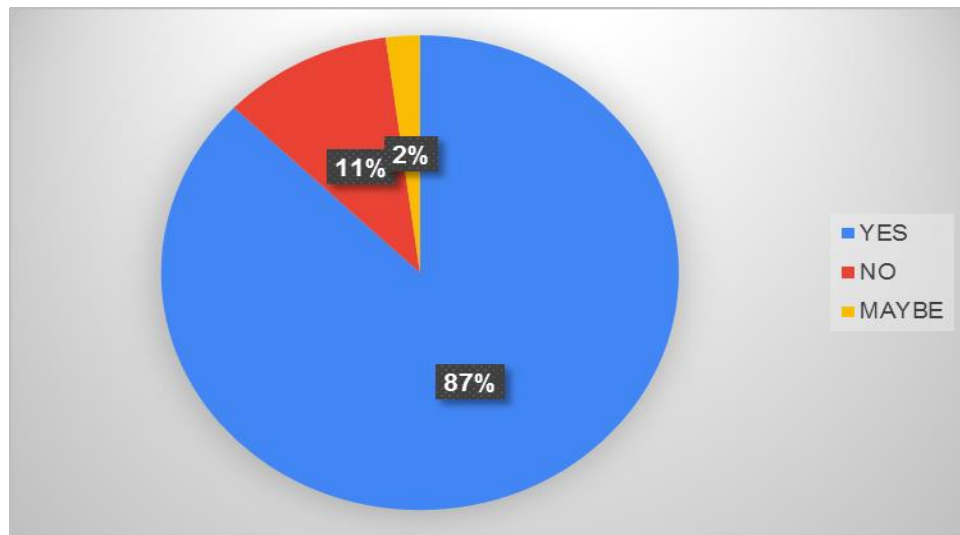
It shows the answers offer by the students. The question was applied to students at Costa Rica Christian School, 38 said that the teacher told them why this activity is important in order to work in class. It represents 81% the total score.

On the other hand, the other 7 students said that the teacher does not tell them why this activity is important in order to work in class. It represents 15% the total score. Finally, 2 students mentioned they do not know if the teacher tell them why this activity is important in order to work in class. It represents 4% the total score.

The result from this graphic shows most students think that the teacher tells them why each activity in which we participate in class is important.

**Question 9:** Results question #9. Is the teacher promoting group activities to solve assignments in class?

### Graphic N°9



Source: Question applied to the students of Costa Rica Christian School by Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

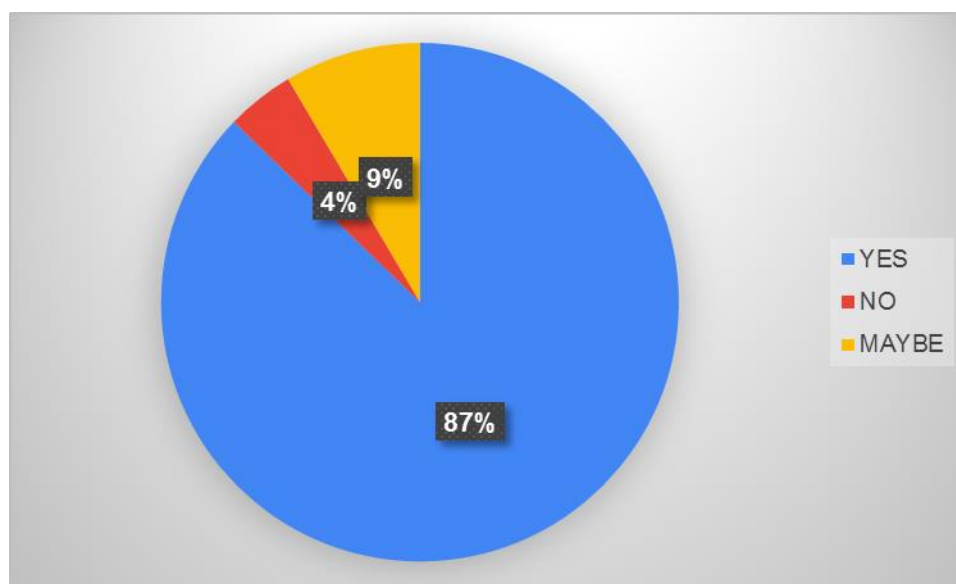
The graphic above displays the information offer by students. The question was applied to students of Costa Rica Christian School, 41 said that the teacher promoting group activities to solve assignments in class. It represents 87% the total score.

On the other hand, the other 5 students said the teacher does not promoting group activities to solve assignments in class. It represents 11% the total score. Finally, 1 students mentioned they do not know if the teacher promoting group activities to solve assignments in class. It represents 2% the total score.

The result from this graphic shows most students said Is the teacher promoting group activities to solve assignments in class.

**Question 10:** Results question #10. Do I feel that I learned more about writing and reading in English due to the activities that the teacher applies in class?

