ESCUELA SUPERIOR POLITECNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas

"EFFECT OF METACOGNITIVE STRATEGY INSTRUCTION ON CEFR B1 ENGLISH LEVEL LEARNER´S READING COMPREHENSION SKILL IN AN ECUADORIAN EFL CLASS"

A dissertation submitted in fulfillment of the requirements for the degree

of

MASTER IN TEACHING ENGLISH AS A FOREIGN LANGAGE

By

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I dedicate this thesis to my beloved husband, Beto and my adored daughters, Verito and Anina. I appreciate their sacrifices and endless support in the challenges of this graduate program. I wouldn't have been able to get to this point without them. This work is also dedicated to my mother, Mamita Mary, her example has taught me to work hard.

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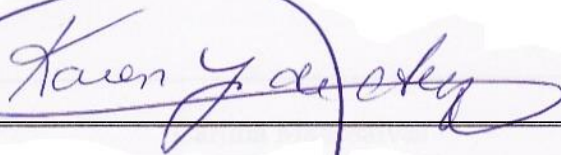
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ABSTRACT

The ability to read and understand information is vital in a world where data is reached at one single click. Saricoban (2012) claims that reading is the most stressed skill in English as a Foreign Language (EFL) classes. In Ecuador, the new regulation of the government demands University students to get a B1 level before reaching the 60% of the total number of credits to continue with their majors (Reglamento de Régimen Académico, 2015). The current study pretended to shed some light on the importance of teaching metacognitive reading strategies to students so that it becomes an independent process rather than a product to measure by questions. The study took place in a private university of Cañar. There were 40 participants in total at a B1 level. The researchers applied a placement test to confirm the level of students. Also, the researchers used a pre and a post-test. Both tests were the same. Matched t-test statistics were used to analyze the data. The results show that direct instruction of metacognitive reading strategies improve the students´ level of reading comprehension.

Keywords: EFL classes, metacognitive, reading strategies

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CHAPTER I

1.1 Introduction

In today´s world, where information is reached at one single click of a finger, the ability to read and understand information is vital. Reading constitutes an important matter in learning English as a foreign language (EFL) (Al Rasheed, 2014). As a consequence, reading becomes a cornerstone in the acquisition and development of a foreign language. Given this importance, developing the reading skill has become a must in EFL classes as it also leads learners to make progress in all subjects (Anderson, 2002, as cited in Anderson, 2012). Hudson (2007) emphasizes that teaching students reading strategies in their learning process in an EFL class improves their rate of reading and comprehension.

1.2 Background

On January 26th 2001, Cañar was declared Archaeological and Cultural Capital of Ecuador because of the different sites with patrimonial resources located in this area. Among the places which supported Cañar to get this denomination, we can name the Culebrillas Lake, Ingapirca Castle, Zhungumarca, Coyoctor, Suicai, Pinzhul, Yanacuari and the Narrio hill (Plan de Desarrollo y Ordenamiento territorial del Canton Cañar, 2014). This city is located in the highland region in the province and canton of the same name. It is an intercultural place where 60% of its population is indigenous and 40% belong to mestizos. Thus, both languages Spanish and Quechua are the official languages. Indigenous people still use Quechua to communicate even when they interact with people who do not speak the same language. Consequently, learning English has become a very difficult task for native indigenous people who have problems when leaning this language (González, 2013)

Along with their regular undergraduate studies at a university in Cañar, students had to take English classes as part of their curriculum. Students had to pass three or even four technical levels of English with two hour classes per week based on their majors. On September 2014, the university opened the Language Center to help students overcome their English language learning problems and get the B1level according to the Common European Framework (CEFR). This Center standardized a three-level program to learn English and to take students to the B1 level. Nowadays, students have four English hours per week. All students have to take a placement test at the beginning to set them up in the right level, CEFR English level.

The students who participated in this study were in their last English level. Regarding their background, 60% of them were indigenous coming from urban and rural areas, and 40% were mestizos coming from urban areas. They had already finished two English levels, each lasting 64 hours. Students belonged to different majors of the University, and they had not had the opportunity to travel abroad to learn a foreign language nor had they received English instruction in their high school or private institution.

1.3 Problem Statement

The new regulation of the Ecuadorian government demands university students to get a CEFR B1 English level before reaching the 60% of the total number of credits to continue with their majors (Reglamento de Régimen Académico, 2015). Thus, students at a university in Cañar have to comply with this requirement.

According to the Common European Framework (2001), a person with a B1 level can talk and deal with no routine information in a limited way. To reach such goal, there is a need to acquire extensive vocabulary, which is surely not only learned through "intentional word-learning activities" (Hulstijn, Hollander & Greidanus, 2004, p. 327). To know about non-routine situations, Krashen (2003) considers that reading is a successful way to increase literacy and language progress. Therefore, the teachers who work at the Language unit identified a need to teach reading strategies to help students improve their level of English. Having detailed the situation in an Ecuadorian class of a university in Cañar, the current study pretends to shed some light on the importance of teaching metacognitive reading strategies to students at university level. The aim is that reading becomes an independent process rather than a final product to evaluate with simple questions. Hence, students will be taught metacognitive strategies explicitly through direct instruction (Papaleontiou-Louca, 2008).

1.4 Rationale for the project

The underpinning assumption of this study recognizes that reading is an active process which underlies many other sub-skills that boosts the acquisition of a foreign language. Therefore, it is not a skill that will develop on its own through the exposure to a lot of materials just like the speaking skill (Denton, Vaughn & Fletcher, 2003). Thus, this skill needs to be taught formally. The organization of the learning involves students´ formative processes. It requires different activities to be done with teacher guidance of

practical application and autonomous work in order to get positive pedagogical results in the different learning levels (Reglamento de Regimen Académico, 2015). Studies on metacognitive strategies have proved to be successful not only in improving the reading comprehension skill, but also in the control of students´ own learning process. Rivers (2001) emphasizes how participants in his study repeatedly exhibited autonomy.

A lot of research has been carried out about reading metacognitive strategy training (Carell, Pharis, Liberto, 1989; Paris, 1983; Dieb-Henia, 2003). In spite of such positive results, no research has been done about this topic in our country.

1.5 Scope of the study

The study consisted of teaching a total of eight metacognitive strategies for the three stages of metacognition: planning, monitoring and evaluating, two strategies in each phase and it was carried out at a private university in Cañar.

Certain characteristics of both the teachers and the learners were not taken into consideration, such as impulsivity, introversion, extroversion or perceptions.

The researchers worked with 40 students, two entire classes, one of 25 students as part of the treatment group and other of 15 students who participated in the control group. The instruction was given to the treatment group during the process of the research. Additionally, the control group received the instruction after the intervention with the treatment group was over to avoid ethical issues.

It is worth mentioning that at the very beginning of the academic year. 52 students were going to take classes in third level. However, 5 students did not register. Other 5 quit before the study began and 2 did not want to participate in the study because their jobs prevented them from attending class regularly.

The training process lasted a total of 4 weeks during the academic period of march-august, 2016.

The study will be developed in five chapters. The first chapter provides a clear description of the participants of the study, their background and the creation of the English unit in the university where the study was carried out.

Chapter two provides a deep overview of the literature review regarding metacognition, metacognition in EFL classes, a definition of strategies and an explanation of the strategies relevant to this research

Chapter three offers the results of the pre-test and the post-test as well as the

metacognitive reading strategy questionnaire. There is also a statistical analysis of the results obtained throughout the intervention.

Chapter four confirms the hypothesis and evaluates the project with the literature review. It also indicates the conclusions reached at the end of the study.

Finally, chapter five presents the benefits brought by the intervention and opens a discussion about the possibility for further studies in the use of metacognition to help develop other skills in EFL classes.

CHAPTER II

2.1 Literature review

2.1.1 Introduction.

Globalization has brought many changes to the world. Nowadays, English is the language of world communication. Therefore, learning English is of prime importance (Goldfus, 2012).

Research shows that constant input in the target language increases language acquisition. This input can be gained through reading whether it is for pleasure or for academic purposes (Song & Sardegna, 2015). Thus, language input seems necessary in learning a foreign language (Oh, 2001), especially in "input comprehension" to assist the process of language acquisition. Additionally, students do not have the chance to practice the language neither at home nor in everyday situations. Therefore, the opportunity Ecuadorian EFL students have to practice English is during class time.

In this chapter, we will describe the state of the arts regarding reading in EFL classes. First, we focus on reading as a multifaceted process. Then, we explain what strategies are and what reading strategies in EFL classes are used to continue with the theories that underlie metacognition. Afterwards, we offer details about the meaning of metacognition to emphasize its importance in EFL classes. Additionally we define the stages of metacognition and we present a list of strategies used for the three stages in metacognition.

Reading is a multifaceted process in which a person uses his prior knowledge to construct meaning from print (Kucer, 2005). The purpose of reading is to comprehend a text (Goldenberg, 2011). According to McNamara (2007), comprehension involves not only seeing or thinking about words, but also understanding the meaning they convey in a text. In the past, reading was assumed to be a passive process in which comprehension would develop automatically (Dole, 2000). However, Baker and Brown (1984) stated that strong readers were the ones who took an active role in the reading process by using appropriate strategies.

Strategies for language learning have deeply been studied by O´Malley and Chamot (1995) who claimed that reading proficiency improves by the usage of appropriate language learning strategies. Earlier, O'Malley, Chamot, Stewner-Manzanares, Russo, and Küpper (1985) confirmed that teaching language learning strategies are successful in the

process of enhancing language skills. Also, Oxford (1990) claimed that language learning strategies are operations used by the student to help in the "acquisition, storage, retrieval, and use of information" (p.23). The author presented a classification of strategies which included direct memory, cognitive and metacognitive, affective and social strategies.

2.1.2 Theories about metacognition.

It is important to explore the roots of metacognition to better understand its meaning. Vygotsky included metacognitive processes in his theory of "zone of proximal development". Social interactions with others especially with adults, who are represented by teachers in schools, become the medium for exposure to concepts and communicative functions of language which will later internalize (Fox & Riconscente, 2008). In his theory, Vygotsky (1978) asserted that children learned by interacting with more knowledgeable peers and refers to the above mentioned zone as a gap between what a child can do alone and with the help of others. Self-regulation starts in this gap and is enhanced with the relationship teacher-student. In other words, the child starts to reason with the guide of the teacher, later the child starts to work alone without the teacher´s help. The combination of the two types of relationships in a harmonious environment or scaffolding leads to independence. Consequently, they learn how to carry out activities by themselves through trial and error or metacognition. In his theory, Vygotsky also mentioned the sociocognitive framework which posits that reading has a strong sociocultural backup. Thus language learning and classroom management hold an important influence on the learner´s decisions, which fosters self-assessment, self-awareness and metacognition (Biancarosa & Snow, 2007) Likewise, Lv and Chen (2010) define metacognitive strategy as an executive function used to "manage, monitor and evaluate" the learning process (p. 136).

Flavell (1979) defined the term metacognition as "one´s knowledge concerning own´s cognitive processes and products or anything related to them, e.g., the learning relevant properties of information or data" (p.232). Kreutzer, Leonard, and Flavell (1975) who studied children´s metamemory (control of their memory process) led to Flavell´s definition of metacognition. The researchers interviewed children in kindergarten with open-ended questions about imaginary situations about phone numbers and list of words. The answers showed that young children had a view of how their memories worked and that older children had deeper insights. Later on, the study by Brown (1978) about how ready children were to be tested on simple materials like pictures evolved into the role of

metacognition in academic materials. A few years after, Garner (1988) offered a simpler explanation about metacognition.

2.1.3 Definition of metacognition.

To Garner metacognition involves thinking about how one can perceive, understand and remember things. In more recent years, Flavell (2000, as cited in Papaleontiou-Louca, 2008) pointed out that metacognition consists of two main components: knowledge and processes or regulation (Schraw & Dennison, 1994). The former includes knowing how the brain works. The latter refers to adjustments in the executive process of "planning, monitoring and regulating" (Papaleontiou-Louca, 2008, p. 2). Metacognitive knowledge can be divided in two: declarative knowledge and procedural knowledge (O'Malley & Chamot, 1995). Lachman, Lachman and Battlefield (2015) explained the difference between these two types of knowledge using the analogy of a computer. Declarative knowledge is similar to the stored data while procedural knowledge is compared to the software program in a computer. Procedural knowledge then functions to examine and test to reach a goal (the "if" and "then" actions of a computer) (O'Malley & Chamot, 1995).

2.1.4 Metacognition in EFL classes.

Faerch and Kasper (1984, as cited in O'Malley & Chamot, 1995) consider that in second language acquisition declarative knowledge consists of syntax, morphology, phonology and other rules learned for social interaction. On the other hand, procedural knowledge activates declarative knowledge. While declarative knowledge tends to be passive, procedural knowledge is active. To Shraw and Deninson (1994), declarative knowledge refers to knowledge about factors that may interfere while doing a task. This knowledge implies identifying aspects of three variables: person, task and strategy. The person variable refers to knowing about how one learns and processes an activity. The task variable makes mention to knowing about the task and what is needed to complete the activity. Knowing how long a task can take to be done is an example of this type of knowledge. The strategy variable means knowing the strategies that are needed to accomplish a task. Procedural knowledge, then, refers to knowing when, how and why to use a strategy. Veenman, Van-Hout Walters and Afflerback (2005) better clarify these two aspects by saying that declarative knowledge refers to the interactions between person, task and strategies. Procedural knowledge refers to regulating skills to solve problems. Therefore, declarative knowledge can lead to misconceptions. For example, a student might think that after studying many hours, he or she will definitely pass an English test

even after making a lot of mistakes while studying. Procedural knowledge, contrastingly, will let the student plan and check progress. Therefore, strategies begin as declarative knowledge and then with practice, they can become "proceduralized" (O'Malley & Chamot, 1995, p. 85). Thus, metacognition leads to correct a "wandering" mind, suppressing spontaneous thoughts and bringing attention back to the task (Kieran & Christoff, 2014). Schneider (2010) points out that procedural and declarative knowledge are linked to good information processing because learner´s knowledge influence a good application of strategies thus affecting the process of learning. Once the strategy is monitored and evaluated, its use improves. Accordingly, both types of knowledge influence each other. For example, knowing the tendency to make a specific mistake, will raise the student awareness to increase the use of self-regulatory activities.

Veenman, Van-Hout Walters and Afflerback (2006) consider that most students spontaneously pick metacognitive knowledge from parents, classmates and teachers. However, the level of learning varies. It depends on how favorable conditions students have at home or at school. Tacallou (2011) considers that teachers need to explicitly teach metacognitive strategies through a period of time. Pupils need to learn and connect new skills to previous ones with practice and over a long period of time (Zohar & David, 2009). Hence, they develop autonomy to monitor and evaluate their own progress (Victori & Lockhart, 1995).

2.1.5 Stages in Metacognition.

Metacognitive processes or regulation, on the other hand, are related to processes that "coordinate cognition" (Souchay & Isingrini, 2004, p. 89). As mentioned before, metacognitve processes involve monitoring, control and evaluation. Souchay and Isingrini point out that monitoring refers to reviewing the strategies present in memory. This process is closely related to the knowledge of strategies. On the other hand, control deals with the handling of the strategies stored in memory. In other words, control means the selection of proper strategies. This process is closely related to the knowledge the person has about the task difficulty. Moos and Marroquin (2010) consider that this control gives students the chance to make decisions and gain more confidence and motivation. Finally, evaluation in metacognition refers to the assessment given to the whole process of remembering (Folke, Ouzia, Bright, De Martino & Filippi, 2016) and checking the usefulness of the strategies already used. Zimmerman (2002, as cited in Boer, Donker-Bestra, Kostons, 2012) provides

a similar categorization of the phases in metacognition. The researcher remarks that there are three phases: forethought or planning strategies, during the performance phase or monitoring, self-reflection or evaluation strategies.

2.1.6 Metacognition applied to reading comprehension in EFL classes.

Having explained what metacognition involves, it is mandatory indicating the importance of direct instruction of metacognitive strategies. Strategy training increases the learners´ ability to use them to better comprehend a text. (Guthrie et al., 2004). Several studies have proved that teaching strategies enhance reading comprehension (Bimmel, Bergh, Oostdam, 2001; Spörer, Brunstein, Kieschke, 2009, Huang, 2014). Furthermore, studies encourage the direct instruction of metacognitive reading strategies in EFL classes (Houtveen & Van de Grift, 2007; Michalsky, Maverech & Haibi, 2009; Tacallow, 2011; Aghaie & Zhang, 2012; Ahmadi, Ismail & Abdullah, 2013; Othman, Mahamud & Jaidi, 2014; Ismael & Tawalbeh, 2015) at different language levels (Mokhtari & Sheorye, 2002; Anderson, 2003 as cited in Dabarera, Renandya & Zhang, 2014) and in a digital form (Akyel & Erçetin, 2009; Stadtler & Bromme, 2007, as cited in cited in Wu, 2014). As reading is a learned skill (Haller, Child & Walber, 1988) instructional characteristics can contribute into metacognitive functioning to facilitate comprehension of texts. Therefore, body research suggests that reading comprehension instruction should include metacognitive and cognitive strategies. (Guthire, et al. 2004). Efklides and Misailidi (2010) consider that the training in metacognitive strategies is becoming important. The results shown by the study carried out by Aghaie and Zhang (2012) encourage future studies in metacognitive strategy training.

2.1.7 Strategy definition.

It is important here to define what a strategy is. The Merriam-Webstern dictionary defines strategy as "a careful plan or method for achieving a particular goal usually over a long period of time". Regarding reading strategies, they are intellectual operations that readers use when they examine a text. (Pani, 2007, as cited in Brown, 2007). In second language acquisition, strategies can be divided in two categories: learning and use strategies. Learning strategies are the ones that learners use intentionally to improve their language acquisition. On the other hand, use strategies are those used by learners to improve their performance. These strategies share similar cognitive and metacognitive characteristics. However, the difference lies in the fact that cognitive strategies help a

reader to connect with mental processes while metacognitive strategies control those mental processes.

Therefore, cognitive and metacognitive strategies may overlap (Phakiti, 2003). For instance questioning is a strategy that can be cognitive if it is used to get information. However, if the strategy is used to monitor one´s progress, then it is metacognitive. This is the reason why any type of metacognitive strategy training needs to start by knowledge of cognitive strategies and practice it in a metacognitive way to evaluate the outcome. Hence, metacognitive reading strategies monitor cognitive reading strategies (Ahmadi, Ismail & Abdullah, 2013).

2.1.8 Types of strategies.

There is a variety of strategies that could be used in EFL reading class intervention. Among them we can find: making connections, skimming and scanning, note taking, context clues strategies, setting goals, identifying types of questions, checking before submitting and thinking aloud. These strategies can be divided into the three steps or processes of metacognition: firstly, the planning stage, which includes strategies that are used before reading; secondly, the monitoring stage, which includes strategies that are used during reading; finally, the evaluation stage, which includes strategies that are used after reading. Learners need to learn these strategies in different ways to become good readers (Anderson, 2008) as one strategy can be used in the planning or evaluation part at the same time. Thus, it is more relevant to know when to use the strategy rather than what part of the metacognitive reading process it belongs to. An important aspect regarding metacognition is to know the strategies and to control their use while one is reading (Carrell, Pharis & Liberto, 1989). If readers are aware of the reasoning process when they are reading an article that reasoning can be repeated with other articles. Metacognitive strategic knowledge precedes strategy use because knowing the strategy is different from knowing how to use it. Therefore, knowing *that* should precede knowing *how* (Baker & Brown, 1984, as cited in Carrell, 1989).

