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# APPLICATION OF METACOGNITIVE READING STRATEGIES TO IMPROVE READING COMPREHENSION IN ENGLISH IN STUDENTS OF THE PRE BASIC LEVEL OF THE LANGUAGE INSTITUTE OF UNIVERSIDAD CATOLICA DE SANTA MARIA.

AREQUIPA, 2015

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# **UNIVERSIDAD DE PIURA**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**

**MAESTRÍA EN EDUCACIÓN**

**MENCIÓN EN ENSEÑANZA DE INGLÉS  
COMO LENGUA EXTRANJERA**



**Application of metacognitive reading strategies to  
improve reading comprehension in english in  
students of the pre basic level of the language  
institute of Universidad Catolica de Santa Maria.  
Arequipa, 2015**

Tesis para optar el Grado de Magíster en Educación con mención en  
Enseñanza de Inglés como Lengua Extranjera

**Key Palacios Llamas**

**Asesor: Dr. Majid Safadaran Mosazadeh**

Piura, Abril de 2018



## **APPROVAL**

The thesis entitled, “**APPLICATION OF METACOGNITIVE READING STRATEGIES TO IMPROVE READING COMPREHENSION IN ENGLISH IN STUDENTS OF THE PRE BASIC LEVEL OF THE LANGUAGE INSTITUTE OF UNIVERSIDAD CATOLICA DE SANTA MARIA. AREQUIPA, 2015**”, presented by **KEY PALACIOS LLAMAS**, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Second/Foreign Language, was approved by the thesis director: **Dr. Majid Safadaran Mosazadeh**, and defended on ----- before a Jury with a following members:

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President

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Secretary

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Informant



## **ACKNOWLEDGEMENT**

I want to thank my family for supporting me all the time, encouraging me to pursue my dreams and never give up.

Thanks to my lovely husband and son for their patience and love.  
Everything I do is for them and to them.





## **ANALYTICAL SUMMARY**

**Title:** Application of metacognitive reading strategies to improve reading comprehension in English in students of the pre basic level of the language institute of Universidad Catolica de Santa Maria. Arequipa, 2015

**Author:** Key Palacios Llamas

**Thesis adviser:** Dr. Majid Safadaran Mosazadeh

**Type of thesis:** Master degree

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**Key words:** English / Teaching and learning (College students) / Peru Arequipa / Investigation

**Description:** Thesis to get the Master degree in Education referring to teaching English as a foreign language. This investigation is about applying metacognitive strategies in order to improve the reading comprehension level in students of pre basic level at Universidad Catolica de Santa Maria in Arequipa in 2015.

**Content:** The thesis is divided in five chapters. The first chapter provides the investigation outlines. The second chapter has the theoretical framework in which this investigation is based. The third chapter presents the methodology of the investigation. The fourth chapter shows the results in charts and graphs. Finally, the fifth chapter provides the final conclusions about this investigation.

**Methodology:** This investigation is explanatory since we want to explain the dependent variable through the independent one. The design is quasi-experimental because we use a control and an experimental group of 25 students who are male and female between 17 and 25 years old.

**Sources:** Tests which are given at the beginning of the training, in the middle and at the end of it: reading comprehension test, checklist and reading comprehension test of dialogues.

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## **INTRODUCTION**

English is considered the universal language for being the most used worldwide. It is also considered the official language in different events around the world and through it important information is spread. Therefore, learning it has become a social necessity in order to achieve better opportunities in professional life.

Reading is considered one of the main means to learn English. However, the motivation of needing to read must be powerful. Teachers should motivate students by making their foreign language reading interesting in itself. People have different reasons to read in English, one of them is academic purposes. Students need to read articles, magazines, journals, etc.; in order to convey information. Reading provides the reader with an additional benefit which is to widen vocabulary in an objective and effective way. Reading in English should be as fun as reading in Spanish, but a lot of barriers in reading comprehension arise because the vocabulary presented at the different levels of reading can be really complex for the reader. This is a challenge which leads us to apply different pedagogical strategies to get the most effective learning in our students.

Metacognitive strategies give students important opportunities for learning. That is the reason they are considered an excellent alternative to improve reading comprehension in English for students since they allow them to auto regulate their own learning, realize how they can learn better and under the teacher's orientation they generate their own learning.

The current thesis project “Application of metacognitive reading strategies to improve reading comprehension in English in students of the pre basic level of the Language Institute of Universidad Catolica de Santa Maria. Arequipa, 2015, is divided in four chapters, which are:

The first chapter is the investigation outline which contains formulation of the problem, hypothesis, objectives as well as the limitations and antecedents of the investigation.

The second chapter is the theoretical framework which presents the scientific and theoretical elements in which the investigation is based, topics like metacognitive strategies, their definitions, principles and benefits are developed. The metacognitive strategies in learning languages as well as definitions and purposes and the relationship with the reading comprehension in English are developed, too.

The third chapter is methodology of the investigation which covers contents about type of the investigation, its design as well as the population. Finally, it covers the variables, techniques and instruments used in the process of data collection.

The fourth chapter is discussion of results which presents the results of the investigation, ordered according to the instruments we used: the reading comprehension test, the checklist and the reading comprehension of dialogues test in English. The results are presented in statistical charts and graphics with interpretation and analysis according to the objectives, hypothesis and theoretical framework.

Finally, conclusions and recommendations from the carried investigation are presented as well as the bibliography and the appendixes.

# **CHAPTER 1**

## **INVESTIGATION OUTLINE**

### **1.1. Formulation of the problem**

Experiences on the field of metacognitive strategies have demonstrated that when students receive training in the use of metacognitive strategies, the reading comprehension level in English improves. We understand by metacognitive strategies those actions which are developed in order to seek, process, assimilate and evaluate the information in a text, and having knowledge of this learning allows students to regulate their own learning process, discovering by themselves how they can learn better. That is the reason they are applied at the Language Institute of Universidad Catolica de Santa Maria, Arequipa, 2015.

This is a quasi-experimental investigation because we are working with two groups: control and experimental, it is important to know the students' reading comprehension level in English before the training in the use of metacognitive strategies by evaluating them, so that we have a general view of the real situation. In the middle of the program, students in both groups (control group and experimental group) are evaluated in order to follow their progress.

Once the training in the use of metacognitive strategies is fully applied to the experimental group through teaching learning

sessions, we apply the evaluation instrument on both groups (the control and the experimental) in order to know the level in reading comprehension in English of the students of the PRE BASIC LEVEL of the Language Institute of Universidad Catolica de Santa Maria.

This way we can prove comparatively the improvement students of the experimental group show over the control group after they were trained in the use of metacognitive strategies in reading comprehension in English.

## **1.2. Hypothesis**

### **1.2.1. Hypothesis of the investigation**

The training in the use of metacognitive strategies can improve the reading comprehension level in English in the students of the PRE BASIC LEVEL of the Language Institute of Universidad Catolica de Santa Maria, Arequipa, 2015.

### **1.2.2. Null Hypothesis**

The training in the use of metacognitive strategies cannot improve the level of reading comprehension in English in the students of the PRE BASIC LEVEL of the Language Institute of Universidad Catolica de Santa Maria, Arequipa, 2015.

## **1.3. Delimitation of the objectives**

### **1.3.1. General objective**

To determine that the training in the use of metacognitive strategies improves reading comprehension in English of students of the PRE BASIC LEVEL of the Language Institute of Universidad Catolica de Santa Maria, Arequipa, 2015.

### **1.3.2. Specific objectives**

1. To identify the level of reading comprehension in English in the students of the PRE BASIC LEVEL of the Language

Institute of Universidad Catolica de Santa Maria before the training in the use of metacognitive strategies applying the evaluation instrument.

2. To specify the level of reading comprehension in English in the students of the PRE BASIC LEVEL of the Language Institute of Universidad Catolica de Santa Maria after the training in the use of metacognitive strategies through the application of the reading comprehension test and check list.
3. To establish the variation, we achieve with the training in the use of metacognitive strategies and the level of reading comprehension in English in the students of the PRE BASIC LEVEL of the Language Institute of Universidad Catolica de Santa Maria by comparing the results in both groups (the control and the experimental) in the pretest as well as in the post test.

#### **1.4. Justification of the investigation**

Learning a foreign language is still a challenge not only for teachers but for students, therefore developing new learning strategies which lead to a more effective learning has become a necessity.

There are many and different difficulties students present when learning English; mostly in reading comprehension of English texts, even if achievements in technology have accomplished some improvements and schools have started to introduce English in the lowest grades, the problematic is still there, that is why the learning process is slow and in the worst cases the final goal is not the expected, that is the most important motivation for the development of this research.

Although reading has been considered as a passive or receptive process, reading is now recognized as an active process, related to problem-solving, so reading in English has great social, educational and practical importance. It is one of the most significant skills, but sometimes the lack of motivation, strategies and techniques turn reading into something boring for the student and the teacher. The student feels that reading in English is not a skill they want to

develop, so they do not make an effort in order to do it properly. Unfortunately we must say that students do not like reading and this is probably due to a lack of good strategies.

Nowadays, reading comprehension is one of the most important skills when learning a foreign language. Reading is an active and cognitive process. Through this active and cognitive process, the reader is able to develop and understand the texts, interact with them and make inferences about them. Due to misconceptions about the development of reading comprehension in English this skill is not learnt properly, so it is necessary to design a methodological strategy which helps develop the reading comprehension within the process of teaching English in higher levels.

This problem is not unusual for the students of PRE BASIC LEVEL of the Language Institute of Universidad Catolica de Santa Maria, where the majority of them have problems in reading comprehension of English texts. That is why this thesis about training them in the use of metacognitive strategies in order to improve English learning is important because the results will benefit the institution and the students, achieving goals and improving the quality in the learning process of English, improving oral and written expression and consequently fluency.

From the social point of view, the relevance and importance of this topic is that learning English enhances social interaction and human relations.

### **1.5. Limitations of the investigation**

- a) At the beginning the understanding of the topic Meta cognition was hard therefore many abstract concepts were found and they did not allow us to understand the topic completely, but it was overtaken thanks to the access to more bibliography which allowed a better comprehension in the developing of the investigation.
- b) The time was not sufficient to develop some sessions. That is why some sessions took more time because of students' participation

and some other times because of some difficulties students presented about certain topics.

- c) Some students showed indifference due to different reasons such as the lack of knowledge about the topic, bad reading habits, students' indifference, etc. But it was overtaken through motivation and some techniques designed by the experimental program.

## **1.6. Antecedents of the investigation**

### **1. METACOGNITIVE AWARENESS OF READING STRATEGY USE IN ARABIC AS A SECOND LANGUAGE**

Ahmad Alhaqbani & Mehdi Riazi

King Saud University, 2009

This paper reports a study that investigated university students' awareness of their reading strategy use when they read Arabic academic texts.

This study reveals that the type of reading behavior non-native Arabic university students have when reading academic texts in Arabic is limited because they do not use any strategies which help them or facilitate comprehension. However, native students have a high level of metacognitive awareness and can be considered active readers due to their high usage of reading strategies. This result can be because of different factors included bilingualism, motivation and academic major. In my opinion non-native university students are more concentrated on learning the Arabic language fast since they study in an Arabian university, and they don't have tutors in this matter so they are not aware of the use of learning strategies.

### **2. READING COMPREHENSION AND READING STRATEGIES**

Rebecca J. Baier

University of Wisconsin-Stout. United States, 2005

It was hypothesized that students who use reading comprehension strategies while reading retain more information and comprehend the text better. It was also hypothesized that students who have good reading comprehension skills perform better on reading comprehension tests.

The conclusion of this study is that 12 of the 14 subjects made improvements from the pretest to the posttest. Two of the students' results remained the same. No subjects declined in their scores from the pretest to the posttest. The average percent of improvement was 24.42%. As a complete group the improvement percentage was 21.92%. These results demonstrate significant improvement in the sixth grade literature students' scores from the pretest to the posttest.

In my opinion using specific strategies, oriented to get a better reading comprehension, worked in a systematic way through learning sessions and with the achievement of previous established goals, have positive results such as a better reading comprehension in students which was demonstrated in the pretest and posttest.

### 3. TEACHERS' BELIEFS ABOUT TEACHING READING STRATEGIES AND THEIR CLASSROOM PRACTICES: A CASE STUDY OF VIET BA HIGH SCHOOL

Nguyen Thi Thu Nga

Vietnam National University, 2009

Reading is an essential skill for English as a second or foreign language (ESL/EFL). The investigation states that reading is the most important skill to master when learning a second language. With strengthened reading skills, ESL/ EFL readers will make greater progress and attain greater development in all academic areas.



It can be seen clearly that all six teachers in Viet Ba High School were aware of the importance of teaching reading strategies to their students but they did not really teach these strategies in their classrooms. Two teachers explicitly taught reading strategies but four others did not really do so, partly because of their lack of knowledge about reading strategies.

In my opinion the teaching-learning process requires the use of strategies. However pedagogical problems are also present because although teachers are aware of the importance of teaching strategies they don't teach them since they don't have full knowledge about this topic. Therefore, if teachers want to improve reading comprehension, students need to know about reading strategies and teachers must receive training on this topic in order to teach their students.



## **CHAPTER 2**

### **THEORETICAL FRAMEWORK**

#### **2.1. Metacognitive Strategies**

The learning strategies are defined by: metacognitive, communicative, cognitive and social-affective strategies. To learn we develop naturally or sometimes unconsciously different actions; for example, we classify information and other times we take notes of the most important, on other occasions we make outlines or try to associate new knowledge with something we already know in order not to forget it. Everybody has developed these processes more than once, but we do not always do it systematically or intentionally, that means it is generally done unconsciously.