#### Graphic N°10



Source: Question applied to the students of Costa Rica Christian School by Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

The previous graphic shows the answers gave by the students. The question was applied to students of Costa Rica Christian School, 41 said that they learn more about

writing and reading in English due to the activities that the teacher applies in class. It represents 87% the total score.

On the other hand, the other 2 students said they learn more about writing and reading in English due to the activities that the teacher applies in class. It represents 4% the total score.

Finally, 4 students mentioned they do not know if it they learn more about writing and reading in English due to the activities that the teacher applies in class. It represents 9% the total score.

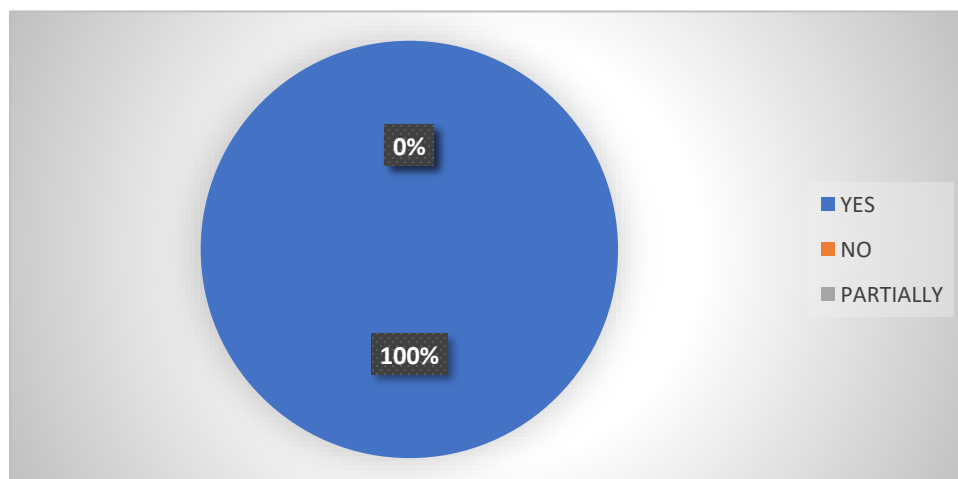
The result from this graphic shows most students said that they learn more about writing and reading in English due to the activities that the teacher applies in class.

#### 4.1.4 Class Observation

##### Question 1:

Has the teacher implemented metacognition strategies in his /her English classes?

##### Graphic N°11

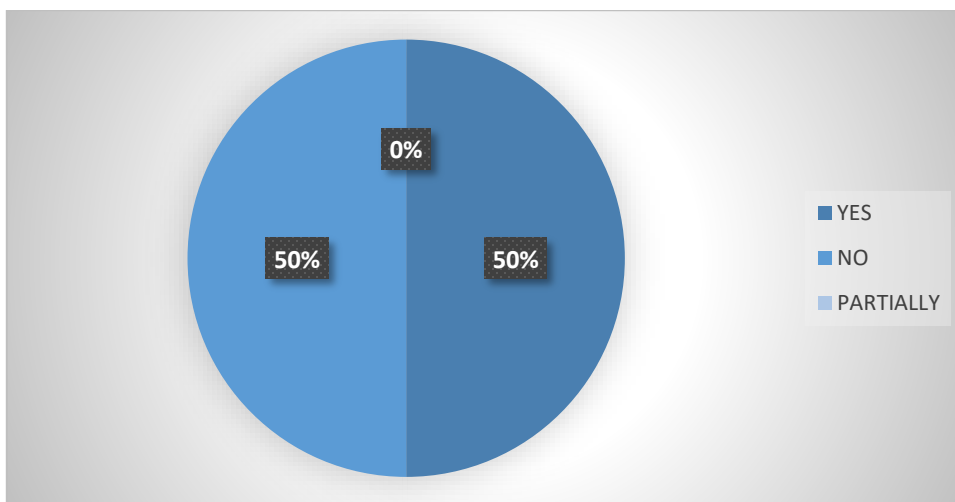


Source: Observation was applied to teachers of Costa Rica Christian School by Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

According to the information shown on the graphic, 100% of total shows that teachers are using metacognition strategy, but they maybe do not know that they are some characteristics of metacognition strategy.

