READING BEYOND LINES THROUGH METACOGNITIVE STRATEGIES

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Reading Beyond Lines Through Metacognitive Strategies

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Reading Beyond Lines Through Metacognitive Strategies

Author: Gloria Marcela Calderón Pérez.

Key words: metacognition, reading comprehension, metacognitive strategies.

Description: This study reported on a qualitative research that focused on the reading comprehension process through metacognitive strategies, this process is fostered. It was carried out with 34 students of fourth cycle at Manuel Del Socorro Rodriguez School, in Bogota. The two main aims of this study were to describe the reading comprehension performance through using metacognitive strategies in the students and to examine changes in their performance.

Sources: Books, magazines, thesis, articles, data base.

Content: Introduction where finds description and contextualization of the problem statement and rationale

Chapter I Theoretical Framework, giving the main theories in order to support the research about reading comprehension process and metacognition.

Chapter II Proposal in which there is the purpose of the work, how it is organized, setting and participants.

Conclusions, after analyzing data there are the findings of the research.

Methodology: It is framed in a qualitative research; type of study is action research. The instruments used for collecting data were field notes, audio recordings, questionnaires and students’ artifacts.

Conclusions: The results of the study showed the use of metacognitive strategies enhance students to read effectively and comprehend. Also to give students tools to read engaged them to continue with the process and in addition, to foster their intellectual and daily growth.

27 October 2015
Introduction

Colombian education experiences challenges to innovate and improve its results in the internal and external evaluations (Pruebas Saber, Pruebas Saber Pro, Pruebas Pisa among others) also one of its purposes is not only students accumulate facts but to solve problems and contribute to our society. Therefore, teachers are interested in researching how their student’s learning process will be more effective and meaningful; for this reason, it is necessary to look into our pedagogical practices and promote changes in investigation and innovation in order to strengthen the teaching and learning processes.

In the General Law of education, law 115, 1994, one objective for English as a foreign language is presented; it is a need students can be competent and skillful to express in other language (p. 19). Furthermore, in the Plan for Education 2006-2016 the goal is to increase the quality of education specially the reading process of students in Bogota and there are also some competences for XXI Century: First, it is to communicate in a foreign language and second it is to acquire skills for learning to learn. Therefore, it is necessary to innovate our daily practices considering students’ needs, preferences and differences to motivate their intellectual growth.

Teaching English as a foreign language conveys many aspects to develop: skills, attitudes, culture, critical thinking among others; the language skills of reception (listening and reading) and production (speaking and writing) are the most relevant aspects to work on. Therefore, students need to have developed their abilities to comprehend and understand meanings in order to communicate or interact. Reading in a foreign language is one of the best ways to enrich the communication for the human being, where there is the opportunity for creating worlds inside a paper.
In the current years, research studies in English as a foreign language have taken the attention of teachers, psychologists and researchers about teaching and learning processes, strategies, methodologies and communicative skills; they have assumed the importance of this complex process and how to enrich it. Some findings have shown the necessity to go in depth about the pedagogical practices, to enhance and transform them so I decided to work on reading comprehension and metacognition as tools to create effective ways to learn.

In accordance with some research studies argue the importance of working with reading comprehension and metacognitive strategies, their results show some contributions to pedagogical practices, how to foster these processes and also some suggestions to enrich the daily work as teachers.

In international studies there are some important findings to continue studying metacognition. A study made by Ronzano (2010) shows a need because the students who used metacognitive strategies scored higher in reading comprehension. Another research study by Ahmadi (2013) established that metacognitive reading strategy is one of the main important factors to facilitate students’ reading comprehension; schools need to be actively improving metacognitive reading strategies among all students. Literature indicates that metacognitive reading strategy awareness promotes both performance and understanding of one’s reading comprehension.

In Colombia, the study by Karbalaei (2011) concluded researching on metacognitive strategies training in both EFL and ESL contexts will shed some light on blurred issues in metacognitive reading strategies training and its impact on enhancing reading comprehension performance. In addition, a study by Lopez and Giraldo (2011) concluded that three main
differences characterized the reading of the two TEFL readers: the number of strategies evoked, the frequency of their use, and the effectiveness of the strategy used by each reader.

In Bogota, a research study by Camelo (2010) concluded it is important to work with metacognitive strategies to strength students learning, but it is necessary to enhance the pedagogical practice and also it is mandatory to work on developing these strategies to contribute students’ intellectual growth. In accordance, Paz (2011) established a necessity for learning which produces ideas and metacognitive beliefs is often unconscious and should be designed and applied as should educational goals and teaching focus helping students to be more consciences of their own metacognition. It is mandatory to continue working on those strategies which have helped to students and teachers in different situations.

The terms of reading comprehension and metacognition have a relevant importance due to the relation between them, these processes need to follow specific steps such as planning or pre-reading, monitoring or while reading and evaluating or after reading to be developed; human being needs to develop both to foster his / her processes of learning and teaching. English classes have to provide students with tools to communicate effectively, not only using language but also giving useful elements for life.

This research is organized as follow: first, I described the statement of the problem with the evidence taken from the observation and analysis through my daily practice as an English teacher inside the classroom; where there were found some deficiencies or difficulties which are necessary to foster. After, there was mentioned the background to contextualize the object of study. Then, there emerged the research question which was pretended to be answered through this work, also the research objectives, research tasks and the rationale.
Second, I presented the theoretical framework which contributed to clarify aspects of the research problem as metacognition and reading comprehension, authors’ points of view to enrich and direct the research and enclose the terms such as metacognitive and reading strategies necessary to develop the purpose. After that, the methodological design is presented which is necessary to organize the research design through all the process, the type of study, the instruments and description of setting and participants. Also there was presented the purpose organized in the instructional design.

Finally the data analysis was presented taking the results obtained and the reflections about the purpose with the emerged categories of the research in order to answer the research question and the conclusions to give findings, limitations and recommendations for further research studies.

**Statement of the problem**

Many English teachers are worried about the reading process of students, some results obtained in the internal and external evaluations show low levels of reading comprehension; there are some conceptions about this situation: probably, the foreign language is the barrier to understand the text or students are not interested in reading, strategies in the classroom are not enough and effective to comprehend. Teachers design different strategies in order to promote the reading comprehension; unfortunately, students keep on the same level for many years because this process has different stages and most of them are not aware what strategy apply or when and how involve the strategy in the process.

To learn English needs to develop language skills in order to use the foreign language effectively, students prefer to write because they can correct their mistakes. To listen and speak are also difficult skills for them because these skills are developed through the learning process.
When they do not understand a word they think not to understand everything. One aspect related to speaking is the pronunciation in English presents different sounds from students’ mother tongue; also writing is different from pronunciation. They are conscious to language changes but sometimes they are worried not to produce the foreign language.

When students involve the reading process to a foreign language, it could be an impossible task to develop according to students’ perceptions. But in accordance with my daily practice I have realized the importance to encourage them into the reading world as an opportunity to explore new knowledge. They need to learn how to read but also through English language understand new cultures and perspectives of life.

To contextualize this research was carried out with thirty four students of fourth cycle at Manuel Del Socorro Rodriguez School; it is a public school in the South of Bogota. English classes are taken three hours per week for this cycle, the materials for the classes are a textbook in the school and students can work with it; but there are not more material and resources. English teachers design guides when it is necessary and they use computer devices, cds and videos among others to develop language skills.

In the English class I have a concern about the reading process of my students I heard my colleagues’ opinions, not only of English but of the other subjects, students do not read effectively, they have problems to understand a text, and their analysis is very poor. Analyzing the comments I started to research what happen in relation to this process. So I observed my students and I could notice they are frustrated when they have a text in English. They showed not to be so much interested in reading and it became like a punishment for them. Also they found difficult to answer questions after reading. They translated the text but they could not predict. Students focus their reading on answering questions as the main objective.
They did not organize the reading performance; some of them read the questions instead of the text. They showed the necessity to finish the task forgetting to enjoy the reading and learning with the text. When I asked my students about to evaluate their reading process they expressed not to find relevant to evaluate themselves. Teacher is the person to give the grade for them.

In order to identify students’ metacognitive and reading strategies, there were applied two instruments: first, a reading comprehension to observe how students develop a reading task, which strategies they use and how they comprehend a text and second, a questionnaire “Metacognitive Strategy Use and Academic Reading Achievement” (Zhang and Seepho, 2013) (See Annex 1 Questionnaire Metacognitive Strategy Use), to explore students’ strategies of planning, monitoring and evaluating in the reading process.

The reading comprehension had three parts: pre-reading, while reading and post reading (See Annex 2 Reading Comprehension Test). In the first part “pre-reading” students answered 2 questions related to the previous knowledge about the topic; they asked questions in order to develop the first part and similar to the results of the questionnaire for the “planning strategy” showed results from 1 to 5 points in which students have some strategies to read but these strategies are not enough to face different texts, also they cannot use the same strategy for all the readings, the strategy of self-management was the lowest 2.86 expressed for them it was difficult to apply one or more specific reading strategies relevant to the specific task and also to adjust reading strategies for achieving goals. For organizational planning the result was 3.1 they occasionally plan before reading but they think it is not helpful.

In the second part of the reading test “while reading”, they read the text and try to understand it, some of them took into account the context as a reading strategy to answer the
questions, others used the known vocabulary and they got general ideas of the text. However, in
the questionnaire students’ results showed they monitor their task but they are not awareness
how, when and what strategies use in order to do the task properly, students read slowly and get
back on the track but only if the text becomes difficult. In the part about comprehension
monitoring the results were 3.32 they pay closer attention to comprehend but they do not re-read
the text; they find difficult to concentrate in the task but the results show they like to predict
information according to the task.

For the last part, “post-reading” part they had to answer three questions related to the text
and most of the answers were correct, some questions were literal and others refer to infer
information. The questionnaire provided information about if students evaluate their reading
process and how they know it, but the results of self-evaluation strategy was 3.12 it showed they
sometimes pay attention to self-evaluate their reading process and how to improve it. Students
mentioned not to be relevant to enjoy discussing with the classmates and exchange the reading
experience (See Annex 3 Results of Questionnaire Metacognitive Strategy Use)

Students expressed the importance of reading some interesting things; according to their
likes and expectations, I could realize they like texts about new things, they prefer to read about
culture and different things from other people around the world. It was another relevant aspect to
have in mind for the implementation of the research.

In the learning process of a foreign language, language skills are worked through the
textbooks, classroom exercises, projects where students develop the language as a system, but
students express their frustration with a text, the words on the pages have no meaning to them.
According to Standards of English as a foreign language in Fourth cycle as a general standard is
to read and comprehend texts about different topics and as specific standards for reading skill are
to recognize the purpose of the descriptions in a reading, to infer information, to differentiate the structure of a text and to identify cultural aspects of texts among others; having in mind the results of the diagnosis, the objectives of the standards and the reflections about the students’ learning process, there is a deficiency in the use of metacognitive strategies on the reading comprehension in Fourth cycle.

**Research question**

Consequently, the following research question is posed: How can Collaborative Strategic Reading foster the reading comprehension performance in 4\(^{th}\) cycle graders at Manuel Del Socorro Rodriguez School?

**General Objective**

To foster the reading comprehension performance in 4\(^{th}\) cycle graders at Manuel Del Socorro Rodriguez School through metacognitive strategies.

**Research objectives**

1. To identify the actual state of metacognitive strategies used by the students in reading comprehension.
2. To revise the literature review related to reading comprehension and metacognitive strategies.
3. To apply the Collaborative Strategic Reading strategy on the reading comprehension of cultural texts in 4\(^{th}\) cycle graders at Manuel Del Socorro School.
4. To evaluate changes (if any) in students’ reading comprehension performance.

**Research tasks**

1. Identification of the actual state of metacognitive strategies used by the students in reading comprehension.
2. Revision of the literature review related to reading comprehension and metacognitive strategies.

3. Application of Collaborative Strategic Reading strategy on the reading comprehension of cultural texts in 4th cycle graders at Manuel Del Socorro School.

4. Evaluation of changes (if any) in students’ reading comprehension performance.

**Rationale**

This study proposes to contribute to pedagogical practices where metacognition defined by Mateos (2001) as “learning to learn” and according to Flavell (1979, 1987) Metacognition: “consists of both metacognitive knowledge and metacognitive experiences or regulation where a person develops strategies to think and the process to carry out a task”. In other words, metacognition skills are important not only in school but throughout life, for this reason metacognition is necessary for developing any personal or academic assignment, students need to be conscious of their learning process to understand why, what, when and how to learn.

Metacognitive strategies refer to methods used to help students understand the way they learn; thus, it means processes designed for students to 'think' about their 'thinking'. Students at school find difficult to learn due to the way they understand the knowledge. They are expected to teacher gives all tools to learn, but when they have the opportunity to create methods for learning they prefer to stop and wait. When students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more of an independent thinker.

Other important aspect is to strengthen students’ reading comprehension process to comprehend a text; they will be able to read, solving the task properly, but they need to comprehend the text beyond literal level. According to Rasinsky & Padak (2000) Comprehension
is like model building. Readers construct text interpretation or their own model of the text by relying on many raw materials: the content and linguistic information provided by the author, their own knowledge and experiences, and their understanding of how written language works (p 169). Students need to be aware of the elements they can use to read, not only the language but also the previous knowledge, imagination, relations among others.

The importance of involving students in real reading conditions where they can take risks, use higher order thinking abilities and share their knowledge with peers has been well documented (Alfassi, 1998; Rasinsky & Padak, 2000). For students, it is great when they are part of the texts, if they can imagine being inside the text, they will understand better and be motivated to continue reading.