##### **2.1.1. Definitions**

Generally a strategy is defined as “an action plan, a procedure to follow in order to solve a specific situation.”<sup>1</sup> The word “metacognition” is a term formed by: “meta” which refers to the capacity of knowing consciously, it means to know what I know, explaining how I learnt it and even knowing how I can keep learning. And the other term is “cognition” which means to know and it is related to learning. So, Metacognition is basically defined as “the capacity a person has to control and assume their own

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<sup>1</sup> Venegas, P. (2010). Planificación Educativa: Bases Metodológicas para su desarrollo en el siglo XXI. Costa Rica: Talleres Gráficos de la EUNED. Page 26

learning”<sup>2</sup>, it is also defined as “the capacity of self-regulate their own learning, it means to plan what strategies are going to be used in each situation, apply them, control the process, evaluate it in order to recognize some possible flaws and therefore transfer everything to a new performance.”<sup>3</sup>

In this context metacognitive strategies are defined as “procedures or concrete actions we systematically and consciously develop to influence on activities of processing information such as look for and evaluate information, store it in our memory and recover it to solve problems, and auto regulate our learning.”<sup>4</sup>

So, their use improves or facilitates and maximizes learning when they guide students during this process. On the other hand, some authors claim that: “knowing to think implies to be aware of the mistakes of the thinking itself, to make it more smoother, coherent and efficient. It is a way to reason about reasoning.”<sup>5</sup>

It is claimed that these metacognitive strategies constitute a group of learning strategies which allow to observe their own process, they are external to the learning and common to all kinds of learning. They shape a special type of knowledge which consists on learning, knowing how it is going to be learnt better and what it is oneself like, our emotions, feelings, attitudes and aptitudes.

The metacognitive strategies, therefore are part of the cognitive domain of every person as long as we are aware of them; they regulate everything related to knowledge; they decide what strategies to apply, when and how, and they control their own actions. This way they play an important role since they are strategies which let us reflect on our own thinking, enhance the capacity of planning, monitoring, setting goals and finally evaluating the process.

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<sup>2</sup> Sanz, M. (2010). Competencias cognitivas en Educación Superior. Madrid: Narcea S.A. Page 114

<sup>3</sup> Pinzas, J. (2003). Meta cognición y lectura. 2da edición. Lima: Fondo Editorial de la Pontificia Universidad del Perú. Page 31

<sup>4</sup> Lobos, B. (2008). ¿Que es la estrategia metacognitiva? 9 enero. In: <http://psicopedagogiabianca.blogspot.com>

<sup>5</sup> González, J. (2011). Estrategias Meta cognitivas. Madrid. Síntesis. Page. 67

### **2.1.2. Principles and benefits of the metacognitive strategies**

Metacognitive strategies become very important tools which allow learners to learn how to learn, because they let us understand and develop efficiently and consciously the tasks which allow us to learn new things and to use our knowledge to solve problems.

These strategies are based on three fundamental principles:

- a. They must facilitate autonomous learning, learn to learn, in order to continue to learn through life.
- b. The learner must be aware of the capacities he needs for his own learning: attention, concentration, memory, comprehension, expression and motivation. The teacher will enhance metacognitive reflection.
- c. The teaching of these techniques must take place according to the contents of the areas or subjects. This teaching will be specially significant as the educational legislation claims, the use of resources based on new technologies.<sup>6</sup>

The capacity of having control and clarity on the learning we are going to do, allows the learner not to depend mostly on the teacher's figure who acts as a monitor in the learning process, but it is the student himself who runs his own learning making significant decisions related to the organization and control of the contents.

So, the capacity of separating and reflecting in a critical way is enhanced including the decision-making process and independent actions as well as handle the learning pace paying attention to those aspects that need to be reinforced, and if so what structures or specific aspects of the language need to be improved.

Some benefits given by the use of metacognitive strategies are:

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<sup>6</sup> Ladino, Y. and Tovar, J. (2007). Implementación de la evaluación meta cognitiva en el aula. Bogotá. Centro de Investigaciones de la Universidad Pedagógica Nacional CIUP. Page 54

- a. Lead our attention towards key information.
- b. Stimulate codification, linking new information and information in our memory.
- c. Help build mind outlines which organize and explain information that is being processed.
- d. Encourage linking information from different areas or disciplines.
- e. Allow to know the actions and situations which facilitate learning so we can repeat those actions or create the most appropriate conditions or situations to learn with our own style.<sup>7</sup>

## **2.2. Metacognitive Strategies in Language Learning**

The idea of using strategies when learning a foreign language comes from the investigations which were aimed to clarify what a learner of a foreign language was doing; it means what were the characteristics which made a learner more successful than other during the learning process?

The results showed that having the adequate aptitudes and motivation to learn a foreign language wasn't enough, but it was also needed active and creative participation of the student in the process through the use of individualized learning strategies. "Studies with outstanding students and less outstanding students have shown that the first ones have developed a variety of strategies when learning a foreign language and they are capable of choosing among the most appropriate strategies in order to solve a concrete problem, besides they are capable of adapting them to the specific situation and determine their level of success."<sup>8</sup> So, the type of learning strategies used by the students depends on individual differences such as his beliefs, feelings and previous learning experiences.

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<sup>7</sup> Anderson, V. (2009). Las estrategias meta cognitivas en la enseñanza de segundas lenguas. Washington: Georgetown University Press. Page 302

<sup>8</sup> Nisbet, J. and Shucksmith, J. (2008). Estrategias de aprendizaje. Madrid. Editorial Universitaria. Page 38

Some investigations, which were done to determine the type of strategies used by students during the learning process of a foreign language, have demonstrated that “more skillful speakers use a great variety and number of learning strategies.”<sup>9</sup>

### 2.2.1. Definition

The language learning strategies are considered special thoughts or behaviors that individuals used to understand, learn or retain new information. Basically they are defined by Rebecca Oxford as: “behaviors or actions used by students to make language learning more successful, self-directed and nice.”<sup>10</sup>

Edward Cohen (2005) defines metacognitive strategies when learning a language as: “Conscious or semi-conscious student’s thoughts and behaviors, done with the intention of improving knowledge and understanding of the target language. They are steps or actions done by the student with the aim of improving the development of his linguistic skills.”<sup>11</sup>

Therefore, the metacognitive strategies are procedures we develop systematically and consciously to influence the activities of processing information such as look for and evaluate information, store it in our memory and recover it to solve problems and self-regulate the learning in a particular language or in general. So, they are considered as conscious mental processes students use intentionally to learn and they allow the student to reflect on his own learning because it is possible to notice how he is learning and in what way he can maximize language learning in order to make it more efficient.

This way they are directly related to the processing of information, having an effect on the way the student selects, acquires, organizes or integrates new knowledge, therefore they

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<sup>9</sup> Anderson, J. (2005). L2 strategy research. In E. Hinkel (Ed.), “Handbook of research in second language teaching and learning”. Mahwah, N. J. Lawrence Erlbaum Associates. Page 132

<sup>10</sup> Oxford, R. (2009). Language learning strategies: What every teacher should know. New York: Newbury House. Page. 52

<sup>11</sup> Cohen, E. (2005) “Strategies in learning and using a second language” New York: Longman. Page 29

have the power to increase attention to the language learning, promote practice which allows to consolidate new knowledge, improve decoding and integration of the material related to the language and increase the recovery of information when it is necessary.<sup>12</sup>

### **2.2.2. The purpose of language learning strategies**

Language learning strategies, among others, include metacognitive strategies which are important for the use and supervision that self-regulates its learning, the more general metacognitive strategies allow to plan the way students learn in order to be able to learn better, besides they set their own learning pace, as long as they help determine the best way to learn and allow to look for opportunities to practice and focus on the task avoiding distraction.

In addition, the strategies have the function to check the progress that points to reflect about the way the students work on a task, how efficiently the learning strategies have been applied and how effective they were.

This way, training students in the use of learning strategies sets the following goals:

- a) To increase learning because without strategies conscious learning would be impossible. If we consider that we have learning strategies and strategies about how to use the language, the first ones would be focused on increasing the learning as well as promoting the use of the target language.
- b) To do specific tasks since the choice of the strategy depends on the task to do, being some strategies appropriate for more than one type of task.
- c) To help solve some specific problems related to learning and understanding of the language. If a learner presents problems

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<sup>12</sup> Oxford, R. (2007). "Assessing the use of language learning strategies worldwide with the ESL/EFL version of the Strategy Inventory for Language Learning" System 23(2). Page 158



in analyzing a sentence in its basic components, he should use other strategies because the one he is using it is not working.

- d) Finally, to contribute to make learning easier, faster and nicer because the use of learning strategies allows students to develop a greater knowledge about themselves and the target language. This self-consciousness lets learning be more satisfactory and richer because the tasks are done more successfully; that is when the use of learning strategies allows an easier, faster and more satisfactory language learning.<sup>13</sup>

### **2.2.3. Metacognitive Strategies and Reading Comprehension**

#### **2.2.3.1. Definitions**

Reading comprehension of texts is defined as: “a constructive complex strategic activity which implies interaction between the characteristics of the reader and the text, within a determined context.”<sup>14</sup> It is considered a constructive activity because during this process the reader does not do just an unidirectional transposition of the messages in the text. The reader tries to build a reliable representation from the meanings arisen from the text, therefore the reader uses appropriate cognitive resources such as outlines, skills and strategies.

About that, Dubois points that “You can talk about teaching in two ways: “make someone learn something”, or “show something”. The idea of teaching reading using the second way would be the use we use reading.”<sup>15</sup>

In reading, processes of high level are related to reading comprehension and they are considered meta cognitive. The valuation of the text comes along with the confrontation of different points of view, depending on the type we are talking

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<sup>13</sup> García, J. (2011) Entrenamiento en estrategias de aprendizaje de inglés como lengua extranjera en un contexto de aprendizaje combinado. Revista Nebrija N° 8. Chile: Universidad Santo Tomas. Page 64

<sup>14</sup> Machicao, B. (2005). El proceso de lectura. México: Fondo de cultura económica especialización no publicado. Venezuela: Universidad de los Andes. Page 45

<sup>15</sup> Citado por Moreno, V. (2012). Como hacer lectores competentes. México: Ediciones Alejandría. Page 68

about; so for an effective comprehension it is necessary to know what the purpose of the reading is and do monitoring activities for a good comprehension and, when these strategies are used the aims we pursue and the characteristics of the context where the situation takes place must be considered. This way metacognition and metacomprehension arises as regulators of comprehension.

“Metacognition includes three aspects. The first one is to know the way we learn better, notice our efficient ways for learning and what our weaknesses are, considering interindividual, intra-individual and universal differences. The second one is the knowledge of the cognitive demands presented in the tasks. Finally the third one is to know what strategies are the most appropriate and efficient to use for the different tasks.”<sup>16</sup>

Reading comprehension is the goal of every reading; in that sense there are four terms which define reading and allow comprehension; because it is a constructive, interactive, strategic and metacognitive process. It is constructive because it is an active process of elaboration and interpretation of texts and their parts. It is interactive because the previous information of the reader and the one offered by the text complement each other to elaborate meaning. It is strategic because it varies according to the purpose of the reader, nature of the material and familiarity between the reader and the topic. It is metacognitive because it implies the control of the thinking processes to make sure comprehension flows without problems.<sup>17</sup>

#### **2.2.3.2. The process of application of metacognitive strategies in reading comprehension**

##### **A. The metacognitive modeling**

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<sup>16</sup> Espinosa, L. and Caicedo, A. (2009). La enseñanza de estrategias metacognitivas para el mejoramiento de la comprensión lectora. *Revista Pensamiento Psicológico*. 5(12). Page 127

<sup>17</sup> Areiza, M. (2008). La comprensión lectora: Teoría, desarrollo y evaluación. *Revista de Ciencias Humanas-UTP*. N° 23. Colombia: Botero Gómez. Page 79

The investigations point to the teacher's guidance, through the metacognitive model as a good choice to start the sequence.

“This teaching method consists on an expert, generally the teacher, expresses verbally and step by step the decisions he makes to do a task and the reasons for doing it.”<sup>18</sup> This way, the teacher is like a model for the student who will be able to make decisions in a similar way during learning situations. It does not consist on modeling actions for the student to “copy” or “repeat”, but it is about offering a model of the making-decision process which leads to do a task through a group of determined and consciously chosen operations, this way students could observe and build a model of the required processes in order to complement every learning task.

The teacher's comments must include his own reflection, the way he determines the procedure to follow, the decisions he makes in case of difficulties, the way he controls the available time to do the task, how he sees the adaptation between his decisions and the objectives previously established, etc.

He must verbalize the process he follows through self-questioning and response, expressing his own ideas, explaining his decisions and actions and making a clear difference among the ideas before the task, the ones he considers relevant during the task and the ideas after the task.

In order to make the student understand the metacognitive model, the teacher should use it at different times of the teaching learning process and in different situations, so they can acquire a greater autonomy every time. Obviously, it will be necessary to consider previous knowledge of the group in relation to the proposed task and adequate this method based on them in order to teach a more strategic use of the implied procedures.

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<sup>18</sup> Leal, A. (2010). La enseñanza de estrategias de aprendizaje. Revista Digital Innovación y experiencias educativas. N° 27. 22 diciembre. In <http://www.csi-csif.es/>. Page 2

## **B. The metacognitive enigma**

It is about a didactic method whose goal is that the student self-regulates his physical and cognitive behavior to acquire learning or solve a problem.

It consists on teaching the students a series of questions which can help them make right decisions when they deal with a learning task, emphasizing those task elements, parameters, dilemma which are more relevant to be solved.<sup>19</sup>

At the beginning that guide is external, and gradually, opportunities are offered to the student to embrace it and finally use it properly and independently. This way, two phases should be recognized in the teaching process, a questioning phase for the external guide and a second phase of self-questioning which is the personal or cognitive appropriation of the guide.