**Question 2:** The teacher promotes critical thinking in the class activities?

**Graphic N°12**

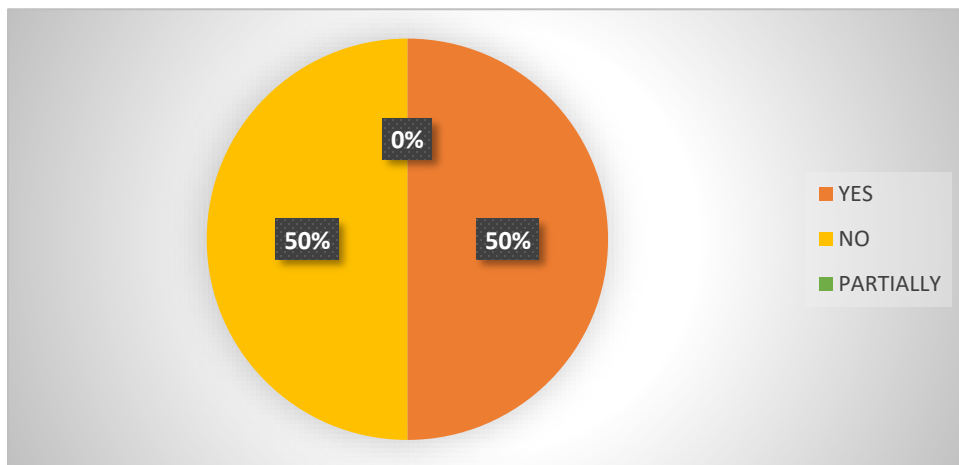


Source: The observation was applied to the teacher at Costa Rica Christian school by the Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

The graphic above offers the answers based on the observation, it found that 100% the total score shows the teachers partially promote the use of critical thinking into the class in order to help with learning process to improve English as second language.

**Question 3:** Does teacher encourage the students participation?

**Graphic N°13**

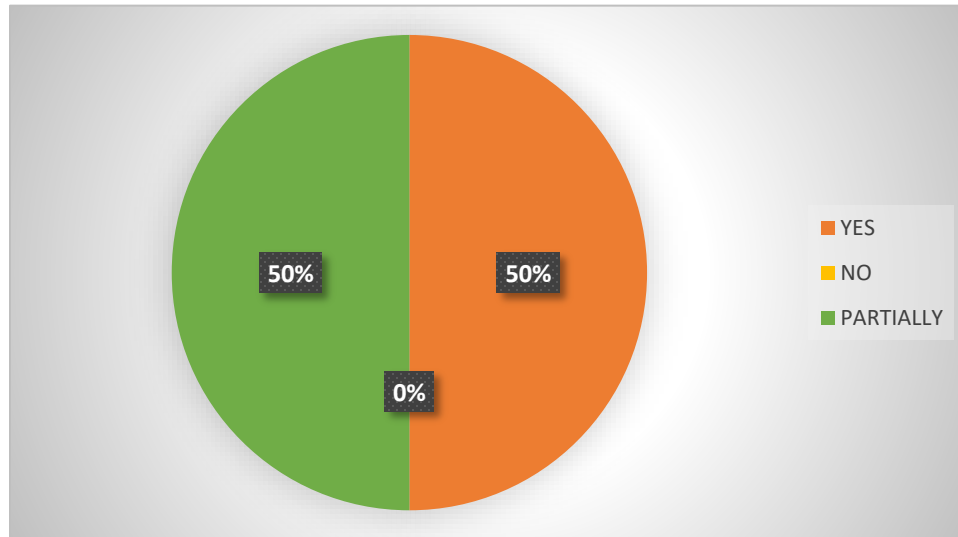


Source: Observation applied to teachers of Costa Rica Christian School by Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

The graphic above shows the answers based on the observation 50% of the total score said that teachers do not encourage the students participation in class activities . in the other hand the 50% mentioned that teachers encourage students participation .As a result not all the time teachers promote the learners' participation.

**Question N° 4:**

Does the teacher provide students with different tools to solve the task during the class?

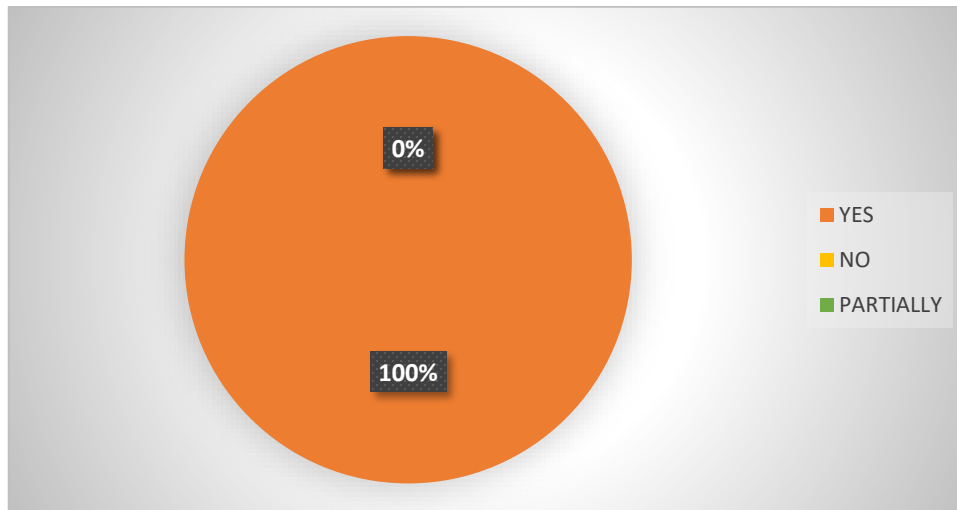
**Graphic N°14**

Source: Observation applied to teachers of Costa Rica Christian school by floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

According to the information shown in the graphic the answers based on the observation, 50% of total score shows that teachers do not provide the students with different tools to solve the task during the class, in the other hand 50% of total score shows that teachers provide the students with different tools to solve the task. As a result the half of teachers give to the students useful tools to work with different tasks.