The development of this project may provide students and teachers at Manuel Del Socorro Rodriguez School opportunities to apply metacognitive strategies as a tool to develop different kinds of tasks properly in each moment of their life; when they learn to learn their academic process will be easier and more successful, also reading comprehension is an ability to foster at school due to the impact in the personal area, it is necessary to foster their academic level, reading comprehension skills and English learning process. The project can give students possibilities for facing internal and external tests where they are the only ones responsible for the performance. In addition, they can realize the importance of collaborative work for future social interactions where they have to use metacognitive skills in order to develop a task.

This research could give tools to English teachers and some other teachers to develop the reading comprehension process as a way to enrich their practices and also to contribute students’ confidence to face a text. It is important to understand the development of the reading skills as a relevant element in the learning process for any subject. To use reading strategies support the
reading process, Collaborative Strategic Reading involves relevant metacognitive aspects where students can practice and develop ways to learn. It helps them to organize their reading performance and to contribute to comprehend the texts.

In conclusion, it is mandatory to study the metacognitive strategies and reading comprehension used by the students to enrich their life, not only as students also as main characters in their educative process. In addition, there is a need to develop competences and skills in a foreign language in specific contexts to contribute to the demand of globalization, where skillful students could manage better a situation than less competent ones. On the other hand, if this study is not carried out students will have low levels of reading comprehension due to common teaching practices, ignoring metacognitive strategies use and continue obtaining low results in the academic process.
CHAPTER I

Theoretical framework

The research assumes relevant conceptions, definitions and studies in order to support the proposal; this chapter contains clue aspects such as: metacognition and reading comprehension, the importance of metacognition in the reading comprehension, metacognitive strategies as a tool to comprehend a text and develop a task, the importance of using cultural texts and collaborative work to involve students in meaningful context to learn. Also arguments in favor of metacognition and its use in classrooms are presented as well as significance to go through reading comprehension as an element of intellectual growth.

Figure 1 Theoretical Framework Construction
Metacognition

The term “metacognition” has defined by many authors as the process of learning to learn or “thinking about thinking” defined simply by Anderson (2002), in any academic context this term is essential for teaching and learning processes. According to Flavell (1979, 1987), it consists of both metacognitive knowledge and metacognitive experiences or regulation. Metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. Therefore, metacognition is an inherent process to human being which is developed through the life and according to the real situations to be solved.

Another author who defines metacognition is Livingston (1997), she refers to metacognition to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the development a task are metacognitive in nature. When a teacher develops metacognitive strategies, he or she is developing higher order thinking in the students, this is a very relevant task for teachers and students’ intellectual growth.

Also according to Livingston (1997) metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control. Some times when learning is not achieved, teachers reflect about their methods for teaching, the ways to evaluate and all the variables related to this situation. But using metacognition as a tool to learn, they could realize the breakdowns and how to overcome them.

Kuhn (2000) defined metacognition as, “Enhancing (a) metacognitive awareness of what one believes and how one knows and (b) meta-strategic control in application of the strategies
that process new information”. This awareness is developmental and lies on a continuum. Proficient readers use one or more metacognitive strategies to comprehend text. Therefore, the use of such strategies has developed over time as the reader learns which ones are best suited to aid in comprehension.

Mateos (2001) states that “the knowledge you have and the one exercises control over its own learning and generally about cognitive activity itself. These of 'learning to learn' facilitating awareness of what own learning processes, how they work and how to optimize their operation and control” (p. 13). Metacognition is a tool for students’ intellectual growth not only in English as a foreign language but also in all school subjects.

These definitions have some common concepts such as acquired knowledge, metacognitive awareness and high order thinking which are related to the cognitive process and the control over this process is the metacognition where a person is able to set goals, to plan, to evaluate and to adapt their learning process to different situations in the best way.

Flavell (1979) further divides metacognitive knowledge into three categories:

*Person variables:* What one recognizes about his or her strengths and weaknesses in learning and processing information.

*Task variables:* What one knows or can figure out about the nature of a task and the processing demands required to complete the task—for example, knowledge that it will take more time to read, comprehend, and remember a technical article than it will a similar-length passage from a novel.

*Strategy variables:* The strategies a person has “at the ready” to apply in a flexible way to successfully accomplish a task; for example, knowing how to activate prior knowledge before reading a technical article, using a glossary to look up unfamiliar words, or
recognizing that sometimes one has to reread a paragraph several times before it makes sense.

Also metacognition includes at least three different kinds of metacognitive awareness or cognitive knowledge: declarative, procedural, and conditional knowledge (Brown, 1987; Jacobs & Paris, 1987; Schraw & Moshman, 1995). Castillo (2014) mentions that according to information processing theory these types of knowledge constitute all human activities. Declarative knowledge refers to knowing “about” things. Procedural knowledge refers to knowing “how” to do things. Conditional knowledge refers to knowing the “why” and “when” aspects of cognition.

Declarative knowledge includes knowledge about the world and oneself as a learner and about what factors influence one’s performance. According to Gagné (1985) this is organized in schemas and factual information that can be stored and used when it is required.

Procedural knowledge refers to knowledge about doing things. Individuals with a high degree of procedural knowledge perform tasks more automatically, are more likely to possess a larger repertoire of strategies, to sequence strategies effectively (Pressley, Borkowski & Schneider, 1987), and use qualitatively different strategies to solve problems (Glaser & Chi, 1988). Typical examples include how to chunk and categorize new information. This refers to the processes and steps to get answers.

Conditional knowledge refers to knowing when and why to use declarative and procedural knowledge (Garner, 1990). For example, effective learners know when and what information to rehearse. Conditional knowledge is important because it helps students selectively allocate their resources and use strategies more effectively (Reynolds, 1992). Conditional knowledge also enables students to adjust to the changing situational demands of each learning task.
According to Anderson (2002) there are five important components in metacognition. These components are: first, preparing and planning for learning where a person is able to activate their prior knowledge for starting the learning task. Second, selecting and using strategies when learner is conscious to select the appropriate strategy among many possibilities of strategies for using. Third, monitoring learning if the learner can adjust the learning depending on when something it is not understood it is necessary to stop and solve. Fourth, orchestrating strategies it happens when a person integrates different strategies in order to solve the task. And finally, evaluating learning when a person is self- evaluating it is because metacognitive awareness of the work is taking part in the process.

![Figure 2 A model of Metacognition by Anderson (2008)](image)

According to the authors the concept of metacognition is linked to cognition as two processes inherent to human being, these concepts are developed through life with the experience and also instruction. Metacognition relates to being aware how to learn, understanding the tasks and finally to be familiar with strategies. A person who knows how, when and why to solve a task could be more skillful to learn in each situation, in the English learning as a foreign
language, metacognition is an instrument to plan, monitor and evaluate student’s process by themselves.

Also, according to Schraw (2006) there is a cognitive regulation or monitoring of one’s cognition, which many researchers have argued includes activities of planning, monitoring or regulating, and evaluating. These activities are of selection of strategies, task performance and assessing the processes among others and are called metacognitive strategies.

**Metacognitive strategies**

In general terms, strategy is defined as a way of describing how you are going to get things done, a method to bring about something. Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. Metacognitive strategies can be taught (Halpern, 1996) for this reason teachers can help students to get a higher academic level teaching them metacognitive strategies without mattering the subject, level or age, they can have an instruction about “learning to learn”.

Regulation of cognition according to Flavell (1987) refers to a set of activities that help students control their learning. Research supports the assumption that metacognitive regulation improves performance in a number of ways, including better use of intentional resources, better use of existing strategies, and a greater awareness of comprehension breakdowns. Thereby, when students learn strategies to read better, to understand a problem or to solve a task they will be more efficient and independent learners.

According to Cohen (2011) strategies have been classified in three different ways: strategies for learning and use, strategies according to skill area, and strategies according to function (i.e., metacognitive, cognitive, affective, or social). Language strategies by function
Metacognitive strategies are considered valuable in that they allow learners to control their language learning by planning what they will do, checking on progress, and then evaluating their performance on a given task” (p. 682).

Metacognitive strategies are divided in three parts and each part performs a function and has characteristics. These are: planning, monitoring and evaluating. Fogarty (1994) suggests that Metacognition is a process that spans three distinct phases, and that, to be successful thinkers, students must do the following:

1. Develop a **plan** before approaching a learning task, such as reading for comprehension or solving a math problem.
2. **Monitor** their understanding; use “fix-up” strategies when meaning breaks down.
3. **Evaluate** their thinking after completing the task.

At the first, planning involves identification and selection of appropriate strategies and allocation of resources, and can include goal setting, activating background knowledge, and budgeting time. When students are aware of planning each task determining the nature of reading task, set reading goals and plan objectives they are developing advance organization.

The organizational planning refers to the performance is well organized some examples for reading comprehension can include making predictions before reading, plan strategies for completing the task and activation of previous knowledge.

For the strategy of selective attention, it is necessary to focus on specific task by sequencing, select appropriate reading strategy being selectively before beginning a task.
For the last strategy of self – management students need to apply one or more specific reading strategy according to the reading task, also they adjust reading strategies for achieving goals.

Monitoring or regulating involves attending to and being aware of comprehension and task performance and can include self-testing. A person who knows his/her abilities and also difficulties is able to find new ways to solve the problem. The ability to engage in periodic self-testing while learning is a good example.

One monitor strategy is Monitor Comprehension which is defined how to check own understandings, accuracy and appropriateness of all the reading process. The second one is Monitor Production to check if reading strategies learnt can solve the comprehension problems. In addition, students can adjust strategies when these are not working.

Finally, According to Schraw et al., (2006) evaluating is defined as “appraising the products and regulatory processes of one’s learning,” and includes revisiting and revising one’s goals (p. 114). Therefore, if any person is able to evaluate his/her learning process, to adapt different strategies and perform the task effectively, this person develops the metacognitive regulation phases for all the life. There is the strategy called Self-Assessment for making an assessment of whether one succeeds in the reading goal and there is the opportunity to reflect about the process.

Schraw (1998) recommends providing explicit prompts to help students improve their regulating abilities. He suggests using a checklist with entries for planning, monitoring, and evaluation, with sub questions included under each entry that need to be addressed during the course of instruction.
According to Chamot (2005) The Cognitive Academic Language Learning Approach (CALLA) an instructional model for second and foreign learners based on cognitive theory and research divide metacognitive strategies into 3 parts (as it was mentioned before): planning, monitoring and evaluating. Also CALLA for reading comprehension there are mentioned the following metacognitive strategies.

**Metacognitive Strategies**

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<tr>
<td>Advance Organization</td>
<td>Preview, skim, get gist</td>
<td>Preview main ideas and concepts of a text; identify organizing principles.</td>
</tr>
<tr>
<td>Organizational Planning</td>
<td>Plan what to do</td>
<td>Plan how to accomplish the learning task; plan the parts and sequence of ideas to express.</td>
</tr>
<tr>
<td>Selective Attention</td>
<td>Listen/read selectively</td>
<td>Attend to key words, phrases, ideas, linguistic markers, types of information.</td>
</tr>
<tr>
<td></td>
<td>Scan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find specific info.</td>
<td></td>
</tr>
<tr>
<td>Self-management</td>
<td>Plan when, where, and how to study</td>
<td>Seek or arrange conditions that help one learn.</td>
</tr>
</tbody>
</table>
Reading Beyond Lines

Monitoring

Monitor Comprehension
Think while listening
Check one’s comprehension during listening or reading.

Think while reading

Monitor Production
Think while speaking
Check one’s oral or written production while it is taking place.

Think while writing

Evaluating

Self-assessment
Check back
Judge how well one has accomplished a learning task.

Keep a learning log

Reflect on what you learned.

Evaluating

Self-assessment
Check back
Judge how well one has accomplished a learning task.

Keep a learning log

Reflect on what you learned.

COGNITIVE STRATEGIES

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<th>Strategy Description</th>
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<td>Resourcing</td>
<td>Use reference materials same</td>
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<td>Grouping</td>
<td>Classify</td>
<td>Classify words, terminology, quantities, or concepts according to their attributes.</td>
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<td>Make graphic organizers</td>
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<td>Note-taking</td>
<td>Take notes on idea maps, t-lists, etc.</td>
<td>Write down key words and concepts in abbreviated verbal, graphic, or numerical form.</td>
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<td>Elaboration of</td>
<td>Use what you know</td>
<td>Relate new to known</td>
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### Reading Beyond Lines

<table>
<thead>
<tr>
<th>Strategy</th>
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<tr>
<td><strong>Prior Knowledge</strong></td>
<td>Use background information and make personal associations. Make analogies.</td>
</tr>
<tr>
<td><strong>Summarizing</strong></td>
<td>Say or write main ideas Make a mental, oral, or written summary of info. Gained from listening or reading.</td>
</tr>
<tr>
<td><strong>Deduction/Induction</strong></td>
<td>Use a rule/make a rule Apply or figure out rules to understand a concept or complete a learning task.</td>
</tr>
<tr>
<td><strong>Imagery</strong></td>
<td>Visualize Use mental or real pictures to learn new information or solve a problem.</td>
</tr>
<tr>
<td><strong>Make Inferences</strong></td>
<td>Use context clues Use information in the text to guess meanings of new items or predict upcoming information.</td>
</tr>
</tbody>
</table>

Chart 1 Adapted from Chamot (2005) Metacognitive and Cognitive Strategies.