The systems of questioning and self-questioning have turned into a more didactic and efficient system to improve student's self-knowledge about their own learning and comprehension mechanisms, as it is shown in different studies about reading comprehension or note-taking, as a way to summarize, as questions, the decision-making process the teacher has followed in "loud-thinking" about the task done.

## **C. Cooperative Group Work**

Cooperative group work is a good alternative to encourage strategic use of learning processes in vary contexts. This methodological proposal promotes joint realization of learning tasks, considering that cooperation improves personal and group learning.

The principles in which cooperative group work is based on are the following:

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<sup>19</sup> Castellanos, S.; Pizarro, J. and Bermúdez, T. (2011). Ajuste entre juicio de expertos y procesos metacognitivos a través de la interrogación metacognitiva en universitarios. Revista de Orientación Educacional. N° 47. In: <http://www.upla.cl/>. Page 35

- a) To promote a positive interdependence among members of the group. In order to accomplish this goal, the formation of heterogeneous groups is proposed and each member has a function and a responsibility. This way cooperation and progress in the group is encouraged.
- b) During work, the teacher must give feedback to the entire group and to each member individually about their progress, pointing that despite of their individual responsibilities, the individual success depends on the success of the group.
- c) In cooperative learning groups, members share responsibilities, therefore it is expected that every member of the group does the job he has been assigned to do and collaborate with the other members of the group when they need.

This collaboration includes participating in the decision-making process, solving problems which arise during the activity.

- d) It is necessary for the groups to have the time to discuss if the work every member of the team has been doing complements with the others and if they are achieving the goals proposed.
- e) To enhance the development of cognitive projects through the conflicts originated by oral discussion and help members of the group to rebuild knowledge, it is one of the basic principles of the cooperative group work. This way, through cooperative learning teachers and students and students themselves negotiate meaning jointly and reflection and self-evaluation is encouraged.
- f) Cooperative group work can be used by the teacher in different situations and for different curricular contents, but in order to accomplish the desired objectives with this teaching methodology it is important to previously consider certain matters, like student's previous

knowledge about the content we want to do, the diversity of the group or the detailed planning of the task the teacher will do.<sup>20</sup>

#### **D. Reciprocal Teaching**

Reciprocal teaching is a specific alternative of cooperative group work, which permits us to move progressively control and decision-making in the learning process from the teacher to the students. This methodological alternative is about improving reading strategies in readers, specially the procedures de reader uses to retain and understand the information as well as the ones he uses to avoid possible comprehension mistakes.

The proposal consists of the teacher and students explain each other the meaning of a text, performing the dialogue by turns.

Within the context of reading comprehension, a structure of four concrete activities is proposed. They have to be done by the students in order to learn the strategies use of the reading comprehension procedures.

- a) Summarize
- b) Question
- c) Clarify doubts
- d) Make predictions about the reading<sup>21</sup>

The election of these four activities is because they have a double function, they facilitate comprehension and offer the students the possibility to prove and evaluate if they really comprehend the text. When the teacher takes the responsibility of running the dialogue, he is modeling simultaneously the use of strategies; when it is a student who

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<sup>20</sup> Mateos, M. (2012). Meta cognición y educación. Buenos Aires: Aique. Page 65

<sup>21</sup> Irrazabal, N. (2007). Meta comprensión y comprensión lectora. Subjetividad y procesos cognitivos. México: Universidad de Ciencias Empresariales y Sociales (UCES). Page 97

runs the dialogue, he practices the use of strategies, and the teacher can provide more adequate feedback in order to improve his performance. Reciprocal teaching is an adequate methodology when the objective is to encourage reading comprehension and the strategic use of the procedures to do it.

### **2.3. Reading Comprehension in English**

The possibility of reading in a foreign language, mainly in English, which is considered a universal language, opens a lot of possibilities. That is why students develop skills and reading strategies in class, so they will be able to apply them outside the classroom and in everyday life. Reading is used as a tool or mean of learning, for example in the grammar-translation method because it is impossible to translate texts without reading.

“Reading comprehension in a foreign language implies teaching reading; if the students do not master reading, he loses the domain of the foreign language mostly if he lives outside the linguistic environment where it is spoken. Fortunately reading is the only aspect of the verbal activity which can continue independently during our whole life, therefore once you acquire the mechanisms in class, you can apply them as source of practice and cultural extension.”<sup>22</sup>

Reading comprehension is a more complex process than identifying words and meanings. That is the difference between reading and comprehension. Reading comprehension in English is more important within the context of reasoning exercises and its objective is to develop the ability to read in an analytical way; it constitutes one of the basic approaches in teaching. When reading comprehension exercises are applied correctly, they measure the capacity of recognizing the meaning of a word or phrase in the context of other ideas: the ability to understand and identify the most important ideas in the text, the ability to identify relations between ideas and finally make an analysis or synthesis of the information.

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<sup>22</sup> Antich, R. (2008). La enseñanza del inglés en los niveles elemental e intermedio. La Habana: Pueblo y Educación. Page 127

Reading comprehension represents a competence which expects the subject is able to achieve the requested demands in a task; this way the domain of reading comprehension is a base to maximize solid learning, therefore the educational process is about optimizing the levels of comprehension and interpretation, considering necessary to increase the communicative quality in order to build relevant knowledge.



## **CHAPTER 3**

### **METHODOLOGY OF THE INVESTIGATION**

#### **3.1. Investigation type**

The type of the investigation is explanatory because “we pretend to explain the dependent variable through the independent variable. The explanatory studies go further than just the description of concepts or phenomena or the establishment of relations between concepts; they are aimed to study the causes of physical or social events.” (Hernandez, Fernandez & Baptista 2010, p. 35)

#### **3.2. Design of the investigation**

The design is quasi-experimental, because it is based on the measurement and comparison of the answer variable before and after the subject has been exposed to the experiment, since we will work in two groups, the control group and the experimental group. The representation is:

C.G.-----O1-----O2  
E.G.-----O1-----X-----O2

Where:

C.G. = Control Group

E.G. = Experimental Group

O1 = Pre test Observation

O2 = Post test Observation

X = Experimental Program

### **3.3. Population and study sample**

The population for this study is 50 students of the PRE BASIC LEVEL at the Language Institute of Universidad Catolica de Santa Maria. These students are from 17 to 25 years old, male and female. They study different majors and come from different schools (private and public), so they are upper-middle class students. The majority of these students have certain knowledge of English because they studied it at school

They will be distributed in two groups of twenty-five (25) students each, they will be the control group and the experimental group. We will work with the population without taking any samples.

### **3.4. Variables**

Independent variable: Metacognitive strategies

Dependent variable: Reading comprehension in English

### **3.5. Techniques and instruments for gathering of data**

The following techniques will be applied:

- a. Evaluation: Through the instrument Sufficiency Test of Reading Comprehension in English.
- b. Checklist: Once the instruments have been applied, they will be corrected manually, after that the accuracy and quality control of the grading will be ensured.
- c. Evaluation technique, through the instrument Comprehension and Reading test of English Dialogues.  
The data for these three instruments will be collected in three measuring:
  - First measuring: pre test
  - Second measuring: advance
  - Third measuring: post test

With the results of the application of the instruments in its three measuring, we will process the information through Excel Progr

am, where a data base, named Data Matrix, will be made and it will allow elaborating the statistical charts or frequency distribution, with its graphics, applying descriptive statistics. In order to prove the hypothesis, we will apply the inferential statistics through the statistical test t-student, which will allow us to do comparisons between control group and experimental group and among the results obtained in the pre test, the advanced and the post test, allowing us to determine the hypothesis or the null hypothesis.

The results will be analyzed within the theories given in the theoretical framework and oriented to prove the hypothesis and the objectives proposed in the investigation.

**CHART N° 1: TIMETABLE**

<b>ACTIVITY</b>	<b>WHEN THE INVESTIGATION IS DONE</b>	<b>WHO DOES THE INVESTIGATION</b>
1. Collect all the information	April – June 2014	The investigator
Test : Before teaching the metacognitive strategies	August 18 <sup>th</sup> , 2014	The investigator and the students
2. Apply the instruments	August – December 2014	
2.1 Identify the topic	August 18 <sup>th</sup> – September 8 <sup>th</sup>	
2.2 Previewing and Predicting	September 10 <sup>th</sup> – September 26 <sup>th</sup>	
2.3 Identify main ideas and supporting details	October 1 <sup>st</sup> – October 22 <sup>nd</sup>	
Test: During teaching the metacognitive strategies	October 1 <sup>st</sup> , 2014	
2.4 Scanning for information	October 24 <sup>th</sup> – November 12 <sup>th</sup>	
2.5 Making inferences	November 17 <sup>th</sup> – December 15 <sup>th</sup>	
After teaching the metacognitive strategies	December 15 <sup>th</sup> , 2014	
3. Collect the data	January – March 2015	The investigator
4. Results, conclusions and recommendations	April 2015	The investigator

**3.5.1. Experimental program****A) First strategy: Finding the topic**

Objective: Students identify the topic of different texts.

Procedure:

- The students identify the topic of a picture, a list, a conversation, an email and a paragraph.
- Before they read the text “Interview with Mong Meng”, students talk to a classmate about hobbies and then they preview the vocabulary.
- As they read the text, students complete a chart about the topics Mong Meng mentions in the interview.
- After they read the text, they check understanding through some exercises such as true or false and filling gaps.
- Students do some extra exercises in order to improve vocabulary and they work with words doing exercises related to pronoun reference.

Material: Book: Get Ready to Read

## **B) Second strategy: Previewing and Predicting**

Objective: Students guess content of a text by reading the title or subtitles and watching the pictures and graphs.

Procedure:

- Students predict the content of a book by looking at the cover.
- Students preview and predict a text “A nose for the Arts”.
- Students predict ideas in an article by reading the title.
- Before they read the text “What color are you wearing?”, students talk to a classmate about colors, then they preview the vocabulary and complete a chart about colors and fashion.
- As they read the text, they answer some questions predicting the content of the next paragraph they are going to read.
- After they read the text, they check comprehension by doing some exercises such as choosing the correct alternative and filling gaps.
- Students do some extra exercises using the dictionary and working with synonyms and antonyms.

Material: Book: Get Ready to Read.

## **C) Third Strategy: Main ideas and Supporting Details**

Objective: Students are able to identify main ideas and supporting details in a text.

Procedure:

- Students recognize the main idea of a picture. Then, they make a list of the things that describe or give information about the main idea.
- Students identify the main idea of short paragraphs.
- Students recognize supporting details of a picture.
- Students identify main ideas and supporting details in a group of sentences and short texts.
- Before students read the text “Picture this: Photography Past and Present” they discuss with a partner about photography and then they preview the vocabulary.
- As they read, they identify topic, main idea and supporting details of the paragraphs.

- After they read, they check understanding through true or false exercises and filling gaps.
- The students do some exercises in order to improve vocabulary such as using a dictionary and working with words (word families and reference pronoun).

Material: Book: Get Ready to Read

#### **D) Fourth Strategy: Scanning for information**

Objective: Students identify specific information through scanning a text.

Procedure:

- Students scan a picture and different texts in order to find specific information.
- Before students read the text “Let’s Dance”, they talk to a partner about dancing. Then they preview the vocabulary.
- As they read the text, they identify main ideas and supporting details.
- After they read, students check understanding circling the right alternative to complete the sentences and filling gaps.
- Students do some extra exercises in order to improve vocabulary such as word maps, confusing words, synonyms, antonyms and pronoun reference.

Material: Book: Get Ready to Read

#### **E) Fifth strategy: Making Inferences**

Objective: Students are able to infer some information based on their previous knowledge and what they read.

Procedure:

- Students make inferences of some pictures, short sentences, dialogues and short paragraphs.
- Before they read the text “My Travels by Train in the Western United States” students talk to a classmate about what they like to do when they travel. Then, they preview the vocabulary.
- As they read, they make inferences based on the text.

- After they read, they check comprehension doing some exercises like true or false, distinguishing facts and opinions, and filling gaps.
- The students do some extra exercises in order to improve vocabulary, they use context clues in order to guess meaning of words, they work with prefixes, phrasal verbs, synonyms antonyms and pronoun reference.

Material: Book: Get Ready to Read





## **CHAPTER 4**

### **THE FINDINGS**

The results from the investigation are presented according to the applied instruments during the first stage or before the application of the Experimental Program, that means the pretest; the second measure is during the application of the metacognitive strategies in order to improve reading comprehension and the last stage is the post test or when the application of the study units in both groups the control group and the experimental group are finished, which allows to make a comparison as the final product of the applied instruments which are systematized according to the variables of the investigation and presented in statistic charts and graphics.

#### **4.1. Research findings**

##### **A. Results of the application of the evaluation test in reading comprehension in English**

Below we present the results of the investigation about the tests taken in the initial stage or prior the application of the test, the second measuring and the last post test to the units of study in both groups the control and experimental. This will allow us to compare, as a result of the applied instruments which are organized according to the variable indicators of the investigation and presented in the charts and statistical graphics.