As Carrell (1989) mentions, there is no need for blind training. The training should be directed towards an informed and self-controlled training. Also, with a good modeling of the metacognitive strategies is necessary to raise the learner´s awareness on the importance of using the strategies for a successful reading performance. Hence, in this

research study the strategies were selected to help the learners remember, read fast, identify text constructions, to activate prior knowledge, set goals and budget time (Phakiti, 2003). Strategies that accomplish the aforementioned characteristics will definitely help students to become successful in their reading tasks. Moreover, training in these strategies should not only include the instruction itself, but the importance of the outcome after using such strategies (Carrell, 1989).

   2.1.8.1 Making connections strategies. Phakiti (2003) considers EFL readers process an article in different ways depending on the purposes, interests and background knowledge. Thus, reading becomes an operation of transaction between the learner and the text. In other words, new meaning extracted from the text may vary depending on the previous experiences and background that the reader has (Rog, 2003). Also, Tovani (2000) considers that making connections helps the reader to visualize, pay attention and actively read. Keene and Zimmermann (1997) developed a model to apply the "making connection" strategy. They considered that making "text-to-text" connections help the reader relate between books and authors. For example, the character in the text has the same problems as the character in this other … On the other hand, "text-to-self" helps the reader to make connections between the reader and his/her experiences. For instance, when I read this, I remember…. Moreover, "text-to-the- world" connections helps the reader match what he reads and the information around the world. For example, this part reminds me of a documentary I watched… To Keene and Zimmermann (1997), the success of the strategy depends on how good the modeling offered by the teacher is.

   2.1.8.2 Skimming and scanning strategies. Skimming is also known as reading for the gist. Conversely, scanning is regarded as reading for specific information (Nation, 2009). Therefore, skimming is not reading word by word. Skimming helps to increase speed in reading. In EFL classes, a common practice of skimming strategy occurs when the teacher asks students to read the first and final lines, titles or headings. Yet, scanning encourages to look for specific words or numbers. Therefore, to apply the scanning strategy, the readers need to know what they are looking for. Paran (1995), Harmer (2001) and Hedge (2003) consider that skimming and scanning are of great importance because when students read, they rely more on visual input rather than predictions. Nowadays, several course books include in their instructions skimming and scanning questions (Richard, 2013) (McCarthy, McCarten, & Sandiford, 2014)

2.1.8.3 Note taking strategy. This strategy consists in writing down information that can help the reader to record permanently what has just been read. Kiara and Benton (1988) were the first researchers to find out that the more frequent the note-taking strategy use, the better academic achievement. Faber, Morris and Lieberman (2000) confirmed the effect of note-taking on ninth grade students, even when the passages used in the tests were of little interest. Later, Kobayashi (2007) examined that interventions of note taking with direct instruction improves students´ performance in listening. Chang and Ku (2015) carried out a study to investigate how an instructional program on note taking would benefit students' reading comprehension. The results they reached, proved that this strategy improved students´ performance in L1 reading comprehension, especially with poor readers. Grabe and Stoller (2013) consider that second language (L2) students transfer similar strategies used in L1.

2.1.8.4 Context clues strategies. It is true that students do not have a dictionary at hand to find the meaning of unknown words. Moreover, it is impossible to memorize every single unknown word. For these reasons, it is important that students use the context to infer the meaning of unfamiliar vocabulary. Allen (2006) considers that there are two types of context clues. First, the semantic/syntactic clues are those which signal contrasts, cause and effects, verb to be, the word for example, etc. Second, the typographic context clues include commas, colons, semicolons, parenthesis, etc. Therefore, when students know how to identify chronological words, or cause-effect words, they anticipate a determined context or result not only for vocabulary, but for the whole text itself. Similarly, the student will understand the text if he or she knows that a colon can be the signal of a coming definition of a word. Several studies (Kaivanpanah & Alavi, 2008; Cai & Lee, 2010; Montelongo, Hernández, Herter & Cuello, 2011; Fisher & Frey, 2014) show how helpful this strategy is. However, there is a lack of research in this area in Latin America for Spanish speakers learning English as a second language which has encouraged the researchers of this project to use this strategy in the present investigation.

2.1.8.5 Setting goals strategy. Motivation and metacognition go hand by hand (Jiang & Kleitman, 2014). Motivation is a key factor in EFL classes (Dörnyei, 1990). Deci and Ryan (1985) classified motivation into intrinsic motivation and extrinsic motivation. The former refers to wanting to carry out activities based on internal rewarding. The latter is engaged with an external reward. The strategy of setting goals is under the intrinsic motivation umbrella as it helps the learner work under an internal orientation while

increasing their autonomy to work with self-motivation. In EFL classes, motivation regulates the reading process (Guthrie et al., 2004) especially when an EFL student achieves a goal (Guthrie et al., 2006). He (2008) posits that there are two types of goals: mastery and performance. The first refers to the learning process, while in the second one the learning process is a way to show superiority over other. However, both types of goals are motivational no matter the students´ perception of the learning process. Moeller, Theiler and Wu (2012) carried out a research to find out how close it was the relationship between goal setting and student achievement in class. The study was carried out with Spanish speakers giving very positive results. However, there is still a gap of research in the field of this strategy in EFL classes in Latin America.

       2.1.8.6 Identifying types of questions strategy. There are different types of questions that can be used in a reading test: multiple choices, open cloze, transformation, true or false, gap filling, open questions among others. However, teachers use these types of questions to evaluate comprehension, details, directions, main idea, inference and sequence. Therefore, identifying the question is a strategy that saves students´ time during reading task. For example, when the questions start with the phrase "According to the writer…" the student knows that the question refers to comprehension. Also, the phrase "Did John do…" the student knows that the question requests direct answers. Freeman (2014) considers that the underlying principle for this identification is that both the reading and its questions play a vital role in the students´ process of learning a second language.

       According to Bloom´s taxonomy, there are six categories that describe the level of critical thinking: knowledge, comprehension, application, analysis, synthesis and evaluation. Therefore, letting students know how to identify the different types of questions will let them become "active meaning makers" (Kazuhiro, 2008,p.108) and in this way reach the synthesis and evaluation level, which are the top level in critical thinking that go hand by hand with metacognition (Magno, 2010).

       2.1.8.7 Checking before submitting strategy. It is important to remind students to check their answers to the questions of a test. Also, students must verify they have answered all the questions. This strategy increases the self-regulation process as part of the monitoring step in metacognition (Phakiti, 2003). Most standardized tests like TOEFL, FCE and IELTS demand exam takers to practice this strategy before taking the test (Loughleed, 2010; Gear & Gear, 2014; Bell & Thomas, 2014). Therefore, the importance of this strategy lies in the fact that the score of tests is extremely influential in the learners´

lives. In addition, students revision of the answers before submitting a task or test implies that the learners have used monitoring strategies like identifying difficulties, restating or paraphrasing difficult sentences, and looking back through the text.

       2.1.8.8 Think aloud strategy. The think-aloud procedure takes place when the teacher or the students read a text and make a pause to verbally make predictions, clarify meaning or make connections. Oster (2001) investigated the effect of the think-aloud strategy on seventh-grade students and came to the conclusion that students became more interested in reading and that the strategy itself helped the teacher to provide better assessment. Oster mentioned that the think-aloud strategy promotes metacognition by helping the learners assess their level of comprehension by regulating the strategies that they use. Mckeown and Gentilucci (2007) recall the different studies carried out with the think-aloud strategy training in EFL classes where all of them show very positive results.

       The think-aloud strategy has surpassed the boundaries of being a strategy. In fact it has become a method used in several studies. This method shares the same principle as the strategy to examine different aspects regarding reading in EFL classes (Yang, 2006; Ghavamnia, Ketabi and Tavakoli, 2013; Lin & Yun, 2015). Given the nature of the think-aloud, it can be used in the planning, monitoring and evaluation stages of metacognition. Unfortunately, there is lack of research of this strategy in the Latin American context.

2.1.9 Metacognitive reading strategies questionnaire (MRSQ)

       The MRSQ is used to find out the usefulness of metacognitive strategy training. To understand this questionnaire, it is advisable to revise the meaning of tactics. Researchers have identified three types of tactics: text-noting tactics, mental learning tactics and reading tactics (Wade, Trathen & Schraw, 1990, as cited in Jou, 2015). Based on these categories, the metacognitive reading strategies questionnaire (MRSQ) was developed by Taraban, Rynearson and Kerr (2004) to assess the learner´s use of strategies when they read. The questionnaire included "analytic-cognitive and pragmatic-behavioral components" (Jou, 2015, p. 182). The former was used to see the efforts the learners put to comprehend a text using different strategies. The latter assessed the learners´ "studying and academic performance" (p.182).

       In the next chapter, we will describe the methodology used in the study to prove the hypothesis stated about how effective the metacognitive strategy training was on students´ reading comprehension.

CHAPTER III

3.1 Methodology

The present chapter constitutes the research of the project itself. There is a description of the methodology used to analyze the data obtained during the study. Additionally, the chapter provides a picture of the research design and its paradigm as the foundation for the project design. The chapter includes the population that participated in the study, the process of the data collection, the analysis and the instruments used in it.

3.2 Positivist paradigm-quantitative

When a researcher aims to investigate a phenomenon, it is necessary to select the appropriate research paradigm to do it. For the purpose of this project, the researchers used a quantitative methodology. The present study followed the scientific method to measure the cause-effect relationship among variables: metacognitive reading strategies and reading comprehension. This research focused on a positivist perspective because there was an identification of a phenomenon which was tested with hypotheses. Positivism deals with the idea that to get knowledge, the explanation to a phenomenon needs to have a foundation on experience which is only developed through experiment and observation (Cohen, Lawrence, and Morrison, 2011). The measures were quantitative to determine how generalizable the results were by using valid and reliable tests. This means that the researchers pretend to support the hypothesis and predict similar results to analogous situations (Cardinet & Pini, 2011), so that both, teachers and students, benefit and find updated ways to improve reading comprehension in EFL classes.

3.3 Objectives of the study

3.3.1 General Objective

As the English unit of the university was created to take students to the CEFR B1 level in three courses, the purpose of the present study was to establish whether there was a change in the students´ reading comprehension with direct instruction of metacognitive reading strategies. In this way, we observed their contribution to the students´ progress. As there is limited data regarding improving reading comprehension through metacognitive strategies, data collection was vital to support teachers in the English unit in their goal of taking students to the CEFR B1level.

3.3.2 Specific Objectives

The main objectives of this project were to investigate about the use of metacognitive strategies in reading comprehension through a thorough research of the past and current literature of other investigations to acquire an ample knowledge that would become the basis of the research. Additionally, we aimed to train students on metacognitive reading strategies to help them improve their reading comprehension. Moreover, for the purposes of evaluating the effects of the training, we collected data through the application of a pre-reading test, a post-reading test and a Likert scale questionnaire. We also used a placement test to confirm the level of English students at the moment of the study. We contrasted the pre-test and the post-test and analyzed the results of the questionnaire to see how effective the training was. Quantitative studies like this allow objectivity, validity and reliability. Therefore, the study will be separated from any partiality (Hoy & Adams, 2015) and will offer good information about metacognition applied in EFL classes.

3.4 Hypothesis

For the purpose of confirming the hypotheses stated for this study, the researchers defined two hypotheses, a null hypothesis and an alternative hypothesis. From a statistical point of view, the null hypothesis foretells that the independent variable, which is reading comprehension in the present study, does not suffer changes after the intervention (Fraenkel, Wallen & Hyun, 2012). The importance of the null hypothesis in the study is that the researchers want to discard any other probabilities that are not related to the intervention. Therefore, instead of directly testing what happens after the intervention, we reject the null hypothesis. For the study, we define the null hypothesis (H_0) as the students´ scores in reading comprehension will not improve after the teaching of metacognitive reading strategies. Conversely, what we expect to happen after the intervention is stated in the alternative hypothesis (H_1), which states that after teaching the metacognitive reading strategies the students´ scores in reading comprehension improve. The alternative hypothesis claims that after the treatment, the sample will be completely different after the intervention.

3.5 T-test

To analyze the results, the researchers will use the t Test for independent samples statistical measure. This statistic measure is used when the means of two groups are compared. (Berman & Wang, 2012). This type of statistic measure is also known as: independent t Test, student t Test, two sample t Test, and unrelated t Test (Kent State

University, 2016). Its objective is to analyze two independent participant groups (Gravetter & Wallnau, 2013), which could be an experimental and a control group. Gravetter and Wallnau consider that for the student t Test, it is important that the null hypothesis equals to cero, while the alternative hypothesis has to be different to cero. The researchers consider that the underpinning assumptions to carry out this statistics measure are the following: the scores of the experimental group have to be different from the control group. This assumption is known as the assumption of independence. The second assumption considers that there has to be normality. That is, the variable is distributed normally in both groups. The third assumption is the assumption of homogeneity, which states that the variances are equal in both groups. In other words, the alternative hypothesis has to be different from cero.

Regarding the first assumption, this is a methodological aspect. The participants of this study belonged to the same English classes. However, the treatment group (25 students) had class in the morning, while the control group (15 students) had classes in the afternoon. It is important to bear in mind that the participants are two entire classes. The independent t Test was applied after the treatment group had received the intervention on metacognitive reading strategies. About the second assumption, the Kolmogovor-Smirnoff measure was conducted as there are less than 50 participants in the study (Bohm & Zech, 2010). About the third assumption, the researchers applied the Leven test. The results of the tests can be seen in the following chapter in findings.

3.6 Sampling

The participants for this study belonged to the third English level of a private university in Cañar. The philosophy of this university is to provide students with a solid scientific and technical preparation where they are the stakeholders of their own learning (Universidad Católica de Cuenca, 2016).   The participants come from urban as well as rural areas of the province and the majority of them belong to middle classes. The whole group was made up of 40 students in the same English level, but in different schedules. Students come from different majors and their ages vary from 18 to 22. The students have already taken two 64-hour English classes.

The study concentrated on two whole classes purposefully assigned to one of the researchers. One group consisted of 25 B1 EFL students who were part of the treatment group and other of 15 students who belonged to the same EFL level and acted as the control group. The total number of students in this level of the English program in the

university is 40. At the beginning of this project, the total number of students were 52. However, 5 students did not register in the class, 5 of them quit during the first week, and 2 of them did not want to participate in the study because of their jobs.

3.7 Ethical considerations

In order to assure an equitable and ethical procedure, the researchers applied the intervention to both the control group and the treatment group. It is worth mentioning that the control group did not receive the intervention during the process of the research. In other words, the treatment group received instruction explicitly in class during 4 weeks. Once this intervention was over and the data was collected, the control group received the same instruction in other 4 weeks. A written informed consent document was signed by students in this project accepting to take part in the study and to be recorded during the process. (Appendix 1).

3.8 Validity, reliability and confidentiality

Tierney and Clemens (2011) consider that there are two types of validity: internal and external. The former refers to the quality in the manipulation of the independent variable. That is, how one variable cause a change on other variable (Fraenkel, Wallen & Hyun, 2012).

To avoid threats regarding the instrumentation and internal validity of the study, the researchers piloted the reading pre-test taken from Cambridge English Language Assessment http://cbpt.s3.amazonaws.com/cb-pet-readingwriting/index.xhtml with a group of students different from the participants in the study. This group of students consisted in 13 pupils from a different class. This pilot allowed the researchers to clarify the questions in the test. Additionally, the researchers showed the test to two experts from other university, who approved its design (Appendix 8). To avoid any ambiguity in the MRSQ questionnaire, it was translated to Spanish. Two experts from a different university revised the translation and approved it (Appendix 7). Regarding the external validity, Tierney and Clemens (2011) consider that external validity is linked to how generalizable the results of the study are. That is, the relationship between the variables found in the study can be observed with other people and in other settings. According to these authors, external validity is linked to reliability, which refers to how repeatable the study can be. To lessen problems related to external validity, the researchers worked with two entire classes. One of 15 students and the other with 25 students. That is, the study was carried out with the

entire population studying in third level in the university, which corresponds to the CEFR B1 level. As the new regulation from the government demands working with the CEFR, the pre and post-tests were adapted from the validated Preliminary English Test (PET). The placement test was taken from the Touchstone series, which had already been validated by Cambridge. The authorizations to use these tests were requested and approved. The Cambridge English Language Assessment (2008) indicates the procedure for an empirical validation of standard exams such as the PET. The department manual mentions the collection of data about task performance, the quality of the test, the learners´ performances and their scores. The department carries out statistical analyses of objective questions in the test using anchor tests and qualitative analysis of the writing and speaking skill. Additionally, the center indicates that throughout the years 1998-2000 a project under the name of ALTE Can Do scales showed a link between the test-takers´ performance and their language skills and the test levels with the CEFR. However, as the purpose of the study was related exclusively to reading comprehension, the exam was adapted and the writing, speaking, listening and grammar parts were left out. The MRSQ questionnaire, showed a Crombach´s score of 0, 90 and was piloted with 205 students at university level (Taraban, Rynearson & Kerr, 2000). The questionnaire consists of two parts: strategy use and performance. The first part consists of 35 questions about the most common reading strategies used when reading. The second part is related to the performance compared with a standardized test in the USA called TASP test, which assesses reading, writing and mathematics in students entering college. For the purpose of the study, the second part of the questionnaire was taken to see whether the students used the metacognitive reading strategies or not. The questionnaire was carried out with college students just as the present study.

Researchers have to do everything to guarantee the protection of the participants in the study, whether it is from physical or psychological damage; participants need to be informed about the complete study (Fraenkel, Wallen & Hyun, 2012). Ethics in this matter is critical because the participants need to be notified not only of the benefits that the study will bring, but also about the study itself and the possible problems that may arise throughout the study. A letter of consent (Appendix 1) was given to students requesting their participation in the study. This letter asked for permission to film the class as evidence of the work and the intervention itself. The letter informed students about the study and the process of the intervention. Besides, it told participants that their

participation was voluntary and that they could drop the study whenever they felt like doing so. It also pointed out the confidentiality of the information before, during and after the collection of the data. The consent form was made in Spanish to avoid misunderstandings. After doing this explanation, two students decided not to participate in the study as they would not be attending classes regularly. Other than them, all the students registered in level three of the university and manifested their willingness to participate. Once permission was granted, the placement test was applied.

3.9 Role of the researchers

The two groups, that is, the control and treatment group were purposefully assigned to one teacher who is also a researcher in this project. Therefore, her role was to explicitly teach the metacognitive reading strategies and collect the data.