Planning is before to start the task, where the person begins to think about how to develop the task, he sets goals and how to accomplish it. He/she has selective attention to specific information. There are some questions such as: how to do that, when I have to do, what are the steps to do. These questions involve awareness about what I want to achieve, so person is preparing the way and deciding which instruments need.
Monitoring is while working on a task, a person is able to fix up strategies depending on the goals and tasks, he decides what strategies to use, when, how and why to use them and he can check the comprehension and production progresses.

Evaluating is after finishing the task where a person self-assesses the process. This evaluation is assumed as a way to foster things, to adjust if it is necessary. It is a way to control the process for developing the task.

Also, Chamot, (2005) and Chamot et al (1999) in CALLA shows the phases to follow in order to enrich any learning strategies; this model is composed of six steps, namely:

1. Preparation. In this stage, the teacher identifies students’ current learning strategies for familiar tasks, such as recalling their prior knowledge, previewing the key vocabulary and concepts to be introduced to the lesson;

2. Presentation. In this stage, the teacher models and explains new strategy; asks students if and how they have used it, such as selective attention, self-monitoring, inference, elaboration, imagery and note-taking strategies;

3. Practice. In this stage, the students practice new strategy; in subsequent strategy practice, the teacher fades reminders to encourage independent strategy use by being asked to check their language production, plan to develop an oral or written report or classify concepts;

4. Evaluation. In this phase, the students evaluate their own strategy use immediately after practice, determining the effectiveness of their own learning by summarizing or giving a self-talk, either cooperatively or individually;

5. Expansion activities. In this phase, the students transfer the strategies to new tasks, combine strategies into clusters, develop repertoire of preferred strategies and integrate them into their existing knowledge frameworks.
6. Assessment. In this stage, the teacher assesses the students’ use of strategies and impact on performance. This model organizes the metacognitive regulation through some strategies where teachers and students can be provided of many tools to read, or develop any activity effectively.

Therefore, the use of metacognitive strategies is linked to reading comprehension process as a sequence to be followed. There are steps as planning, monitoring and evaluating for developing a task where processes for before, while and after reading are included. So, there are some main concepts related to reading comprehension which are necessary to focus on the purpose and clarify.

**Reading comprehension**

*We were never born to read. Human beings invented reading only a few thousand years ago. And with this invention, we rearranged the very organization of our brain, which in turn expanded the ways we were able to think, which altered the intellectual evolution of our species.*

*(Wolf, 2007:3).*

Reading is a complex process for the human being because there are many involved factors like skills, language, strategies among others. This process is taught principally at school, students are called to learn by reading, but some teachers do not pay attention to go in deep of reading; this is a task of the Spanish teacher and English teacher. When a teacher is aware of the importance of developing this process, it will be an instrument to learn many things discovering by reading.

The RAND Reading Study Group (RRSG; 2002) defines reading comprehension “as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text and the
activity or purpose for reading” (p. xiii). While the reader understands, he/she is able to construct meanings with the written lines.

It is necessary to refer to some concepts like reading as receptive, interactive and strategic process, reading purposes, reading comprehension, and reading as a process not as a product in order to clarify some definitions. Also there exists a notable relation between reading comprehension and metacognitive regulation as processes to be fostered in students, and in the future these processes will help them to carry out any task in their life.

Reading, as is posed by Goodman (1969) cited by Carrell (2000) is a receptive language process; where a proficient reader has two characteristics: efficient and effective. Efficient readers can construct a meaning that they can assimilate or accommodate and effective readers can construct the meaning throughout the process (using strategies, being selective about the use of the cues available). Teachers are called to foster this receptive process in the students as an opportunity to learn where students are essential and active members creating meaningful experiences through reading.

There are five processes employed in reading, these are: recognition, prediction, confirmation, correction and termination.

Recognition- initiation: the brain must recognize a graphic display in the visual field as written language and initiate reading.

Prediction: the brain is always anticipating and predicting as it seeks order and significance in sensory inputs.

Confirmation: if the brain predicts, it must also verify, so it monitors to confirm or disconfirm with subsequent input what is expected.
Correction: the brain reprocesses when it finds inconsistencies or its predictions are disconfirmed.

Termination: the brain terminates the reading task when it is completed. (Carrell, 2000, pag. 16)

This effective process is defined by other authors as good or poor readers, where the reader uses the strategies and the product of the comprehension depends on how effective was the process. According to Alderson (2000) argues “poor readers do not possess knowledge of strategies, and are often not aware of how or when to apply the knowledge they do have” (p. 41). In contrast, he defines “good readers are more aware of how they control their reading and more able to verbalise this awareness” (p. 41).

Therefore, while a person reads these processes need to be activated to finish the task. Some students start the reading with the recognition, but when they read in a foreign language it is the first barrier to continue the process. It is mandatory to equip them with tools as metacognitive strategies to face the text where they can understand, adjust, adapt and apply other ways to comprehend and become in proficient or effective readers.

Grabe (2009) suggests the importance of working with reading as an interactive process because this combines cognitive processes working together at the same time and also there is an interaction between the reader and the writer. These cognitive processes are related to metacognitive knowledge and regulation working as a system to achieve an understanding of the text and a real interaction where the text speaks, creates and reader listens and processes.

The interaction between the reader and the writer is the process through there are creating new worlds with the texts, knowledge is changing or accommodating depending on the
comprehension, also readers have the opportunity to ask the text, to critique and construct new meanings using the information that texts provide.

Alderson (2000) makes a distinction between process and product. Process is the interaction reader-text, where reader can reflect about all the text, as it was mentioned above, there are important steps in this process, reader can imagine, predict, establish differences and similitudes, decide; these are own processes of the reader. As Alderson (2000) defines “the process will be different for different readers on different texts at different times and with different purposes”. (p. 3)

The second term is product. Teachers are expected to have correct answers of their students, when it does not happen it is reflected in the activities and the assessment. As it is mention by Alderson (2000) the product in reading comprehension is some set of questions to be answered after reading to measure the understanding of the text (comprehension test mainly). Unfortunately, this product is correct or not, forgetting the process to give the answer and the different levels of understanding.

Other important aspect according to Grabe (2009) is reading as a strategic process where the reader uses skills and processes to anticipate information, organize information, monitor comprehension, repair comprehension breakdowns. According to Castillo (2014) states “the act of learning consists of transferring the text meanings through the voice of learner. It implies discovering meanings, debating and critiquing what a text says, and proposing alternative interpretations” (p. 29). This definition supports the necessity to teach learners to comprehend a text going beyond to propose new worlds, developing skills and using metacognitive strategies to achieve this purpose. When a person learns strategically, it is easier to construct meaning and transform the reality.
Castillo (2014) supports the idea of strategic reading related to strategic learning where students set goals, they are able to assume an active role and they plan their learning process and evaluate their process. For reading comprehension, it is suitable to follow these steps as an effective route to understand. When reader sets goals, he/she knows the way to follow with the text, after it is necessary to monitor the reading and finally to evaluate the understanding and the process in general.

Grabe (2009) defines different purposes for reading: to search for information, for quick understanding, to learn, to integrate information, to evaluate and for general comprehension. Therefore, he poses the importance of general comprehension as a process where there are many aspects working at the same time “word recognition, syntactic parsing, meaning formation, and text building comprehension”, (p 10). In agreement Alderson (2000) posits “the reason you are reading a text will influence the way you read it, the skills you require or use, and the ultimate understanding and recall you have of that text”. (p. 50) A person is influenced by the purpose of reading but it is linked to the metacognitive phases of planning, monitoring and evaluating the process in order to comprehend.

Being strategic reader, the purposes for reading need to be understood at the beginning of the reading at the same time to choose the required strategies for the text comprehension and to start to plan how and when the strategies are necessary to be used.

Reading comprehension, a most essential academic skill, continues to challenge a wide number of students (Mason, 2004). It is important to challenge not only students but teachers too. Students’ reading comprehension is a process that has to be taught at school taking into account their strategies, difficulties and expectations to promote awareness for doing a task in the best way as possible. “Since the most decisive component of reading is comprehension, the primary
concern of teachers should be to assist developing students to become decisive 'comprehenders’” (Rasinsky & Padak, 2000)

Hedge (2003) states that any reading component of an English language course may include a set of learning goals. First, the ability to read a wide range of texts in English. Unfortunately, this goal is achieved at school in a low range because reading needs a lot of time, work and commitment and it could be a waste of time to develop this process where there are some contents waiting for teachers to be taught.

Second, the ability to adapt the reading style according to reading purpose (i.e. skimming, scanning). Students need to be conscious of each text can be interpreted individually, when they have a purpose to read they focus the interpretation to reach to that purpose. On the contrary, they try to do their best effort translating the text or answering questions.

Third, the ability to develop an awareness of the structure of written texts in English. When a reader knows all the texts are different, reading process has to be adapted and planned according to the text and its structure. So, all the metacognitive process and metacognitive regulation work depending on that structure.

Not only the goals are important in the reading comprehension process, it is necessary to develop some abilities of higher- order. Grabe (2009) includes first, a text model of reader comprehension which is a combination of information from the currently reading with the active meaning elements to build a network of ideas. Where reader is activating the previous knowledge and the information presented on the text to make inferences, the understanding is progressing through the practice of reading.

Second, a situation model of reader interpretation which incorporates the information of the reading and constructs spatial and visuals interpretations. Each reader constructs the
interpretations according to the background, experiences, believes and it is individually processed. Finally, a set of reading skills and resources to work in memory (strategies, goals, inferences, background knowledge and comprehension monitoring) to put in practice at the moment of reading.

The importance of involving students in real reading conditions where they can take risks, use higher order thinking abilities and share their knowledge with peers has been well documented (Alfassi, 1998; Rasinsky & Padak, 2000). For students, it is great when they are involved by the texts, if they can imagine being part of the text and creating images, it is a way to understand better and be motivated to continue reading.

Teachers can promote strategies for reading comprehension through modelling the process to relate to both content and organizational structure of reading materials. In Rasinsky and Padak’s words:

Comprehension is like model building. Readers construct text interpretation or their own model of the text by relying on many raw materials: the content and linguistic information provided by the author, their own knowledge and experiences, and their understanding of how written language works. (Rasinsky & Padak, 2000, p. 169)

At this point, there is a strong relation between reading comprehension and metacognition, where the processes are similar: pre-reading and planning as processes for starting to read, after while reading and monitoring including strategies to develop the task and finally post - reading and evaluating to assess the process and adjust if there are difficulties presented. Haller et al. (1988) identify three clusters of mental activity inherent in metacognition within the context of reading comprehension, including awareness, monitoring, and regulating.
According to this framework, awareness entails recognition of explicit and implicit information and responsiveness to text dissonance or inaccuracies. This recognition needs to be accompanied by strategies to understand the information where the background is activated as a tool to comprehend. Monitoring involves goal setting, self-questioning, paraphrasing, activating relevant background knowledge, making connections between new and previously learned content, and summarizing to enhance comprehension during reading. Finally, regulating refers to “compensatory strategies to redirect and bolster faltering comprehension” (p. 6).

Finally, Harvey and Goudvis (2007) distinguished four levels of metacognitive knowledge for determining extent readers understand and use strategies:

1. Tacit learners are readers who lack awareness of their thinking as they read. Beginner students need to be instructed of how to read and give them strategies to develop the process.

2. Aware learners/readers know when meaning breaks down but do not have the strategies to repair meaning. Sometimes students know the problem but they are not prepared to adapt their strategies according to the situation.

3. Strategic learners/readers know when meaning breaks down and are able to use a strategy or strategies to fix meaning. When a person is able to overcome the reading problems, his/her level of comprehension is growing up.

4. Reflective learners/readers reflect on their reading and intentionally apply a strategy, not only when meaning is lost but also to deepen understanding. When students can analyze and provide more information, their reading process is beyond lines.

**Reading strategies**

Many authors provide information about reading strategies according to level, age, type of texts, purposes of reading among others. These strategies organize the reading process in
different steps and all of them pretend to achieve the comprehension of the text, develop higher thinking and critical thinking. Reading comprehension strategies are “an intentional plan that readers use to help themselves make sense of their reading. Strategies are flexible and can be adapted to meet the demands of the reading task. Good readers use lots of strategies to help themselves make sense of text” (Tovani, 2000, p. 5).

There is a list of five strategies that can help students read more quickly and effectively:

- **Previewing**: reviewing titles, section headings and photo captions to get a sense of the structure and content of a reading selection.
- **Predicting**: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, using knowledge of the text type and purpose to make predictions about discourse structure, using knowledge about the author to make predictions about writing style, vocabulary and content.
- **Skimming and scanning**: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.
- **Guessing from context**: using prior knowledge of the subject, the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- **Paraphrasing**: stopping at the end of a selection to check comprehension by restarting the information and ideas in the text. (Brown, 1990, p. 3 cited in AL-Sohbani, 2013)

Some reading strategies are proposed by Zimmerman and Hutchins (2003) They mention seven strategies to comprehend the texts

1. **Activating or building background knowledge.** Keene and Zimmerman (1997) suggest three types of connection: text- to- self, text- to- text, and text- to- world. According to Moreillon (2007) “educators can use think- aloud questioning to share their thinking
Reading Beyond Lines

processes. Posing and answering questions can be a vehicle for making comprehension through the background knowledge accessible to students” (p. 23). Doing these connections the students can be immersed in the magical world of the reading.

2. Using sensory images. It is important in the reading process to involve students using their senses as a filter to understand, they can see, smell, touch, and feel for learning.

3. Questioning. When reader asks about the text, he/she is making inferences, predictions, and it is important to have different types of questions, such as: questions that are in text, others which need more information, some others which need abstraction of the reader.