## CHART N° 2: RECOVERY OF INFORMATION

	PRE TEST				ADVANCE				POST TEST			
	Control Group		Experimental Group		Control Group		Experimental Group		Control Group		Experimental Group	
	f	%	F	%	F	%	F	%	f	%	f	%
Correct	7	29%	7	29%	8	32%	13	52%	10	40%	23	92%
Incorrect	18	71%	18	71%	17	68%	12	48%	15	60%	2	8%
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

Source: Tests

### INTERPRETATION:

In the statistical chart about the recovery of information of the text read by the students, we can observe:

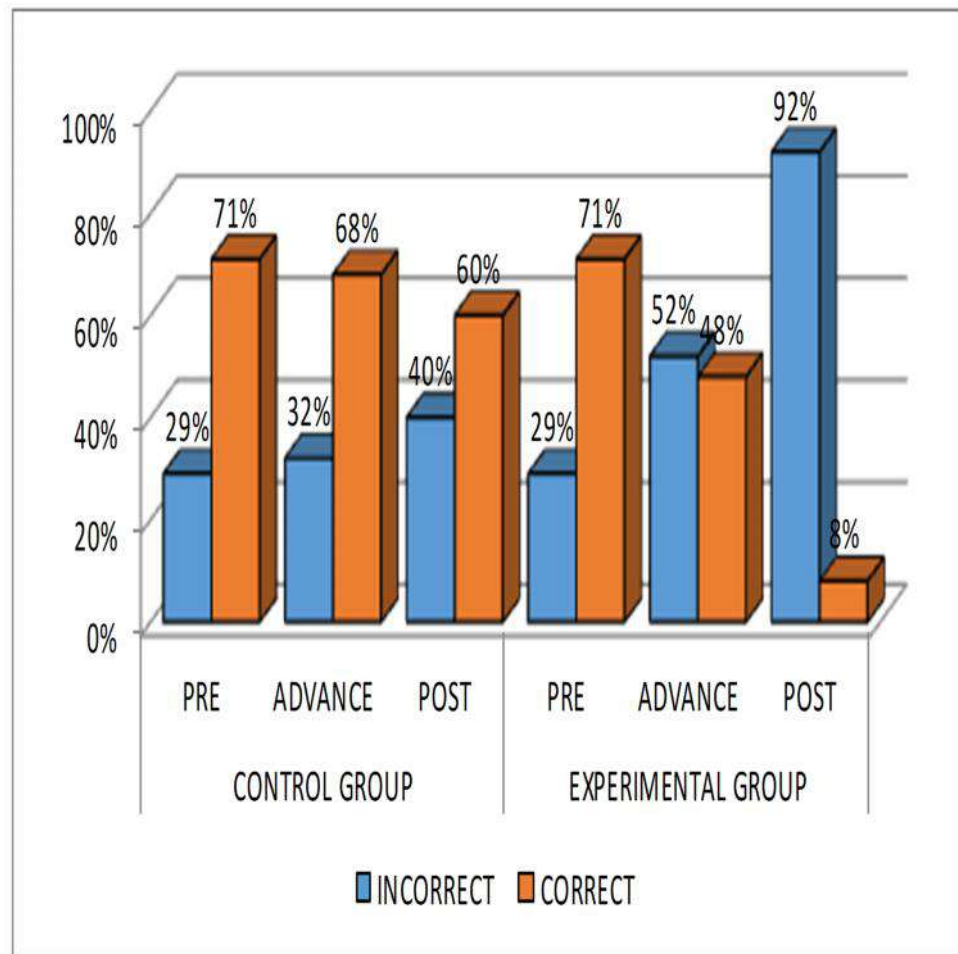
In the pretest both the control group and the experimental group only the 29% of students of pre basic level do the recovery of information correctly, and a 71% of students do it incorrectly, having different difficulties, so both groups have the same level at recovering the information.

While the process of teaching the metacognitive reading strategies is in progress some modifications in percentage arise, especially in the experimental group. In the control group 32% of the students answered correctly, recovering information from the text; that means a lightly increase of just 3% meanwhile in the experimental group 52% of the students answered correctly which means an important increase of 23%, that means that the students who present difficulties in recovering the information from the text have been reduced.

In the post test, when the metacognitive reading strategies have been taught, the control group 60% of the students do not recover the information from the text, on the contrary the experimental group shows an important variation since 92% of the students recover the information from the text and only 8% of the students have difficulties.

It is necessary to precise that metacognitive reading strategies enhance reading comprehension according to the indicator of recovering information, since it increase 63% which means form 29% in the pre test to 92% in the post test.

**GRAPH N° 1:  
RECOVERY OF INFORMATION**



### CHART N° 3: INTEGRATION OF INFORMATION

	PRE TEST				ADVANCE				POST TEST			
	Control Group		Experimental Group		Control Group		Experimental Group		Control Group		Experimental Group	
	F	%	F	%	F	%	F	%	f	%	f	%
Correct	6	24%	5	20%	7	28%	14	56%	8	32%	22	88%
Incorrect	19	76%	20	80%	18	72%	11	44%	17	68%	3	12%
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

Source: Tests

#### INTERPRETATION:

In the chart we can notice that the students have difficulties in reading comprehension when they were asked to integrate information. Only the 24% of the students answered correctly, so the 76% of student's present difficulties in integrating information from the reading text. Meanwhile in the experimental group 80% of students do not accomplish the goal of integrating information correctly.

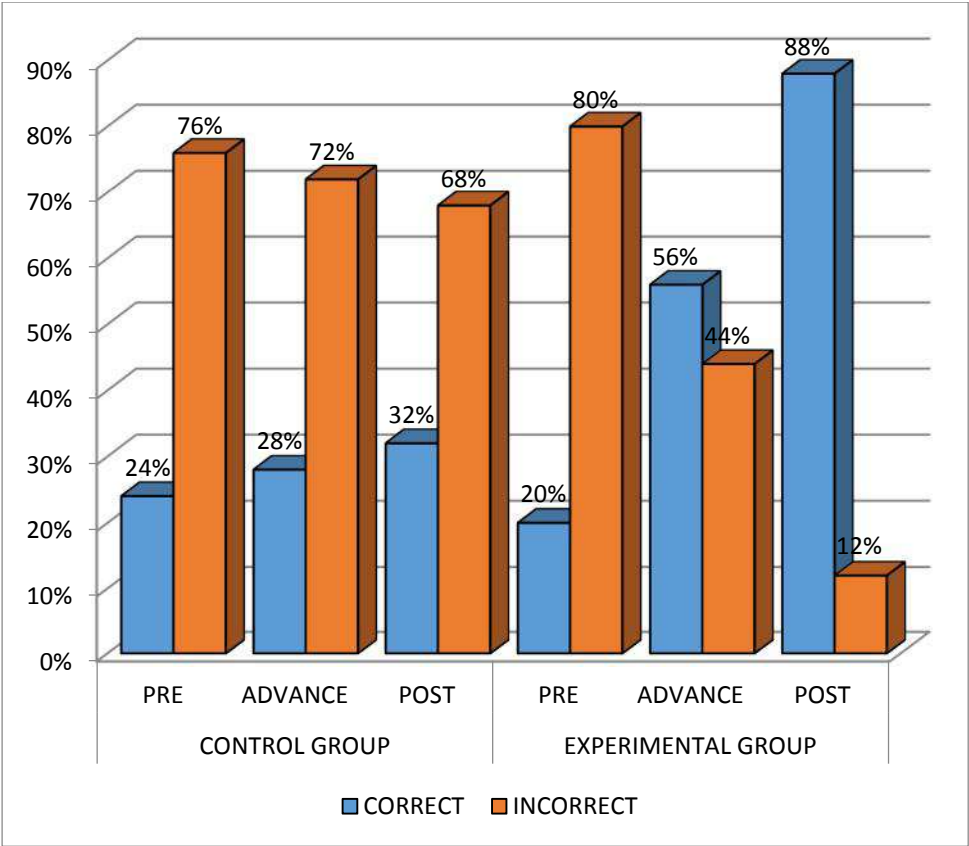
In the second measuring the metacognitive strategies are in progress, however the percentage of students who integrate information correctly is still low, only 28%, unlike the experimental group where 56% of the students answered correctly, being the increase higher than in the control group.

In the post test the difference is conclusive since after metacognitive strategies have been applied 88% of the students in the experimental group integrate information correctly; unlike the control group where only 32% of the students (less than the third part of the students) answered correctly.

We can state that with the application of the Experimental Program in which metacognitive strategies are developed, the experimental group increases 68% regarding the pre test since 88% of students integrated information correctly. This way the validity of the program is

demonstrated, meanwhile the control group only has an insignificant increase of 8%.

**GRAPH N° 2:  
INTEGRATION OF INFORMATION**



**CHART N° 4:**  
**REFLECTION ON THE CONTENT AND METHOD OF THE**  
**TEXT**

	PRE TEST				ADVANCE				POST TEST			
	Control Group		Experimental Group		Control Group		Experimental Group		Control Group		Experimental Group	
	F	%	f	%	F	%	F	%	f	%	f	%
Correct	5	16%	6	24%	5	20%	11	56%	6	24%	21	84%
Incorrect	20	84%	19	76%	20	80%	14	44%	19	76%	4	16%
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

Source: Tests

**INTERPRETATION:**

When evaluating the reflection on the content and method of the text in English the following results were obtained:

In the pretest the percentage of the students who manage to reflect on the content and method of the text in both the control group and the experimental group is similar, 16% of students in the control group and 24% students in the experimental group answered correctly, therefore 84% students in the control group and 76% students in the experimental group answered incorrectly.

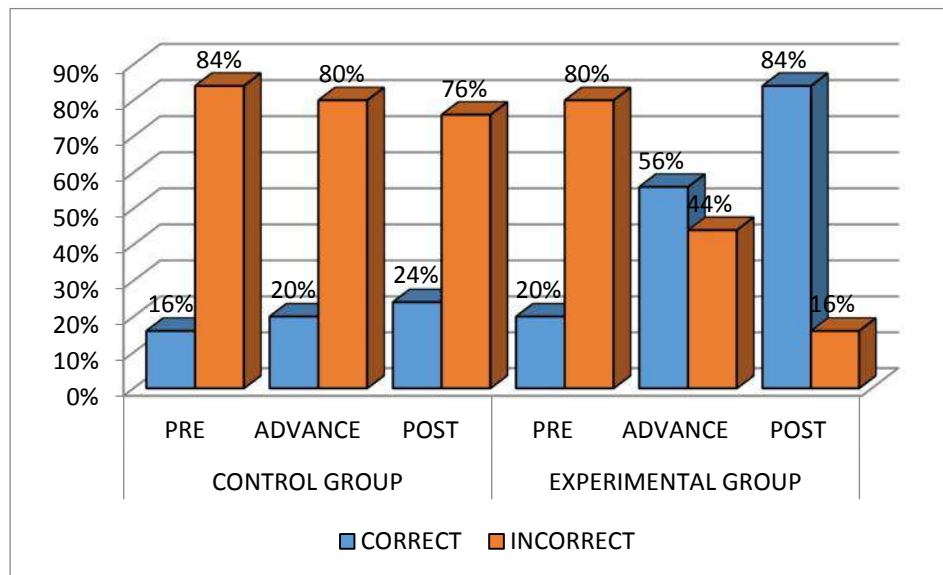
During the advance stage, when the metacognitive strategies are being applied, we find that students in the control group and in the experimental group show significant differences in percentage. In the first case the 20% of students answered correctly, noticing a slight increase of 4% unlike the pretest. In the second case the 56% of the students answered correctly showing a significant increase of 32% unlike the pretest.

In the post test, after the metacognitive strategies were applied, the results were conclusive, showing important changes in the experimental group since unlike the pretest, 84% of the students answered correctly, reflecting on the content and method of the text correctly. However 16%

of students who did not answer correctly are still on progress since the results show they do not master the indicator.

Therefore we can state that the application of metacognitive strategies has increased the percentage of students who comprehend the text and reflect on the content and method of the text. The experimental group has shown an important increase, 24% in the pretest, 56% in the advance and 84% in the post test, unlike the control group which progress has been limited, 16% in the pretest, 20% in the advance and 24% in the post test. This way the effectiveness in metacognitive strategies for reading comprehension has been proved.

**GRAPH N° 3:**  
**REFLECTION ON THE CONTENT AND METHOD OF THE**  
**TEXT**



**B. Results of the application of the check list in the pretest, advance and post test**

**CHART N° 5:**  
**IDENTIFY THE TOPIC AND MAIN IDEAS OF THE TEXT**

	PRE TEST				ADVANCE				POST TEST			
	Control Group		Experimental Group		Control Group		Experimental Group		Control Group		Experimental Group	
	F	%	F	%	F	%	f	%	f	%	F	%
YES	8	32%	7	28%	9	36%	15	60%	10	40%	22	88%
NO	17	68%	18	72%	16	64%	10	40%	15	60%	3	12%
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

Source: Check list

**INTERPRETATION:**

In the statistical chart on identifying the topic and main ideas of the text in reading comprehension, the pretest shows that 32% of the students in the control group and 28% of students in the experimental group manage to identify them, but the majority of students present difficulties which reflect the low level in reading comprehension they have.