3.10 Data collection

3.10.1 Materials.

3.10.1.1 Tests. A placement test taken from the touchstone series was applied to confirm the students´ level of English (See Appendix 2). Then, a pre-test adapted from the PET sample exams was also used (See Appendix 3). Both the placement and the pre-test had already been validated by Cambridge who also provided the authorization to use the tests for this study (See Appendix 4). At the end of the study a post-test was applied to both groups, the control and treatment group. The post-test was the same as the pre-test. Right after finishing the test a Likert-scale questionnaire (See Appendix 5) which contained 14 questions to focus on metacognitive strategy use was applied to the treatment group. The answers had choices that varied from always used, almost always used, sometimes used, almost never used and never used as descriptors. The questionnaire was adapted from the Metacognitive Reading Strategies questionnaire (MRSQ), and it was done in Spanish in order to get reliable results. Two experts from Universidad del Azuay reviewed and approved the Spanish translation (Appendix 7).

3.10.1.2 Lesson plans. Eight lesson plans were used for the development of this study (Appendix 9). All of them were adapted from The Cognitive Academic Language Learning Approach (CALLA) (Chamot & O´Malley, 1987). This method has been successfully applied in Szpara and Ahmad (2007),Takallou (2011), and Aghaie, R., & Zhang, L. J. (2012). The purpose of the CALLA method is to encourage English development with direct instruction of strategies.

To warrant the relevance of the lesson plans all of them were selected according to the English level of the students. The lesson plans were: Travel Blogs, Is that a fact? Childhood memories? Food Choices, Managing life, Relationships, What if? Tech savvy?

3.10.1.3 Textbook. The Touchstone teacher and student´s book 3 by McCarthy, McCarten, and Sandiford (2014) were used as prescribed books. The book aims at helping students to describe experiences, have informal conversations, write reports and essays, write messages and notes, understand conversations between native speakers, read for information, identify cues and infer among many other skills (Touchstone guide, 2013). The book offers a wide description of how it takes students to the B1 level by making a connection between what is expected from the Common European Framework and each lesson of the book. As reading is the cornerstone of this study, the book recycles skills from the A1 level of the CEFR up to the B1 level. The text comprises simple texts on familiar matters using high-frequency words, which corresponds to the A1 level of the CEFR. Then little by little, it opens space to personal letters with descriptions of feelings and events, newspaper articles with familiar subjects, which correspond to the B1 level of the CEFR

3.10.1.4 Additional materials. Worksheets containing short readings were used in each lesson to practice the metacognitive strategy taught during the intervention process. Different materials such as books, passages, markers, board, computer, InFocus, flash cards, sheets were additional materials. A video tape recorder was used during this process to document every single step.

3.11 Procedures

Students in the treatment group were trained on metacognitive strategy use for about one month. The intervention was carried out in eight class sessions, which lasted 90 minutes and during each class one strategy was taught and practiced. The metacognitive reading strategies during the intervention were: (1) making connections; (2) skimming and scanning; (3) note taking; (4) using context clues; (5) setting goals; (6) identifying different types of questions; (7) checking before submitting; (8) think-aloud.

3.11.1 Sessions

3.11.1.1 Session One. During the warm up of the first session, students spelled words provided by the teacher. The spelled words were related to the reading. The teacher

asked students what they knew about Blogs with the question: What do you know about Blogs? The teacher also asked students how they got this information and asks students to read the headline of the text and to make connections with what they already know. The teacher wrote a list of the connections on the board.

By looking at the answers on the board, the teacher explained to students that this strategy is known as making connections and that it can be done text-to-text, text-to-world or text-to-self and that it is helpful to make predictions about the text they were going to read. Students did practice, self-evaluation and expansion using the making connections strategy.

3.11.1.2 Session two. During the warm up, students looked at the text "Word records" and underlined all the superlatives they found in the text. The teacher asked students to look at all the pictures and subheading in the text and asked students to quickly read the first two lines in each paragraph. Then the teacher elicited ideas of the text.

The teacher explained what the skimming and scanning strategies are, how helpful they are to find the main idea and interesting points in a text in a short time: skimming (reading quickly to get the main idea) and scanning (viewing the text, pictures, key words).

The teacher asked students how they thought the skimming and scanning strategies would help them to do better in reading comprehension. The teacher also asked when it was necessary to read a text completely.

The teacher discussed with students how to select terms to understand the main idea. The teacher asked students to complete a set of sentences to check the understanding of the main idea by using the skimming and scanning strategy. Students did practice, self-evaluation and expansion using the skimming and scanning strategy.

3.11.1.3 Session three. During the warm up, students lined up according to their names in alphabetical order. The teacher then divided the class in two halves. They took turns to go to the board and wrote the sentence the teacher dictated. The sentences were the following: When I was a child, I used to play in the park; When I was a child, I used to visit my grandparents; I used to sleep early when I was a child; I used to go to the beach on vacation when I was a child, etc. The group with the most correct sentences got a bonus point. The teacher asked students which activities they used to do when they were children.

The teacher explained what the note taking strategy is and how helpful it is to concisely understand a text and explained them that there are various forms of note taking: underline, highlight and make brief notes. The teacher asked students how they though the note taking strategy would help them to do better in reading comprehension and said that it was not necessary to write down all the ideas on a text or to write full sentences because it would distract them from the reading. The teacher emphasized that it is important students use their own style to take notes, and that they should not worry about grammar or spelling mistakes. What they should worry more is in using single words, short phrases or sentences and drawing lines to connect ideas and concepts, circle words or highlight important information. Students did practice, self-evaluation and expansion using the note taking strategy.

3.11.1.4 Session four. For the warm up, students brainstormed different snacks. The teacher asked students which ones were popular in Ecuador. The teacher asked students what they knew about Snacks around the World with the question: "What do you know about different snacks around the word?" The teacher asked students to scan the text and look for unknown words and surrounding context clues and asks students to come to the front and write the information on the board.

By looking at the answers on the board, the teacher explained students that this strategy is known as using context clues and that it is helpful to decipher unknown or difficult words in a text in order to get the main idea of it.

The teacher explained the use of the context clues strategy by modeling: The teacher wrote a chart with three columns. In the first column, the teacher wrote the unknown word. In the second column, the teacher wrote the words, or sentences that were before or after the word, or in the paragraph around the word in order to guess the meaning. In the third column, the teacher wrote a guess as to what the word means.

The teacher asked students to read the text and see how they found the strategy of using context clues to decipher the meaning of difficult words and how useful they think the strategy was. Students did practice, self-evaluation and expansion using context clues as a strategy.

3.11.1.5 Session five. For the warm up activity, the teacher wrote on the board: career, family, physical appearance and asked if they would like to change something in one or all of those aspects. The teacher brainstormed the meaning of the word "goal" with students and asked students to read the headline of the text and asked them if they had ever set goals in their lives. The teacher made a list of the goals on the board.

By looking at the answers on the board, the teacher explained students that the strategy they were about to learn was called "setting goals" and said how the setting goal strategy is beneficial when learning a second language and why it is important to share with students the learning goals expected in each unit and provides examples of them: "I will be able to understand how to solve multiple-choice exercises in reading, I will be able to use past strategies to understand a reading". The teacher explained that learning goals briefly describe what they should be able to do by the end of a period of instruction and asked students how they thought learning goals were important when reading a text and how they could set goals by asking themselves the following questions: Where am I going? How am I going? Where next after I get to this point? Students do practice, self-evaluation and expansion using the setting goals.

3.11.1.6 Session six. During the warm up, the teacher provided students with alphabet cards and said the following words: love, friend, best friend, girlfriend, boyfriend, husband, wife, romance, Valentine, reunion. Students made up the words with the alphabet cards. The teacher asked students about some of their love stories and asked them to read the headline of the text and to skim it.

The teacher asked students to look at the questions and explained the different types of questions they could find for completing a reading task: main idea (one or two sentences that summarize the paragraph), supporting idea (find specific information stated in the paragraph), inference (paraphrasing), sequence (find information in chronological order), following directions directly (understanding how to answer the question), comprehension (sentences that answer the questions directly). The explanation was done in a ppt with the following chart.

Table 3. 1 *Types of Questions for Completing a Reading Task*

Types of questions	
Main idea (look for sentences that summarize the passage)	The text tells……., the passage is about……, the main point is……., the author of the passage talks about…….
Following directions directly	How old was….. When did…... according to the passage which of the following is true of……., the passage mentions each of the following except…….
Inference	The author suggests……., you can conclude….. What will happen…..?
Sequence	Order the following sentences, put the sentences in the correct order

The teacher asked students to identify the type of question they were facing in a reading. Students did practice, self-evaluation and expansion identifying different types of questions.

3.11.1.7 Session seven. During the warm up, students were divided in two groups. The teacher wrote on the board words related to the reading: different, somewhere, pyramids, anywhere, faraway, closer. Students lined up and wrote a word that began with one of the letters of the words written on the board. The teacher asked to read a text and to try to answer the questions

By looking at the answers given to the exercises, the teacher explained the checking before submitting strategy. This strategy consisted of three steps: read the directions carefully and thoroughly before beginning (students sped to answer the questions and did not pay attention to important instructions), answer all the questions (students should try to answer all the questions) and do not change answers on impulse (students should not panic about answers, they should review the questions to correct mistakes).

The teacher asked students to check the answers given to the text by using the strategy and encouraged students to use different color pens to see the changes they made

in the answers. Students did practice, self-evaluation and expansion using the checking before submitting strategy.

   3.11.1.8 Session eight. For the warm up, students were divided in two groups. The teacher showed students some flash cards with words related to the reading: rob, blind, stop, thieves, identity, bank, information, mail, credit card. Students lined up and took turns to write a word that began with one of the letters of the words written on the board. The group with the most correct answers got one point.

   The teacher asked to read a text and express their ideas about the reading. The teacher modeled the think-aloud strategy and explained the purpose of it. The teacher presented a set of questions to use the think-aloud strategy effectively: What do I know about this topic? Do I understand what I read? Do I have a clear picture in my head about what I read? What were the most important points? What new things did I learn? Does it have any relation with my previous knowledge? The teacher explained that this process can be done throughout the reading at any point of it and asked students to read the text and use the think aloud strategy. The teacher encouraged students to share it with the class. Students did practice, self-evaluation and expansion using the think aloud strategy.

   During the documentation process of each session, the teachers kept a record of the results. Since the teaching of the strategies involved a lot of effort, students had the opportunity to practice with several readings during each session. The teachers kept evidence of all the steps.

3.12 Variable definition

   A variable is a notion whose characteristics stance for change or variation (Fraenkel, Wallen & Hyun, 2012). Fraenker, Wallen and Hyun consider that in a study, certain characteristics can change while the researchers manipulate others. Therefore, research involves finding a relationship between variables, so that the information gained helps to solve a problem (Fraenkel, Wallen & Hyun, 2012). When conducting a study, researchers manipulate variables also known as independent variables (Zimmer, 2016). Others are not manipulated. These un-manipulated variables are known as dependent variables. The purpose for such *manipulation* is to find their relationship. The present study manipulated the independent variable: metacognitive reading strategies. The researchers taught students metacognitive reading strategies for four weeks to see its effect on the dependent variable (Zimmer, 2016): reading comprehension because it was the

variable that was measured.

3.13 Measuring Instruments

      For the development of this study, four instruments were used. The first was a placement test adapted from the Touchstone series. The second was a pre-test of reading skill, which was adapted from: http://cbpt.s3.amazonaws.com/cb-pet-readingwriting/index.xhtml from Cambridge University Press. Third, a post-test and finally, a metacognitive reading strategy questionnaire.

CHAPTER IV

4.1 Findings

4.1.1 Participants

The list of participants at the time the project started is presented in table 4.1 and 4.2. According to the principle of confidentiality their names have been replaced by their initials.

Table 4. 1 *Control Group Participants*

#	Students
1	N.P.
2	D.O.
3	M.G.
4	A.D.
5	V.S.
6	J.A.
7	DB.
8	L.C.
9	S.C.
10	D.O.
11	R.G.
12	S.G.
13	T.V
14	M.S.
15	T.V.

Table 4. 2 *Treatment Group Participants*

#	Students
1	F.B.
2	T.C
3	J.C.
4	I.D.
5	K.G.
6	G.G.
7	N.G
8	A.L.
9	C.L.
10	E.M.
11	S.M.

12	J.M.
13	E.N.
14	L.N.
15	A.O.
16	P.O.
17	M.O.
18	E.P.
19	J.S.
20	C.S.
21	J.T.
22	C.V.
23	G.V.
24	S.V.
25	O.V.

4.1.2 Placement Test

At the very beginning of this research, students in both groups the treatment group and the control group took a placement test to see if they belonged to the same English level: third level of the university, which according to the Common European Framework corresponds to a B1 level. The test had three sections: the objective placement test, the placement speaking assessment, and the placement essay. Table 4.3 and 4.4 present the results over 5 points to compare with the scale provided by the book Touchstone.

Table 4. 3 *Placement Test Treatment Group*

Student	Placement test scores/5
1	4,66
2	5,33
3	5
4	5
5	4,66
6	5,33
7	5
8	4,66
9	4,66
10	5,33
11	5,33
12	5
13	5
14	4,66
15	5,33
16	5,33
17	5

18	5
19	4,66
20	5,33
21	5,33
22	5
23	4,66
24	5,33
25	5

Table 4. 4 *Placement Test Control Group*

Student	Placement test scores/5
1	5
2	4,66
3	5,33
4	4,66
5	4,66
6	5
7	4,66
8	4,66
9	5
10	4,66
11	5,33
12	4,66
13	5,33
14	4,66
15	5,33

Tables 4.3 and 4.4 were calculated based on the following placement test procedure: "To determine a final recommendation for placement in either the Touchstone or Viewpoint series, add together a student´s rating on the Objective Placement Test, the Placement Speaking Assessment, and the Placement Essay, and then divide by three" (McCarthy, McCarten & Sandiford, 2014).

Following the placement guidelines stated by McCarthy, McCarten and Sandiford (2014) students need a score of 24-30/70 in the objective placement test, a rate of 5/12 in the placement speaking assessment, and a rate of 5-6/12 in the placement essay. Students who got a rate of 5/12 after the division were placed in Level 3 of the university. (See Appendix 2).

4.1.3 Pre and Post-Test

A pilot test was applied to a sample of 13 students from a different class to help the researchers discover possible misunderstandings in the instructions and flaws in the information in the pre-test. The results of the pilot test are shown in table 4.5. This test was also reviewed by two experts of Universidad del Azuay who confirmed that the test was well-elaborated. (Appendix 8). To elaborate the table, the researchers assigned numbers to the answers. Number 1 represents a correct answer and 0 represents an incorrect answer. The column of the students´ questions has the questions students asked when the teachers piloted the test. Such questions helped to know whether the test needed more clarity in its instructions.

Table 4. 5 *Pilot Test. Correct Answers Students Got Out of 13 Participants*

QU\ST	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Students' questions
1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	
2	1	1	0	0	0	1	1	1	1	1	0	0	0	1	0	
3	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	
4	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	
5	0	1	0	1	0	1	1	1	1	1	0	0	0	0	0	
6	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	Clarify the instruction. What do we have to do? Do we have to put the number? Anwer sheeet: Do we have to write the number?
7	0	0	1	0	0	1	0	0	1	1	0	0	0	1	0	
8	1	0	1	1	0	1	1	1	1	1	0	0	0	0	0	
9	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	
10	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	
11	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	
12	0	0	1	0	0	1	1	1	0	0	0	1	0	0	0	Vocabulary What does illness mean?
13	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	

Note: QU=Question, ST=Student

To measure the results obtained from the instruction, the researchers used a pre-test to know the situation of the students at the moment of the study and a post-test to know if by the end of the study, the intervention had brought positive results. Bower et al. (2010) consider intervention as any program that can change behaviors, attitudes, beliefs and many other aspects. According to Brown (1988), four factors need to be controlled during testing: environment, grouping, people, and measurement to avoid the existence of other variables rather than the independent and dependent ones. Regarding the environment, participants took the test in class and in class time. The classroom was quiet and comfortable. Regarding grouping, all the students taking third level classes in the university took the test to avoid problems with randomization. About people, participants are all adults, anxiety problems was minimized when they were told that the tests were not going to interfere with their regular scoring. The intervention lasted 4 weeks. Thus, there

was no problem in maturation to affect the results of the study as all participants are adults. Concerning the tests, there had all been validated by Cambridge and adapted for the test. As there was plenty of practice using different passages during the intervention of the study, effects of memory between the pre and the post-test can be discarded.

The test duration was 38 minutes. The researchers did a rule of three for each of the questions of the adapted PET test to know the amount of time that students needed to complete the test. The results of the pre-test for both the control and treatment group are shown in Table 4.6 and 4.7.

Table 4. 6 *Results of the Pre-Test Control Group*

QU ST	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	SCORES S/15
1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2
2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	1	1	0	1	0	1	0	1	0	1	0	0	0	0	0	6
5	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2
6	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	3
7	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
8	1	0	1	1	0	1	1	1	0	0	0	0	0	1	0	7
9	1	0	0	0	1	0	0	0	0	0	1	1	0	1	0	5
10	0	1	1	1	1	0	1	1	0	0	0	0	0	0	0	6
11	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	5
12	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	5
	1	1	0	0	0	1	0	0	1	1	1	1	1	0	0	8
14	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	4
15	0	0	0	1	0	1	0	1	0	1	1	0	0	0	0	5

Note: QU: Question, ST: Student

Table 4.7 *Results of the Pre-Test Treatment Group*

QU ST	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	FINAL SCORE S/15
1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	4
2	0	1	0	0	0	1	0	1	0	1	0	1	1	0	0	6
3	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	3
4	1	0	0	0	0	1	1	1	0	0	0	1	0	0	1	6
5	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	2
6	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2
7	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
8	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	3
9	0	0	0	1	1	0	0	0	0	1	0	0	0	1	1	5
10	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	2
11	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	3
12	1	0	0	1	0	0	0	1	0	1	0	0	1	1	0	6
13	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2
14	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	3
15	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	2
16	1	0	0	1	0	0	1	1	1	0	0	0	0	0	0	5
17	0	0	0	0	0	1	1	1	0	1	0	0	0	1	0	5
18	0	1	0	0	0	1	1	1	1	0	0	0	1	0	0	6
19	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	4
20	1	0	1	1	0	0	0	1	0	1	0	0	0	0	1	6
21	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	2
22	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	4
23	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	4
24	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	3
25	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	3

Note. QU= Question, ST=Student

After the pre-test was done, the teachers taught the metacognitive strategies explicitly through class instruction to the treatment group. The instruction focused on teaching students about when to use, how to use and which strategy is the appropriate for different situations. Each class session lasted one hour and thirty minutes.

After the instruction, a post-test was applied to both groups the control and treatment group (Table 4.8 and 4.9). Meanwhile, the questionnaire was applied just to the treatment group to confirm information. A table to keep a record of the results for the questionnaire was created (Table 4.10).