4. Making predictions and inferences. It is ability where readers are able to predict what happen next, and to infer and make some conclusions about the reading.

5. Determining main ideas. The purposes of the reading are connected to the main ideas of the text. Readers need to classify what information is relevant and what not.

6. Using fix up options. Readers stop and use "fix-up" strategies to restore their understanding. One of the most important fix-up tools is rereading, with teachers demonstrating to students a variety of ways to reread text in order to repair meaning.

7. Synthesizing. Students move from making meaning of the text, to integrating their new comprehension for their lives.

These authors agree the strategies are presented in the three moments of the reading: before, while and after in order to comprehend the text.

After revising some reading strategies, their characteristics, purposes and steps, I decided to use most of the aspects of Collaborative Strategic Reading because this strategy supports the metacognitive regulation and the steps for implementing each phase: planning, monitoring and evaluating; also the steps for the moments of the reading are specified: Before reading, while
reading and after reading. Another additional aspect is the collaborative work with the students at the moment of reading.

**Collaborative Strategic Reading (CRS)**

This strategy developed by Janette K. Klingner and Sharon Vaughn (1996, 1998) has four strategies as part of CSR’s Plan for Strategic Reading: Preview, Click and Clunk, Get the Gist, and Wrap Up. *Preview* is used only before reading the entire text for that lesson, and *Wrap Up* is used only after reading the entire text for the lesson. The other two strategies *Click and Clunk* and *Get the Gist*, are used many times while reading the text, after each paragraph or two.

**Preview.**

Structured previewing of text allows students to generate interest and questions about the text, to stimulate their background knowledge and associations with the text, and to facilitate their ability to make predictions about what they will learn. This strategy focuses the reader on key or specific information. The goals of previewing are for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), to activate their background knowledge about the topic, and to help them make predictions about what they will learn.

Readers interact with the text at the first time. They see aspects like title, headings, introduction, visuals, and skim the text for being prepared to start reading. This is the opportunity to make predictions and have questions about the text. Also it is necessary to activate prior knowledge to understand better and to plan the reading.

**Click and Clunk.**

Students can monitor their reading comprehension using this strategy and they can identify when they have breakdowns in understanding. *Clicks* refer to portions of the text that make sense to the reader: “Click, click, click”—comprehension clicks into place as the reader
proceeds smoothly through the text. Readers have the opportunity to determine if they understand the content. Also they can be aware of how much they can read by themselves.

When a student comes to a word, concept, idea that does not make sense, or need to know more about, it is called *Clunk*—comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk. It is necessary to fix up strategies to help reader to overcome the clunks. These strategies can be taught and after that, readers can learn and use the strategies properly. Readers are learning how to be aware about the reading comprehension process and different ways to solve the problems.

**Get the gist.**

The goal of getting the gist is to teach students to restate in their own words the most important point as a way of making sure they have understood what they have read. Readers give the main idea using their words. This strategy can improve students’ understanding and memory of what they have learned. They have to organize the information of the text, synthetize, leave out details and summarize the best they can. They continue monitoring their understanding using this strategy.

**Wrap up.**

Students learn to *wrap up* by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students’ knowledge, understanding, and memory of what was read. Readers can answer the questions according to their comprehension, but also they are evaluating how effective their process of reading is. Also they can ask questions about the text for the partners or teacher in order to clarify the understanding.
To work with this strategy is an opportunity to teach students not only reading strategies, metacognitive strategies but also collaborative work inside and outside of the class. After having in mind the reading process, the strategy to follow is necessary to make decisions about the kind of texts students are going to read. Tomlinson (2003) suggests evaluating some relevant aspect at the moment to choose materials. Some of them are: the ability of the materials to interest and motivate students and teachers, the value of the materials in terms of long-term learning and the flexibility of the materials which it is easy to adapt for a particular context. Therefore, the texts for the purpose were chosen according to the last aspects. These texts are called Cultural texts.

**Cultural texts**

Topics are other important aspect for the research in the implementation. According to students’ expectations and likes, they are interested in learning about culture, new technologies; through cultural texts students have the opportunity to know their own culture, to value it and also to know foreign cultures, this element enrich their view about the world and how cultural aspects are relevant for the human and society. Language learning comes first, and culture learning second. Students need to learn the language in order to truly appreciate the culture, but they do not need to learn about the culture in order to truly comprehend the language.

It is reflected in the following statement from the National Center for Cultural Competence:

NCCC defines culture as an integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations.
The NCCC embraces the philosophy that culture influences all aspects of human behavior. (Goode et al., 2000, p. 1)

Using these topics in the readings extend students’ perception about the world, they can learn new aspects about culture, they can reflect about the differences and similitudes among cultures and also they can value and respect their own culture. As Boxtel, et al. (2000) explain, collaborative learning activities allow students to provide explanations of their understanding, which can help students elaborate and reorganize their knowledge. Social interaction stimulates elaboration of conceptual knowledge as group mates attempt to make themselves understood, and research demonstrates that providing elaborated explanations improves student comprehension of concepts.
CHAPTER II

Proposal

In this chapter is presented the methodological design to carry out the research. It includes the research design as well as the type of study, the setting and participants, there are mentioned and explained the instruments used for the data collection and the procedure to analyze the process of reading comprehension and metacognitive strategies in the students. Finally, there are presented the instructional design and the data analysis after the implementation of the purpose.

Research design

It is important to clarify some aspects related to research in order to focus on the research design. For this reason it will be presented the definitions about qualitative research, then aspects in favor to the research; after that, it is mentioned the type of study with its characteristics and the relevant aspects for the design.

Qualitative and quantitative research studies have been discussed by many authors, where they give some characteristics of each one. For example Nunan (1998) makes a distinction between them, where quantitative research is defined as objective, controlled and external to the research and qualitative research subjective, flexible and sociably constructed.

I consider important to analyze the definitions of some authors about Qualitative research, as is posed by Merriam (2009), qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. (p. 13). This research is framed as qualitative research because I am, as a teacher, the main observer of the reality and the things which are happening around class; also I want to describe how those situations could affect or not the students learning process, specifically in the reading comprehension process. Also the implementation of my
research pretends to transform the reality of English class giving my students strategies to foster their reading and learning processes.

Qualitative research consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2005, p. 3)

**Type of study**

This study is focused on action research considering Elliot (2000) assumptions:

“Action research in schools examines human actions and social situations experienced by teachers as: Unacceptable in some aspects (problems); subject to change (contingent) or require a practical response (prescriptive)” (p.5). This methodology relates to everyday practical problems experienced by teachers, rather than the theoretical problems defined by pure researchers in the environment of a discipline of knowledge, in this context those aspects are suitable for the research.

There are some important characteristics to mention in Action research, Kemmis and McTaggart (1992) describe through action research people work towards the improvement of their own practices, also it is important to test the practices in order to convince if these were wrong or not. For teachers is useful to foster their pedagogical practices through the observation and reflection enhancing students in a changing world of learning.
This study is focused on metacognitive strategies as a deficiency in the class and it is required to apply a strategy to help students on reading comprehension so it is necessary to plan, apply, observe and evaluate as is proposed by Kemmis (1988). To follow an AR model developed by Kemmis and McTaggart (1988) cited by Burns (2010), these phases involve a dynamic process of *planning, action, observation, and reflection*.

First at all, for the process of planning according to the problem it was necessary to organize the interventions which were required in the implementation. I consider it is necessary 3 interventions to describe the reading process and metacognitive strategies in relation to the Collaborative Strategic Reading. All interventions have the three steps of metacognitive regulation and also the three steps of reading (before, while and after). The first intervention is mainly for Previewing (planning), then second intervention is for Click and Clunk and Get the Gist (monitoring) and the last it is for Wrap up (evaluating). The planning stage is about working out how you could enhance or extend what is currently happening in the classroom.

Then, the action is about putting your plans in place and seeing what happens. I started to implement the first lesson plan which were revised and approved according to the necessities of my students and the characteristic of the strategy CSR. It is important to mention that when I finished this lesson plan, I reflected about the things there were necessary to adjust in order to continue with the other lesson plans.

Observation means collecting information (data) on what happens when you introduce new ways of working. I observed my students’ attitudes, works and reading process and these different aspects are written in the field note to be analyzed later.
The last stage, reflection, involves making sense of the processes you have used and gaining greater understanding of what kinds of classroom practices and interactions could lead to promoting better learning or teaching.

Considering the importance to go in depth about the situation presented in the classroom, it is necessary to organize the methodology in order to have steps of action research, first, it is necessary to describe the problem, then it is necessary to plan how to solve the problem, after that it is necessary to act, using strategies or methods in order to observe what it happens and reflect about how to continue working on the problem. The researcher has to implement these steps like in a circle in order to analyze better the situation.

**Setting**

The project was carried out at Manuel Del Socorro Rodriguez School; it is a public institution, located in the south of Bogota. The school offers the three levels of education: preschool, primary and high school. It has two buildings A and B where building A is only for preschool and primary but building B is for all the levels. This school is organized into two shifts: the morning and the afternoon. There are more than 100 teachers and 2000 students. The year is divided in three terms.

School has some resources to use for the pedagogical practices, most of the classrooms have television sets, a computer for each area and two smart boards but some of them are not used because for administrative problems (specific materials for specific projects).

Most students belong to 1 and 2 socio - economic level. There are social problems that affect students learning such as drugs, familiar disruptions and economic needs. But students find the school a place to enjoy and be respected. The P.E.I (Proyecto Educativo Institucional) is based on the development of thinking for science, technology, art, sport and ethics; it presents
some strategies to contribute students’ development. Also the mission of the school pretends to promote the human development in different dimensions to transform the reality. Students could use the knowledge in any situation. They could live and work together.

The humanities area is composed by teachers of Spanish, English and Theater. Some of them are specialized in Spanish; others are graduated from Modern Languages English and Spanish. The annual plan of English is enriched each year with the necessary modifications taking into account needs of students and school. This plan proposes as objective to develop linguistics processes of comprehension and production of meaning that allows students to communicate efficiently in different contexts. For reading skill in fourth cycle the objective is to read and comprehend narrative and descriptive texts taken from different sources and topics.

According to the English schedule, students from Sixth to Eighth grade have four hours per week students from Ninth to Eleventh grade have three hours per week, unfortunately these three hours are mostly assigned in three days.

English teacher develops his or her classes by means of own methodology and evaluation, there are some textbooks and Cds to work with, but also teachers use other material from internet or design own guides depending on the needs. There is a global evaluation at the final of the term which is presented for all students in all the subjects.

To develop the reading process there are some strategies such as Proyecto PILEO “Proyecto de Lectura, Escritura y Oralidad” where there are some specific activities for each level to read in Spanish and English; there are readers (Libros al Viento) for Spanish class. For English class, the reading process is more difficult, students develop reading comprehension taken from the course book and they answer the questions. But they sometimes do not comprehend the text at all, probably the vocabulary is not understood, they are not interested in
Reading Beyond Lines

the topic. Most of them do not have the opportunity to have a reader in English. In my class I have to adapt the readings and activities to motivate them to read.

Participants

They are students of fourth cycle at Manuel Del Socorro Rodriguez school in a group of 34 students: 13 women and 21 men; they are between thirteen and sixteen years old.

I have worked with them for two years as English teacher, but also as their leader teacher, so I know about their interests, family problems and their economic situation. Some of them find at school as the best place to be. Their families live mistreatment, poorness and breakings up. These students live around the school in the neighborhoods of Santa Lucia, San Jorge, Tunal and Claret. They are a heterogeneous group for their personal characteristics and different academic levels; some are more skilled than others in the different communicative skills.

Students have 4 hours per week of English in Eighth grade and three hours in ninth grade, where they develop activities using the skills of listening, reading, speaking and writing, but not at the same level. Nowadays, they are in ninth grade. Their English level is heterogeneous, but most of the students with low results of the grade, present familiar disruptions, drugs problems and some of them are absent in the school for two or three days per week. It is difficult to have a process of learning.

This group is integrated by some students since primary, some are new students and others are in ninth grade again. Students are developing an extra work in the afternoon for a project related to SENA programs, their time is reduced for doing academic activities at home.

They have a course book, but this book needs to be enriched with other resources. The readings presented in the text sometimes are far from students’ reality, so those are not meaningful for them.
Students at school are in the class, do activities, present the homework but their comprehension process is being stopped in different moments and ways due to their unconsciousness what, how, why, when to read. It is not usual to have students with awareness thinking about their reading comprehension (metacognition). They usually work with a literal level in a reading task and their strategies applied are not enough for answering their questions and develop a task successfully.

**Data collection and procedures**

In this research there were some theoretical and empirical methods to obtain the information and data to analyze. I implemented 3 interventions to describe the reading process and metacognitive strategies in relation to the Collaborative Strategic Reading. The first intervention is mainly for previewing (planning), then second intervention is for click and clunk and get the gist (monitoring) and the last it is for wrap up (evaluating).

The Theoretical method: logical historical and analysis and synthesis in order to identify the actual state of metacognitive strategies used by the students in reading comprehension; there was necessary to analyze the literature review about the reading comprehension and metacognitive strategies, also the studies research and their conclusions support this research.

The Empirical methods are used at the moment to implement the research and it is presented the instruments to collect data.

**Field note**

According to Burns (2001), field notes are descriptions of events in the research context, which are written in a relatively factual and objective style; focused on teachers’ and students’ discourse, and the way they interact with each other. The field notes take place during or after the
class according to the development of the class. This is an instrument that can show the situations, describe and can be used to interpret and analyze them.