**Question N° 5:**

Does the teacher provide students with the opportunity to plan, monitor, and evaluate their own learning process?

**Graphic N°15**

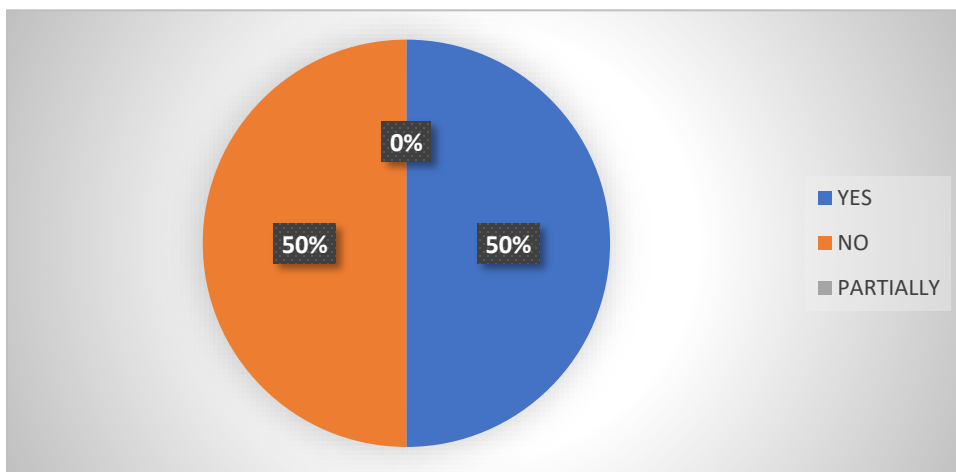
Source: Observation applied to teachers of Costa Rica Christian School by Floribeth Blanco Quirós, Floribeth. Universidad Hispanoamericana II term 2023.

The previous graphic shows the answers based on the observation, 100% of total score said teachers give the opportunity to plan, monitor, and evaluate the students learning process to improve their english levels.



**Question N° 6:**

Are the writing activities carried out in the class attractive for the students?

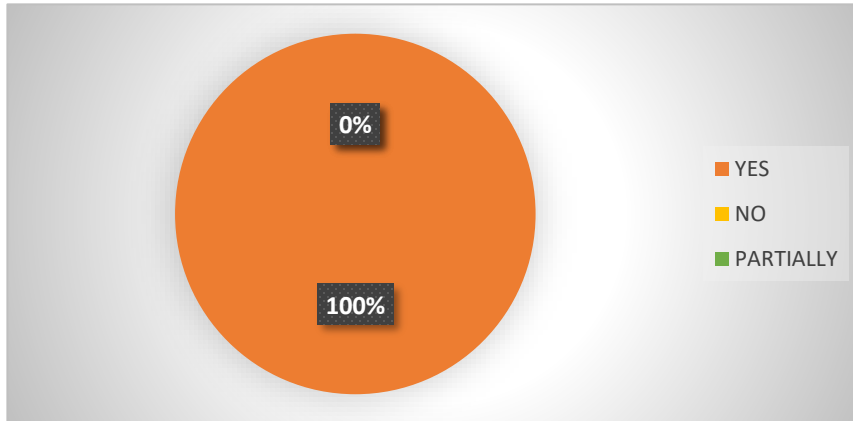
**Graphic N°16**

Source: Observation applied to teachers of Costa Rica Christian school by Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

The graphic above shows the answers based on the observation, 50% of total score shows that the activities carried out in the class are attractive for the students, they like them, but in the other hand some of the learners do not like them.

**Question N° 7:**

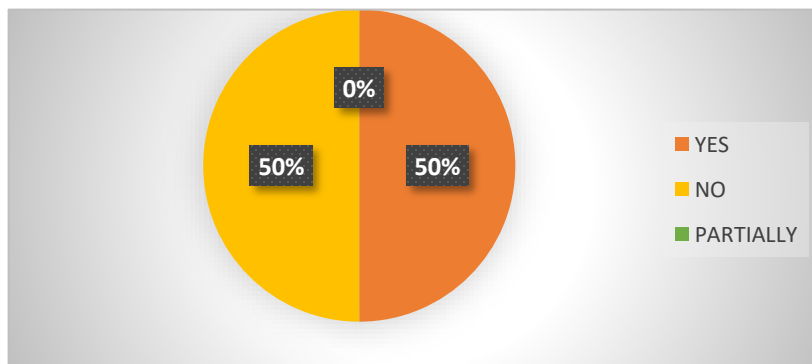
Do the students try to solve the task in different ways?