Table 4. 8 *Results of the Post-Test in the Control Group*

QU ST	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	FINAL SCORES/15
1	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	4
2	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2
3	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	3
4	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	2
5	1	1	0	0	1	1	0	1	0	0	0	0	0	0	1	6
6	0	1	0	1	0	1	1	1	0	0	1	0	0	0	0	6
7	1	0	0	0	1	1	0	1	0	0	0	1	1	0	0	6
8	0	1	0	0	0	1	0	0	0	1	1	0	0	0	1	5
9	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	2
10	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	4
11	0	0	0	0	0	1	1	1	0	0	0	1	0	0	0	4
12	1	1	0	1	0	0	0	0	0	1	0	1	1	0	0	6
13	1	1	1	1	1	0	0	0	1	0	1	0	0	0	0	7
14	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	3
15	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	3

Note. QU= Question, ST=Student

Table 4. 9 *Results of the Post-Test in the Treatment Group*

QU ST	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	FINAL SCORES/15
1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	12
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14
3	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	12
4	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	13
5	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	13
6	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	13
7	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	11
8	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	11
9	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	12
10	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	12
11	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	13
12	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	13
13	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	12
14	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	13
15	1	1	0	1	1	0	1	0	1	1	1	1	0	0	0	13
16	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
17	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	14
18	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	12

QU/ST															Total
19	1	1	1	1	1	1	1	1	1	0	1	1	1	0	13
20	1	1	1	1	1	1	1	1	1	1	1	1	0	0	13
21	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
22	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	13
23	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	13
24	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	14
25	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	12

Note. QU= Question, ST=Student

The Metacognitive Likert questionnaire contained 14 questions. The rating scales varied from (5) always used, (4) almost always used, (3) sometimes used, (2) almost never used and (1) never used to investigate participants´ use of metacognitive strategies. It was applied immediately after students finished the post-test. A table to keep a record of the results was created. (Table 4.10)

Table 4. 10 *MRSQ Questionnaire Treatment Group*

Metacognitive strategy	Rating Scales				
	(5) Always	(4) Usually	(3) Sometimes	(2) Rarely	(1) never
1. I monitored the topic or keywords of the reading text to activate prior experience.	20	4	1	0	0
2. I made sure I understood what had to be done.	18	7	0	0	0
3. I made sure to clarify the goal of the reading.	17	6	2	0	0
4. I planned how to read the text.	15	9	1	0	0
5. I used multiple techniques to help understand the reading text. (e.g. highlighting, underlying, note taking)	21	2	2	0	0
6. I thought about how this text made me feel.	16	7	2	0	0
7. I was aware if which strategy to use and how or when to use it.	19	6	0	0	0
8. When I read, I asked myself how the given text related to what I already knew.	19	5	1	0	0
9. I was aware of how much the content remained to be read.	13	9	3	0	0

10. I asked myself some questions as I was going through reading.	16	7	2	0	0
11. I adjusted my reading rate according to the difficulty.	17	4	4	0	0
12. I kept track of my own progress to finish the text on time.	14	9	2	0	0
13. I checked my own performance and progress while reading.	18	6	1	0	0
14. I reread the selected content.	18	7	0	0	0

Source: Taraban, Rynearson, & Kerrt (2004)

The data were collected for statistical processing to confirm the hypothesis and make conclusions.

4.1.4 Results

The results of the placement test confirmed that students belong to the corresponding level of the book Touchstone 3.

To confirm that both the control group and the treatment group had the same level of English, we calculated the mean and the standard deviation in both groups:

Table 4. 11 *Mean and Standard Deviation pre-test*

	Mean	Standard deviation
Control Group	4,2	1,7
Treatment group	3,7	1,6

Table 4. 12 *Mean and Standard Deviation post-test*

	Mean	Standard deviation
Control Group	4,0	2,4
Treatment group	12,8	0,9

As the standard deviation provides information about the distribution of the scores around the mean (Wheelan, 2013) and the mean is defined as the average of all scores (Gravetter & Wallnau, 2008), the similarity in the results of the mean and standard deviation for both groups, we conclude that both groups have the same level of English.

Figure 4.1 illustrates the percentages of the students´ correct responses in the control group for the pre andpost-tests. Figure 4.2 shows the percentages of correct answes in the pre and post tests in the treatment group. We can observe that during the pre test, students do not have a performance that surpasses 25.2% which is considered unsatisfactory to the B1 level according to the CEFR. On the other hand, there is a significant difference in the students´ post-test results where their performance surpasses 84.2%.

Pre-trest and post-test results: Control group
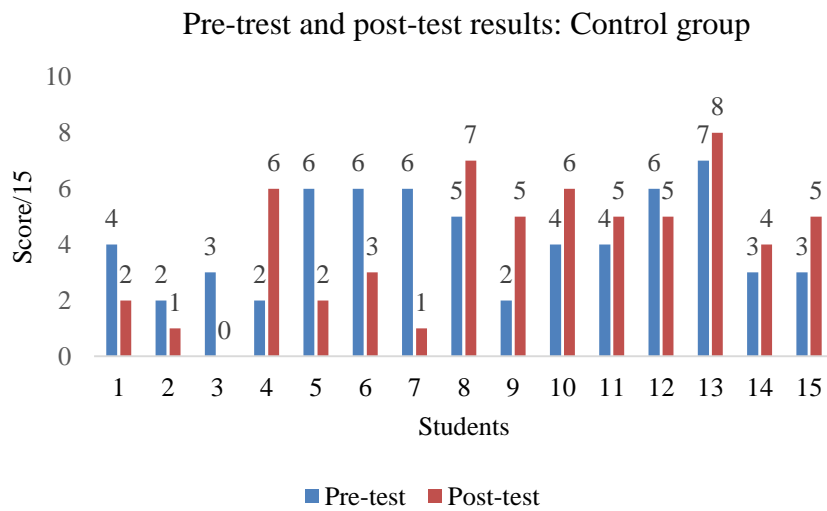
Figure 4.1. Pre and post test results in the control group

Pre-test and post-test results: Treatment group
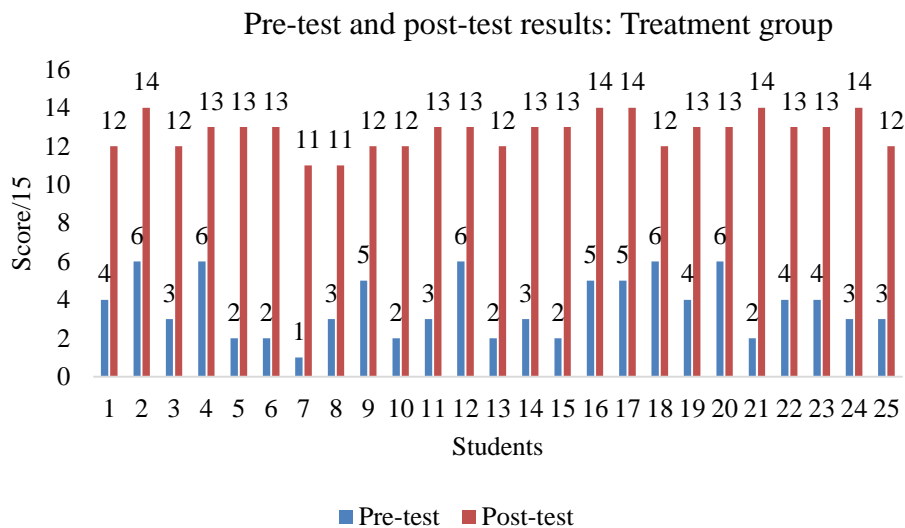
Figure 4. 2. Pre and post test results in the treatment group

The figures show different scores in the pre-test and the post test for the participants in the study in both the control and treatment group, which indicates a consistent and

predictable positive result from the treatment. However, further analysis about the distribution and variance of data is needed.

4.1.5 Result analysis

A t-test procedure was applied to analyze the results and confirm the alternative hypothesis and discard the null hypothesis. Depending on the nature of the study, there are two types of t-test: independent and dependent. For our research, we used the independent t-test. This project compared two separate scores for two groups of participants: the control group who did not receive intervention and the treatment group who received the intervention for four weeks (Gravetter & Wallnau, 2013). By comparing the standard deviations in Table 4.13, there is just a slight difference of 0,437 in them. This fact proves that the distribution of data in both groups was also normal, and the assumption of normality was met. By looking at the skewness and kurtosis, and dividing them by their corresponding standard deviations, we obtained the skewness z value, which has to be between -1,96 and +1,96 (Mimmack, Meyer & Manas, 2001) to be in the confidence interval. Therefore, for the control group, the skewness is 0, 25 and the kurtosis -1,239. For the treatment group, the skewness is 0,75 and the kurtosis 0,234. Therefore, the data are a little skewed in both the control and treatment group, but they are not significantly away from normality (Figure 4.3). Therefore, the data is approximately normally distributed, consequently, meet the assumption of normality. As seen in figure 4.3, the scores of the control group are a little skewed to the right as the whisker is longer than the bottom. The line tends to move down to the bottom of the box. On the other hand, the treatment group is skewed to the left as the whisker is longer than the top whisker and the line rises to the top.
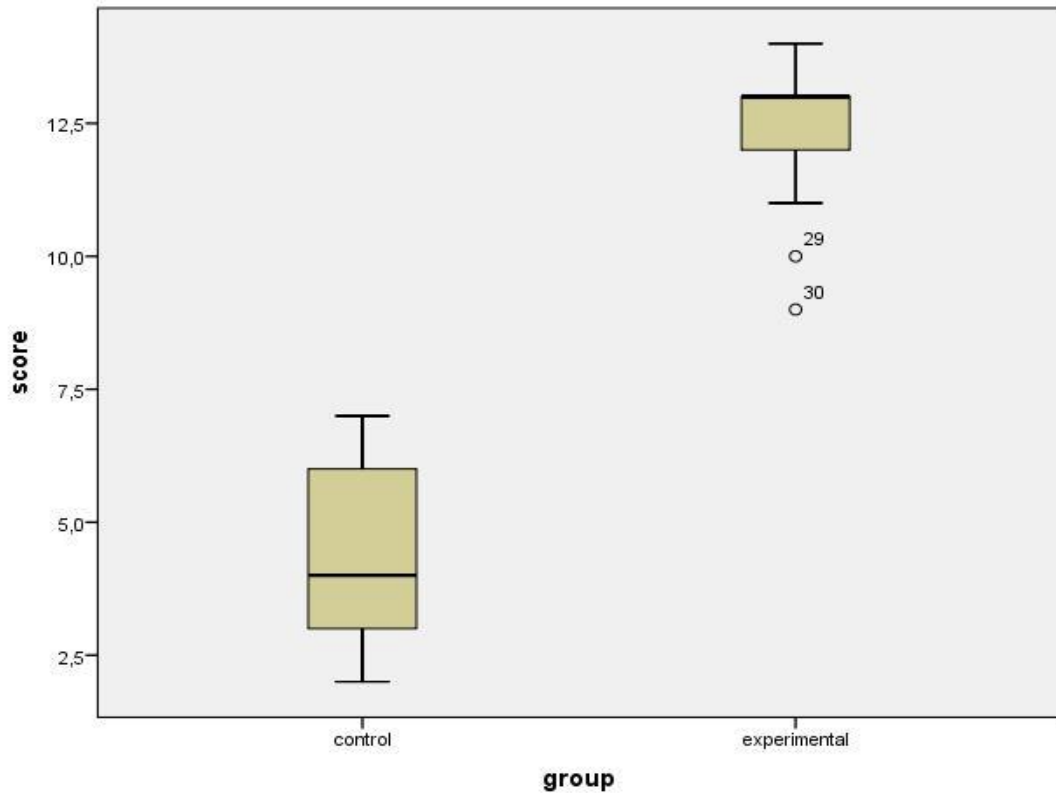
Figure 4. 3 Box-and-whisker plots in the control and treatment group

Table 4. 13 *Mean and standard deviation in the control and treatment group*

	Group			Statistic	Std. Error
Score	Control	Mean		4,20	,439
		95% Confidence Interval for Mean	Lower Bound	3,26	
			Upper Bound	5,14	
		5% Trimmed Mean		4,17	
		Median		4,00	
		Variance		2,886	
		Std. Deviation		1,699	
		Minimum		2	
		Maximum		7	
		Range		5	
		Interquartile Range		3	
		Skewness		,145	,580
		Kurtosis		-1,389	1,121
	Treatment	Mean		12,74	,180
		95% Confidence Interval for Mean	Lower Bound	12,37	
			Upper Bound	13,11	
		5% Trimmed Mean		12,77	
		Median		13,00	
		Variance		,747	

Std. Deviation	,864		
Minimum	11		
Maximum	14		
Range	3		
Interquartile Range	1		
Skewness	-,365	,481	
Kurtosis	-,219	,935	

a. Score is constant when group = 0. It has been omitted.

Source: IBM SPSS

The Levene test was calculated using the IBM SPSS program. The F value for Levene´s test s 12,451, with a significance value of 0,001. As the *p* value is less than 0, 05 (α=0,005), there is a difference between the group´s variances, which can be caused to the difference in the sample sizes (Leech, Barrett & Morgan, 2005). Therefore, we worked with the equal variances not assumed line for the SPSS results. *This equal variances not assume* is known Welch´s *t* test in the SPSS (Cheng, 2014), and is used when there are unequal sample sizes and differences in the variances between the groups in the investigation. As Tabachnick and Fidell (2006) state, as long as the variance difference between the control and experimental group is not higher than 4 in the ratio variance (Fmax), then there is homogeneity of variance. In the present study, the value of Fmax, which is obtained dividing the lowest variance by the highest variance, is 0,258, which is not 4 times superior to the lowest variance. Therefore, the independent t test is robust.

The *t* value is 18,008, which indicates that the treatment group was by far better than the control group. This data helped us reject the null hypothesis and proved that the treatment group did much better than the control group. By analyzing the means for the control and treatment group, 4, 0 and 12, 8 (Table 4.14) the treatment group did much better in the post test after the intervention.

Table 4. 14 *Levene´s Test for independent samples*

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	12,451	0,001	-20,477	36	0	-8,539	0,417	-9,385	-7,693
	Equal variances not assumed			-18,008	18,786	0	-8,539	0,474	-9,532	-7,546

Source: IBM SPSS

We calculated the degrees of freedom by subtracting 1 to both the control and treatment sample and then adding both results. The degrees of freedom were 38. This tells us that the number of independent pieces of information that were used in calculation of the estimate (Lane, 2016).

To calculate the effect size for the independent sample tests, Morris (2007) suggests that to calculate the effect size for unequaled samples with pre and posttest designs, the effect size is the result of the subtraction between the mean of the pre-post change in the treatment group minus the mean of the pre and post change in the control group, divided by the pooled pretest. Having done this calculi, the effect size for the study is 0,089.

4.1.6 Hypothesis testing

By looking at the results, we could see that using the alpha level α= 0,005, which is the probability of rejecting the null hypothesis (Lane, 2016), an independent t Test was conducted to compare reading comprehension scores between the control and treatment group after the training of metacognitive reading strategies. The results were significant, t (-18,008) = 18,008, *p* or sig lateral= 0,001, which means p<0.0005; d = 0,089. The 95% interval for the reading comprehension test ranged from -9,532 to -7,546. There was a significant difference between the post-test of the control group (M=4, 20, SD=1,699) and the post-test of the treatment group (M=12, 48, SD=1,262). The participants in the treatment group outperformed in the post-test.

By looking at the confidence intervals, (lower:-9,532 and upper -7,546), the limits do not contain 0. Therefore, we rejected the null hypothesis. That is, the null hypothesis that stated there was no difference between the post-test from the control group and the treatment group is excluded.

These results show that the metacognitive reading strategy training did help students to improve their reading comprehension skill. The t-test results discarded the null hypothesis: After teaching the metacognitive reading strategies the students´ scores in reading comprehension did not improve.

4.1.7 Questionnaire results

The results of the questionnaire in the treatment group are analyzed below:

Question 1: I monitored the topic or keywords of the reading text to activate prior experience.

Monitoring

4%

16%

80%

■ Always   ■ Usually   ■ Sometimes
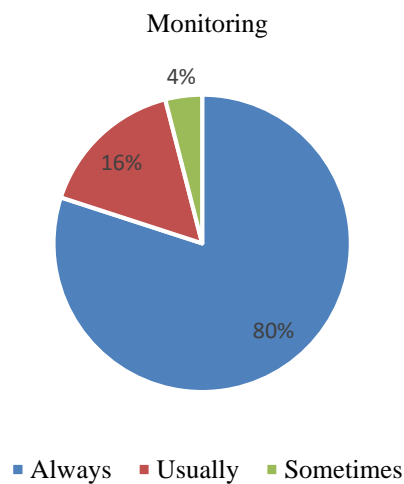
Figure 4. 4. Students who activate previous knowledge

This figure presents the percentage of participants who applied the strategy of monitoring key words in order to activate previous knowledge. Students were trained on the use of this strategy during the intervention process, they use either skimming or scanning when reading. Percentages are calculated over a total of participants (n=25) who were part of the treatment group in this project.

Question 2: I made sure I understood what had to be done.

Monitoring

■ Always ■ Usually
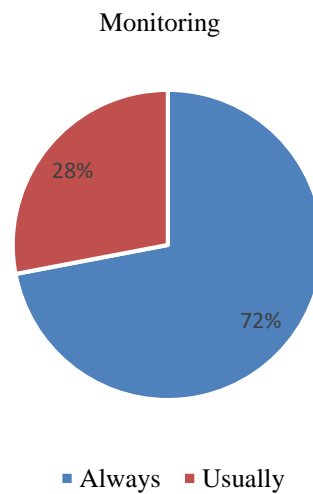
Figure 4. 5. Students who check their work when reading

Figure 4.5 shows the percentage of participants who applied the strategy of checking their work before submitting. Percentages are calculated over a total of participants (n=25). We can observe that 72% of participants use this strategy when reading.

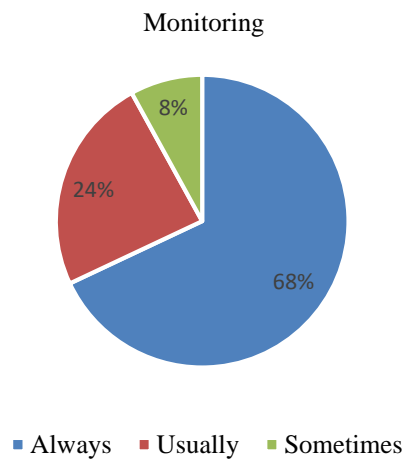Question 3: I made sure to clarify the goal of the reading.

Monitoring

■ Always ■ Usually ■ Sometimes

Figure 4. 6. Students who understand the objective before reading

This figure represents the percentage of participants who applied the strategy of understanding the objective before reading. Percentages are calculated over a total of participants (n=25) who participated in the project. We can observe that more than half of participants, 68% use this strategy when reading.

Question 4: I planned how to read the text.