This instrument is very useful because I, as teacher and observer, can describe what happens in each intervention and after with other instruments I can analyze and interpret the data. Also this instrument shows the reality inside the classroom where there are different variables that can affect the work: Students’ attitudes, different answers of students and the time to reflect about the activities.

**Questionnaires**

As Nunan (1992) poses, a questionnaire “enables the researcher to collect data in field settings, and the data themselves are more amenable to quantification than discursive data such as free-form field notes, participant observers’ journals, the transcripts of oral language.” This instrument is used to determine some specific aspects about the reading process and the use of metacognitive strategies describing the difficulties and strengthens in the proposed activities. Also I could describe how the process is developed and the strategies are used.

These questionnaires were applied in different moments of the implementation at the beginning in order to know students’ use of strategies as well as the reading performance, then when each lesson plan is finished to determine reading progress and use of metacognitive strategies.

**Audio tapes**

This is a very useful technique for situations where teachers require a specific and accurate record of a particular interaction (Hopkins, 1995). It is useful for moments of reflection and opinions of my students about the work in class; they express their difficulties and strengthen
of the proposed activities. It is for analyzing my students’ perceptions related to the metacognitive strategies and their reading process.

Olson et al., (1984) stated that using think-aloud technique is one of the most effective ways to assess higher-level thinking processes (those which involve working memory) and that it could also be used to study individual differences in performing the same task. This technique is useful to analyze students’ metacognitive processes because they express how they develop the task and all the aspects which help or not in the reading process.

**Students’ artifacts**

The term research artifact refers to the systematic biases, uncontrolled and unintentional, that can threaten the internal or external validity of one's research conclusions (Lewis-Beck, 2004). The reading comprehension will have different stages for this reason it is important to have reading drafts, final reports to understand students’ process and the importance of the study. Also for metacognitive strategies each phase needs to be revised and analyzed to reflect about what elements are working good and which others require to foster.

**Techniques for data analysis**

To analyse data is necessary to consider aspects such as sifting, organizing, summarizing and synthesizing the data involved in the design and planning of the research in order to arrive to the results and conclusions of the study (Seliger and Shohamy, 1995.); this process depends on the research question, gathered information and resources. According to Patton (1990) triangulation supports the consistency of findings generated by different data collection methods. I consider relevant the triangulation of sources: field notes, questionnaires, students’ artifacts for the analysis of the purpose.
**Instructional Design**

There explains the activities that I carried out for the purpose of my research, which is fostering reading comprehension in Fourth cycle graders through metacognitive strategies. With these activities I intended to generate oral and written productions of my students in order to understand their metacognitive regulation, their reading comprehension performance and their English learning process.

Instructional design models typically specify a method, that if followed will facilitate the transfer of knowledge, skills and attitude to the student or acquirer of the instruction. It is a systematic and reflective process in learning environment into plans for instructional materials, activities, resources and evaluation. Teachers can include this process for implementing their own plans identifying learning goals. According to Driscoll (1994) who defines instruction as “the deliberate arrangement of learning conditions to promote their attainment of some intended goal” (p.332); It is necessary to take into account different aspects for teaching such as: authentic context, authentic activities, reflections about their process, articulation of knowledge among others.

In accordance to the instructional design I wanted to establish connections among students’ likes, their preferences for reading and topics related to cultural aspects as an excuse to learn English. In addition students learn about other countries and they reflect about the importance to value their own culture. Having in mind the last purpose, I needed a tool to guide the process for this implementation so Tomlinson (2000) explains the Multidimensional approach; he mentions the importance to become texts in memorable and meaningful using all the resources of our mind. For the Author, when a person reads, she/ he needs to achieve sensory
and affective experience of the text and connects the text to previous experiences of language and life.

This implementation follows the principles of Multidimensional approach of learning and communication. These are: First, Affect is the key to understanding and to learning; it is a prerequisite for effective communication and for durable learning to take place. Second, making connections between the new experiences and old experiences, these connections are stimulated by sensory, motor, cognitive and affective associations. Third, it is relevance which helps to the deep processing for long term learning to take place. Fourth the sensory imaging to make connections and achieve relevance by using the five senses for reading. Finally, inner voice to prepare for and to interpret outer voice communication.

For the reading process these principles are a guide to choose the materials, the activities and the evaluations for the implementation. If a text, achieves to stimulate the affect and the senses in the readers, activates background in order to make connections and takes relevance for life, it will be understood, remembered and meaningful making multidimensional representations of itself.

Mager (1984) proposes three major questions to be answered in the design of the purpose these are: Where are we going? (Goals for the instruction), How will we get there? (Instructional medium) and How will we know when we have arrived? These questions help to organize the purpose and have clear goals to achieve. For this reason I divide my purpose in three parts first, it is the analysis having in mind students’ needs and difficulties, also important aspects to affect their reading process. Then it is the strategy or purpose to think about the most appropriate strategy to adapt in the process and give details of the implementation and finally, evaluation in
two ways. One way is to assess students reading comprehension process and the other to evaluate the teaching process.

**Analysis**

For answering the question where are we going?

At this point, there are some needs to be considered for the purpose. First, students need to foster their reading process; they require acquiring strategies for learning. Also they need to take advantage of an organized purpose to read and comprehend. It is necessary to remember the relevant aspects of the research. Metacognitive strategies are necessary to develop different tasks in life, in this research these are related to foster the reading comprehension performance. Students need to fix up strategies to comprehend different texts and also they want to learn culture around the world.

Students’ performance in reading comprehension requires to be fostered, there are students who have much amount of vocabulary than others, some of them are more interested in learning, and others need to work by group in order to understand the task. Having in mind these characteristics I made some decisions after analyzing each aspect and develop the implementation of the research.

In the first stage, I presented to the students the purpose of the project, the objectives and our responsibilities. Students agree to work with different texts related to the things that happen around the world. Also they are motivated to develop different activities in the English class to learn.

**Strategy**

How will we get there?
After analyzing the students’ needs: learning vocabulary, to motivate them to read, to foster reading comprehension and metacognitive strategies; there were designed three lesson plans including, objectives, activities, resources and roles. These lesson plans pretended to motivate the multidimensional perspectives of the students involving the metacognitive strategies and foster the reading comprehension.

Each lesson plan had specific parts to plan, monitor and evaluate; in all the lessons were working the three parts but each one was reinforced: the lesson one Previewing (planning), the second Click, Clunk and get the Gist (monitoring) and third Wrap up (evaluating). As it is proposed by Tomlinson (2000) the Multidimensional Approach, students activate their previous knowledge (make connections) in the warm up and vocabulary presentation, they make predictions of the text. Then it is presented the strategies for reading comprehension where students can choose the relevance and use of each strategy and how to appropriate of it in their reading and learning processes.

Also the lesson plans proposed a production item where students use sensory images at the three moments of reading (before, while and after), and also the productions need to use the inner voice to communicate the understanding of the text. Finally, there is an activity of reflection and self-evaluation to know students’ perceptions, their progress and difficulties. The purpose was organized as the followed figure:
PLANNING

MONITORING

EVALUATING

Figure 3 Purpose Structure Reading beyond lines using the Instructional Design
The first lesson plan, it is the open activity to involve students in the reading process. The most important aspect is the use of Previewing as the strategy to plan the reading. The text is titled “Customs & Traditions” (See annex 4 Customs & traditions text). Students start to plan the reading when they answer questions about Colombia culture. Then, they have a vocabulary presentation to continue activating their knowledge. The first view to the text is a sight looking for specific information, title, headings, visuals, first each sentences among others. Students start to predict and ask questions about what they want to know. After that, students monitor the comprehension as is common for them answering questions about the text and finally there is the evaluation through a reflection and self-evaluation.

The second lesson plan with the reading “Australia – the big country” (See annex 5 Australia – the big country text), it has the same stages of the first lesson but the focus is the Click and Clunk strategy, where students realize the importance to fix up strategies to solve reading problems, they will have ways to solve the problem (synonyms, dictionaries, drawings, teacher), but before that they have worked with partners as another strategy to use, students can monitor their understanding after underlining breakdowns in the text. Also they write the main idea using Get the gist, they use the new vocabulary and their own words. They will use previewing and evaluation, too.

The third lesson plan works to develop Wrap Up mainly, the text is “Meals in Britain” (Annex 6 Meals in Britain text) where they pay attention to the questions about the reading comprehension after doing previewing, click and clunk and get the gist, they can formulate their own questions to be answered, and they have to think about what to ask. Also, they can answer the questions of their partners. Finally, they can evaluate their reading comprehension performance.
Evaluation

How will we know when we have arrived?

Evaluation is through all the reading process, observing students’ attitudes where they express feelings, likes and dislikes while they are reading. In addition, their strategies to understand the text and problems presented at the moment to face a text. Also they will comprehend how their reading process changes in order to foster their understanding and the importance of metacognitive strategies to develop any task. Students’ works show their production in the different stages of each session and these works evidence how the process is carrying out.

Evaluation has three aspects: Production, reflection and self-evaluation. Production is a tool to assess students’ work at the final of each session. After each reading they create a product where they showed their learning about vocabulary and culture and their understanding of the text, they make connections after reading. Also they have the opportunity to work by pairs in order to develop the task.

The second aspect is reflection. Students reflect about the strategies and how effective these are to comprehend a text; they choose the most appropriate strategy according to the need. Also they think about their own reading process and how it is working: breakdowns and advantages to continue progressing.

Finally self-evaluation motivates students to assess themselves. This activity gives students the opportunity to be aware of their learning. When they are considering their weak and strong points in reading and learning, they will adjust their process to foster the weak points.

To evaluate the lesson plan, teacher assesses and reflects about the aspects which need to be reinforced, successful and unsuccessful activities and how to foster the next lesson.
Data Analysis

I include the results of the data analysis collected during the process of the research. Following the methodological design there were mentioned four steps: Plan, action, observation and reflection. It established an order to analyze the process not as a lineal but better as a circle. At first I started to plan the purpose, there was a diagnostic which gave principal elements to work on. The diagnostic showed the necessity to foster the reading process of the students. Then I reflected and made decisions about what strategy was the best to follow. The chosen reading strategy had elements of metacognition (planning, monitoring and evaluating) where students can learn to be aware about their learning process.

To prepare each lesson needed to establish goals, organize the information, and choose the material and resources in order to comprehend each text. All the lessons were organized as followed: for planning: warming up, vocabulary presentation and previewing. For monitoring: reading strategy, click and clunk and get the gist. For evaluating: reading comprehension, wrap up, an activity of production, reflection and self-evaluation. When each lesson was finished there were the results in the field note including a part about strengths and difficulties of the process. (See annex 7 lesson plan N 2)

For the second part it was action. Each implementation took between 8 and ten sessions. Most of the time was depending on the relevant aspect of the lesson. First it was for planning teaching preview and applying the strategy for each lesson. Second, it was for monitoring where students had to clunk the difficult parts of the text using the strategies given in the class. Also they wrote the principal idea (get the gist) using their own words. Third, it was for evaluating part where students answered and formulated questions about the text. Also, there was a self-evaluation about their reading process. Reflection was constant at this stage because there was
necessary to evaluate and design according to the findings of the each lesson. (See Annex 8 Field Note 3 example)

Observation was during all the implementations taking in consideration objectives, processes and attitudes. The instrument to collect data was the field note describing all the implementations. Objectives were written to evidence the process. At the beginning, there were to enhance students to read and also to show them how to start a reading. Then, there were to foster reading and metacognitive strategies.

Attitudes were changing during the process. Students believed to read in English was too difficult and boring. Then, they could notice the reading performance depends on each one and the way the solve problems. Also through reading they could learn vocabulary and culture.

“They think they cannot express in English. They answer in Spanish”. Field Note 1

“They showed to be more confident to read and comprehend the text”. Field Note 3

As it was mentioned above reflection was during the entire research project, giving opportunity to adjust, to foster or to change when it was necessary. Reflection was about students’ performance and teaching practice. Students could notice the importance to evaluate themselves. About the teaching practice was a challenge to lead the reading process being careful about the activities, resources and objectives. There was necessary to be aware when an activity did not function and what to do. Also, teacher had a plan and not only one possibility; there were different possibilities depending on the context and needs.

To analyze the progress of students it was necessary to relate the reading process to the metacognitive strategies. These processes have similar elements through all performance. Therefore, while students were involved in the reading they were developing metacognitive strategies at the same time.
**Metacognitive strategies and reading comprehension**

To remember how the metacognitive strategies worked in the purpose, there is the following figure to clarify concepts about each strategy.

![Figure 4 Metacognitive strategies according to Chamot, 2005.](image)

**Planning.**

Having in mind some metacognitive strategies there were some activities to teach or practice them. This was a process to foster reading comprehension performance through metacognitive strategies.

**Advance organization.**

Students had the opportunity to preview before reading all the text. According to Brown (1990), previewing strategy lets students to get a sense of the structure and content of a reading. In the first implementation, previewing was new for them. I taught some elements where they could skim the text, looking for specific information: title, headings, visuals, each first sentence and introduction.
Students’ artifacts Previewing of the texts

For the second and third interventions, it was easiest to students look for specific information. They were able to find specific words, relevant information, and known vocabulary as it is showed in the pictures above.

Using previewing students could have a first sight of the text, they felt more confident to not have questions to answer, they had a goal for each reading, first they had to comprehend and then they had to develop some tasks related to the reading. Students predicted about the texts asking questions after previewing. These questions were about specific information about the text or others were about or know more information.

Who invented the cultures?

What are the different customs of natives?

What are the different religions of natives?