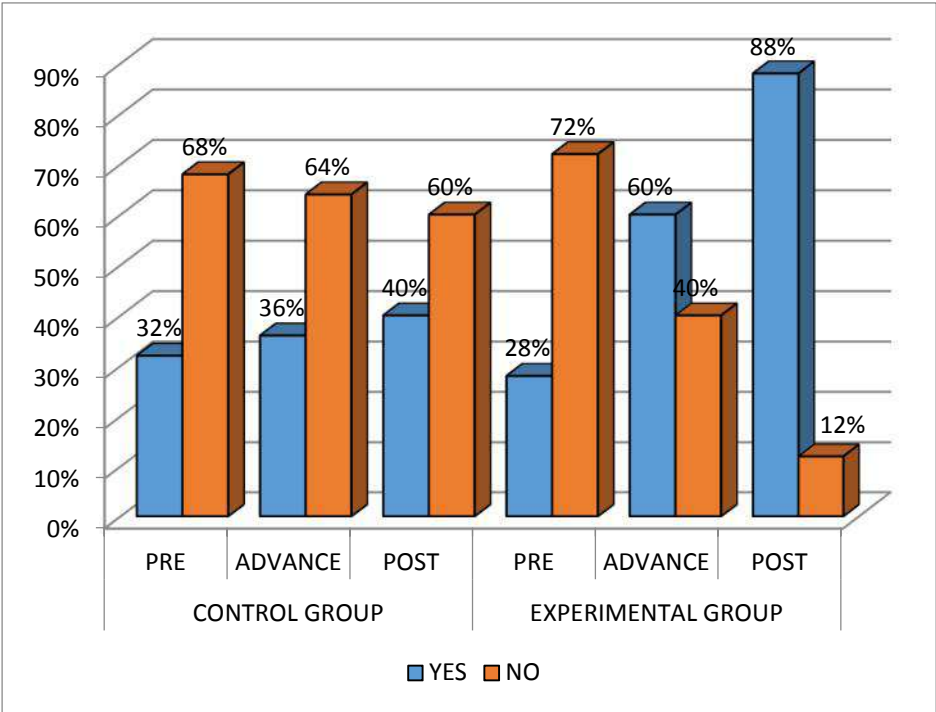
In the advance stage with the application of metacognitive strategies there are significant changes in the experimental group, because 60% of students answered correctly unlike the 28% in the pretest. That means a 32% increase. The control group increases from 32% to 36% though.

In the post test, it means after the metacognitive strategies were applied, the experimental group experiences an important change. 88% of students identified the topic and main ideas of the text correctly, unlike the 28% in the pretest. However the control group only increased 8% which means they do not experience significant changes.



We can state that the application of the Experimental Program has improved the abilities in reading comprehension of the students about identifying the topic and main ideas of a text.

**GRAPH N° 4:**  
**IDENTIFY THE TOPIC AND MAIN IDEAS OF THE TEXT**



**CHART N° 6:**  
**IDENTIFY SUPPORTING DETAILS IN THE TEXT**

	PRE TEST				ADVANCE				POST TEST			
	Control Group		Experimental Group		Control Group		Experimental Group		Control Group		Experimental Group	
	f	%	F	%	F	%	F	%	f	%	f	%
YES	6	24%	6	24%	6	24%	14	56%	9	36%	20	80%
NO	19	76%	19	76%	19	76%	11	44%	16	64%	6	24%
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

Source: Check list

### **INTERPRETATION:**

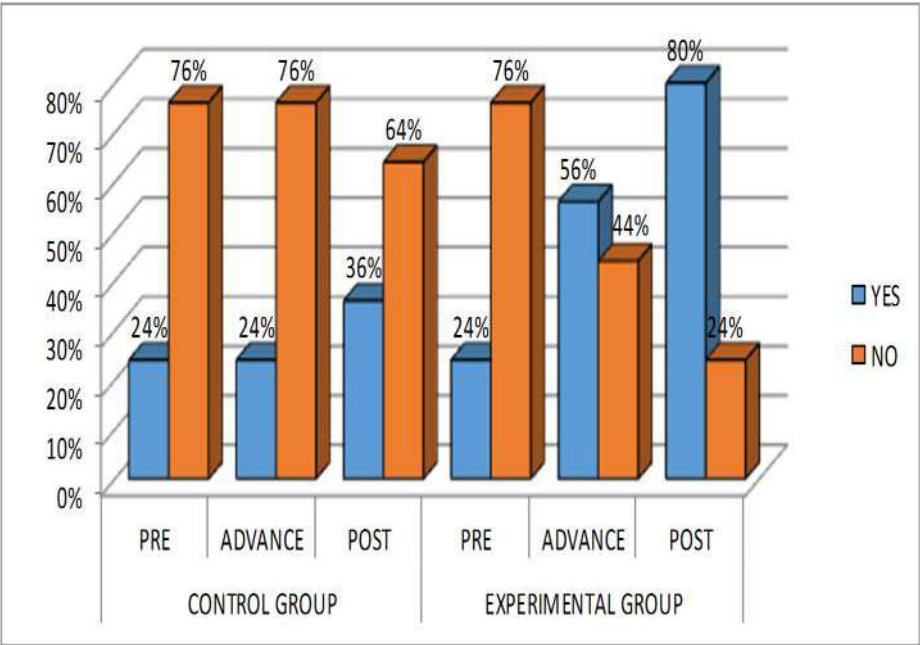
In the pretest we can appreciate the 24% of students in the control group and experimental group manage to identify supporting details, therefore 76% of the students did not identify the supporting details correctly.

In the advance stage with the metacognitive strategies applied, the experimental group almost double the percentage. 56% of the students identify the supporting details correctly, but the control group does not experience any changes, keeping a 24%.

In the post test the changes in percentage are more relevant in the experimental group. 80% of students manage to identify the supporting details successfully, having an increase of 56% unlike the pretest. The control group, however, does not experience a significant change which means that the majority of the students do not manage to identify the supporting details correctly.

It is important to precise that although both groups the control group and the experimental group increase their percentages on identifying supporting details, the increase in the experimental group is definitely more relevant.

**GRAPH N° 5:  
IDENTIFYING SUPPORTING DETAILS**



**CHART N° 7:**  
**IDENTIFY CHARACTERS IN THE READING**

	PRE TEST				ADVANCE				POST TEST			
	Control Group		Experimental Group		Control Group		Experimental Group		Control Group		Experimental Group	
	f	%	F	%	F	%	F	%	f	%	F	%
YES	9	36%	7	28%	10	40%	17	68%	11	44%	25	100%
NO	16	64%	18	72%	15	60%	8	32%	14	56%	0	0%
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

Source: Check list

### **INTERPRETATION:**

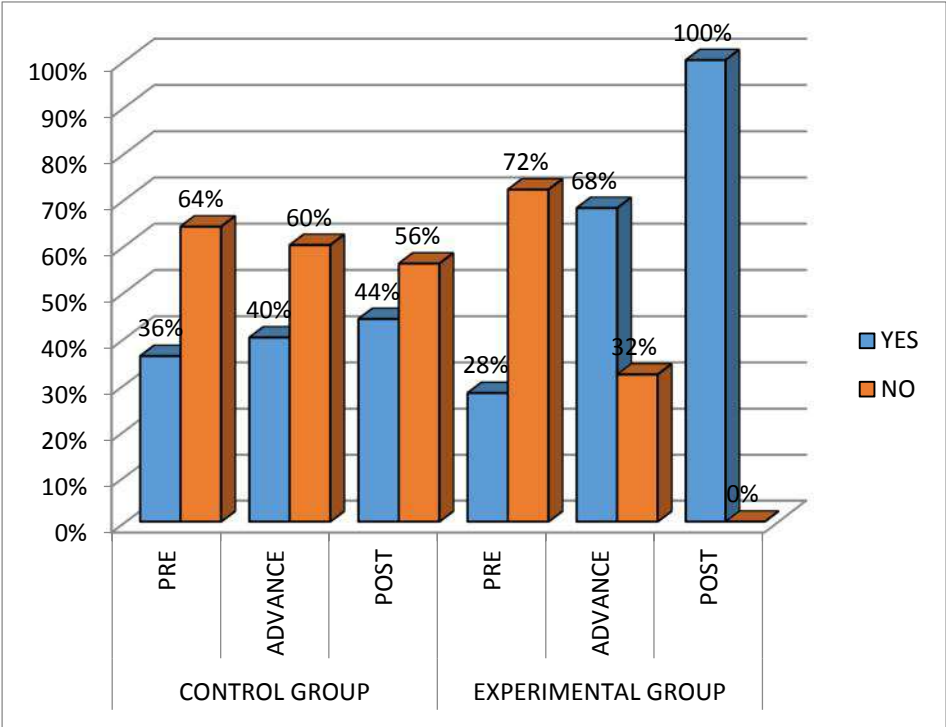
In the chart we can observe that both groups the control and the experimental 36% and 28% of the students manage to identify the characters in the text, however the percentage for the students who do not identify the characters is high.

In the advance stage, with the application of the metacognitive strategies, the percentages vary. In both cases there is an increase, but this increase is more significant in the experimental group who manage to identify the characters of the text in a 68% unlike the control group who only reaches a 40%.

After the Experimental Program has been fully applied, there is no significant progress in the control group since the increase was only 8% in students who managed to identify the characters in the reading. On the other hand the students of the experimental group sowed an important increase, from 28% to 100%, which demonstrates that the application of metacognitive strategies enhances reading comprehension in the students.

Therefore, with the application of the Experimental Program, trough metacognitive strategies, identification of characters is improved, enhancing reading comprehension.

**GRAPH N° 6:  
IDENTIFY CHARACTERS IN THE READING**



**CHART N° 8:**  
**REMEMBER MAIN EVENTS FROM THE TEXT**

	PRE TEST				ADVANCE				POST TEST			
	Control Group		Experimental Group		Control Group		Experimental Group		Control Group		Experimental Group	
	f	%	F	%	F	%	F	%	f	%	F	%
YES	6	24%	7	28%	7	28%	13	52%	11	44%	22	88%
NO	19	76%	18	72%	18	72%	12	48%	14	56%	3	12%
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

Source: Check list

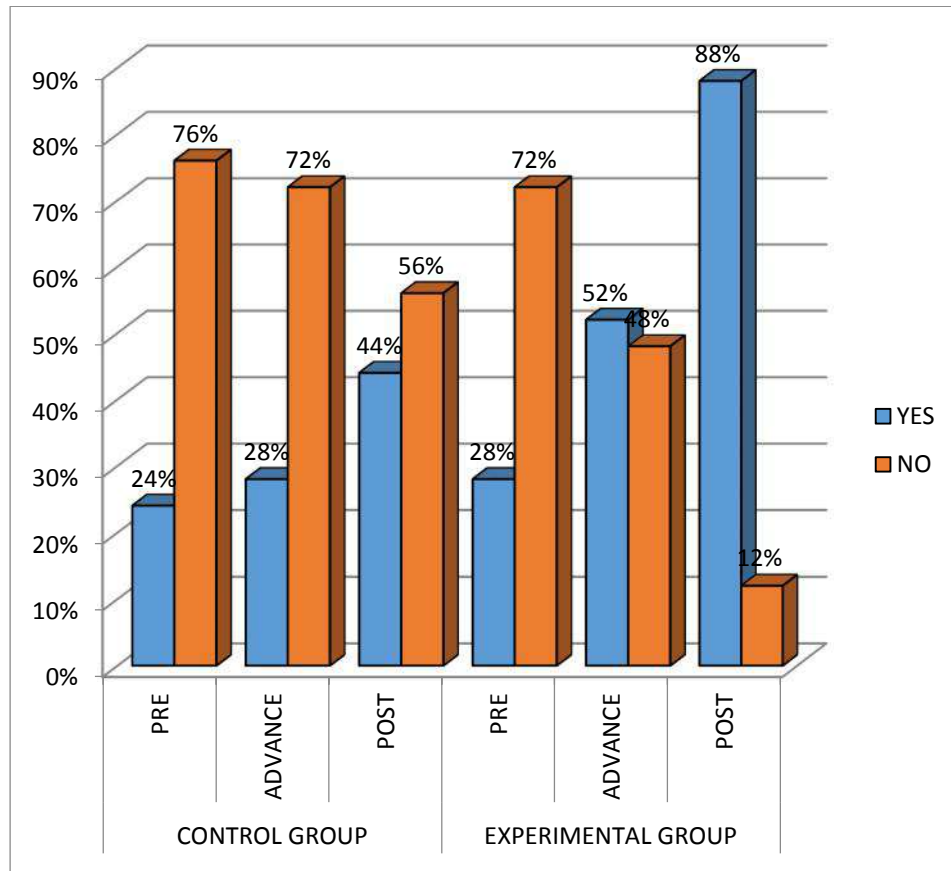
### **INTERPRETATION:**

In the chart we can observe that neither the control group nor the experimental group are able to remember the main events in the reading in the pretest, getting a percentage of 76% and 72% respectively and being the difference between them not significant.

In the advance measuring, when the metacognitive strategies are being applied, a significant increase is shown in the experimental group, since 52% of the students managed to remember main events from the text, but the control group increases only in a 4% from 24 % to 28%.

In the post tests after the strategies were applied, the variation in percentage is even higher. 88% of the students in the experimental group remember main events from the text that implies an important increase of students considering the results in the pre test and advance phase. We prove that the use of metacognitive strategies improve relevantly reading comprehension. However, the control group presents difficulties in remembering main events from the text (56%)

**GRAPH N° 7:**  
**REMEMBER MAIN EVENTS FROM THE TEXT**



**CHART N° 9:  
MAKE INFERENCES FROM THE READING**

	PRE TEST				ADVANCE				POST TEST			
	Control Group		Experimental Group		Control Group		Experimental Group		Control Group		Experimental Group	
	f	%	F	%	F	%	F	%	f	%	f	%
YES	5	20%	6	24%	5	20%	11	44%	9	36%	21	84%
NO	20	80%	19	76%	20	80%	14	56%	16	64%	4	16%
TOTAL	25	100	25	100	25	100	25	100	25	100	25	100

Source: Check list

**INTERPRETATION:**

In the chart we can observe that in the pretest 80% of the students in the control group and 76% of the students in the experimental group show a low rate making inferences, therefore the percentage of students who have difficulties making inferences from the text is high and both groups have similar performance.