Planning

■ Always   ■ Usually   ■ Sometimes
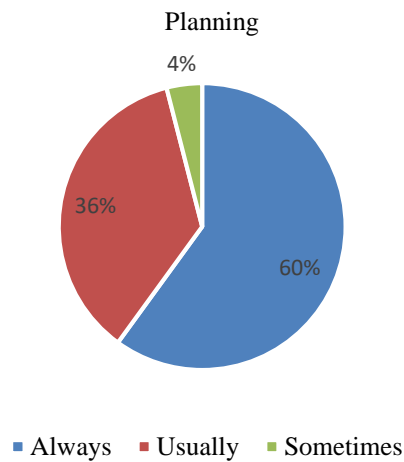
Figure 4. 7. Students who use the strategy of planning their reading

Figure 4.7 represents the percentage of participants who used the strategy of planning their reading. This means that this strategy needs further practice in order to master it due to the low percentage showed in the results. Percentages are calculated over a total of participants (n=25). We can observe that only 60% of participants use this strategy when reading.

Question 5: I used multiple techniques to help understand the reading text. (E.g. highlighting, underlying, note taking)

Planning

■ Always   ■ Usually   ■ Sometimes
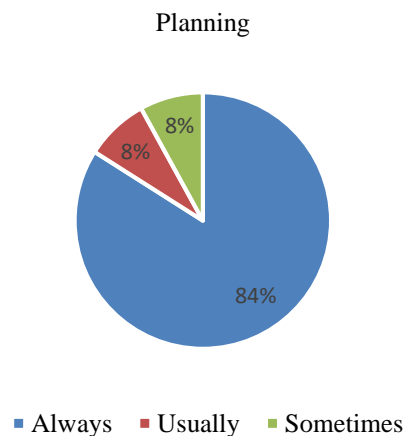
Figure 4. 8. Students who use the strategy of highlighting, note-taking and underling

This figure shows participants who applied the strategy of highlighting, note-taking and underling to understand a text. Percentages are calculated over a total of participants (n=25). We can observe that 84% of participants use this strategy when reading. This shows that students have a preference for using this strategy.

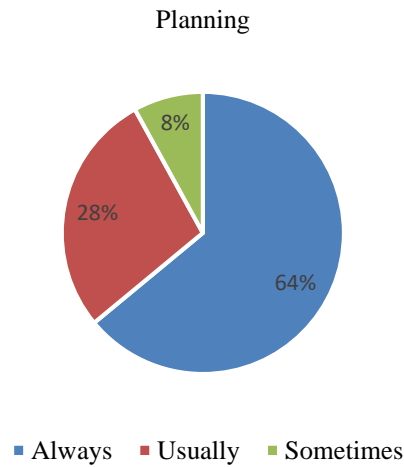Question 6: I thought about how this text made me feel.

Planning

■ Always ■ Usually ■ Sometimes

Figure 4. 9. Students who use the strategy of making connections to understand a text

Figure 4.9 provides information of participants who applied the strategy of making connections to understand a text. Percentages are calculated over a total of participants (n=25). We can observe that only 64% of participants use this strategy when reading. We can say that this strategy needs reinforcement for its use.

Question 7: I was aware if which strategy to use and how or when to use it.

Evaluating

■ Always ■ Usually
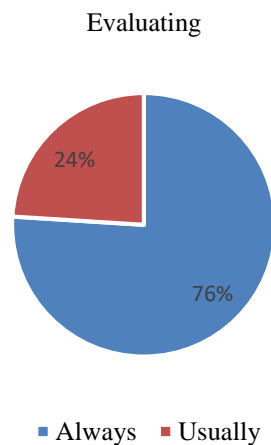
Figure 4. 10. Students who know how and when to use a strategy to understand a text

This figure represents the percentage of participants who know how and when to use a strategy which helped them in the process of monitoring and evaluating. Percentages are calculated over a total of participants (n=25) who participated in the project. We can observe that 76% of participants identified strategies when reading.

Question 8: When I read, I asked myself how the given text related to what I already knew.
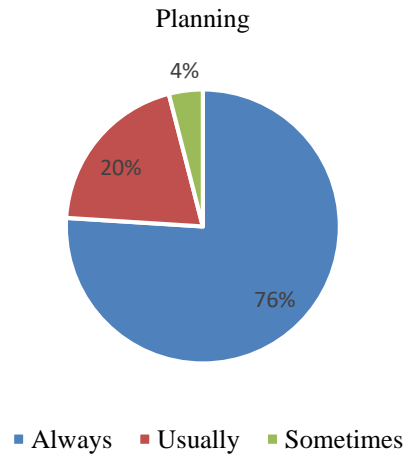
Planning

■ Always ■ Usually ■ Sometimes

Figure 4. 11. Students use the strategy of making connections to understand a text

Figure 4.11 provides information of participants who use the strategy of making connection to understand a text. Percentages are calculated over a total of participants (n=25). We can observe that 76% of participants use this strategy when reading. It can be said that students rely a lot in this strategy.

Question 9: I was aware of how much the content remained to be read.

Monitoring

■ Always ■ Usually ■ Sometimes
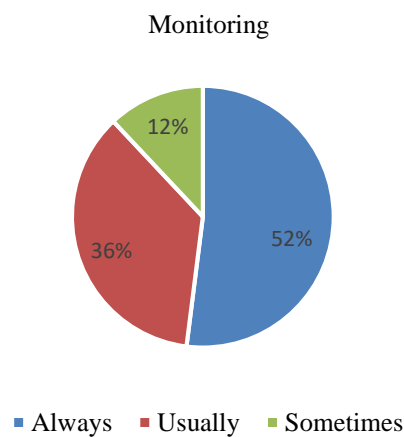
Figure 4. 12. Students who monitored their work

This figure represents the percentage of participants who monitored their work by checking the time to read the text. Percentages are calculated over a total of participants (n=25). We can observe that only 52% of participants always use this strategy when reading and 36% usually use it.

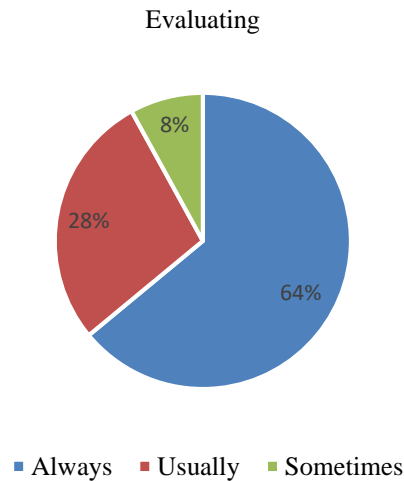Question10: I asked myself some questions as I was going through reading.

Evaluating

- Always - Usually - Sometimes

Figure 4. 13. Students who ask themselves questions about the reading

Figure 4.13 represents the percentage of participants who ask themselves questions about the text to evaluate the process. Percentages are calculated over a total of participants (n=25). We can observe that 64% of participants always use this strategy when reading and 28% of them use it usually. Thus, they are keen on monitoring their reading comprehension skill.

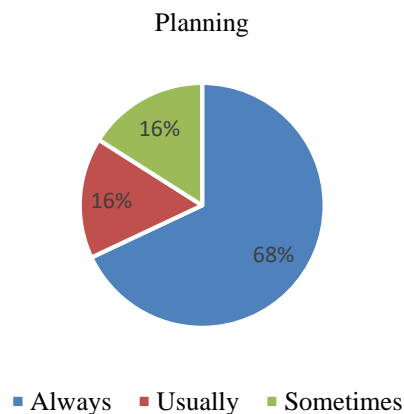Question11: I adjusted my reading rate according to the difficulty.

Planning

- Always - Usually - Sometimes

Figure 4. 14. Students who adapt their process of reading to the difficulty of the text

This figure represents the percentage of participants who adapt their process of reading to the difficulty of the text. Percentages are calculated over a total of participants (n=25) who participated in the project. We can observe that 68% of participants feel confident for using this strategy when reading.

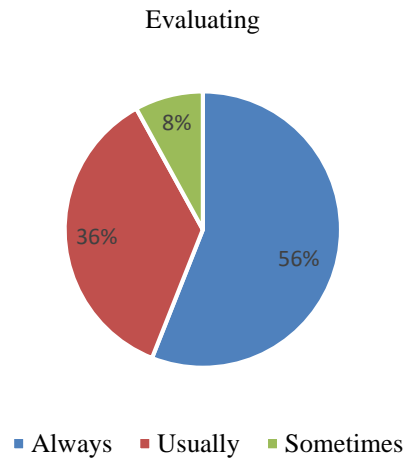Question 12: I kept track of my own progress to finish the text on time.

Evaluating

■ Always   ■ Usually   ■ Sometimes

Figure 4. 15. Students who evaluate their process

In figure 4.15 we can observe the results of participants who evaluate their process of reading. Percentages are calculated over a total of participants (n=25), 56% of participants always use this strategy when reading, meanwhile 36% usually use this kind of strategy.

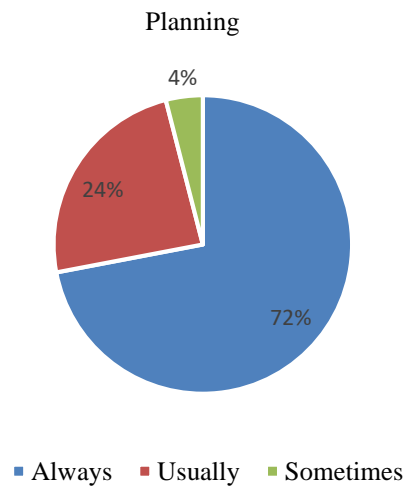Question 13: I checked my own performance and progress while reading.

Planning

■ Always   ■ Usually   ■ Sometimes

Figure 4. 16. Students who monitor their work while reading

This figure shows the percentage of participants who monitor their work while reading. Percentages are calculated over a total of participants (n=25). We can observe that 72% of participants use this strategy when reading.

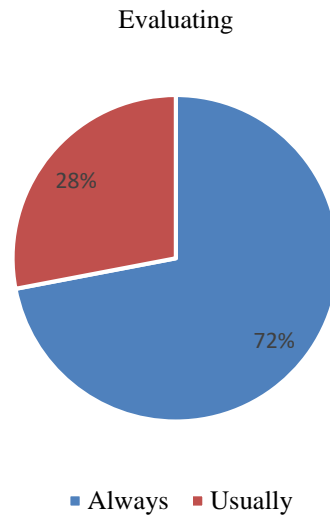Question 14: I reread the selected content.

Evaluating

■ Always ■ Usually

Figure 4. 17. Students have read the text again as part of the evaluation process

Figure 4.17 presents the results of participants who have read the text again as part of the evaluation process. Percentages are calculated over a total of participants (n=25) who participated in the project. We can observe that 72% of participants always use this strategy when reading and 28% of them usually use it.

CHAPTER V

5.1 Discussion

The project pretended to elucidate the path of using metacognitive reading strategies in the EFL class. Much work has been done in different countries with very good results. However, the scarcity of studies carried out in our region motivated the researchers to take on the study. As teacher-researchers, the researchers have always faced the necessity to ample knowledge towards encouraging students to improve their reading skills. Furthermore, the Reglamento de Régimen Académico (2015) mandating students to reach the B1 level before they get their 60% of subjects of their majors have inspired the researchers to find cutting edge methodology to assist students improve a skill that has long been considered passive. Additionally, the researchers intended to find a way to encourage students to improve their reading comprehension while they become independent and monitor their work by themselves. Added to this, the need students feel when they want to do research and find out that most literature comes in English is something that has tremendously influenced the researchers to carry out the study.

The research revolved around two objectives: to investigate what metacognitive reading strategies are and to train students on them to evaluate its effect on the reading comprehension skill. A total of 40 participants took part in the study. It is worth saying that the design was a cross-over study. That is, the control group received the intervention right after it finished with the treatment group. A pre and posttests were used at the beginning and end of the intervention with both groups. Additionally, the participants of both groups answered the MRSQ questionnaire.

The participants in the study were both men and women in equal distribution. The average age was 21 to 22 years. Participants came from different majors and had already taken two English courses in the same university each lasting 64 hours. The researchers worked with the entire population available in the B1 level in a university of Cañar. Although the research was carried out in one province, the population represents the reality of other universities in the country regarding age, and background.

The results of the statistical analysis showed that direct training on metacognitive reading strategies improves reading comprehension. The independent variable of metacognitive strategies imposed control over the dependent variable reading

comprehension in a dramatic way. Therefore, there is a close relationship between metacognitive reading strategies and reading comprehension.

The existing literature shows that metacognition helps not only the reading skill in EFL classes, but provides deep information on how it can be applied to develop other skills such as writing and listening. Additionally, the literature confirms that metacognitive reading strategies enhance autonomy, which is also a requirement of the law.

The traditional view which considers reading as a passive process that can only be measured by questions changes completely. The teaching of metacognitive strategies forces students to take an active role in their process of reading. Hence, they have to plan, monitor and evaluate the strategies they use when they read a text. Accordingly, more involvement and commitment from the students is demanded as they become agents of self-learning. Teachers also play a crucial role as they are the ones who train students in the use of metacognitive strategies. Therefore, they need to carefully plan lesson that include such strategies.

5.2 Limitations of the study

The analysis of the instrumentation used in the study, allow the researchers to consider that this study can be repeated in other places. However, it would be inaccurate to say that it can be a hundred per cent reliable due to certain limitations such as the number of the participants, and their background. As mentioned in the study, the researchers worked with two entire classes. However, not all the 52 students registered due to personal matters and 2 did not want to participate in the study. Therefore, to generalize the present results for larger groups, there should be more participants involved. Regarding the background of the participants, 75% of them were indigenous people who speak Kechwa as their first language and Spanish as their second language. Therefore, English was the third language they would be learning and this fact can skew the effects of the intervention. Consequently, the researchers suggest applying the intervention to participants whose first mother language is Spanish for more generalizable results.

5.3 Implications

The selection of the quantitative paradigm shows that the researchers intended to measure the effect of metacognitive strategy training. However, it remains a challenge to know the perceptions of the students in the use of metacognitive reading strategies. The

measures were completely objective. Yet, participants´ perceptions were not taken into consideration. The researchers went strictly to the teaching of metacognitive reading strategies from the beginning of the interventions. However, students did not have much knowledge of reading strategies before the intervention. This fact can affect the lesson plans for a population who has knowledge of reading strategies. The sample used for this research was 40 participants. Even though the researchers worked with the entire population, the study can use a bigger sample for more accurate results. Given the positive results of the research, universities should start developing lessons that include metacognitive reading strategies.

The most important implication of the study concerns to the effort needed to help students develop their reading comprehension skill. Lesson plans should include metacognitive reading strategies to enhance comprehension in the reading skill.

To wrap up, the researchers feel that this project´s results can be generalized to other populations, so that other students benefit from this training to improve their reading comprehension level and their scores. It is important to point out that as part of the cross-over study, the control group received the intervention as soon as the treatment group finished. The control group also took a post-test at the end of the intervention and the questionnaire. Their scores also improved.

5.4 Suggestions for future research

For future research, the investigators suggest carrying out studies on metacognitive strategies applied to other skills such as writing and listening using quantitative designs. The researchers also suggest studies on the perceptions students have in using metacognitive strategies to see how motivated they are to use them when learning English after a period of training. Additionally, the researchers consider that there is a gap in research in using metacognitive reading strategies after a period of reading strategy training. A possible research in this matter could open space to new forms of lesson plans. Additional research about the relationship between gender and metacognitive reading strategy use is recommended as there might be differences in use related to males and females.

CHAPTER VI

6.1 Conclusions

The aim of this study was to train students on the use of metacognitive reading strategies to prove that such preparation enhances reading comprehension. Several studies carried out in other parts of the world regarding metacognition in EFL reading have proved successful. Thus, given the new regulations of the government and the results of the above-mentioned studies, there was a need to take students to a higher level of thinking while becoming independent.

The hypothesis stated in the present study was to prove whether the direct instruction of metacognitive reading instruction improved students´ level of reading comprehension. In order to address the hypothesis, the researchers administered a placement test taken from the Touchstone series to confirm the level of English of students. The students also took a pre-test adapted from the PET test. Later the researchers carried out an eight-week intervention of metacognitive reading strategies. Students took a post-test, which was the same as the pretest and the metacognitive reading strategy questionnaire developed by Taraban, Rynearson and Kerr (2004)

The tests´ results were statistically analyzed using the SPSS program to obtain the Levene test to check if the data accomplished the conditions to apply the independent t-test. Later, it was applied to confirm the alternative hypothesis.

Summarizing the results from the chapter of methodology, we can say that reading comprehension scores improve with the training of metacognitive reading strategies. Therefore, there is a correlation between reading comprehension and metacognition. Additionally, from the results in the MRSQ, students mostly use the strategies of highlighting, note-taking and underlying to improve their level of reading comprehension.

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Appendix 1

Carta de consentimiento

EFFECT OF METACOGNITIVE STRATEGY INSTRUCTION ON CEFR B1 ENGLISH LEVEL LEARNERS´ READING COMPREHENSION SKILL IN AN ECUADORIAN EFL CLASS

Antes de tomar parte en la investigación le recomendamos que lea detenidamente cada una de las siguientes partes que conforman el estudio. Este proyecto tiene la aprobación del Departamento de Postgrados de la ESPOL y de la Dirección Académica de la Universidad Católica.

Procedimientos en el estudio:

El estudio persigue identificar el efecto de la instrucción de estrategias metacognitivas sobre la lectura comprensiva en las clases de inglés para encontrar las formas adecuadas y guiar a los estudiantes de inglés hacia el uso de estrategias que le permitan una mejor comprensión lectora. Su participación en el estudio consiste en tomar un examen inicial, asistir a clases las cuales serán grabadas en video para evidencia de las mismas, atender detenidamente las instrucciones que le brinde su profesor sobre estrategias metacognitivas y utilizarlas al momento de realizar el examen final. También deberá llenar una encuesta sobre el uso de las mencionadas estrategias durante el examen anteriormente mencionado. La encuesta se llevará a cabo en el salón de clase de inglés al igual que las sesiones de enseñanza. Es importante que conozca que ninguna de las notas que usted obtenga tanto en el primer como en el segundo examen afectará su promedio en la asignatura de inglés.

Seguridad:

No hay peligros físicos o psicológicos asociados con el estudio. Usted puede retirarse voluntariamente del proyecto en cualquier momento sin ser penalizado o cuestionado con cualquier tipo de preguntas acerca de su decisión.

Ventajas:

Los beneficios del estudio están relacionados con su contribución para mejorar el nivel de comprensión lectora de los estudiantes en la asignatura de inglés, para que los alumnos puedan resolver sus exámenes más rápidamente y a la vez mejorar sus calificaciones a través del empleo de estrategias metacognitivas. Su participación en el estudio no involucra créditos adicionales, puntos extras o pago. Su participación será voluntaria, y brindará información para ayudar a nuestros profesores a mejorar su calidad de trabajo

Confidencialidad:

Ningún nombre propio será mencionado en el estudio. La encuesta se organizará mediante códigos o seudónimos. La información recopilada en el estudio se mantendrá confidencial

por el tiempo que dure el estudio y después de él. Sólo los investigadores tendrán acceso a esta información. Si el estudio es publicado, ningún nombre se señalará.