What are the different ceremonies to celebrate by them?

Field Note 1. Questions of the students about the text.
Prediction was developed in this part. According to Zimmerman and Hutchins (2003) making predictions is the ability of the readers to predict what happen next. Using the information they predicted about the text, what it was about. What they wanted to know. In addition, Students made questions and also they made connections between previous and new knowledge.

We were comparing with Colombian meals.

Example sandwich bars= subway here in Colombia teacher.

Traditional lunch on Sundays = a barbecue with our family.

Field Note 3. Reading comprehension

At the final this strategy proposed a summary but we decided to have it later for the second moment of the reading. It was not proper in this part.

**Organizational planning.**

It was developed by students in an unconscious process, students knew the goals for each reading and they were thinking about how to accomplish the task. Therefore they asked about what was next, they started to preview, after they read to comprehend, then they answered questions and finally they create something and evaluate. Besides the fact that they were previewing, they organized specific information; therefore, they organized their ideas at the moment they were creating the introduction of each text. At the beginning they limited the introduction to copy words of the text; then, they were trying to create their own texts.

“speak of the people of Australia and with the people to Australia have emigrated from other countries”

“the text explains many of the culture and gastronomy of Britain”

(Students’ artifacts.)
There were grammar mistakes in the texts, these were corrected later; but the most important was students want to communicate their ideas using the English. In addition, they expressed in the questionnaire to plan their reading at the beginning of the interventions the result was 2.8 it was the lowest and finally it was 3.26 where increased their perception about how to read. (See Annex 5 results of Questionnaires)

*Selective attention.*

It was worked when students where learning the new vocabulary, they understood the importance to acquire vocabulary and use in different situations. This vocabulary was presented in activities such as: looking for the meaning, matching word – visual, drawing the word and synonyms. Some students used the new vocabulary through different classes. They could find it useful at the moment to understand the text. Looking for the meaning they understood the importance to have a context and to negotiate meanings according to the text. Weaving - to construct by interlacing - To move in and out -To contrive. Students read the text and they accommodated the best definition for the paragraph.

Visuals helped them to remember the words easily; they made connections between the vocabulary and drawings. Synonyms were very valuable to teach them they can understand not translating everything, when they read the word in English and its synonym they got the idea in English, but one characteristic of the words were the similarity in Spanish. As it was suggested by Brown, 1990 to take advantage of skimming and scanning strategies, students could get the main idea and identify the text structure. To find specific information show a map of the text.

*Self- management.*

In this last strategy students worked using the time, I knew my students have different ways to learn but also they were aware about the importance to effort and work using the time.
The first intervention took much time, they were learning the previewing strategy, and they were accommodating their strategies to solve the task. Later in the second intervention they seemed to be more confident to preview, they did not remember previewing at all but they expressed general ideas of the strategy, also they confirmed their ideas looking the information in their notebooks. In the last intervention students did previewing by themselves. I presented the activity and they knew what to do. Also the time was reducing for developing previewing in each intervention.

Also each one was using own strategies to develop the task. Students underlined difficult part, some of them circled the new vocabulary, others wrote the word in Spanish above the word in English, and they used colors to comprehend.

**Monitoring.**

*M Monitoring comprehension.*

It means to think while reading; students had different strategies to show how they comprehended the text. At first, they underlined the easy parts; they could notice what parts of text they understood. It was used as a tool to show them they could read and they knew English too. Later they underlined the difficult parts for the second and third text in order to use the strategies for Clunk. When they were underlining the difficult parts they expressed “I have to underline everything teacher” but after they realized they could read by using new vocabulary and the parts of each paragraph they understood.

“It was interesting to realize they are trying to extract information in order to understand”.

Field Note 1
Also vocabulary which was similar in Spanish they connected the relation and got the idea. In addition, words and visuals where easily remembered by them. In contrast, the most difficult words were linkers: Nearly, although, since, and the nouns to name the cities or places.

“Words like weaving, hunting and fishing were remembered by students”.

Field note 1

Then they had three strategies to comprehend: comparing, synonyms and dictionary. As Zimmerman and Hutchins (2003) mention the importance reader stop, fix up strategies and restore their understanding. At first it was comparing by pairs and sharing information; they enriched each other comparing the text and analyzing the information as it is shown in Text N. 2 and 3 Clunks by pairs. Students monitored their comprehension by underlining the text, also they shared with a partner and developed the task, while they were reading and comparing they...
understood words, sentences and paragraphs. Comparing gave the opportunity to help each other and they worked with a better attitude.

Second, they had synonyms of vocabulary to understand better. In the first implementation they read the words and tried to understand by using the synonym, they expressed it was in English, so they could not understand, when they read the word, the synonym was similar to Spanish therefore they understood.

Nearly = approximately. Huge = enormous, vast. Field Note. 2

Same- equal. Kind- type or sort. Main – principal. Field Note 3.

Example of synonyms

Students could have words in English and understand without translating. They understood some words of the texts using the strategy. In the third implementation they looked the synonyms and they seemed to be more confident understanding the word. More than a half used the strategy.

Finally they had the dictionary to solve questions about words. But they could realize there was not necessary to translate everything to read. Also they were more careful about what the meaning was according to the reading. Students used the dictionary before the implementations as a tool but they notice more valuable to extract all the information and related it to the text.

The comprehension was socialized with the entire group, it helped students to understand and clarify ideas, and also they gave opinions of their comprehension. They got relevant to work together for reading but also they wanted to read individually.

Finally they answered questions about the reading. Questions were literal and inferential. These were answered by students but there were some confusion because they did not understand
the questions at all. Literal answers were correct but when they had to differentiate why, when, how or what they presented difficulties not for the meaning, it was for the interpretation of the question. The second text they had the questions but they had to organize the question according to the intention, it was so difficult for them to do this activity; they got confused. For the last text they had to formulate questions, students wrote their questions giving ideas of their understanding although questions had problems in grammar these had concepts about the text; they tried to create relations between meals in Britain and Colombian meals. I could notice formulating questions provoke in students challenges to think about the text, grammar aspects, also coherence. It was easy but it was an excellent exercise to continue working in.

**Monitor production.**

For this strategy there were two activities in the reading: one was to write the principal idea of the text and other was to product of the reading. According to Brown (1990) paraphrasing helps students to check comprehension by restarting the information and ideas in the text. To write the principal idea according to the strategy was Get the gist, where students wrote a paragraph of 20 to 30 words about the text.

Students’ artifacts Get the Gist
For the first text, there were only sentences about the reading, for the second they wrote the principal ideas, but the most difficult was to use their own words. They wrote texts very extensive like summaries of the reading by pairs; the third text they wrote the principal idea using their words individually, they had paragraphs.

As it was mentioned by Zimmerman and Hutchins (2003) synthesizing moves students from making meaning of the text, to integrating their new comprehension to their lives. Students used the feedback of the readings and all the learnt information in order to plan the final production, they had to work by groups of three or four people giving the opportunity to notice the importance to work together; they obtained a product at the final after each reading.

For the first reading it was an exposition of a parallel comparing Native American and Colombian customs and traditions. In here students prepared an exposition having in mind some steps to follow. They made a draft and it was revised and corrected by the teacher. After that, they exposed using new vocabulary from the reading, structures of the text and comparisons; they created their visual aids to help in the work.

“.. in Colombia exists traditional foods and folklore and example it is a tamal.

For example in other country called United States only is tradition turkey in thanksgiving. In Colombia celebrates very much carnivals for example Blancos and Negros carnivals and some other countries they do not celebrate carnivals...”

Production 1. Exposition.

Most of them investigated about Colombia; its carnivals, music, food among others, and there was a group to look for information about Brazil. With this product I could realize they had learnt vocabulary, cultural aspects and they comprehended the text (comprehension monitoring). Pronunciation was a difficult aspect because students did not practice it before, I revised the
groups and listened before and corrected some words, some of them remembered the correction but for others it was difficult to change the mistake.

Second implementation was a brochure they felt more confident to create it. It was about Colombia – the big country, they used many words of the reading, and they gave principal ideas.

Students’ artifacts Brochures about Colombia

To create the texts students followed the example of the reading and they created similar texts using as model the text they planned how to organize the brochure and the information, they looked for the information they needed. Finally, they expressed they can write in English and it was easier using texts. Grammar mistakes were few because they paid attention to the text and related to their writings. By using a reading students were developing all communicative skills, they listened to their partners and they wrote a text.

The last production was a video to persuade people to eat their favorite meal. They planned and did a draft of the video including: meal, dialogues, materials and stage. There was a revision to correct pronunciation, vocabulary misunderstandings (monitoring). Students showed
to be motivated to record the video. The production was not the best, there were six groups presenting the video, others did not present. Also because most of the students read the information, to record the video they were expected and nervous to forget the word or to have problems with pronunciation. After finishing the work they were happy to develop the activity and this provided my students challenges about responsibility, commitment and effort. I could notice their creativity is limited, we as teachers have to put in practice elements to develop creativity in class. They expressed to enjoy the activity but as suggestion they found time was not enough to prepare and perform the video.

**Evaluating.**

To evaluate for students was different. Anderson (2000) poses when a person is self-evaluating it is because metacognitive awareness of the work is taking part in the process. Students gave their opinions about what to foster, things they liked and things they did not like. In addition, they expressed what strategies were useful and how these helped them. As it was posed by Harvey and Goudvis (2007) there are four levels of metacognitive knowledge when a reader reflects on the reading and intentionally applies a strategy, also analyzes and provide more information, the reading process is beyond lines. They are called reflective learners/readers and it is the upper level.

**Self-assessment.**

This strategy was mainly through the questionnaire where students answered according to their process, taking into account most of the aspects of the metacognitive strategies. Questionnaires included ten questions related to the three metacognitive strategies and reading process too. They had to answer from a range 1.0 to 5.0. (See Annex 9 Questionnaire student’s progress 2)
Also they reflected in oral and written form about the work. They appreciated the opportunity to have different possibilities to learn, they liked. They expressed the importance to read by themselves but also they indicated it was good to work by pairs or in groups.

According to the results of the questionnaires, these showed for planning (questions 1 and 2), students were more aware to plan a reading. At the beginning, they quite planned their reading (2.8) but in the third questionnaire the average was 3.26. They learnt there are steps to follow in order to comprehend. They expressed to use previewing the average was 3.6.

To monitor students answered about the understanding of a text they answered the second text was the most understood 3.71, probably the text structure helped them to clarify the information, and it had visuals and headings to organize the paragraphs according to the subtitle. Questions helped them to pay more attention on the text, also formulated the questions was to enhance reader and the text. To solve their Clunks they sometimes expressed to be more confident using strategies to solve problems 3.69. They adapted their necessity to the strategy.

To evaluate their reading and metacognitive performance the results showed increasing the question about to read by themselves 3.15 in the first implementation to 3.69 in the final. In contrast the question about to read with the partners help the result showed it was decreasing, for the first text it was 3.26 and for the last text it was 2.95. They felt to be more confident to read. They could notice they understand the text and also they could be more independent at the moment to read.

The last part about what they have learnt they expressed to know new things about culture and new vocabulary through reading. In the questionnaire the questions 9 and 10 were related about learning vocabulary, the average was 4.13 for the last implementation the same as learning
Reading Beyond Lines

culture it was 4.13. Topics motivated them to ask about the text, to predict and to connect to their realities. (See Annex 10 Results of Questionnaires student’s progress)
Conclusions

This chapter presents the main findings to the research question and research objectives that guided this study. Metacognitive strategies were used by students limiting to develop the task without having in mind organization, planning or evaluation. They read to answer questions when they observed and applied different strategies to reach the task they found easier the way to understand the reading.

Reading comprehension and metacognitive strategies present a strong relation between them. Both of them are processes to develop through the human life; these enhance learning inside and outside the class. These aspects have called the attention for many research studies during many years. Therefore, I conclude to apply and teach them are necessary to foster academic and daily growth. Teachers can use metacognitive strategies in each pedagogical practice and for their reading process too, and students can develop other skills through using both processes effectively.

There are many reading strategies to foster comprehension, but when these strategies have tools to plan, monitor and evaluate transfer people understanding to be aware about their learning process. In addition, cultural aspects were very relevant to students extending their view about the world, they appreciate their Colombian culture but also they respect and understand other cultural aspects and the relevance for the society.

As it was mentioned above reading open human mind “… we rearranged the very organization of our brain, which in turn expanded the ways we were able to think,”. Reading comprehension occurs when a person creates new worlds; transforms realities and constructs societies by using words and texts. Enriching this skill learning will turn in analyzing, critiquing and reorganizing mental structures to continue learning. Students acquired tools to comprehend,
also they could notice to read in English is an individual process to need be planned, monitored and evaluated.

Planning is part of life, students need to be organized to develop any activity, and they establish clear steps to achieve a goal. When they are able to plan their reading performance they can choose the strategies, ways to comprehend and resources to understand. I conclude the problem is not reading comprehension; the problem is the way to reach to comprehend.

Monitoring is necessary to be aware about what are the weaknesses and strengthen of one self, students know their limitations but also they look for possible elucidations to solve the problem. They, as teenagers, need to learn to overcome obstacles by means to use their abilities and skills. Each person controls the learning process depending on needs, motivations, expectations and difficulties. Being aware of these aspects help to think about the best way to learn and how to do it.

Evaluating was worked different from my students, this process is seen as the last result and a grade, when they had the opportunity to self – evaluate, to evidence their progress and to solve difficulties, they reflected about the importance to promote evaluation as an individual compromise to improve. They considered different elements to foster their reading and learning performance; one was the awareness about their own process, other was the confidence to develop a reading task, having in mind goals. Finally learning with their partners as a possibility, but they expressed the importance to be independent learners.