**Graphic N°17**

Source: Observation applied to teachers of Costa Rica Christian School by Floribeth Blanco Quirós, Floribeth.Universidad Hispanoamericana II term 2023.

The graphic above the answers based on the observation, 100% the total score shows that students try to solve the task in different ways. They look for different activities.

**Question N° 8:** Are the students looking for solutions when they make a mistake?

**Graphic N°18**

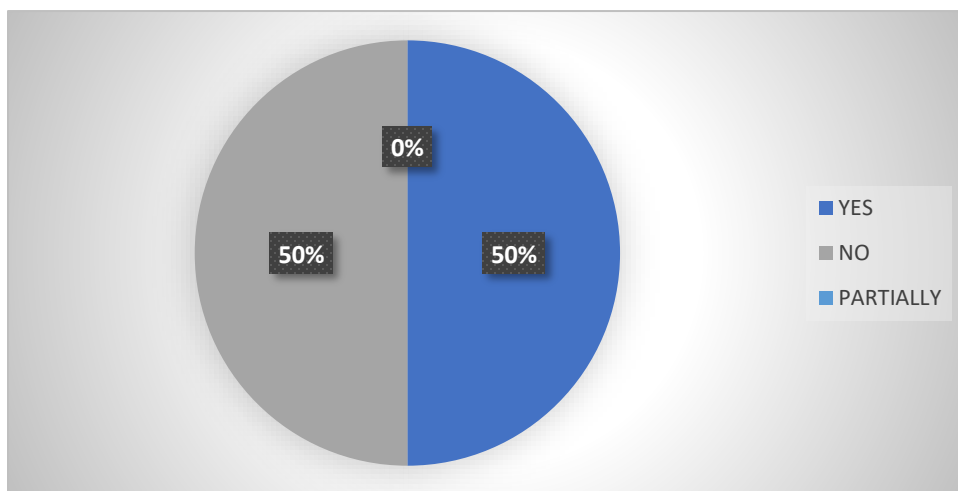
Source: Observation applied to teachers of Costa Rica Christian School by Floribeth Blanco Quirós. Universidad Hispanoamericana II term 2023.

The previous graphic shows the answers based on the observation,100% of total score shows that the half of the students looking for solutions when they make a mistake,while the others part wait for their mates or teachers in order to solve them.

#### Question N° 9:

Are the reading activities set in the class interesting for the students?

#### Graphic N°19

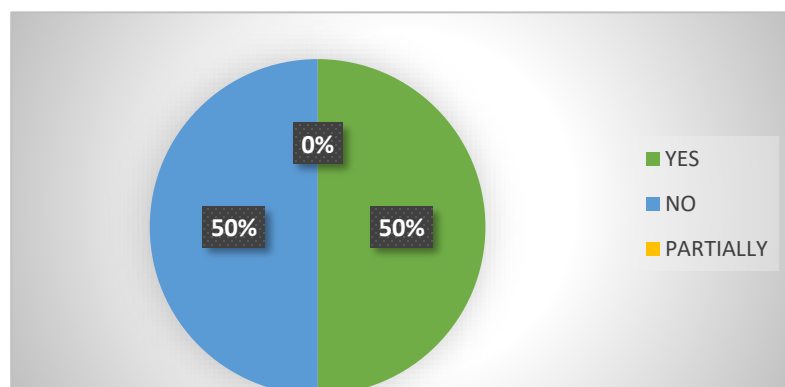


Source: Observation applied to the class of Costa Rica Christian school by Blanco Quirós Floribeth. Universidad Hispanoamericana II term 2023.

The graphic above shows the answers based on the observation,50% of total score evidence demonstrated the students find interesting the reading activities set in the class. In contrast the other 50% mentioned that they do not like or find interesting the reading activities.

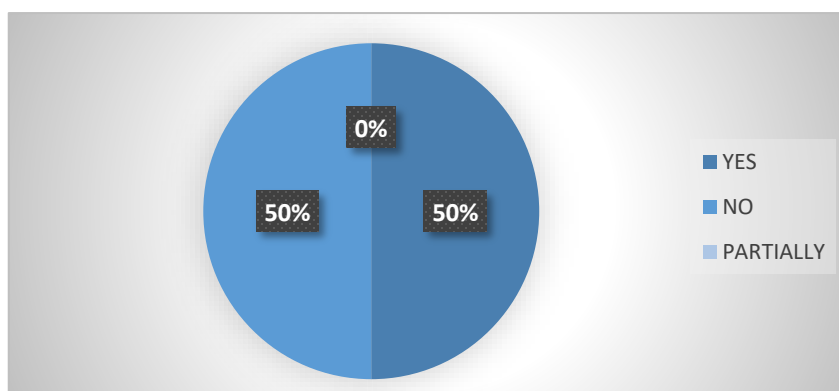
**Question N° 10:**

Do the students practice their self-regulation in the activities carried out in the class?