Preguntas:

Cualquier duda que tenga sobre el estudio antes de que se lleva a cabo es más que bienvenida, de igual forma, si luegodel estudio usted necesita mayor explicación, no dude en contactarnos. Magali Arteaga: marteaga@uazuay.edu.ec o Carlina Manosalvas: camanosalvasg@ucacue.edu.ec. Si necesita información adicional acerca del estudio, por favor contáctese con Mst. Karen Yambay kayambay@espol.edu.ec, directora del presente estudio.

Yo, _____ (nombre completo) he leído y entendido la información descrita en este documento y voluntariamente acepto tomar parte en la investigación.

_____   _____
Firma del participante   Firma de los investigadores

Fecha:_____

Appendix 2

Placement Test

Objective Placement Test A

General Directions

The Objective Placement Test has three sections: Listening, Reading, and Language Use. There are 70 questions. You are allowed 50 minutes to complete the test.

In Section I, the Listening section, you will hear nine conversations and answer one or more questions about each one. Before you listen to a conversation, read the question or questions. Then listen to the conversation. Answer the questions after the conversation ends. Choose the correct answer for each question, and fill in your choice on your answer sheet. You will hear the conversation only once. The first conversation is an example. You have 15 minutes to complete this section.

Section II, the Reading section, has several short passages. After you read each passage, choose the correct answer for each question, and fill in your choice on your answer sheet. You have 20 minutes to complete this section.

Section III, the Language Use section, has 30 items. Choose the correct completion for each item, and fill in your choice on your answer sheet. You have 15 minutes to complete this section.

Mark your answers clearly on your answer sheet. If you want to change an answer, erase your first answer completely. If you want to take notes during the test, write on the paper you were given.

Section I: Listening

In this section of the test, you will hear conversations and answer some questions about them. For each conversation, first read the situation and the question or questions. Then listen to the conversation. Answer the questions after you hear the conversation. Respond to the questions by marking the correct answer (a, b, c, or d) on your answer sheet.

Read the example situation and question.

Example

Situation: Bill invites his classmate Amy to go out after class.

Amy _____.

      a. doesn't like to bowl
      b. is going bowling after class
      c. wants to meet her friends after class
      d. has to go home after class

Now listen to the example conversation.

[EXAMPLE CONVERSATION]

Now answer the example question.

The answer for the example is *b, is going bowling after class.* The letter *b* is filled in on your answer sheet.

Now go on to page 3.

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Situation 1: Mr. Hanson is asking Jessie about her classmates.

1. Paolo is _____.
    a. in class
    b. at the cafeteria
    c. at home
    d. in the library

Situation 2: Susan is asking Alex about his free time.

2. On the weekends, Alex _____.
    a. works at a part-time job
    b. goes to the movies
    c. goes to school
    d. has a lot of free time

Situation 3: Jeff and Rosa are talking on the phone.

3. Rosa _____.
    a. went shopping yesterday
    b. can go to the mall today
    c. can't go shopping today
    d. doesn't like to shop

Situation 4: Mark and Sarah are talking about their habits.

4. Sarah _____.
    a. loves her karate class
    b. enjoys working out
    c. doesn't cope well with stress
    d. goes to the gym every day

5. Mark _____.
    a. exercises a lot.
    b. doesn't like junk food
    c. goes to Sarah's gym
    d. is going to join a karate class

Situation 5: Jan is telling Carlos about her day.

6. Jan was late for her interview this morning because _____.
    a. the service in the café was slow
    b. she was talking to her father
    c. her bus didn't come on time
    d. she didn't have a watch

7. Carlos thinks _____.
    a. Jan may get the job
    b. Jan will definitely get the job
    c. Jan will probably not get the job
    d. Jan definitely won't get the job

Situation 6: Freddie is talking to Judy on his cell phone about a trip.

8. Freddie _____.
    a. wants to visit Australia alone
    b. does not want to visit Australia in the summer
    c. hasn't made any plans to go to Australia
    d. has never been to Australia before

9. Judy says the best thing about Australia is the _____.
    a. weather
    b. people
    c. beaches
    d. sports

Situation 7: Victor is helping Stacy with her new cell phone.

10. Stacy doesn't remember _____.
    a. how to turn off her phone
    b. how much her phone cost
    c. where she bought her phone
    d. why she bought her phone

11. Victor thinks his news will be _____.
    a. annoying
    b. tiring
    c. surprising
    d. helpful

12. Victor has known Caroline _____.
    a. for two months
    b. since childhood
    c. since last week
    d. for one semester

Now go on to page 5.

Objective Placement Test A   4

Situation 8: Paula and Peter are talking about Paula's experience in another country.

13. Paula took her first trip outside the United States _____.

    a. before she turned 25
    b. a few years ago
    c. when she turned 25
    d. last year

14. Paula offended her hosts in Thailand by _____.

    a. asking them to take off their shoes
    b. making excuses for her behavior
    c. not taking off her shoes
    d. going inside their house

15. Paula told Peter that you _____ in homes in Thailand.

    a. don't have to wear shoes
    b. are expected to wear shoes
    c. can get away with wearing shoes
    d. shouldn't wear shoes

Now go on to page 6.

Situation 9: Adam and Carmen are talking about going back to college.

16. Adam _____.
   a. doesn't like his classes and isn't doing well
   b. likes his classes but isn't doing well
   c. likes his classes and is doing well
   d. doesn't like his classes but is doing well

17. Adam is studying for a degree in _____.
   a. math
   b. science
   c. history
   d. nursing

18. When Adam receives his degree, he will have spent _____ years studying.
   a. 4
   b. 20
   c. 24
   d. 40

19. Carmen thinks she took charge of her life when she listened to her _____.
   a. mom
   b. computer science professor
   c. high school advisor
   d. career counselor

20. Carmen thinks she'll be _____ for a really long time.
   a. looking for a good job
   b. getting student loans
   c. working on her degree
   d. paying off her loans

This is the end of the Listening section of Objective Placement Test A.

Now go on to page 7 and begin the Reading section.

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Section II: Reading

In this section of the Objective Placement Test, you will read some short passages and answer questions about them. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 20 minutes to complete this section.

Passage 1: What's your weekly routine?

Miki: I have classes every afternoon. In the mornings, I work in the college cafeteria. I usually do my homework in the evenings. On the weekends, I go out with my friends.

21. On weeknights, Miki usually _____.

    a. studies
    b. works in the cafeteria
    c. sees her friends
    d. has classes

Passage 2: An email, Subject: Back home!

Hi Mandy,

I just got back from my trip to Spain. It didn't rain at all! We ate at some great Spanish restaurants – delicious! I learned to do *flamenco*! It's a kind of dance. We went to the beach every day, and we went snorkeling. I'd like to do this every year!

Max

22. Max _____.

    a. didn't like Spanish food
    b. was bored on his trip
    c. enjoyed his trip
    d. never wants to visit Spain again

Now go on to page 8.

Passage 3: Do you have "vacation deprivation"?

The average amount of time off in the United States is only 11 days a year. But in Europe, workers get 26 to 37 days off. Researchers say vacations are important for good health. They say the kind of vacation you take makes a difference, too. When people travel to sunny places, have lots of free time, sleep a lot, exercise, and make friends, they enjoy better health.

23. The article suggests that _____.
     a. busy vacations are better for your health
     b. Americans need more vacation time
     c. Europeans don't like to travel
     d. Americans take enough vacation

Passage 4: Minor burns

Leon Caplan was watching television when his sister burned herself in the kitchen. He immediately ran to the refrigerator to get some ice and butter for her hand. Did he do the right thing? What should you do for a burn?

Many people think you should put ice, oil, or butter on a burn. Actually, these can damage the skin and make the burn worse. Always cool a minor burn as soon as possible with cold water – preferably running water.

24. The main idea of this reading is to _____.
     a. tell a story about Leon Caplan
     b. give advice about burns
     c. describe types of burns
     d. stop people from burning themselves

25. If you have a burn, the reading says you should _____.
     a. put the burned area into the refrigerator
     b. avoid cold water
     c. put oil on it
     d. never put butter on it

Now go on to page 9.

Objective Placement Test A   8

Passage 5: Live life to the fullest: Fly a plane!

Have you ever flown a plane? Probably not. But if you like excitement and don't get stressed easily, you might want to try flying a jumbo-jet simulator – the same one pilots use in training. I haven't taken many plane rides, but last Sunday I decided to try a day at pilot school. It's open to the public on Sundays. I got a full lesson on how to fly before I climbed into the simulator. Then the instructor let me take off, fly at 914 meters (3,000 feet), and land. It was the scariest 30 minutes I've ever had "in the air" – and totally realistic.

26. Jumbo-jet simulators _____.

    a. are real planes
    b. aren't open to the public
    c. are something pilots use to learn to fly
    d. aren't like real airplanes

27. The writer _____.

    a. has never been on a plane
    b. has taken many classes at pilot school before
    c. has flown a plane
    d. has flown in a simulator

Passage 6: Someone you can look up to: Christina Morin

Christina Morin is an amazing young woman with an inspiring story. When she was 17, Christina went on a safari to Kenya with her parents. During her trip, she spent four days with the local Samburu tribespeople, who were suffering from a devastating drought after several months without rain and had very little food. Christina wanted to help. She started by teaching art classes to the Samburu children, who had never painted before. Christina was amazed at their wonderful drawings, and began to think. If she made their pictures into note cards, would she be able to sell them when she went home and raise money for food? She bought samples of the children's artwork with her own money, which paid for two weeks' worth of food for the tribe. Soon after she got home, the Samburu Project was born. Christina set up a program to sell tribal arts and crafts in local stores, with all profits going to the tribespeople in Kenya. She was able to build a dam, which was her original goal, as well as build several wells, buy animals and food, pay medical bills, and build a crafts center.

28. Christina wanted to help the Samburu tribespeople because _____.
    a. they didn't have an art teacher
    b. they were suffering from a food shortage
    c. they didn't know how to run a safari trip
    d. their homes were flooded

29. Christina got her idea to sell the children's artwork _____.
    a. before she went to Kenya
    b. after she returned back home
    c. before she started teaching them art classes
    d. after she saw the pictures they painted

30. Christina's Samburu Project _____.
    a. bought two weeks' worth of food for the tribe
    b. sold arts and crafts in Kenya
    c. never made a profit
    d. helped the tribespeople in many ways

31. Christina's original goal was to _____.
    a. pay for medical bills
    b. raise money for a dam
    c. build a crafts center
    d. go back and see the tribe again

Now go on to page 11.

Passage 7: Modern crimes: image theft

Personal blogging is the new form of journal writing – only better, because more people can read your entries online! Nowadays, most travelers are expected to post their photographs, in addition to their commentary, on blogs for friends and family to see.

But imagine finding your vacation photos in an advertisement, copied from the Internet without your permission. Although you, as an amateur photographer, might have thought they were "just pictures," someone else decided they had value and used them to make money. That person stole your property.

Photo theft, or image theft, is a growing problem, especially for professional photographers who advertise on the Web. Any photo can easily be copied and used illegally, and often the people who do it don't realize they are committing a crime. The ones who do probably know they won't be caught.

So how can you protect yourself and your images? Professional photography associations recommend using photo-editing programs to add text to your photos. For example, write the word *SAMPLE* on the pictures. More sophisticated software allows you to make the pictures "flash" or add moving images that can't be copied. Finally, give your photo files unusual names so that they won't be found easily when people search the Internet for common subjects like "the beach."

32. The article tells photographers how to _____.

    a. make money from pictures
    b. become a professional
    c. put their pictures on the Internet
    d. stop people from using their photos illegally

33. The writer says amateur photographers _____.

    a. might not realize their photos are valuable
    b. travel too much to worry about image theft
    c. shouldn't find image theft frustrating
    d. can also use other people's pictures illegally

34. Everyone who uses an image without permission _____.

    a. knows it's illegal
    b. will be caught
    c. is doing something illegal
    d. understands photo-editing software

35. One way of protecting your pictures is to _____.

    a. sell them to advertisers
    b. use software to change them
    c. join a professional association
    d. hide them on the Internet

Passage 8: What are businesses doing about global warming?

The issue of climate change has been discussed in scientific and business circles for over two decades. However, only in recent years has there been agreement that it is crucial something be done to reduce the carbon emissions that cause global warming and that businesses – as well as governments and individual citizens – must act. The main problem is the rising level of carbon dioxide, which has been shown to warm the earth's atmosphere, and which is still being produced in damaging quantities by power plants and motor vehicles.

A few forward-thinking companies are investing in renewable energy, reducing their use of oil and coal, recycling more, and consuming less in order to reduce their "carbon footprint" (their total amount of carbon emissions). Although companies like these are preparing to live in a reduced-carbon world, most businesses have been slow in reducing their negative impact on the environment. They might be encouraged to finally start changing their environmental policies through a combination of legal, political, and business pressures.

Laws on carbon emissions are likely to be affected by changes in government policy. In addition, the effects of new weather patterns involving high winds, hurricanes, fires, and floods are making insurance companies look seriously at climate change as more and more money is continually being paid out for the damage caused by these events. Companies are being forced by their insurers to think of such environmental damage as a significant business risk.

36. The main idea of the article is that _____.

    a. businesses will have to be more environment-friendly in the future
    b. it's the government's responsibility to do something about climate change
    c. nothing has been done about climate change
    d. there are companies taking steps to become more environment-friendly

37. The article says that scientists and business leaders _____.

    a. have always agreed about the causes of climate change
    b. have been talking about climate change for a long time
    c. prepare to live in a reduced-carbon world
    d. have not discussed climate change enough

38. _____ companies are trying to be more environment-friendly.

    a. Oil and coal
    b. A small number of
    c. All the major
    d. A rising number of

39. Most companies are _____ when it comes to investing in renewable energy.

    a. in agreement
    b. forward-thinking
    c. slow to change
    d. not encouraged to change

40. Companies might change their environmental policies _____.

    a. to produce power plants
    b. but would not be considered "forward-thinking"
    c. for political, legal, and business reasons
    d. but will negatively impact the environment

Now go on to page 13 and begin the Language Use section.

91

Section III: Language Use

In this section, you will answer questions about the use of English. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 15 minutes to complete this section.

41. My friends and I go to the movies _____ weekends.
    a. every
    b. on
    c. in
    d. any

42. How often _____ your father work late?
    a. is
    b. do
    c. are
    d. does

43. Jill didn't _____ that skirt because it was expensive.
    a. bought
    b. buys
    c. buy
    d. buying

44. Javier eats _____ beef, but he doesn't like hamburgers.
    a. any
    b. a lot of
    c. many
    d. a

45. I'm interested _____ an art class next year.
    a. in taking
    b. to take
    c. at taking
    d. take

46. A: What's the weather forecast for tomorrow tonight?
    B: It _____ tomorrow night.
    a. rains
    b. has rained
    c. is going to rain
    d. rained

Now go on to page 14.

47. I went shopping yesterday _____ a tent for my camping trip.

    a. get
    b. to get
    c. got
    d. for getting

48. A: What do you do with your old clothes?
    B: I throw them away, but my sisters give _____ to charity.

    a. hers
    b. their
    c. her
    d. theirs

49. A: What _____ when you broke your arm?
    B: I was climbing a tree.

    a. are you doing
    b. did you do
    c. were you doing
    d. do you do

50. It's bad to lose your keys, but it's _____ to lose your wallet.

    a. too bad
    b. best
    c. better
    d. worse

51. A: What are you doing tomorrow night? Do you want to hang out?
    B: Actually, _____ anything. I'd love to get together.

    a. I won't do
    b. I can't do
    c. I'm not doing
    d. I don't do

52. We need to find a car _____.

    a. that doesn't use a lot of gas
    b. who isn't too expensive
    c. is totally reliable
    d. we both like it

53. If I _____ the chance, I'd spend a year or two in Australia. My English would improve a lot.
    a. have
    b. would have
    c. had
    d. am going to have

54. A: Where did you buy your printer?
    B: I don't remember where _____ it.
    a. did I buy
    b. I bought
    c. I'll buy
    d. I buy

55. Anna _____ an art class since September, and she loves it.
    a. is taking
    b. has taken
    c. took
    d. has been taking

56. Several flights _____ earlier today because of severe thunderstorms.
    a. delayed
    b. was delayed
    c. were delayed
    d. be delayed

57. When did Shane decide _____ to Seoul?
    a. moving
    b. to move
    c. moved
    d. move

58. You can offend people by not _____ their names.
    a. remember
    b. remembering
    c. remembered
    d. have remembered

Now go on to page 16.

59. We _____ to a soccer game last night, but the weather was awful, so we stayed home.

    a. are supposed to go
    b. are going to go
    c. went
    d. were supposed to go

60. We'd love to get our neighbors _____ their yard. It's really a mess!

    a. cleaned up
    b. will clean up
    c. to clean up
    d. clean up

61. I'm very upset with Brian. He should not _____ to me that way.

    a. have spoken
    b. had spoken
    c. spoke
    d. speaks

62. If Dennis had been in the right place at the right time, his career _____.

    a. would take off
    b. is taking off
    c. has taken off
    d. would have taken off

63. Some TV stations show nothing but reality shows, _____ are less expensive to produce than many other types of programs.

    a. they
    b. because
    c. which
    d. that

64. Many voters wish the senator _____ for re-election, but he has announced his intention to retire from politics.

    a. would run
    b. is running
    c. will run
    d. runs

65. When growing up, we're told there are certain things that are simply not worth _____ about.

    a. worry
    b. to worry
    c. worrying
    d. be worrying

66. Is it still common for children to _____ their mothers flowers on Mother's Day?

    a. give to
    b. give
    c. give her
    d. give for

67. Professor Silva always said it was crucial that our written work _____ to us – and that plagiarism would be severely punished.

    a. belong
    b. would belong
    c. is belonging
    d. can belong

68. When I was deciding on a major, I ought to _____ from choosing a field that doesn't have many job opportunities.

    a. be discouraged
    b. have discouraged
    c. discouraged
    d. have been discouraged

69. Is there any particular historical figure you would like to _____ – say, William Shakespeare for example?

    a. have met
    b. meet
    c. met
    d. had met

70. Now that my best friend and I live in different cities, we call _____ at least twice a week.

    a. ourselves
    b. each other
    c. him
    d. us

END OF TEST

Audio Script

Objective Placement Test A

The following audio script includes the material for the Listening section of Objective Placement Test A.

Section I: Listening

In this section of the test, you will hear conversations and answer some questions about them. For each conversation, first read the situation and the question or questions. Then listen to the conversation. Answer the questions after you hear the conversation. Respond to the questions by marking the correct answer (a, b, c, or d) on your answer sheet.

Read the example situation and question.

Now listen to the example conversation. Bill invites his classmate Amy to go out after class.

Bill   So, Amy, are you busy after class tonight?
Amy   Actually, no, I'm not. Why?
Bill   Well, would you like to go bowling with me and some of my friends?
Amy   Well, I usually go straight home after class. But bowling sounds like fun. I'd love to go, Bill. Thanks.
Bill   Great!

Now answer the example question.

The answer for the example is b, is going bowling after class. The letter b is filled in on your answer sheet.

Now go on to page 3.