To work together help them to clarify information, to have the chance to contribute partners learning, to socialize and participate having specific tasks to fulfill. Collaborative work enhance students to achieve goals, they challenged themselves making decisions about the work.
Groups with upper and lower students provide environments for learning and cooperation to the other.
Recommendations

For further research studies it is recommended to work with metacognitive strategies since the first years at school, theories suggest to work with teenagers these strategies is better however; students’ skills and abilities are developed depending on the constant process. It is a challenge to work with children they acquired learning by means of experience, impact and sensory images. This process can be fostered through all academic levels.

It is necessary to continue working with these two processes: reading comprehension and metacognitive strategies taking advantage of students’ level, needs and expectations. Results of these processes will be seen in the last years at school.

Teachers of any subject are able to teach and practice metacognitive strategies, unfortunately, these strategies are taken as an acquired process not as a learnt process. Giving students tools to learn will motivate them to be independent learners.

To attract students’ attention using appropriate materials help to activate their multidimensional dimensions facilitating learning and comprehension.
REFERENCES


http://dx.doi.org/10.1017/CBO9780511497667.010


Annex 1. Questionnaire Metacognitive Strategy Use

METACOGNITIVE STRATEGY USE AND ACADEMIC READING ACHIEVEMENT

Lian Zhang and Sirinthorn Seepho 2013

<table>
<thead>
<tr>
<th>Items</th>
<th>Contents</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I considered the previous success with the similar tasks and identify the purpose of the assigned tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>I activated the background knowledge to get a general idea</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>I previewed the questions or the instructions, so I could understand what to do.</td>
<td></td>
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<tr>
<td>4</td>
<td>I tried to predict the contents of the text from the title.</td>
<td></td>
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<tr>
<td>5</td>
<td>I could come up with a list of reading strategies I would probably use.</td>
<td></td>
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<tr>
<td>6</td>
<td>I scanned the text first and concentrated on what I will read.</td>
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<tr>
<td>7</td>
<td>I read the task before reading the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>I read the text before I read the task.</td>
<td></td>
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<tr>
<td>9</td>
<td>I determined the major points I would pay attention to, such as the headings and sub-headings, the topic sentence, and the text structure.</td>
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<tr>
<td>10</td>
<td>I recalled my weak points in reading comprehension and tried to comprehend when reading began.</td>
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<tr>
<td>11</td>
<td>I located the task questions in the specific paragraph of the text because I thought it was easier.</td>
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<tr>
<td>12</td>
<td>I planned before I read because I think it was helpful.</td>
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</table>

Before I started reading an English text.

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<th>Items</th>
<th>Contents</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>I first read for the general ideas of the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>I paid selective attention to the information predicted and required in the task.</td>
<td></td>
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<tr>
<td>15</td>
<td>I verified my inference of the previous paragraph and predicted what would come in the next paragraph.</td>
<td></td>
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<tr>
<td>16</td>
<td>I could find ways to overcome the problems when I got stuck with difficult vocabulary.</td>
<td></td>
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<tr>
<td>17</td>
<td>I could find ways to concentrate on my reading even when there were many distractions around me.</td>
<td></td>
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<tr>
<td>18</td>
<td>I could refocus my concentration on reading though the text and task I’m reading and doing are difficult.</td>
<td></td>
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<tr>
<td>19</td>
<td>I first read for the general ideas of the text.</td>
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<tr>
<td>20</td>
<td>I skipped words or sentences I did not understand.</td>
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<tr>
<td>21</td>
<td>I translated sentence by sentence while reading.</td>
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<tr>
<td>22</td>
<td>I focused on one specific goal at a time. For example, first I concerned with the general ideas of the text. Next, I read for the key words or implied meaning of the sentences.</td>
<td></td>
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<tr>
<td>23</td>
<td>I kept reading even I had difficulty and constantly checked my understanding of the text.</td>
<td></td>
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<tr>
<td>24</td>
<td>I regulated my reading speed according to the given time and length of the text.</td>
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<tr>
<td>25</td>
<td>I could use reading strategies to help me comprehend the text better.</td>
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</tbody>
</table>
I searched for the answers for the task questions.

I could think of ways to solve my reading problems even they are very difficult.

I considered whether I understood the beginning and the ending of the text correctly.

I could choose appropriate reading strategies to solve my immediate reading problems.

I changed the strategies if they could not help me in accomplishing the reading comprehension task.

After reading an English text,

<table>
<thead>
<tr>
<th>Items</th>
<th>Contents</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>I realized that my major concern is coming with the better understanding by accomplishing the task.</td>
<td></td>
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<tr>
<td>32</td>
<td>I checked to see if my reading strategies were helpful for the text comprehension.</td>
<td></td>
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</tr>
<tr>
<td>33</td>
<td>I enjoyed discussing with my class-mates for the difficult points and exchanging the reading experience to get a more effective reading method to achieve my goal.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>34</td>
<td>I used my own reading plan for judging how well I read.</td>
<td></td>
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</tr>
<tr>
<td>35</td>
<td>I referred to the reading goal to evaluate if I achieve it.</td>
<td></td>
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</tr>
<tr>
<td>36</td>
<td>I set a higher reading goal such as comprehension level for next time based on what worked best this time and what I think I should keep or change.</td>
<td></td>
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</tr>
<tr>
<td>37</td>
<td>I could be able to use the characteristics of a good reader as criteria to evaluate my own reading.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>38</td>
<td>I spent time to motivate myself to improve the reading even I found that I do a poor job.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>I spent time reflecting on my reading performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>I recalled and summarized the reading strategies to see what might I keep or change to make an improvement on my reading next time.</td>
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</tr>
</tbody>
</table>
Annex 2 Reading Comprehension Test

I. Vocabulary words from this article:

Attract __________________ donation __________________ bloom__________________ blossom__________________
Infested__________________insect __________________ magnificent__________________ Monument__________________
Previous __________________ tourist

II. Pre-Reading Questions

What kinds of things would tourists expect to see in Washington, D.C.
________________________________________________________________________________________________________

What types of trees are most famous in Colombia?
________________________________________________________________________________________________________

III. Reading Time

The Cherry Trees of Washington, D.C.

When you think about the things that attract millions of visitors to Washington, D.C., each year, you probably think about the monuments, the White House, the Capitol, the Library of Congress. But have you ever thought about the living things that are also a major tourist attraction?

Many Americans and international tourists make a special visit to Washington, D.C., in the spring to see the blooming pink and white Japanese cherry trees that circle the Tidal Basin and the Jefferson Memorial. The trees were originally planted as a gift from the people of Tokyo, Japan, in 1912. In 1910, a previous donation of 2,000 cherry trees had to be destroyed after they were infested with insects. Each spring, the National Cherry Blossom Festival, a two-week-long celebration, attracts tens of thousands of visitors from around the world to see the magnificent trees in full bloom.

Have you ever seen these magnificent blossoms?

IV. Post-Reading Questions

1. The cherry trees in Washington, D.C. were a donation from
   a. people of Japan
   b. thousands of visitors
   c. the Library of Congress
   d. the President

2. How long is the National Cherry Blossom Festival last?
   a. two weeks
   b. two months
   c. four days
   d. four weeks

3. All of the following are Washington, D.C. monuments, except:
   a. the White House
   b. the Capitol
   c. the Tidal Basin
   d. the Library of Congress

Annex 3. Results of Questionnaire Metacognitive Strategy Use

**PRE READING (PLANNING)**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance Organizer</td>
<td>3.66</td>
</tr>
<tr>
<td>Organizational Planning</td>
<td>3.1</td>
</tr>
<tr>
<td>Selective Attention</td>
<td>3.31</td>
</tr>
<tr>
<td>Self Management</td>
<td>2.86</td>
</tr>
</tbody>
</table>

**WHILE READING (MONITORING)**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension Monitoring</td>
<td>3.32</td>
</tr>
<tr>
<td>Production Monitoring</td>
<td>3.56</td>
</tr>
</tbody>
</table>

**AFTER READING (EVALUATING)**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Assessment</td>
<td>3.32</td>
</tr>
<tr>
<td>Self Evaluation</td>
<td>3.12</td>
</tr>
<tr>
<td>Self Reflection</td>
<td>3.22</td>
</tr>
</tbody>
</table>
Annex 4 Customs & traditions text

Customs & Traditions

Native American Indian groups in North America lived in different cultural regions, each of which developed its own customs and traditions. A custom is the specific way in which a group of people does something. This can include how foods are prepared, what clothing is worn, the kinds of celebrations and much more. The set of customs developed and shared by a culture over time is a tradition.

A culture’s customs are often determined by the natural resources found in their environment. In the Desert Southwest region, cloth weaving developed as a custom. The area has fewer large animals whose skins can be used for making clothing or blankets. Cloth weaving was a way of meeting the need for clothing without using animal skins. In the Eastern Woodlands area, however, hunting and fishing were daily activities. Since it was easy to get animal skins, developing skills like weaving were less important.

The traditional roles of men and women in the native tribes varied as well. In hunting cultures, men were often away from home during the day to hunt animals for food. Women did many chores around the village while they were gone. In cultures where crops were grown, it was usually the men who tended them.

Folklore was an important part of all Native American cultures. They had no written language. Telling the tribe’s stories orally was the way they preserved them from generation to generation so they would not be lost. The tribe used chanting, storytelling and singing as a way to remember the tribe’s folklore. The stories told the tribe’s history, funny adventures and accomplishments. Folklore also helped unite the people of the tribe.

Religion was an important part of Native American cultures. The celebration of the tribe’s faith and worship often involved special ceremonies. Harvest ceremonies were a common way to give thanks to the tribe’s gods for a good crop. Other ceremonies combined religious songs and dances with social activities. The ceremonies reinforced the people’s trust in their leaders’ ability to provide for their needs.
Annex 5 Australia – the big country text

Taken from New Snapshot (2003)
Annex 6 Meals in Britain text

A traditional English breakfast is a very big meal – sausages, bacon, eggs, tomatoes, mushrooms... But nowadays many people just have cereal with milk and sugar, or toast with marmalade, jam, or honey. Marmalade and jam are not the same! Marmalade is made from oranges and jam is made from other fruit. The traditional breakfast drink is tea, which people have with cold milk. Some people have coffee, often instant coffee, which is made with just hot water. Many visitors to Britain find this coffee disgusting!

For many people lunch is a quick meal. In cities there are a lot of sandwich bars, where office workers can choose the kind of bread they want – brown, white, or a roll – and then all sorts of salad and meat or fish to go in the sandwich. Pubs often serve good, cheap food, both hot and cold. School-children can have a hot meal at school, but many just take a snack from home – a sandwich, a drink, some fruit, and perhaps some crisps.

‘Tea’ means two things. It is a drink and a meal! Some people have afternoon tea, with sandwiches, cakes, and, of course, a cup of tea. Cream teas are popular. You have scones (a kind of cake) with cream and jam.

The evening meal is the main meal of the day for many people. They usually have it quite early, between 6.00 and 8.00, and often the whole family eats together.

On Sundays many families have a traditional lunch. They have roast meat, either beef, lamb, chicken, or pork, with potatoes, vegetables, and gravy. Gravy is a sauce made from the meat juices.

The British like food from other countries, too, especially Italian, French, Chinese, and Indian. People often get takeaway meals – you buy the food at the restaurant and then bring it home to eat. Eating in Britain is quite international!

Taken from Headway (1996)
Annex 7 Lesson Plan N 2

AUSTRALIA – THE BIG COUNTRY

Fourth cycle Students

GENERAL OBJECTIVES:
- TO ENGAGE STUDENTS TO READ THROUGH CULTURAL TEXTS DURING ENGLISH LEARNING.
- TO FOSTER THE USE OF PREVIEWING STRATEGY TO ENRICH STUDENTS' STRATEGIES
- TO PROMOTE THE APPLICATION OF MONITORING USING THE STRATEGIES “CLICK AND CLUNK AND GET THE GIST” IN ORDER TO CHECK STUDENTS' READING PROCESS

LANGUAGE
- PRESENT SIMPLE AND PERFECT
- VOCABULARY RELATED TO THE DESCRIPTION OF COUNTRIES.