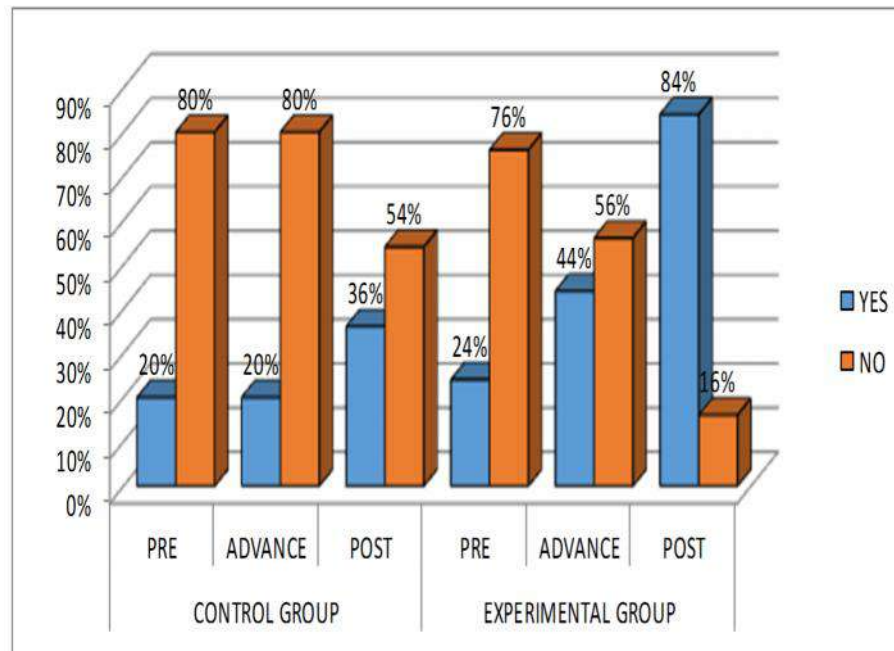
In the advance phase, during the application of the metacognitive strategies, we can appreciate significant differences in both groups. 44% of the students in the experimental group make inferences based on the text, that is an important increase, but the control group keeps the same percentage of 20% in both phases: pretest and advance.

In the post test, after the application of metacognitive strategies, the percentages vary greatly unlike the pretest and the advance stage. 84% of the students in the experimental group make inferences based on the text correctly increasing the percentages in 60% and 40% regarding the pretest and the advance stage respectively, while the control group does not experience an important increase.

In general, we can precise that through the application of the experimental program, the majority of the students improve reading comprehension since they manage to make inferences from the text.



**GRAPH N° 8:**  
**MAKE INFERENCES FROM THE READING**



**C. Results of the application of the reading test and comprehension of dialogues in the pre test, advance and post test**

**CHART N° 10:  
FIRST DIALOGUE**

	PRE TEST				ADVANCE				POST TEST			
	Control group		Experimental group		Control group		Experimental group		Control group		Experimental group	
	f	%	F	%	F	%	F	%	f	%	f	%
Correct	6	24%	6	24%	8	32%	14	56%	9	36%	24	96%
Incorrect	19	76%	19	76%	17	68%	11	44%	16	64%	1	4%
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

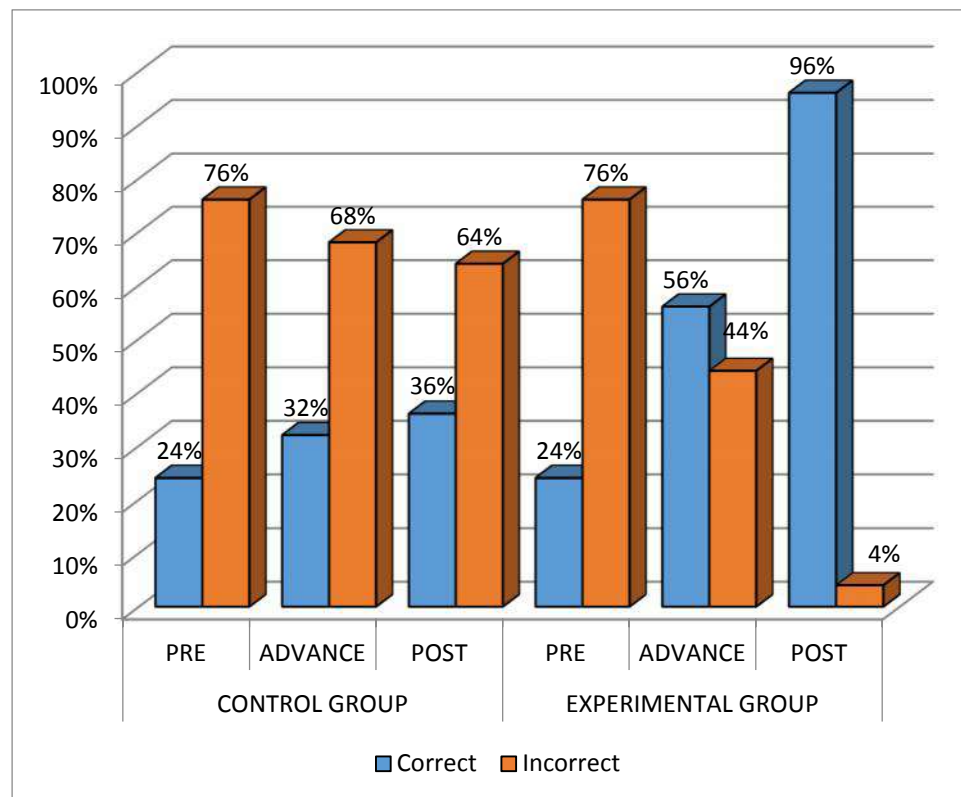
Source: Comprehension reading of dialogues

**INTERPRETATION:**

The percentage data of the chart reflect that in the pre test or before applying the metacognitive strategies only 24% of the students in both groups the control and the experimental answered correctly, meanwhile a 76% of students answered incorrectly showing homogeneity and low level in reading comprehension for both groups, since they did not choose the correct alternative and coherent to the dialogue. In the second measure, both groups experience changes, but the experimental group shows more significant changes, since the control group the number of students who answered correctly increased only 8% from 24% to 32%. However, the experimental group increases a 32% from 24% to 56% showing that the application of metacognitive strategies allows students to improve their reading comprehension.

When the application of the Experimental Program is finally finished the improvements are more relevant for the experimental group, since 96% of the students finally understood the reading from the dialogue and they completed it correctly, showing an important improvement from the control group who 64% of the students did not answer correctly therefore they show a low level in reading comprehension. This means that the application of metacognitive strategies improves reading comprehension in students.

**GRAPH N° 9:  
FIRST DIALOGUE**



**CHART N° 11:  
SECOND DIALOGUE**

	PRE TEST				ADVANCE				POST TEST			
	Control group		Experimental group		Control group		Experimental group		Control group		Experimental group	
	f	%	f	%	f	%	F	%	f	%	f	%
Correct	7	28%	6	24%	8	32%	15	60%	9	36%	23	92%
Incorrect	18	72%	19	76%	7	68%	10	40%	16	64%	2	8%
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

Source: Reading comprehension of dialogues

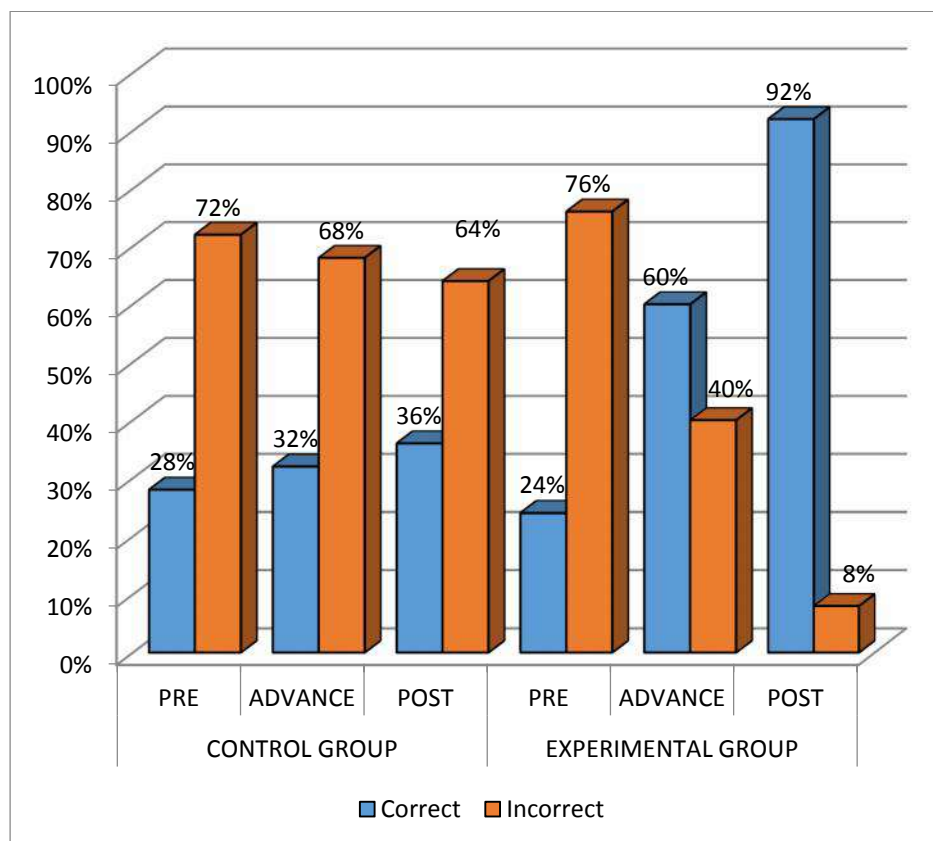
### **INTERPRETATION:**

We can notice that in the pre test most of the students in both groups the control and the experimental show difficulties in Reading comprehension of dialogues, since 72% and 76% of both groups respectively answered incorrectly.

When the metacognitive strategies were applied on the experimental group, we can see a significant increase in the number of students who improve their reading comprehension of dialogues and they complement them correctly. They go from a 24% in the pre test to a 60% in the advance stage, that means a 36% increase, alike the control group which show an insignificant increase of 4% (from 28% to 32%). We can state that the use of metacognitive strategies improves reading comprehension in students of the experimental group.

In the post test, the difference in percentage between the control group and the experimental group is bigger, since in the experimental group 92% of the students improve their reading comprehension when they answered correctly, that means a 64% increase in relation to the pre test. That shows, as in the other instruments applied, that the use of metacognitive strategies improves reading comprehension in English. Therefore, in the control group the students with lower performance predominate, having a 64% of students who answered incorrectly.

**GRAPH N° 10:  
SECOND DIALOGUE**



### CHART N° 12: THIRD DIALOGUE

	PRE TEST				ADVANCE				POST TEST			
	Control group		Experimental group		Control group		Experimental group		Control group		Experimental group	
	f	%	f	%	f	%	f	%	f	%	f	%
Correct	8	32%	7	28%	10	40%	16	64%	11	44%	25	100%
Incorrect	17	68%	18	72%	15	60%	9	36%	14	56%	0	0%
TOTAL	25	100	25	100	25	100	25	100	25	100	25	100

Source: Reading Comprehension of dialogues

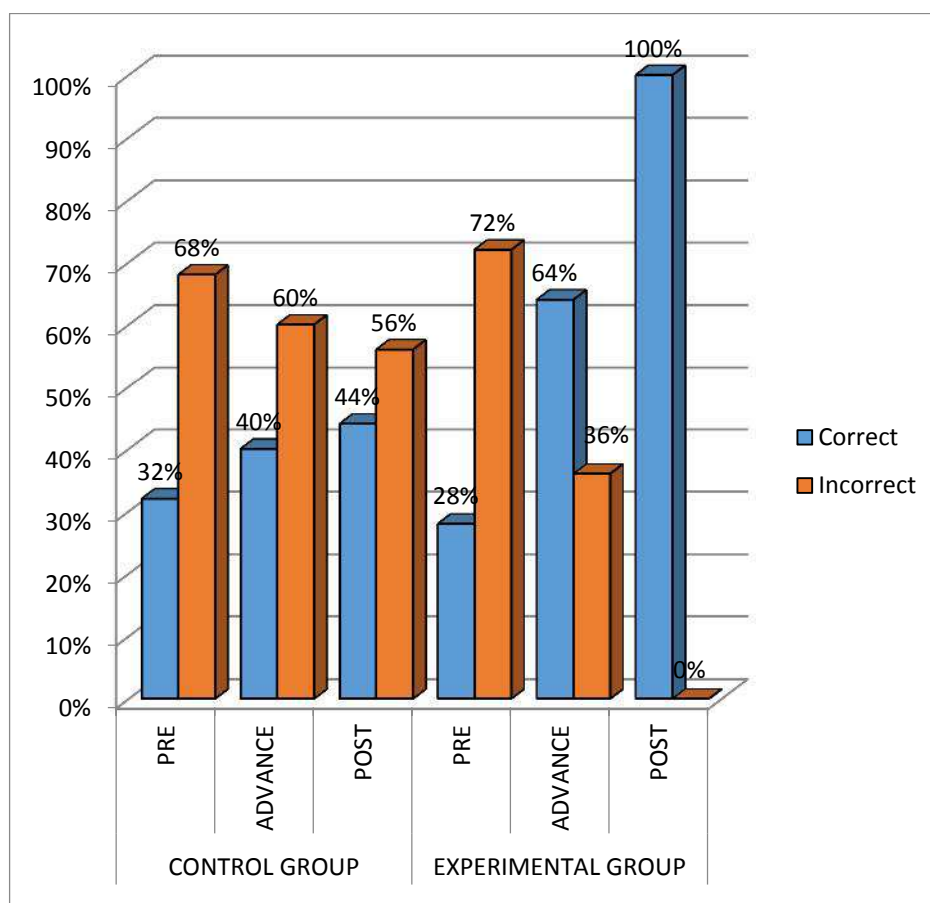
#### INTERPRETATION:

In the pre test we can see that the majority of students in both groups the control and the experimental do not manage to understand the dialogue and complete it correctly, that is why the 68% and the 72% of the control and experimental group respectively, answered incorrectly when they selected the wrong alternative to the dialogue.