Read Situation 1 and the question.

Now listen to the conversation. Mr. Hanson is asking Jessie about her classmates.

Mr. Hanson   Where's Paolo? Is he here today, Jessie?
Jessie   Um . . . no, he's not, Mr. Hanson. He's at home. He's sick.
Mr. Hanson   And Bruce and Sami . . . where are they?
Jessie   They're not here. Bruce is in the library, and Sami's in the cafeteria.

Now answer Question 1.

Read Situation 2 and the question.

Now listen to the conversation. Susan is asking Alex about his free time.

Susan   So, Alex, what do you do in your free time?
Alex   Well, I don't have a lot of free time, Susan. I mean, I work and I go to school.
Susan   Oh, where do you work?
Alex   Well, there's a big movie theater in my neighborhood. I work there part-time.
Susan   On the weekends?
Alex   Yeah. Usually in the afternoon.

Now answer Question 2.

Read Situation 3 and the question.

Now listen to the conversation. Jeff and Rosa are talking on the phone.

Jeff Hello?

Rosa Hey, Jeff. What are you doing right now?

Jeff Hey, Rosa. I'm watching a game on TV. Why?

Rosa Oh. Well, do you want to go shopping at the mall with me?

Jeff Uh . . . today? No, sorry, I can't today. But I can go with you on Saturday.

Rosa Saturday? OK. Great! There are lots of sales this week.

Jeff I know. I was at the mall yesterday. I just love to shop.

Rosa Yeah. So do I!

Now answer Question 3.

Read Situation 4 and the questions.

Now listen to the conversation. Mark and Sarah are talking about their habits.

Mark You know, Sarah, you're always so relaxed. How do you cope with stress?

Sarah It's simple, Mark. I exercise a lot.

Mark Really? How often do you exercise?

Sarah Well, I love working out. I go to the gym four or five times a week.

Mark Gosh, that's a lot! I'm not doing anything for exercise. And I'm eating a lot of junk food these days, too. Maybe that's my problem.

Sarah You know, I'm going to start a karate class next week. Come with me!

Mark Karate? Um . . . OK. That sounds like fun. I'd really like to get in shape.

Now answer Questions 4 and 5.

Now go on to page 4.

Read Situation 5 and the questions.

Now listen to the conversation. Jan is telling Carlos about her day.

Carlos You look really upset, Jan. What's wrong?

Jan Oh, Carlos, I had a job interview this morning, and I got there late.

Carlos Oh, dear. What happened?

Jan I stopped for coffee in a little café near the company. See, my bus was a little early, so I had some extra time.

Carlos Yeah? So what happened?

Jan Well, I was drinking my coffee and, um . . . my cell phone rang. It was my dad. He was calling to give me advice for the interview.

Carlos That was nice.

Jan Yeah, but I wasn't paying attention to the time, and when I looked at my watch, I was already five minutes late!

Carlos Well, you know, maybe they'll hire you anyway.

Now answer Questions 6 and 7.

Read Situation 6 and the questions.

Now listen to one half of a conversation on the phone. Freddie is talking to Judy on his cell phone about a trip.

Freddie Hi, Judy. It's Freddie. How are you? . . . Hey, have you ever been to Australia? Matt and I are going this winter – that'll be Australia's summer. We've already started making plans. . . . You have? So you have been there. I thought so! . . . Yeah, I know it's hot. But that's OK. I love hot weather. . . . No, we've never been there before. . . . So, what's the best thing about the country? . . . The beaches, huh? People say they're the most beautiful beaches in the world. . . . Yeah, I've always wanted to go scuba diving . . . You went sailing, too? Fantastic. . . . Hey, listen. I've got to go. Thanks for the information. . . . I'll talk to you later. . . . OK. Bye.

Audio Script for Objective Placement Test A

Now answer Questions 8 and 9.

Read Situation 7 and the questions.

Now listen to the conversation. Victor is helping Stacy with her new cell phone.

Stacy   Can you help me, Victor? My new cell phone is driving me crazy. I don't remember how to turn it off – I'm so annoyed!

Victor   Let me show you what to do. Just press this button – really hard. Yeah! Hey, this is a nice phone, Stacy. How long have you had it?

Stacy   I bought it last week at Cell Phone City. I was tired of my old phone, and this one was on sale. It was only $79.99. Anyway, thanks for your help. So, what have you been up to lately, Victor?

Victor   Well, actually, I have some news, and I think you're going to be really surprised.

Stacy   What is it?

Victor   I've been dating someone.

Stacy   That's awesome! Who is she? Is she in your class this semester?

Victor   Well, she's someone I grew up with. Her name's Caroline. I've known her for a long time, but we just started going out two months ago.

Now answer Questions 10, 11, and 12.

Now go on to page 5.

Read Situation 8 and the questions.

Now listen to the conversation. Paula and Peter are talking about Paula's experience in another country.

Paula   Peter, this article about culture is great. Isn't it interesting how some behaviors are acceptable in one country and totally unacceptable in others?

Peter   Uh . . . I'm not sure what you mean, Paula. I haven't traveled very much.

Paula   Neither have I, really. Actually, I had never even left the United States until I turned 25. My family and I celebrated my twenty-fifth birthday in the Dominican Republic. That was a long time ago!

Peter   Well, can you give me an example of behavior that's OK in one place and not OK in another?

Paula   Sure. Um . . . well, I spent six months in Thailand on business a few years ago. I was invited to a colleague's home for dinner one night. When I arrived, I just walked right into the house – you know, I didn't take my shoes off. I mean, unless someone asks you to take them off, you usually keep your shoes on in people's homes in the United States, right? I found out later that you're not supposed to do that in Thailand. But what really bothered me was that I should have known about that tradition. I didn't really have a good excuse for not knowing.

Now answer Questions 13, 14, and 15.

Now go on to page 6.

Read Situation 9 and the questions.

Now listen to the conversation. Adam and Carmen are talking about going back to college.

Carmen   Hey, Adam. How have your classes been going?

Adam   Hey, Carmen. My classes are going pretty well. I love college actually. Not only do I love it, but I'm doing really well. It turns out I'm pretty good at math and science. Who knew?

Carmen   That's terrific. You went back to school to become a nurse, didn't you? My mom is a nurse. But hadn't you been studying history?

Adam Yeah. I can't believe I spent four years as a history major. Boy, do I wish I'd known then what I know now. I wish I had gone to a career counselor to talk about my options. Do you realize I will have spent a total of 20 years in school by the time I get my nursing degree? That's almost my entire life!

Carmen I know what you mean. I started out as a French major. Can you imagine? My high school advisor could have told me it would be hard to find a job with a French degree.

Adam Well, you're very smart to have listened to your computer science professor. When he suggested that you switch majors – and you took his advice – that's the day you took charge of your life. Don't you think so?

Carmen I do. I'm bound to get a decent job when I'm done. I'm not worried about that. What worries me most is the debt from my college loans. I'll be making payments for such a long time!

Adam Well, I know it won't make you feel any better, but you're not alone in that. I don't think I know anyone who isn't drowning in debt.

Carmen Me neither. All my friends had to borrow a lot of money to pay for school. It's pretty depressing, isn't it?

Adam Yeah, it is. So why don't we change the subject? Did you hear about . . .

Now answer Questions 16, 17, 18, 19, and 20.

This is the end of the Listening section of Objective Placement Test A.

Now go on to page 7 and begin the Reading section.

Placement Essay Form A

Name _____   Date _____   Rating _____

Directions: Please write about one of the following topics. Do not write about all three. Write a well-organised essay about the topic you choose. When you finish your essay, read it and correct any mistakes you find.

Topic 1: Describe your daily routine. What is your favorite part of the day? Explain.

Topic 2: Have you been to a festival or a special event recently? Describe it. What was it like? What did you do? Would you recommend it to a visitor? Why or why not?

Topic 3: "Cell phones have made life easier." Do you agree with this comment? Why or why not? Discuss the comment.

_____

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1   Placement Essay Form A

Touchstone Level 3 (5–6 points)			
TASKS		**TASK RATING**	**COMMENTS**
7	Talk about life experiences • Have you been on a trip recently? Where? • What was the most interesting thing about the trip? • Have you ever done anything really scary? • What are some of the most unusual foods you have eaten? What was the best (worst)?	+ ✓ –	
8	Talk about hopes and wishes • If you had more free time, what would you do? • If you could live anywhere in the world, where would you live? Why? • If you could change one thing about your life, what would you change and why?	+ ✓ –	
9	Talk about the news • What important events have been in the news lately? • Have you been following a specific news story? Why is it interesting to you? • Has anything happened in your life recently that's newsworthy? • Do you keep up with local news? What's been happening in your neighborhood lately?	+ ✓ –	

Touchstone Level 4 (7–8 points)			
TASKS		**TASK RATING**	**COMMENTS**
10	Talk about your life • How did you end up studying English? • What are you planning to use English for? • Are you taking other classes (working) right now? • What's most important to you in your life right now? Why?	+ ✓ –	
11	Talk about society • What do you think about the legal age for driving here? Should it be changed? • What do you think should be done about students who regularly skip classes? Should they be allowed to get away with it? • We live in a multicultural society. What do you think could be done to help people understand each other?	+ ✓ –	
12	Talk about education, the future, and careers • If you had the opportunity to change anything about your education (career/past), what would you change? • Has anyone ever given you any good career (life) advice? What did they tell you? • In what ways is education being changed by technology?	+ ✓ –	

Placement Speaking Assessment Rating Form

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Objective Placement Test A
Answer Sheet

Name _____ Date _____

Total Points _____ Rating _____

Section I: Listening

Example: ⓐ ⓑ ⓒ ⓓ

1. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ
6. ⓐ ⓑ ⓒ ⓓ
7. ⓐ ⓑ ⓒ ⓓ
8. ⓐ ⓑ ⓒ ⓓ
9. ⓐ ⓑ ⓒ ⓓ
10. ⓐ ⓑ ⓒ ⓓ

11. ⓐ ⓑ ⓒ ⓓ
12. ⓐ ⓑ ⓒ ⓓ
13. ⓐ ⓑ ⓒ ⓓ
14. ⓐ ⓑ ⓒ ⓓ
15. ⓐ ⓑ ⓒ ⓓ
16. ⓐ ⓑ ⓒ ⓓ
17. ⓐ ⓑ ⓒ ⓓ
18. ⓐ ⓑ ⓒ ⓓ
19. ⓐ ⓑ ⓒ ⓓ
20. ⓐ ⓑ ⓒ ⓓ

Section II: Reading

21. ⓐ ⓑ ⓒ ⓓ
22. ⓐ ⓑ ⓒ ⓓ
23. ⓐ ⓑ ⓒ ⓓ
24. ⓐ ⓑ ⓒ ⓓ
25. ⓐ ⓑ ⓒ ⓓ
26. ⓐ ⓑ ⓒ ⓓ
27. ⓐ ⓑ ⓒ ⓓ
28. ⓐ ⓑ ⓒ ⓓ
29. ⓐ ⓑ ⓒ ⓓ
30. ⓐ ⓑ ⓒ ⓓ

31. ⓐ ⓑ ⓒ ⓓ
32. ⓐ ⓑ ⓒ ⓓ
33. ⓐ ⓑ ⓒ ⓓ
34. ⓐ ⓑ ⓒ ⓓ
35. ⓐ ⓑ ⓒ ⓓ
36. ⓐ ⓑ ⓒ ⓓ
37. ⓐ ⓑ ⓒ ⓓ
38. ⓐ ⓑ ⓒ ⓓ
39. ⓐ ⓑ ⓒ ⓓ
40. ⓐ ⓑ ⓒ ⓓ

Section III: Language Use

41. ⓐ ⓑ ⓒ ⓓ
42. ⓐ ⓑ ⓒ ⓓ
43. ⓐ ⓑ ⓒ ⓓ
44. ⓐ ⓑ ⓒ ⓓ
45. ⓐ ⓑ ⓒ ⓓ
46. ⓐ ⓑ ⓒ ⓓ
47. ⓐ ⓑ ⓒ ⓓ
48. ⓐ ⓑ ⓒ ⓓ
49. ⓐ ⓑ ⓒ ⓓ
50. ⓐ ⓑ ⓒ ⓓ

51. ⓐ ⓑ ⓒ ⓓ
52. ⓐ ⓑ ⓒ ⓓ
53. ⓐ ⓑ ⓒ ⓓ
54. ⓐ ⓑ ⓒ ⓓ
55. ⓐ ⓑ ⓒ ⓓ
56. ⓐ ⓑ ⓒ ⓓ
57. ⓐ ⓑ ⓒ ⓓ
58. ⓐ ⓑ ⓒ ⓓ
59. ⓐ ⓑ ⓒ ⓓ
60. ⓐ ⓑ ⓒ ⓓ

61. ⓐ ⓑ ⓒ ⓓ
62. ⓐ ⓑ ⓒ ⓓ
63. ⓐ ⓑ ⓒ ⓓ
64. ⓐ ⓑ ⓒ ⓓ
65. ⓐ ⓑ ⓒ ⓓ
66. ⓐ ⓑ ⓒ ⓓ
67. ⓐ ⓑ ⓒ ⓓ
68. ⓐ ⓑ ⓒ ⓓ
69. ⓐ ⓑ ⓒ ⓓ
70. ⓐ ⓑ ⓒ ⓓ

Appendix 3

EFFECT OF METACOGNITIVE STRATEGY INSTRUCTION ON INTERMMEDIATE LEARNERS´ READING COMPREHENSION SKILLL IN AN ECUADORIAN EFL CLASS

USE THE ANSWER SHEET ONLY. DO NOT WRITE ANYTHING ON THIS DOCUMENT. MARK ONLY ONE ANSWER TO EACH QUESTION.

1. **Look at the heading and circle the correct answer.**

STUDENTS:
Library books borrowed this week (11-15 June) must be returned before the July holiday
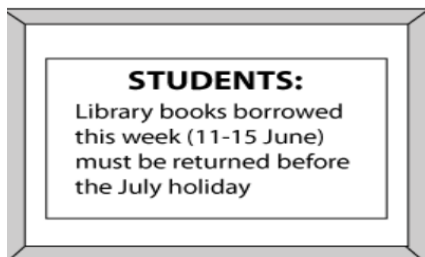
a. Students wishing to keep books for the holiday should borrow them this week.
b. Students borrowing books now can only keep them for one week.
c. Students borrowing books now have to bring them back before the holiday.

2. **Look at the information and circle the correct answer about what Dan should**

Pre-test	Teachers: Magali Arteaga/Carlina Manosalvas

do?

Dan

Chris phoned – there's a football match sometime after school tomorrow. Put everything in your sports bag before you go to bed. I've washed everything for you.

Mum
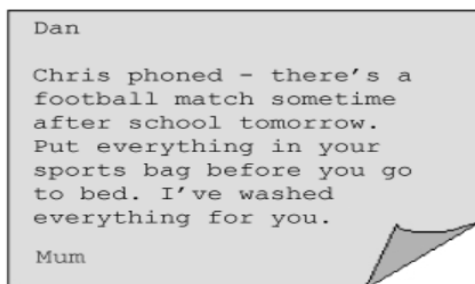
a. Dan should get his football things ready this evening.
b. Chris will ring Dan back about the time of the match.
c. Mum will wash Dan's football clothes for him.

3. **What should George do?**

George,
Luke texted me to say there's just one ticket left for Saturday's concert. Still interested? If so, hurry up and let him know because several other people may want it.
Mike

a. Reserve the last concert ticket before anyone else does

b. Tell Luke how many people are going to the concert
c. Buy several concert tickets because many people want to go

4. Emily should ring the doctor

PHONE MESSAGE

To: Emily   From: Sam

The doctor's secretary phoned –
your appointment is now at
4.40 pm not 3.30 pm today.
No need to ring back unless the
time's a problem.
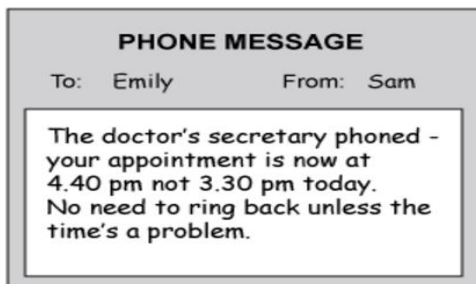
a. in order to make another appointment
b. if the new appointment is inconvenient
c. to change the day of her appointment

5. Look at the picture and select the correct response.

Drivers breaking down in tunnel must turn on their warning lights

a. Use warning lights at all times when driving through the tunnel.
b. Tunnel warning lights will be turned on if a car has broken down
c. Switch on warning lights if your car breaks down in the tunnel.

Read the descriptions of five educational websites. For items6 – 10, match the correct description. USE THE NASWER SHEET TO ANSWER.

People and their Lifestyles

Educational Sites on the Web

Let´s communicate! If you´re interested in how people share information and thoughts, you´ll find this website useful. It begins over five thousand years ago with the writings of the ancient world. The inventions of printing and of sound recording are covered, and so is the development of the internet.

Sights and Sounds! This is for anyone studying the Latin Language or who is interested in the ancient world. There are amazing facts about the rulers of ancient Rome, interactive family trees, the words of popular songs, and maps of battles.

Mouth Piece! Clear explanations, exercises and vocabulary games will help you revise your Spanish or even learn the language from the beginning. The pages cover a wide range, from ´Irregular verbs´ to ´Cook in Spanish´ and ´Public speaking´. There are useful links to other websites providing historical and cultural information, including sites in Latin America.

In the Air! This a young person´s online guide to the orchestra. It describes each instrument, with a recording of its range of sounds, and gives a brief history of instrument. It also explains how to make some amusing instruments at hoe using everyday objects.

Oskar´s magazine! This amusing and colourful magazine is designed for university students of German. There are interesting articles by young German writers on a range of subjects, from where to find cheap accommodation in Berlin to reviews of current dance music CDs and classical music concerts, and students-exchange experiences.

6. Jamilla is 20 and studies Spanish and German. She's planning to spend six months at a German university and, before going, she wants to find out what life there is like for people of her age.

7. Eric is keen on teaching himself languages. He's going on holiday to Spain next year and would like to be able to say some simple things in the language when he gets there.

8. Ludmila and Ito are learning about life among the ancient Romans. Ludmila's teacher has asked her to choose a famous Roman and Ito has been asked to find out as much as he can about him or her.

9. Ivan teaches history. He wants some information about the changes that have taken place since earliest times in the ways in which people exchange ideas.

10. Miriam wants to encourage her children to find out something about classical music. They need basic information but she also wants them to have some fun while they're learning.

Read the text. For questions 11-15 circle the correct answer.

Charlotte Uhlenbroek

Dr Charlotte Uhlenbroek recently returned to London after filming her second series, Jungle. It was a difficult, 19-week trip, during which she explored the rainforests of Borneo, the Amazon and the Congo, travelling around using a variety of means of transport, including hot-air balloons and canoes. 'I'm interested in the way animals communicate with each other. It was sometimes dangerous making the programme - I even went swimming with piranha fish. But the worst thing was the insects. On one occasion I had 70 sandfly bites on my arm. Luckily I didn't get sick. I prefer not to take tablets every day, but if I get a fever I take some medicine immediately.'