**Graphic N°20**

Source: Observation applied to the class by Blanco Quirós Floribeth.  
Universidad Hispanoamericana II term 2023.

In the previous graphic 50% of the students use their self-regulation in the activities carried out in the class, while the other 50% do not put into practice their self-regulation as part of learning process.

**Question N° 11: Do they understand the idea that help them make sense?****Graphic N°21**

Source: Scale applied to by the researcher to the students.. Blanco Quirós, Floribeth.

**Universidad Hispanoamericana II term 2023.**

The previous graphic shows the answers based on the observation, 100% of total score shows that 50% of the students understand the idea that help them make sense, while the other 50% do not understand it to help them. The half of students consider is difficult for them to find the objective in order to work properly, in the other hand the students do not have problems with this.

**CHAPTER V:**  
**CONCLUSIONS AND RECOMMENDATIONS**

## 5.1 Conclusions

The goal of this research is to offer to teacher cognition strategy to work with the students to promote the writing and reading skills post pandemic to foment English as a second language. Base on the data gathering instruments (surveys, interviews and observations) apply to teachers, learners. National adviser and the English adviser of San José Norte apply to second and fifth levels of Costa Rica Christian High School. it can find a conclusion that should help the participants in education progress followed by some recommendations that will match the aims established previously in this research.

### 5.1.1 Regarding the problem formulation

What is the impact of the Metacognition Strategy to enhance the writing and reading levels in post Covid -19 environment in third and fourth cycles of Costa Rica Christian School in the II quarter of 2023?

The thesis presents the question of what the impact of the Metacognition Strategy to enhance the writing and reading levels in post Covid -19 environment in third and fourth cycles from Costa Rica Christian School in the province of San José.

The evidence showed the use of metacognition is unknown by most of the teacher. Hence, the students of these levels mentioned before do not work with the metacognition strategy. Also, they express the need of MEPs training because they are not prepared.

The Ministry of Public Education (MEP) has been working in the curriculum to modify the study programs to helps teaching and learning progress. To adaptation of new syllabus, contexts, strategies, methodologies form part of new changes to be prepared to new challenges.

However, the changes adapted by MEP in the syllabus need to be evaluate by teachers to adjust to the population's needs.

#### **5.1.1.1 Regarding to general Objective**

To analyze the Impact of Metacognition Strategy to enhance the writing and reading levels in a post Covid 19 environment in third and fourth cycles students of Costa Rica Christian School during the first trimester of 2023.

The thesis showed most of the students in this research say that the students feel motivate when they are in English lessons. Also, the way in which the teacher's explanation been positive, motivated to learn English language.

Particularly, the activities in reading and writing promote to put into practice the knowledge acquire this means have good progress.

#### **5.1.2 Regarding the specific objective**

1. To describe the Impact of Metacognition Strategy to enhance the writing and reading levels in a post covid 19 environments in III and IV cycle students of Costa Rica Christian School during the first trimester of 2023.

As a conclusion in this objective, it can determine that English teacher in this institution know little about metacognition strategy. All the teachers agree that students show less mastery in skills such as writing and reading when learning English as a foreign language. Also, the teachers do not received training from MEP. They are conscious about the important of the use of metacognition strategy but the most of time thy do not use it.



In the other hand, the advisers have other point of view they said that metacognition strategy is includes in the curriculum. Also, for them it hard to tell if there are mastery in terms of writing and reading, if depends on how they faced the pandemic. However, probably there is an important number of students that are struggling because their circumstances during the pandemic were tougher for them.

Metacognition is taken into consideration in the new study programs, and it is an important part of the mediation. Regarding to MEP´S training, it will depend on how much teachers have read it in depth and how much regional advisors emphasized this concept with their teachers.

English teacher and advisers agree with the metacognition strategy helps the students to think critically and there are difficulties when the learners writing and reading in English.

2. To determine the efficiency of Metacognition Strategy in reading and writing strategies within the English teaching-learning process to enhance the writing and reading levels in a post covid 19 environments in III and IV cycles students of Costa Rica Christian School during the first trimester of 2023.

According to the information provided from the students they mentioned that they do not hear anything about metacognition strategy. In other hand, the students work well in writing and reading skills during the lessons, it easy for them.

In this case the students liken the activities propose in class, for them they are fun, before reading the teacher introduce the topic using vocabulary and some sentences, ppt presentations and with pictures.

During reading time some the activities are: teachers write some sentences about it, ask questions regarding to the topic, analyze the reading, recording an audio. Post reading

time: the teacher asks and the students answers questions and practice reading comprehension.

Before writing time, the students mentioned that they have to read aloud to collaborate the writing, create a brainstorm, show them images and teachers introduced the topic with vocabulary. During writing time: write an outline, every word is spelled correctly, teachers and students analyze the writing, teachers share the writing with peers.