<table>
<thead>
<tr>
<th>TIME</th>
<th>STAGE</th>
<th>OBJECTIVE</th>
<th>TEACHER ACTIVITY</th>
<th>STUDENT ACTIVITY</th>
<th>MATERIAL</th>
<th>INTERACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>10'</td>
<td>Warm up</td>
<td>To activate students' background knowledge about Australia.</td>
<td>Show to the students some photos of any important aspects of Australia in order to motivate students to learn about them.</td>
<td>Write three things you know about Australia. Write three things you want to know about Australia</td>
<td>Photos.</td>
<td>Group work</td>
</tr>
<tr>
<td>20'</td>
<td>Vocabulary presentation</td>
<td>To identify new vocabulary of the reading</td>
<td>Give to the students new vocabulary taking into account the pronunciation of those words.</td>
<td>Students will match each photo or definition to the word. Students will write sentences using the vocabulary and present perfect tense</td>
<td>Slides</td>
<td>Teacher – students</td>
</tr>
<tr>
<td>30'</td>
<td>Previewing</td>
<td>To apply the previewing strategy for the reading Australia - the big country</td>
<td>Revise students' progress using previewing strategy</td>
<td>They start to plan their reading using the strategy; they will answer questions about the text. (THIEVES) Title: Each first sentence Headings: Visuals Introduction: End of each part Summary</td>
<td>Reading text “Australia - a big country” taken from new snapshots</td>
<td>Teacher – students</td>
</tr>
<tr>
<td>30'</td>
<td>Reading strategy</td>
<td>To monitor students reading progress</td>
<td>To read aloud the text in order to familiarize with the reading. To fix up strategies to solve clunks presented in the reading</td>
<td>To read the text and underline difficult parts (clunks). Then students work by pairs in order to compare clunks. They read the text again and if they can help to each other it could better. Three places of strategies Students will find a place with dictionaries to help them with the clunks. Examples of synonyms and opposites of some words Pictures of the vocabulary</td>
<td>Reading text Australia - the big country</td>
<td>Teacher – students Students - students</td>
</tr>
<tr>
<td>20'</td>
<td>Get the gist</td>
<td>To know the comprehension of students giving main ideas of the text</td>
<td>To listen students opinions about main ideas of the text.</td>
<td>Students give their opinions about what are the main ideas of the text. They write a paragraph using 20 words to summarize the text by pairs</td>
<td>Notebook</td>
<td>Teacher – students Students - students</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Group Type</td>
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<tr>
<td>20'</td>
<td>Reading Comprehension</td>
<td>To answer the questions using the Question-Answer Relationship strategy (QAR)</td>
<td>Guide N° 3 Teacher -- students</td>
<td></td>
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</tr>
<tr>
<td>50'</td>
<td>Creating a Brochure</td>
<td>To create a brochure comparing Australia with Colombia</td>
<td>Brochure Students-students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10'</td>
<td>Self Evaluating</td>
<td>To evaluate students' progress</td>
<td>Questionnaire Individual</td>
<td></td>
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</tr>
</tbody>
</table>
Annex 8 Field Note 2 example

AUSTRALIA – THE BIG COUNTRY

GENERAL OBJECTIVES:

- TO ENGAGE STUDENTS TO READ THROUGH CULTURAL TEXTS DURING ENGLISH LEARNING.
- TO FOSTER THE USE OF PREVIEWING STRATEGY TO ENRICH STUDENTS' STRATEGIES
- TO PROMOTE THE APPLICATION OF MONITORING USING THE STRATEGIES “CLICK AND CLUNK AND GET THE GIST” IN ORDER TO CHECK STUDENTS’ READING PROCESS

DATE : 21ST MAY

NUMBER OF STUDENTS: 34 STUDENTS OF NINTH GRADE (901)

DEVELOPMENT

Warm up

21ST MAY 8:10 to 9:05 a.m.
There were 28 students in class.
Today I started the second implementation of the research. I gave to my students the topics for working in this term. After that I started writing the question: what do you know about Australia?
My students answered only three things
I know there are kangaroos in Australia.
There is a dessert
The flag has stars
It is the sixth continent. They mentioned the capital city is Sydney.

The things they know about Australia are very limited. It is not the English language for expressing; it is the knowledge about the world they have.

After they write three things they wanted to know about Australia
They mentioned about customs and traditions. What the capital city is.
They wanted to know about Australian people.
This part motivated students to participate in class.

Vocabulary presentation

After there was presented the slides about some aspects about Australia: map, landscape, animals, important cities and places among others. Students were very attentive to learn about all of those aspects.
They liked to know about the places such as Sydney, the Outback and the Great barrier reef. Also they were amazed about the marsupials of Australia.
Finally. They wrote the vocabulary of the chart and they matched all the words according to the picture or the definition.
It was good to compare the answers and students were thinking about the last slides they watched. Some of them gave the definition because they know the other words. Example they know bridge, coast but not harbor.
Then, we corrected all the answers and students have to write the sentences at home using the vocabulary worked.

I am worried about the absent students because on Monday I will continue the work and those students do not know the vocabulary and the context we are talking about.

Previewing

May 25th
Today there were 28 students. We started to revise the sentences with the vocabulary of the last session, so it was necessary to review some aspects about present perfect; students have to revise their sentences and correct them if it is necessary for the revision the next class.
Then I started to ask about the vocabulary and they remembered most of the words. The pictures for the vocabulary are excellent tools to learn the vocabulary.
After that I gave students the text in order to preview. Students remembered most the word THIEVES than PREVIEWING. Most of them remember the different aspects about THIEVES and the others saw their notebooks to remember the information for this reason it was easy to start their reading in order to get the aspects related to the strategy.
For the part of introduction, students asked questions such as: teacher how can I say el texto trata? El texto dice?
They were attentive in order to have all the headings of the text. It was easier because they knew all the words.
It is very relevant to realize students have not read the text at all but they have some ideas and questions in their minds about it using the previewing strategy.
This strategy helps them to look for specific information, to get their concentration, to be prepared to read and be contextualized.
It is a way to plan their reading, they know how to begin to read the text because they have some tools like vocabulary, visuals and an overview to motivate them continue working on it.

Reading strategy Click and clunk

May 28th
There were 26 students. I was worried for the students who did not attend the class so it was necessary to speak with the head teacher to know what was happening with them.
Also I talked to the students about the responsibility in the English class. After that I started to revise the PREVIEWING work and students had most of the work, they paid attention to title, headings and also the introduction they wrote what the text was about. For the part of every first sentence, some of them write the sentences, but other were inferring relevant aspects of each sentence. They wrote the relevant words for each sentence.

Example
1. Population – mix
2. Wildlife – unique species
3. Landscape – green and fertile.

It was interesting to realize they are trying to extract information in order to understand.

We started to read the text aloud and after reading each paragraph students underlined the parts they did not understand (CLUNKS). Time was over, we continue tomorrow.

May 29th
There were 31 students.
We started revising what were the clunks of the reading, each student underlined the parts were difficult for them. So, students started to compare by pairs what the clunks were, they tried to help each other. If they did not underline that part it was necessary to help each other. Students, who were absent the last day, did not have the new vocabulary. They underline words like: population, kangaroo, Outback.

The most difficult words were linkers: Nearly, although, since, and the nouns to name the cities or places. Also students have 2 other ways to solve the clunks

1. They had some synonyms of the reading in the board, when they have more clunks some of them were to see the synonyms. example: Nearly = approximately. Huge = enormous, vast.

   They were worried because “synonyms” were in English but when they see the word they could notice it was easy. They say ”yes, teacher I understand”

2. The third way it was using the dictionary as the last tool, they used their dictionary in order to have the other words they did not understand yet. 3 students used the cell phone to translate.

Students are more conscious of the importance to have own strategies to read. Some write on the paper, others make a list in their notebook; others use arrows to have the meaning.

3. Finally, they asked to me some words like country and I gave definition like Our city is Bogota and our country is Colombia. Ahhh teacher País. Thanks. But they feel if they do not translate each word they do not read properly.

Get the gist

June 4th
There were 29 students.
We started reading again the text, different students read aloud each paragraph it was very good to correct pronunciation and others were commenting the principal ideas, I was using some questions in order they did not translate, some gave answers and others translate the information. But most of them were confident with the text. So we continue writing the principal idea (get the gist) by pairs they had to write a paragraph using 30 words to review the text. They realized it is not easy to say something using their words.

Some of them tried to use the information taken from previewing and write their paragraph, others got principals words and create the paragraph, some paragraphs were only taken sentences from the text and that was all.

Reading comprehension

June 5th
Today we have to develop the guide 3 in order to answer the questions related to the reading, students have to put the number of each question according to the purpose as it was worked in the first reading comprehension, then they had to answer individually the questions.

They seemed to be more confident to answer the text, they had a lot of information in their minds about the text so it was good to them. They answered the questions, some of them asked to me about the question number five related to natural features and I explained to them. When I revised the answers of my students I could notice the questions 1, 4 and 6 were correct 90%.

The questions 2 and 3 were answered in a different way. Question number 2 was about why? And some students answered What?. question number 3 Where? And some of them answered What? Again.

Students answered famous people instead of natural features.

For answers of 7 and 8 questions students gave interesting opinions, they speak about places of Australia their perceptions: it is beautiful, it is interesting. And also they mentioned other places around the world to visit.

Creating a brochure
June 11th

There were 30 Students. I could notice it was so necessary to work with present perfect in order to clarify some aspects so we did an exercise to organize sentences. After they created some sentences about Australia using present perfect. Also I asked to them the material to create the brochure for the next class.

June 12th

Students started to create the brochure. They were working in groups of three people, they organized the groups, each person had a responsibility to do. Some were doing drawings, others were writing the texts, others were organizing the information.

They had like an example the text “Australia – the big country” they wanted to create a similar text.

They adapted some information.

They enjoyed the activity a lot. They found easier to write because they took advantage of the vocabulary they have learnt.

The work was excellent, students tried to create their best brochure.

Reflection

June 18th

I asked them about the work we did the last weeks, they said some important aspects about the work.

They expressed the work is good for learning cultural aspects.

They have learned words, vocabulary and they feel less stressful reading a text.

Also some of them mentioned they had used the synonyms as a way to understand.

They were telling about their own strategies to learn. Underline the words, writing above the word to pronounce, they read and work together, to socialize the information.

They mentioned sometimes dictionary is not useful.

Self evaluating

June 19th

There was applied the second questionnaire to 28 students

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have used at least three strategies in previewing</td>
<td>3.32</td>
</tr>
<tr>
<td>I have planned my reading</td>
<td>3.17</td>
</tr>
<tr>
<td>I have understood the reading</td>
<td>3.71</td>
</tr>
<tr>
<td>I have answered the questions according to my comprehension</td>
<td>3.35</td>
</tr>
<tr>
<td>I read by myself</td>
<td>3.42</td>
</tr>
<tr>
<td>I have solved my CLUNKS in the reading</td>
<td>3.39</td>
</tr>
<tr>
<td>I read with my partners’ help</td>
<td>3.21</td>
</tr>
<tr>
<td>I have used my own words to write the principal idea</td>
<td>3.39</td>
</tr>
<tr>
<td>I have learnt about culture</td>
<td>3.46</td>
</tr>
<tr>
<td>I have learnt new vocabulary</td>
<td>3.96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>DIFFICULTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metacognitive strategies</td>
<td>Time is not enough for some parts because students ask or want to know more</td>
</tr>
<tr>
<td>Previewing. Students feel more awareness to use the strategy it was</td>
<td>things but the most interesting they are learning.</td>
</tr>
<tr>
<td>not necessary to explain again they had the information in their</td>
<td>Get the gist: it is necessary to continue working with the students How to</td>
</tr>
<tr>
<td>notebooks or in their minds so they did better than the first time.</td>
<td>give my point of view or my own words. They give the ideas copying from the</td>
</tr>
<tr>
<td>They knew there was an order for the reading so they asked if they</td>
<td>text, but it was good to try. They wanted to do the best but they were</td>
</tr>
<tr>
<td>have to start with the title, then headings and so on. Their reading</td>
<td>conscious they need more vocabulary and structures.</td>
</tr>
<tr>
<td>performance is better organized too. They are taking notes, coloring,</td>
<td></td>
</tr>
<tr>
<td>predicting and their interest for reading is improving. Clink and</td>
<td></td>
</tr>
<tr>
<td>clunk It was an interesting part of the implementation where students</td>
<td></td>
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<tr>
<td>where monitoring their reading process, they knew which the things they</td>
<td></td>
</tr>
<tr>
<td>understand and which ones not. After they have to solve by themselves</td>
<td></td>
</tr>
<tr>
<td>the CLUNKS, they comprehend there is not one way to find the information</td>
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<tr>
<td>also they are creating their own strategies.</td>
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<tr>
<td>Reading comprehension</td>
<td></td>
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<tr>
<td>My students have reflected about the importance of</td>
<td>It was not easy to put number of each question in order to know the kind of</td>
</tr>
</tbody>
</table>
understanding the text more than answers questions, they noticed to learn more vocabulary, aspects about culture. The last aspect was to answer. So they are paying more attention to the text, the form, vocabulary, ideas, visuals and many aspects to give them clues to comprehend.

question. But I found it is not relevant when they are reading.

<table>
<thead>
<tr>
<th>Collaborative work</th>
</tr>
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<tbody>
<tr>
<td>To work in pairs was very good for them because they chose each other, they were trying to solve the CLUNKS and it was a task they wanted to do. Also to work with all the group (reading aloud) help them to foster comprehension and pronunciation.</td>
</tr>
<tr>
<td>Students do not like to work with partners whose do not help, there were some students trying to find a partner, but they say you do not work. I prefer to work alone, it was necessary to reflect about the importance to work together in order to achieve things.</td>
</tr>
</tbody>
</table>

They worked in groups of three and they enjoyed, each group divided the responsibilities and only 2 students did not bring the material, the others students were working.

**OBSERVATIONS**
Annex 9 Questionnaire student’s progress 2

**STUDENT’S NAME**: ________________________________________________

1 – 20% not at all  2 - 40% quite  3- 60% sometimes  4- 80% frequently  5- 100% always

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I have used at least three strategies in previewing</td>
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<td>2 I have planned my reading</td>
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<td>3 I have understood the reading</td>
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<td>4 I have formulated and answered questions according to my comprehension</td>
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<td>5 I read by myself</td>
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<td>6 I have solved my CLUNKS in the reading</td>
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<td>7 I read with my partners’ help</td>
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<td>8 I have used my own words to write the principal idea</td>
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<td>9 I have learnt about culture</td>
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<td>10 I have learnt new vocabulary</td>
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</table>
Annex 10 Results of Questionnaires student’s progress

Results of the Questionnaires

questions

lesson plan 1
lesson plan 2
lesson plan 3