In the advance stage, when the experimental program is in progress, the percentages vary. Both groups show an increase in the percentage of students who show a better reading understanding when they complete the dialogue. However, the increase is more significant in the students of the experimental group reaching a 64%, that means a 32% increase, meanwhile the control group has an insignificant increase of 8%. That proves that the use of metacognitive strategies improves progressively the reading comprehension in students.

After the experimental program has been fully applied the results show that the control group do not have meaningful changes since less than a half of students improve reading comprehension (only 44%), that is a 12% increase regarding the pre test. Therefore we can state that the use of metacognitive strategies in the post test improves reading comprehension since all the students in the experimental group answered correctly having a 72% increase in relation to the pre test.

**GRAPH N° 11:  
THIRD DIALOGUE**



**CHART N° 13:  
FOURTH DIALOGUE**

	PRE TEST				ADVANCE				POST TEST			
	Control group		Experimental group		Control group		Experimental group		Control group		Experimental group	
	f	%	f	%	f	%	F	%	f	%	f	%
Correct	6	24%	6	24%	8	32%	15	60%	11	44%	25	100%
Incorrect	19	76%	19	76%	17	78%	10	40%	14	56%	0	0%
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

Source: Reading comprehension of dialogues

### **INTERPRETATION:**

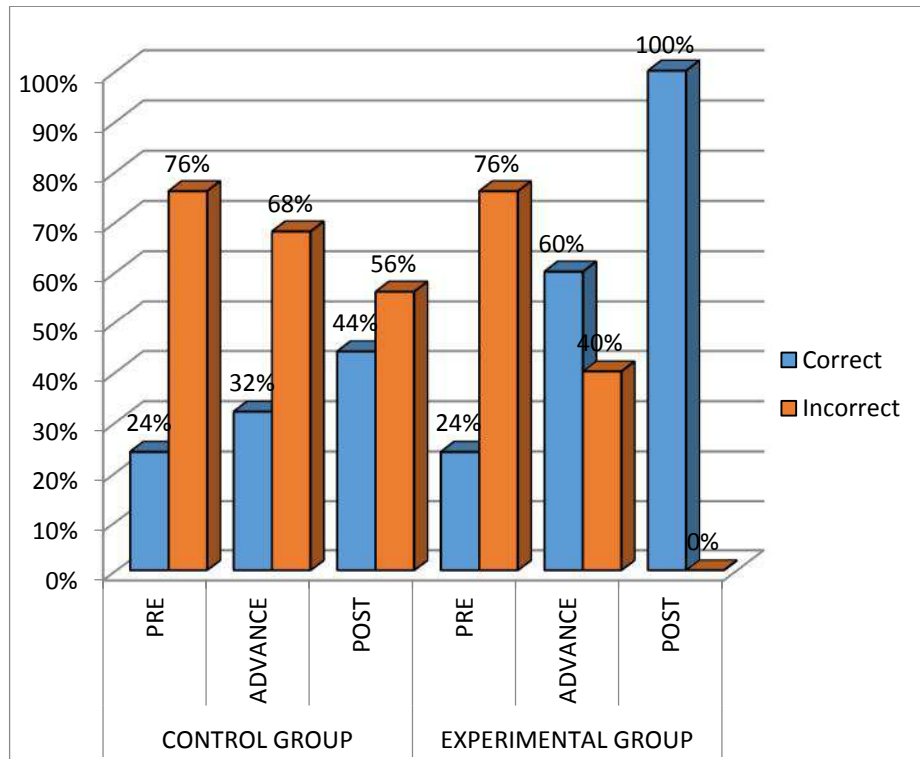
In the statistical chart, we can observe that there is uniformity in relation to the results of both groups, the control and the experimental group, since only 24% of the students complete the dialogue correctly after reading and understanding, therefore the majority of the students have problems understanding the dialogue as they answered incorrectly.

During the advance stage, when the experimental program has been applied, we can see important changes in both groups, although this difference is more significant in the students of the experimental group, since 60% of the students read, understood and completed the dialogue correctly, with the coherence and sequence the exercise required. There was a 36% increase in relation to the pre test, meanwhile the students of the control group show a low increase, reaching 32% of students who answered correctly, having an insignificant increase of 8%.

In the post test or after the metacognitive strategies were applied we can see that the control group shows a light increase in the percentage of students who read, understand and complete correctly and coherently the dialogue, however it is not the majority since 44% of the students still present problems in reading comprehension, corroborating the obtained data when other instruments were applied. On the other hand, the experimental group shows an important increase of 76% of students who improve their reading comprehension since they answered the questions correctly.



**GRAPH N° 12:**  
**FOURTH DIALOGUE**



**CHART N° 14:  
FIFTH DIALOGUE**

	PRE TEST				ADVANCE				POST TEST			
	Control group		Experimental group		Control group		Experimental group		Control group		Experimental group	
	f	%	f	%	f	%	F	%	f	%	f	%
Correct	5	20%	6	24%	6	24%	13	52%	9	36%	23	92%
Incorrect	20	80%	19	76%	19	76%	12	48%	16	64%	2	8%
<b>TOTAL</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>

Source: Reading and comprehension of dialogues

### **INTERPRETATION:**

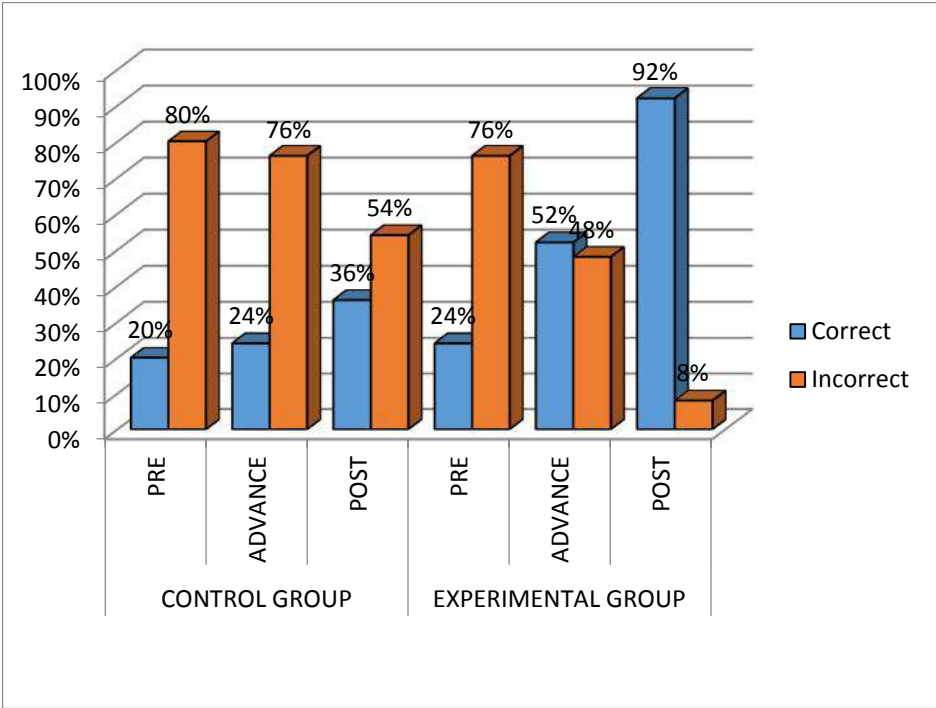
In the statistical chart we can see that in the pre test, both groups the control and the experimental the majority of students show a low level of reading comprehension since they do not complete the dialogue coherently with a percentage of 80% and 76% respectively, therefore the percentage of students who answered correctly is low in both cases.

In the advance stage we can appreciate significant differences in both groups, however in the control group the increase is insignificant (only 4%), but in the experimental group the increase is more important, the students reach a percentage of 52 in relation to the pre test where they reached a 28%. This demonstrates that the experimental group is improving reading comprehension while the strategies are being applied.

In the post test, after the metacognitive strategies were applied, we can appreciate a very significant variation in percentage in the experimental group in relation to the pre test and the advance stage, so the 92% of the students can read, understand and complete the dialogue coherently having an increase of 40% and 68% in relation to the pre test and the advance stage. The control group there has only been an increase of 16% in relation to the pre test.

Finally, we can state that the application of metacognitive strategies has improved reading comprehension in the majority of students, proving this way their efficiency.

**GRAPH N° 13:**  
**FIFTH DIALOGUE**



**CHART N° 15:**  
**COMPARISON OF THE AVERAGE SCORES IN READING**  
**COMPREHENSION BETWEEN THE CONTROL GROUP AND**  
**THE EXPERIMENTAL GROUP**

	READING COMPREHENSION TEST		CHECKLIST		TEST IN READING AND COMPREHENSION OF DIALOGUES	
	Control Group	Experimental Group	Control Group	Experimental Group	Control Group	Experimental Group
Pre test	2	2	3	3	2	2
Advance	3	5	3	6	3	6
Post test	4	8	4	9	4	9

Source: Reading and comprehension of dialogues

**INTERPRETATION:**

The average scores in the pre test, the advance stage and the post test in the applied instruments reveal the following:

The reading comprehension test, the checklist and the test in reading and comprehension of dialogues reflect the variation the control group and the experimental group have experienced with every instrument that has been applied, showing a great level of uniformity between the groups.

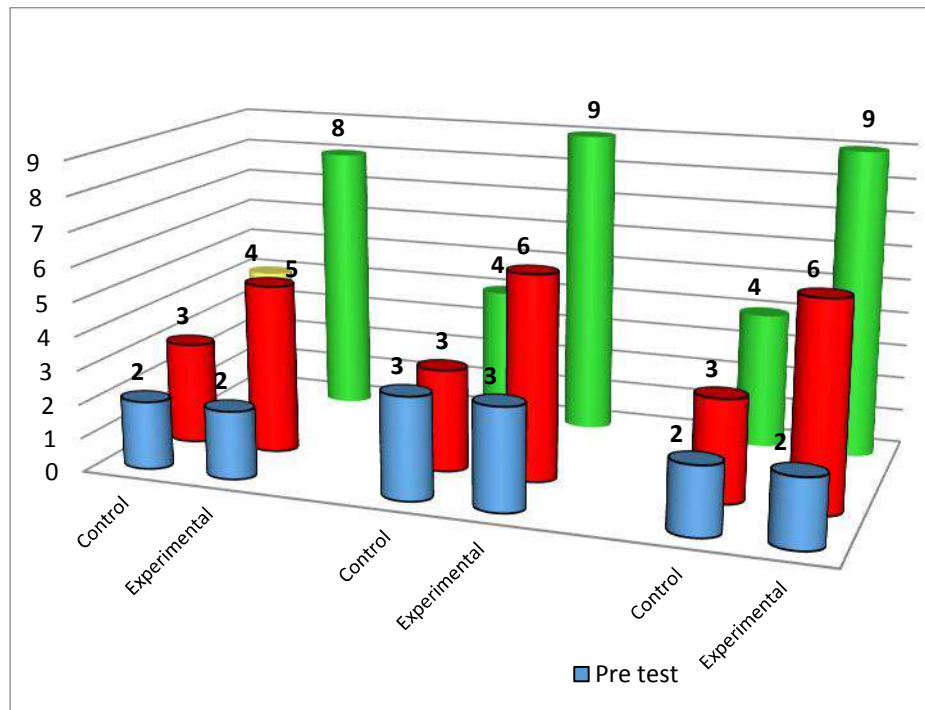
In the pre test the average score the students got is the same per every instrument, therefore in the test in reading comprehension the scores is 2/10 points, in the checklist the score is 3/10 points and in the test in reading and comprehension of dialogues the score is 2/10 points, besides the majority of the students in both groups presented a low level in reading comprehension.

In the advance stage, when the metacognitive strategies are being applied, we can see that results of the instruments used, the students in

the experimental group showed a better level of reading comprehension reaching an average score of 5/10, in the checklist and in the test of reading and comprehension of dialogues the students reached a score of 6/10. However, the control group showed an insignificant progress.

In the post test the results show a higher average score for the experimental group which reaches a score of 8/10 in the reading comprehension test and an average score of 9/10 in the checklist and in the test of reading and comprehension of dialogues. This demonstrates that the students improve reading comprehension and that metacognitive strategies are efficient. The control group maintains a low average score of 4/10 in the three applied instruments.

**GRAPH N° 14:  
COMPARISON OF THE AVERAGE SCORES IN READING  
COMPREHENSION BETWEEN THE CONTROL GROUP AND  
THE EXPERIMENTAL GROUP**





## VERIFICATION OF THE HYPOTHESIS

**CHART N° 16: T STUDENT IN POST TEST IN CONTROL AND EXPERIMENTAL GROUPS**

	Average Score	Significance level	Degrees of freedom	t student	Significance
Post test Control Group	4	0,05	(n-1) 24	0,0301	Significative
Post test Experimental Group	8				

**CHART N° 17: T STUDENT IN POST TEST OF THE CONTROL AND EXPERIMENTAL GROUPS IN THE CHECK LIST**

	Average Score	Significance level	Degrees of freedom	t student	Significance
Post test Control Group	4	0,05	(n-1) 24	0,0356	Significative
Post test Experimental Group	9				

**CHART N° 18: T STUDENT IN POST TEST OF THE CONTROL AND EXPERIMENTAL GROUPS IN THE TEST OF READING AND COMPREHENSION OF DIALOGUES**

	Average Score	Significance level	Degrees of freedom	t student	Significance
Post test Control Group	4	0,05	(n-1) 24	0,0356	Significativo
Post test Experimental Group	9				

If  $t < 0,05$  Accept the hypothesis of the investigation and reject the null hypothesis.