It is noticed that the teacher uses metacognition strategy to foment critical thinking and work individually.

3. To analyze the level of mastery in reading and writing skills within the English teaching process in a post covid 19 environment in III and IV cycles of Costa Rica Christian School during the first trimester of 2023.

As a conclusion in this objective the students feel motivated in learning English as a foreign language in writing and reading skills, the teacher's explanations are good and attractive. They can work independently and take time to think before starting the tasks to apply the knowledge acquired.

## **5.2 Recommendations**

This research should be used by the teacher with the objective to improve metacognition strategy to work with writing and reading skills.

- a. Teachers need to know more about Metacognition strategy, work with it in writing and reading skills to foment the use of English as second language to generate critical thinking.

- b. It is necessary that teachers identify if they are using metacognition strategy in their lessons, due the observations indicated that most of the activities carried out in class are metacognition strategy.
- c. Teacher should encourage the student's participation. All the students should participate in the activities.
- d. English professors should provide the students tools to solve the tasks in several ways.
- e. Teachers should provide their students the opportunity to plan, monitor and evaluate their own learning process.
- f. Look for more attractive and interesting activities in which the students can apply their critical thinking, evaluate, analyzing and creating.
- g. It is necessary for MEP to make sure that English professors have the same possibility to receive training to scaffolding in education process.
- h. Teacher should encourage the students to look for solutions to solve specific task.

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## **ANNEXES**

## ANNEX N°1



**Universidad Hispanoamericana**  
**Enseñanza del Inglés**  
**Proyecto de tesis**

### Observación de clase

La presente observación de clase se desarrolla con el fin de recolectar información de datos sobre la tesis centrada en analizar el impacto de la enseñanza de vocabulario básico en inglés a estudiantes con apoyos educativos en un aula regular a través de la implementación del método Respuesta Física Total. Toda la información suministrada es para uso académico y será confidencial.

**Objective:** To determine the efficiency of Metacognition Strategy in reading and strategies within the English teaching-learning process in a post covid 19 environment in III and IV cycle students of Costa Rica Christian School during the first trimester of 2023.

<b>Group level:</b>	<b>Date:</b>	<b>Time:</b>
<b>Topic developed in the class:</b>		
<b>Class Objective:</b>		

Criteria	Yes	No	Partially	Comments
1. Has the teacher implemented				

metacognition strategies in his /her English classes?				
2. The teacher promotes critical thinking in the class activities?				
3. Does teacher encourage the students participation?				
4. Does the teacher provide students with the tools to solve the task during the class?				
5. Does the teacher provide students with the oportunity to plan, monitor, and evaluate their own learning process?				
6. Are the writing activities carry out in the class atractive for the students				
7.Do the students try to solve the task in different ways?				
8. Are the students looking for solutions when they make a mistake?				
9.Are the reading activities set in the class interesting for the students?				

10. Do the students practice their self-regulation in the activities carried out in the class?				
11. Do they understand the idea that help them make sense?				

**ANNEX N°2****Universidad Hispanoamericana****English Teaching****Final Thesis Project****English National and Regional Supervisors Interview**

The present interview is developed in order to recollect data information about the thesis focused on analyzing the impact of the metacognition strategy to enhance the writing and reading levels in a post Covid 19 environment in III and IV cycle students of Costa Rica Christian School. All the information recollecte is for academic use and will be confidential.

**Objective:** To describe the Impact of Metacognition Strategies to enhance the writing and reading levels in a post covid 19 environment in III and IV cycle students of Costa Rica Christian School during the first trimester of 2023

**Question 1:** How much do you know about the use of the metacognition strategy in order to teach English in III and IV cycles?

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**Question 2:** Do you consider that after the pandemic students show less mastery in skills such as writing and reading when learning English as a foreign language?

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**Question 3:** In your opinion is metacognition a strategy that can have a significant positive impact in the process of improving writing and reading when learning English as a foreign language?



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**Question 3:** Has MEP given teachers any kind of training in regard to the benefits or advantages of including metacognition strategies in the teaching of English as a second language?

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**Question 4:** Have you implemented metacognition strategies in your English classes?

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**Question 5:** Do you consider that implementing Metacognition strategies is more beneficial in the process of teaching English as a second language when compared to other methods or approaches, in a post- covid 19 scenarios?

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**Question 6:** In your opinion, what are some advantages and disadvantages of the metacognition strategy when implemented to teach writing/ reading in the English language?

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**Question 7:** In your opinion, what are the main difficulties for English teachers when teaching writing and reading in English, more specifically in I and II cycle (after the pandemic)?

**Question 8:** Do teachers in the institution where this research is taking place have the possibility to choose the methods or strategies to teach English as a second language? If yes, do teachers in this institution apply/ or have the option to implement metacognition strategies?