Filming the series was exciting, but also frightening at times. Her most challenging experience was climbing a 100-metre tree in Borneo, as she has a great fear of heights. 'I had to keep pulling myself further and further upwards. All I wanted to do was get down again. Suddenly the safety equipment didn't look very strong and I thought that my ropes would break and I would crash to the ground.'

What did she enjoy most about returning to London? 'When I've been away in hot uncomfortable conditions for a long time I dream about an ice-cold drink and my bed at home! But the thing I look forward to the most is nice long showers. There wasn't much water in some of the places we visited and I worried that I was using it all up and not leaving any for my colleagues on the camera team!'

11 What is the writer doing in this text?

 a. giving information for visitors to the rainforest
 b. describing how animals in the rainforest communicate
 c. reporting an interview with a television presenter
 d. giving advice about travel health

12 When does Charlotte take medicine on her travels?

 a. whenever she goes into water
 b. if she has a high temperature
 c. every day to prevent infection
 d. if she is bitten by insects

13 Charlotte found climbing the tree in Borneo so frightening because

 a. she hates being in high places
 b. she was unable to get down
 c. her equipment suddenly broke
 d. she slipped and fell to the ground

14 What does Charlotte miss most when she is away filming?

 a. air-conditioning
 b. an unlimited water supply
 c. a comfortable bed
 d. iced drinks

15 Which best describes the TV series Jungle?

 a. The forest floor has thousands of different insects - let Charlotte Uhlenbroek be your guide to these fascinating creatures.

b. Making her first television appearance, Charlotte Uhlenbroek explores some of the wildest places on earth.
c. Charlotte Uhlenbroek looks at ways in which the animals of the rainforest manage to live beside their human neighbours.
d. Insects, piranha fish, and hot-air balloons - it's all in a day's work for Charlotte Uhlenbroek in her latest series.

This test has been adapted from http://cbpt.s3.amazonaws.com/cb-pet-readingwriting/index.xhtml

EFFECT OF METACOGNITIVE STRATEGY INSTRUCTION ON INTERMMEDIATE LEARNERS´ READING COMPREHENSION SKILLL IN AN ECUADORIAN EFL CLASS

Pre-test	Teachers: Magali Arteaga/Carlina Manosalvas
	Student´s name:_____ Date: June____,2016 Level:_____

ANSWER SHEET

	ANSWER	
1.	Ⓐ Ⓑ Ⓒ Ⓓ	
2.	Ⓐ Ⓑ Ⓒ Ⓓ	
3.	Ⓐ Ⓑ Ⓒ Ⓓ	
4.	Ⓐ Ⓑ Ⓒ Ⓓ	
5.	Ⓐ Ⓑ Ⓒ Ⓓ	
6.		
7.		
8.		
9.		
10.		
11.	Ⓐ Ⓑ Ⓒ Ⓓ	
12.	Ⓐ Ⓑ Ⓒ Ⓓ	
13.	Ⓐ Ⓑ Ⓒ Ⓓ	
14.	Ⓐ Ⓑ Ⓒ Ⓓ	
15.	Ⓐ Ⓑ Ⓒ Ⓓ	
	TOTAL	

Appendix 4

CAMBRIDGE
UNIVERSITY PRESS

20 de junio de 2016

A quien corresponda,

Por medio de la presente extendemos la autorización pertinente para que, **Carlina Manosalvas con CI 0603538539 y Sonia Arteaga con CI 0102603453,** estudiantes de la maestría **MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**, utilicen nuestro placement test de la serie Touchstone para aplicarlo a los estudiantes con los cuales están realizando prácticas profesionales.

Saludos cordiales,

Julie Watson
GERENTE GENERAL
CAMBRIDGE UNIVERSITY PRESS

ENTRADA (1285/4367)   **14 KB**

Regresar | Redactar | Responder | Resp. a todos | Reenviar | Reenviar como adj. | Reenviar original | Imprimir | Contactos | Calendario | Configuración | Salir | Borrar

Mapa de caracteres utf-8 > iso-8859-1   -- Membrete --   GUARDADOS | Mover | Copiar

◀ 4/8 ▶   -html-

Fecha: Mon, 20 Jun 2016 10:38:29 +0000   Todos los encabezados
Remitente: "Gergana Marinova (Cambridge English)" <support@esolhelpdesk.zendesk.com>
**Responder a:** Cambridge English <support+id254023@esolhelpdesk.zendesk.com>
Destinatario: Marteaga <marteaga@uazuay.edu.ec>
Asunto: [Cambridge English] Re: permission for tests   Todos los archivos adjuntos

##- Por favor, escriba su respuesta por encima de esta línea -##

Please see below for an update to your query (#254023).

To provide additional information, or to ask for an update at any point, please reply to this email or click the link below:
http://support.cambridgeenglish.org/hc/requests/254023

Gergana Marinova (Cambridge English)
20 de jun. 11:38 BST

Hello

Thank you for getting in touch.

In order to be able to assist you, please provide me with a link to the test you are referring to. I will then contact the relevant team for clarification.

In order to be able to assist you, please provide me with a link to the test you are referring to. I will then contact the relevant team for clarification.

Could you also give me more information on how are you planning to use the test please?

I am looking forward to your reply.

Gergana Marinova | Helpdesk Analyst

Marteaga
15 de jun. 20:22 BST

I would like to ask for permissio to use one of the online test offeres at a public website in a paper-based form
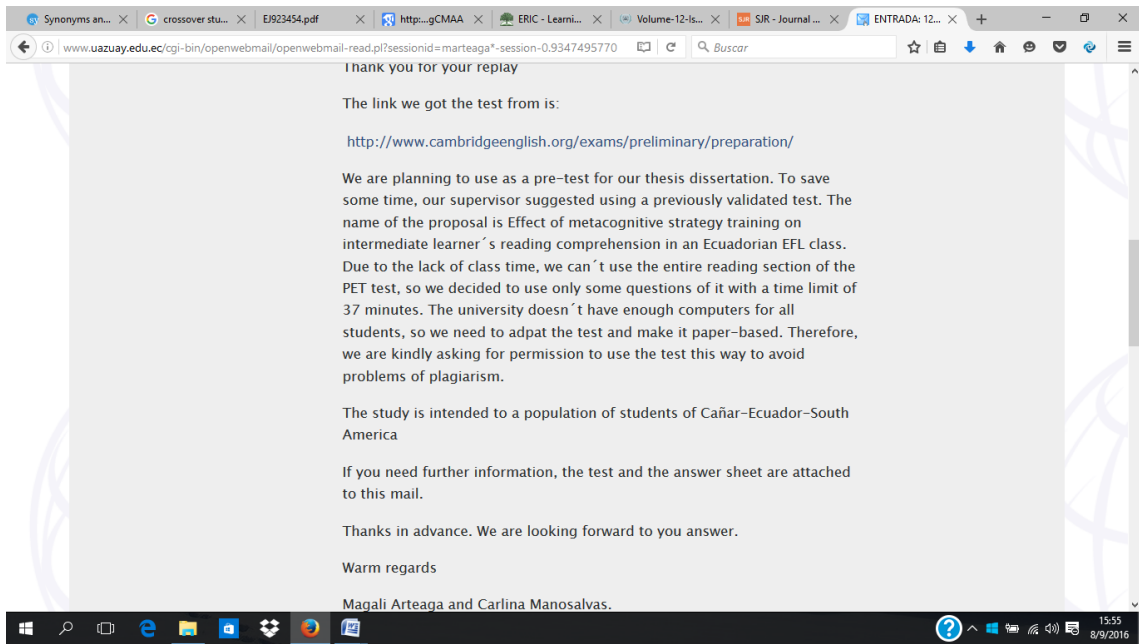

Find help and answers to FAQs online at our support websites:

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Admissions
Testing Service

Hello Magali, hello Carlina

Thank you for getting back to me.

I can confirm that you can use parts of the sample tests that are published on our website for your independent study.

I hope this helps.

Gergana Marinova | Helpdesk Analyst

Marteaga
21 de jun. 3:04 BST

Thank you for your replay

The link we got the test from is:

http://www.cambridgeenglish.org/exams/preliminary/preparation/

We are planning to use as a pre-test for our thesis dissertation. To save some time, our supervisor suggested using a previously validated test. The name of the proposal is Effect of metacognitive strategy training on intermediate learner´s reading comprehension in an Ecuadorian EFL class. Due to the lack of class time, we can´t use the entire reading section of the PET test, so we decided to use only some questions of it with a time limit of

PET test, so we decided to use only some questions of it with a time limit of 37 minutes. The university doesn´t have enough computers for all students, so we need to adpat the test and make it paper-based. Therefore, we are kindly asking for permission to use the test this way to avoid problems of plagiarism.

The study is intended to a population of students of Cañar-Ecuador-South America

If you need further information, the test and the answer sheet are attached to this mail.

Thanks in advance. We are looking forward to you answer.

Warm regards

Magali Arteaga and Carlina Manosalvas.

Appendix 5

METACOGNITIVE STRATEGY USE QUESTIONNAIRE

METACOGNITIVE STRATEGY	RATING SCALES				
	(5) Always	(4) Usually	(3) Sometimes	(2) Rarely	(1) never
1. I monitored the topic or keywords of the reading text to activate prior experience.					
2. I made sure I understood what had to be done.					
3. I made sure to clarify the goal of the reading.					
4. I planned how to read the text.					
5. I used multiple techniques to help understand the reading text. (e.g. highlighting, underlying, note taking)					
6. I thought about how this text made me feel.					
7. I was aware if which strategy to use and how or when to use it.					
8. When I read, I asked myself how the given text related to what I already knew.					
9. I was aware of how much the content remained to be read.					
10. I asked myself some questions as I was going through reading.					
11. I adjusted my reading rate according to the difficulty.					
12. I kept track of my own progress to finish the text on time.					
13. I checked my own performance and progress while reading.					
14. I reread the selected content.					
TOTAL					

Adapted from: Taraban, Rynearson, & Kerrt (2004).

Appendix 6

Cuestionatio sobre el uso de estrategias metacognitivias

ESTRATEGIA METACOGNITIVA	ESCALAS DE CALIFICACIÓN				
	(5) Siempre	(4) Usualmente	(3) Algunas veces	(2) Pocas veces	(1) nunca
1. Monitorié el tema o palabras claves del texto de lectura para activar experiencias previas.					
2. Me asuguré de entender lo que debe hacerse.					
3. Me aseguré de aclarar el objetivo de la lectura.					
4. Planifiqué como leer el texto.					
5. Utilicé múltiples técnicas que me ayudaron a entender el texto de lectura. (ejemplo. resaltado, subrayado, tomar notas)					
6. Pensé en lo que este texto me hizo sentir.					
7. Me di cuenta de cuál estrategia utilizar y cómo utilizarla.					
8. Cuando leo, me pregunto cómo el texto que se me presenta se relaciona con lo que ya conozco.					
9. Me di cuenta de lo que me faltaba para terminar la lectura.					
10. Me hice algunas preguntas sobre el texto.					
11. Ajusté el ritmo de mi lectura de acuerdo a la dificultad.					
12. Llevé la cuenta de mi propio progreso para terminar la lectura a tiempo.					
13. Verifiqué mi desenvolvimiento y progreso mientras leía.					
14. Volví a leer el contenido seleccionado.					
TOTAL					

Adapted from: Taraban, Rynearson, & Kerrt (2004).

Appendix 7

UNIVERSIDAD DEL
AZUAY

Cuenca, August 3, 2016

Lcda.
Magali Arteaga
English Language Professor
Universidad del Azuay
Cuenca

Dear Magali:

After reviewing and analyzing both questionnaires, in English and Spanish, we can certify that translation of the document is true and accurate. We further certify that we are competent in both English and Spanish to render and certify such translation.

Sincerely,

Diana Lee Rodas Reinbach, Magister
Magister
Coordinator
English Department
Universidad del Azuay

Mónica Martinez Sojos,

Assistant Coordinator
English Department
Universidad del Azuay

UNIVERSIDAD DEL
AZUAY
Dpto. Idiomas

Edición autorizada de 30.000 ejemplares
Del 678.501 al 708.500   N° 0702056

Appendix 8

UNIVERSIDAD DEL
AZUAY

Cuenca, June 10, 2016

Lcda.
Magali Arteaga
English Language Professor
Universidad del Azuay
Cuenca

Dear Magali:

After reviewing and analyzing the samples of the pre-test that you are using as part of your research, we can conclude the following:

- Questions in the test are clearly stated
- Format is well structured and questions maintain sequence and coherence
- The level of difficulty is according to the target group
- Having an answer sheet allows students to complete the test in an organized way and makes grading easy for the teacher.

In addition, since the test was adapted from a previously validated one, we consider it to be suitable for the target group.

Sincerely,

Diana Lee Rodas Reinbach, Magister
Coordinator
English Department
Universidad del Azuay

Mónica Martínez Sojos, Magister
Assistant Coordinator
English Department
Universidad del Azuay

UNIVERSIDAD DEL
AZUAY
Dpto. Idiomas

Edición autorizada de 20.000 ejemplares N° 0743769
Del 738.501 al 758.500

Appendix 9

Lesson plan 1

Instructors: Carlina Manosalvas and Magali Arteaga

Lesson Title: Travel Blogs

Level: 3 CEF B1

Time: 60 minutes

Standards:

	A2	B1
Reading	Read very short, simple texts. Find specific, predictable information in simple, everyday material such as advertisements, prospectuses, menus and timetables; and, understand short, simple personal letters.	Understand texts that consists mainly of high-frequency every day or job-related language. Understand descriptions of events, feelings, and wishes in personal letters.

Source: Touchstone_CEFR_2012_Level_3 (1).pdf

Content Objectives:

1. Students will be able to understand what the strategy of making connections is.
2. Students will be able to use the making connections strategy to understand a text.

Language Objectives:

1. Students will brainstorm different meanings for the word Blog (a journal, a diary, web site, online, internet,etc.)
2. Students will be able to scan a text and express their ideas about Blogs by making connections.
3. Students will be able to interpret and comprehend the text and note down the information contained in the text by using the making connection strategy.
4. Students will be able to interpret the information they got from the text.
5. Students will be able to make connections by looking at some pictures of travels' adventures.
6. Students will be able to report back to the class about some of their travel experiences.

Strategy Objectives:

The underlying thinking process for a making connection strategy is to identify what students already know about a topic. Using this strategy helps students activate prior knowledge so that they can make predictions in order to understand a text.

Materials:

1. Touchstone student´s book 3.
2. Touchstone teacher´s book 3.
3. Passages: "Travel Blogs", "Toys", "Night shift", "Kodak pays the price"
4. Markers and board.
5. Sheets.

Procedures:

Preparation and Motivation: (5 minutes)

1. Warm up: Students spell words provided by the teacher. The spelled words are related to the reading.
2. The teacher asks students what they know about Blogs with the question: What do you know about Blogs? The teacher also asks students how they got this information.
3. The teacher asks students to read the headline of the text and to make connections with what they already know.
4. The teacher writes a list of the connections on the board.

Presentation: (10 minutes)

5. By looking at the answers on the board, the teacher explains to students that this strategy is known as making connections and that it can be done text-to-text, text-world or text-to-self and that it is helpful to make predictions about the text.
6. The teacher asks students to read the text and see how they found the strategy of making connections and which type was useful.
7. The teacher asks students how they think the making connections will help them to do better in reading comprehension
8. The teacher asks students to read the text Travel Blogs in the text and asks students how they found this strategy.

Practice: (40 minutes)

9. The teacher asks students to read the heading of a text called "Night Shift"
10. Students then write a list of the things they can recall whether they are text-to-text, text-to-word or text-to-self in the sheet provided by the teacher.
11. Students read the text and try to match connection.

12. This process is repeated with two more readings: "Toys" and "Kodak pays the price"

Self-Evaluation (5 minutes):

13. Ask students to reflect on their experiences in using this strategy and how they would use it in other subjects;
14. The teacher writes on the board several connections with a topic and students try to guess what the topic of the reading will be.

Expansion (Homework):

Ask students either to write at least three connections they can make for a text-to-text, text-to-world and text-to-self about the topic: A travel´s experience

Passages

Night Shift

Many people have jobs that are not very interesting, but a lot of people have to work at night, and this is very difficult. When everybody else is getting ready to go out, they have to go to work, and this puts a lot of psychological stress on them. It is also not very healthy because the human body is designed to be active in the day and to rest in the dark. If this cycle is reversed it can have a bad effect on a person's health. So, why do people do night shift.

Nowadays many business have to offer a 24 hour service, like hotels, delivery companies, some supermarkets open all night and all day, call centres and hospitals. It is true that some people only need a few hours sleep at night but the majority need eight hours. Humans are most active in the middle of the day, and the time when they are least able to concentrate and be efficient is between 2am and 4 am.

This is the worst time to drive, or to do anything that needs concentration. The body finds it very difficult to adapt to the opposite cycle. Things are not likely to get better in the future because more and more business are working 24 hour cycles to keep in step with our 24 hour society.

Retrieved from: http://www.englishaula.com/en/pet-reading-part-4-exam-1-cambridge-preliminary-english-test-exercise.html

Kodak Pays the Price

Jenny Jordan has mixed feelings. She is still very angry but satisfied because she feels she has got justice. She had gone to China on a once-in-a-lifetime visit, and had had a marvellous time. She kept a diary of everything and took loads of pictures to support her diary entries. When she got back to Harpenden where she lived, she decided to give her precious films to her local Kodak shop for developing. She gave them one at a time because it would be easier to build up her diary in stages rather than having to sort out all the photos together. She was really glad that she did that because she was soon informed that Kodak had lost her film. Luckily she still had the others. They even had the cheek to offer her a free film as compensation, and Jenny was furious. She wrote them a very strong letter, telling them of her intention to go to court. They wrote back and offered her £20, but she replied that the lowest figure she would accept was

£75. Even then she would prefer her pictures, and when the company refused to pay she was set to go to court over the issue. Then, fortunately, before the matter went to court, Kodak decided to pay the £75, which shows what can be done if you make the effort to complain to a firm or manufacturer and insist on getting fair treatment.

The Gazette

Toys

If you love toys, real toys, then we have some very interesting information for you. Our museum, which is located next to the cathedral, contains dolls, dolls' houses, books, games and pastimes, mechanical and constructional toys. We have a collection of toys made by a wide variety of toy manufacturers, from the most important to the smallest, including the most ordinary toys and the most precious. We also have records of children's pastimes over the last hundred and fifty years. The manufacture of toys was a major industry in Europe in the previous century, especially in France and Germany,where millions of toys were produced each year. In fact, the second half of the nineteenth century is considered by many collectors of toys to be the best period for toy production, and we have many examples of toys from this period which are still in perfect condition. Toys of the 1920s and 1930s are also now gaining in interest, and as a consequence,

the museum has begun to build up a collection from these years.

So, come and visit us, we would love to see you! Our **opening hours are from 10.00-17.30 every day (except December 25 and 26),** and you will find that someone is always available to answer questions. See you soon.