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**Question 9:** Do you consider that MEP should provide teachers with extra materials or knowledge about alternative strategies to boost students' mastery of skills such as reading and writing?

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**ANNEX N°3**

**Universidad Hispanoamericana**

**English Teaching****Final Thesis Project****English students Interview**

The present interview is developed in order to recollect data information about the thesis focused on analyzing the impact of the metacognition strategy to enhance the writing and reading levels in a post Covid 19 environment in first and second cycles students of Costa Rica Christian School. All the information recollecte is for academic use and will be confidential.

**Objective:** To determine the efficiency of Metacognition Strategy in reading and writing strategies within the English teaching-learning process to describe the Impact of Metacognition Strategies to enhance the writing and reading levels in a post Covid 19 environments in III and IV cycle students of Costa Rica Christian School during the first trimester of 2023

**Question # 1:**

Do you know something about metacognition strategies?

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**Question # 2:**

Do you consider that reading and writing skills are easy to work during the class?

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**Question # 3:**

Mention one activity that your teacher uses before, during and after reading time:

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**Question # 4:**

Mention one activity that your teacher uses before, during and after writing time:

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**Question # 5:**

Do you consider that writing and reading are difficult to learn in a post- covid 19 scenarios?

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**Question # 6:**

In your opinion according to what you know about metacognition strategies your teacher uses some of them to develop reading and writing skills?

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Do you think critically when you do an activity in which reading and writing are present?

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**Question # 8:**

Can you work individually in reading and writing activities?

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Universidad Hispanoamericana

English Teaching

Final Thesis Project



### English teachers Interview

The present interview is developed in order to recollect data information about the thesis focused on analyzing the impact of the metacognition strategy to enhance the writing and reading levels in a post Covid 19 environment in first and second cycle students of Costa Rica Christian School. All the information recollecting is for academic use and will be confidential.

**Objective:** To describe the Impact of Metacognition Strategies to enhance the writing and reading levels in a post covid 19 environment in III and IV cycle students of Costa Rica Christian School during the first trimester of 2023

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**Question 1:** How much do you know about the use of the metacognition strategy in order to teach English in I and II cycles?

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**Question 2:** Do you consider that after the pandemic students show less mastery in skills such as writing and reading when learning English as a foreign language?

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**Question 3:** In your opinion is metacognition a strategy that can have a significant positive impact in the process of improving writing and reading when learning English as a foreign language?

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**Question 3:** Has MEP given teachers any kind of training in regard to the benefits or advantages of including metacognition strategies in the teaching of English as a second language?

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**Question 4:** Have you implemented metacognition strategies in your English classes?

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**Question 5:** Do you consider that implementing Metacognition strategy is more beneficial in the process of teaching English as a second language when compared to other methods or approaches, in a post- covid 19 scenarios?

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**Question 6:** In your opinion, what are some advantages and disadvantages of the metacognition strategy when implemented to teach writing/ reading in the English language?

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**Question 7:** In your opinion, what are the main difficulties for English teachers when teaching writing and reading in English, more specifically in III and IV cycle (after the pandemic)?

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**Question 8:** Do teachers in the institution where this research is taking place have the possibility to choose the methods or strategies to teach English as a second language? If yes, do teachers in this institution apply/ or have the option to implement metacognition strategies?

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**Question 9:** Do you consider that MEP should provide teachers with extra materials or knowledge about alternative strategies to boost students' mastery of skills such as reading and writing?

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**ANNEX N°4**

**Universidad Hispanoamericana**

**English Teaching**

**Students Survey**

The present observation is developed in order to recollect data information about the thesis focused on analyzing the impact of the metacognition strategy to enhance the writing and reading levels in a post Covid 19 environment in III and IV cycle students of Costa Rica Christian School. All the information recollected is for academic use and will be confidential.

**Question 1:** Are the English classes that I have received to increase my interest in learning English as a foreign language?

YES	NO	MAYBE
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**Question 2:** Is the way in which the English teacher explains various topics has been positive in my language learning?

YES	NO	MAYBE
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**Question 3:** Are the readings that the teacher uses in class interesting to me?



YES	NO	MAYBE
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**Question 4:** Does the teacher constantly perform dynamic activities or games to explain the topics seen in class?

YES	NO	MAYBE
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**Question 5:** Does the teacher make us feel independent when we learning the language?

YES	NO	MAYBE
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**Question 6:** Does the teacher give us time to think about what we really need to learn before starting a task?

YES	NO	MAYBE
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**Question 7:** Do the activities carried out by the teacher present different scenarios where we can apply what we have learned in class?

YES	NO	MAYBE
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**Question 8:** Does the teacher tell us why each activity in which we participate in class is important?

YES	NO	MAYBE
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**Question 9:** Is the teacher promoting group activities to solve assignments in class?

YES	NO	MAYBE
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**Question 10:** Do I feel that I learned more about writing and reading in English due to the activities that the class?

YES	NO	MAYBE
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