If  $t > 0,05$  Accept the null hypothesis and reject the hypothesis of the investigation.

THEREFORE:

When comparing the obtained results in the post test there are important differences between the arithmetic means in both groups the control and the experimental:

It means, t student was rated  $0,0301 < 0,05$  in the reading test and  $0,0356 < 0,05$  in the checklist and in the reading and comprehension of dialogues test. That means that in the three tests the value was less than 0,05, therefore the hypothesis of the investigation is accepted and the null hypothesis is rejected. This indicates that the application of metacognitive strategies improves reading comprehension in students.

#### **4.2. Discussion**

In the pre test we can observe that in both groups, the control group and the experimental group, the percentage (71%) of students who performed badly is relevant. They demonstrate that they have different difficulties. However, as the training in teaching metacognitive strategies continues the experimental group shows a significant improvement of 52% and in the post test the experimental group reaches a percentage of 92% (chart 2) that is an increase of 29% in relation to the pre test. The control group reached a percentage of 60%. According to what Rebecca J. Baier mentioned as a result of her investigation, a constant training is required as well as the use of specific strategies in order to improve reading comprehension.

About the checklist, we can observe that students are able to identify the topic and main idea. As long as the training in metacognitive strategies continues students of the experimental group show an increase of 32% and only 4% in the control group. These percentages get higher in the post test where we can see an increase of 60% reaching a 88% (chart 5) of students who are able to identify the main idea correctly. Meanwhile the control group shows an insignificant improvement.



In chart 6 we can appreciate an important increase in the percentage of students who are able to identify supporting details. In the pre test 76% of students in both groups (control group and experimental group) aren't able to identify supporting details correctly, but as long as the training in teaching metacognitive strategies continues we can see an increase of 56% and 80% in the experimental group during and after the program is applied. This demonstrates what Ahmad Alhaqbani and Mehdi Riazi state in their investigation. Students with high metacognitive awareness can be considered active readers since they show a better improvement in reading comprehension.

However, the control group does not show an important difference since the majority of students aren't able to identify supporting details in the text. 88% of the experimental group is able to identify the characters of the reading having an increase of 60%.

In relation to the integrated information read in the text, the students show difficulties in reading comprehension since in the pre test students only reach a percentage of 24% of students who answered correctly, as the program continues the percentage increases to 28% which is still not significant, and in the post test they reach a percentage of 44%. However, in the experimental group the increase is really significant since students started with a percentage of 28 in the pre test, during the program the percentage was 52 and in the post test the percentage was 88 that means that the experimental group increased the percentage in 60.

When we evaluate the content and the form of the text read by the students, we can observe that both the control group and the experimental group show a percentage of 16 and 24 of students who answered correctly. When the program continues we can observe a significant difference in both groups (the control and the experimental) when they have to reflect on the content and the form of the text. The experimental group has an increase of 32% which means the students in this group reach a percentage of 56 and the control group has an insignificant improvement of 4% in relation to the pre test results. The application of metacognitive strategies has allowed us to increase the percentage of students who improve reading comprehension in relation to reflect on the content and form of the text, reaching a percentage of 84 in the post test.

#### **4.2.1. Implications**

During the process of the investigation it is noticed that students are aware of ways of learning which were developed through the application of metacognitive strategies which are not well developed because of lack of training.

It has also been noticed that students who do not receive training in the use of metacognitive strategies do not perform well in the pre test, during the training and in the post test. This is demonstrated with the investigation.

#### **4.2.2. Limitations**

Some limitations were found during the investigation. The meaning of metacognition and the different author's points of view about it were not fully understood, but with the appropriate bibliography, the subject was clarified and it was transmitted to students during the application of the program.

Another limitation is the time we had available to develop the different sessions which had to be extended for about 10 to 15 minutes since the students were not very motivated and indifference was showed which meant some extra activities had to be prepared in order to keep their interest.

#### **4.2.3. Recommendations for further study**

Planning activities in class is recommended, so students are able to learn about reading strategies and apply them not only during English class, but also in their everyday lives since this program and this study was directed to college students who have the necessity of reading English books and search information in English on the web, so if students are well prepared on these strategies, they will perform better.

## **CHAPTER 5**

### **CONCLUSIONS**

The level of reading comprehension in students of PRE BASIC LEVEL of the Language Institute of Universidad Catolica de Santa Maria was low before the training. The students in the control group and the experimental group got low grades when different tests of reading comprehension were applied, getting an average score of 2/10 and 3/10. Therefore, the necessity of developing metacognitive reading strategies such as metacognitive modeling which prompts reflection, the metacognitive interrogation as a mean of auto regulation of their own learning, cooperative work to foster students make joint activities and reciprocal teaching which allows students to learn from each other through summaries and mutual explanations.

When the training in the use of strategies such as identifying topic, main ideas and supporting details, previewing and predicting, scanning and making inferences was in progress, it was clearly noticed that the experimental group improved its reading comprehension in English. This improvement demonstrates the importance of teaching and learning metacognitive strategies in order to read better. Unfortunately, we cannot say the same for the control group whose performance was low and the level of comprehension was not satisfactory, so it is demonstrated the necessity of reading strategies.

At the final stage of the training in the use of metacognitive strategies the metacognitive modeling which has the teacher as a model, the metacognitive interrogation which allow students to make correct

decisions through several questions, cooperative work and reciprocal teaching made the students in the experimental group achieve a significant improvement and a major skill in English reading comprehension getting an average score of 8/10 and 9/10. These results demonstrate once more the importance of learning and teaching metacognitive reading strategies.

The hypothesis of the investigation is accepted with a t student value of  $0,0301 < 0,05$  for the reading comprehension test and a value of  $0,0356 < 0,05$  for the checklist and the test in reading and comprehension of dialogues. The null hypothesis is rejected.

This investigation pretends to provide teachers with new ideas to improve students' level of English. Teaching reading strategies in class during 30 or 45 minutes three times a week allow students to improve vocabulary, grammar, writing and speaking. This investigation shows that reading is important in order not to just improve reading itself but also the other skills because they have activities before, during and after they read. These activities include discussions, writing short paragraphs, vocabulary exercises.

Reading is a very important skill which needs to be taught to students in order to take advantage of it in their studies since they need to read academic texts during her five or six years of studies. We know that reading is not a strong skill. Students are not used to reading, so when they have to do it, it turns into a very painful task. However, giving them the necessary tools such as strategies and interesting material to read can change that negative idea about reading.

## **RECOMMENDATIONS**

- It is necessary that the students of the Language Institute of Universidad Catolica de Santa Maria receive training in the use of metacognitive strategies since they enhance reading comprehension. We are aware that university students receive from their teachers lots of material in English in order to study for a test or just amplify their knowledge in certain topics, so it is important for them to understand what they are reading and to retain as much information as they can. Therefore, learning strategies will definitely help them.
- The use of specific and representative material motivates students to learn English. Therefore, it is convenient to keep this methodology in the process of teaching-learning English in college students. We know that students need to be motivated in order to learn, so the use of different materials such as magazines, articles, journals; and mostly material which is interesting and relevant for them is important mostly when they are reading since reading in English is not one of their favorite activities.
- Schools should improve reading comprehension levels through the teaching of metacognitive strategies because this will make life easier for students when they enter the university and they start receiving material in English. This way they will not feel lost, they will feel more confident and that will make them be open to learn more. These

days the different publishers have reading programs for schools with interesting material which contains CDs and activities for students to do before, during and after they read the material. This would be a great opportunity to make our students keep interested in reading since they will have to read at least a couple of books in one bimester and discuss or write about it or do reading comprehension exercises.

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## **LIST OF APPENDICES**

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## **APPENDIX 1: TEST 1: READING COMPREHENSION TEST**

This is the reading comprehension test students take before, during and after receiving training in the use of metacognitive strategies.

### **First Reading: THE LANGUAGE OF THE BEES (\*)**

Like every morning a scout bee has gone to look for food. Near from there it has found a meadow full of flowers, but how is it going to explain such a discovery to the other bees? The bee returns to the hive and calls for its partners. When they are paying attention the bee starts to perform a singular dance. Its dancing is about spins which describe a figure similar to an eight; first a circle, then a straight line where he agitates its belly from one side to the other and finally another circle spinning in opposite direction to the first one. These moves will give hints to its partners about where the meadow is. The straight line indicates the sun position. It's the one which more information provides. The explorer has reached the food in the sun direction and towards it, therefore, it goes through the straight line going up for the hive surface. If it had found the food in opposite way to the sun, the explorer would have gone through the straight line descending vertically. As the food is 40 degrees on the right of the sun, the straight line makes an angle of 40 degrees along with the vertical. The explorer indicates its partners the food is far agitating its belly a lot. If the food had been closer, it means, less than 50 meters, instead of the "dance of the eight", the bee would have made a "circle dance". In this kind of dance the bee would have gone around in circles alternating a turn in the direction of clockwise and counterclockwise following. A mutual benefit: bees are attracted by the shape, color and fragrance of the flowers. Above all they prefer yellow and blue flowers, with fresh fragrances and moderate quantities of nectar which will be used to make honey people eat. Nectar is produced in glands called "nectarios" which are inside the flowers. So, in order to suck the nectar, the bee must go through a long way. During this trip its head and back touch different parts of the flower among them, the stamen, covering it with pollen. When the bee itself visits the next flower it will put these grains of pollen over the female part or stigma of the flower, leaving them in the correct position for the plant to reproduce. This way the cycle of mutual benefit closes. This mutual benefit allow bees to remove nectar from the flowers helping its reproduction.

1. The purpose of the phrase “mutual benefit” is to explain:
  - a) What the bee dance is about
  - b) The usefulness of honey for people
  - c) That flowers benefit as much as bees
  - d) That people benefit as much as bees
  
2. An explorer bee has found food in opposite direction to the sun. How is it going to indicate its partners where the food is?
  - a) The bee will descend vertically
  - b) The bee will make the “circle dance”
  - c) The bee will move its belly
  - d) The bee will go up in circles
  
3. Why is it said that bees have their own language?
  - a) Because they send out sounds only other bees can listen to
  - b) Because they are capable of learning from each other
  - c) Because they benefit each other
  - d) Because they transmit information among them
  
4. What’s the shape of the dance the bees do when the food is at 30 meters from the hive?
  - a. Square
  - b. Circle
  - c. It doesn’t have a shape
  - d. ovalada
  
5. Bees carry pollen from one flower to another taking the pollen:
  - a) From the nectario of one flower taking it to the stamens of another flower
  - b) From the stamens of one flower and taking it to another flower’s stigma
  - c) From the nectario of one flower and taking it to another flower’s stigma
  - d) From the stamens of one flower and taking it to another flower’s stamens

## **Second Reading: TV EFFECTS ON CHILDREN (\*)**

### **Answer the questions according to the reading**

A recent opinion poll discovered that many people were very concerned about the amount of sex and violence depicted in movies, television shows, and popular music. This poll also discovered, however, that most people thought that individuals should take responsibility to correct the problems. The vast majority favored such solutions as tighter parental supervision, warning labels on records, and voluntary self-restraints by entertainment companies. Only 27 per cent favored government censorship. At the same time, there was growing concern about the impact of television on children. Research has shown that by the time our children reach age 18, they have spent more time watching television than in school. The problem was that our television system was attuned to the marketplace. Children are treated as a market to be sold to advertisers at so much money per thousand eyeballs.

**6. According to the reading, to prevent the bad effects of television, only a minority ----.**

- a) support individual action
- b) say parents should supervise their children
- c) believe in the necessity of censorship applied by governments
- d) think television companies have to control their own broadcasting
- e) require the records be put labels

**7. It is stated in the passage that ----.**

- a) many people think pop music videos are not so violent as movies
- b) movies today are a good means to show the young the possible dangers awaiting for them in the real world
- c) parents believe there should be more TV shows on television suitable for the young's sexual education
- d) television has covered more place in an eighteen-year-old teenager's life than school
- e) parents believe schools are the places where our children first learn what violence is

**8. It is emphasized in the reading that ----.**

- a) many children have eyesight problems due to watching television excessively
- b) children are a main focus of the advertisers
- c) there are not enough advertisements on television
- d) our television shows should be designed according to our children's preferences
- e) children should learn what to watch on television at school

**Third Reading: TRAFFIC ACCIDENTS (\*)**

Much of the blood on the street flows essentially from uncivil behavior of drivers who refuse to respect the legal and moral rights of others. So the massacre on the road may be regarded as a social problem. Safety standards for vehicle have been raised both at the point of manufacture and through periodic road-worthiness inspections. In addition, speed limits have been lowered. Due to these measures, the accident rate has decreased. But the accident experts still worry because there has been little or no improvement in the way drivers behave.

**9. According to the passage, traffic accidents may be regarded as a social problem since ----.**

- A) the motor vehicle is a very dangerous invention
- B) the accidents have more to do with hazardous conditions than hazardous drivers
- C) most of the accidents are caused by drivers who don't pay attention to the traffic rules
- D) the irresponsibility that accounts for much of the problem is not confined to drivers
- E) traffic accidents can cause serious economic damage

**10. According to the passage, the number of accidents has fallen because ---**

- A) significant advances have been made towards safer driving
- B) many people now know that driving is a skilled task requiring constant care and concentration
- C) drivers are warned to take extra care on the roads
- D) drivers have finally learned how to behave
- E) there has been improvement in the way drivers behave

Source (\*): <http://www.grammarbank.com/exercises-ebook.html>



## **APPENDIX 2: TEAT 2: READING COMPREHENSION TEXT FOR THE CHECKLIST**

Students read this text and then answer specific questions about it before, during and after receiving training in the use of metacognitive strategies.

### **READING COMPREHENSION (\*)**

When we are young, we learn that tigers and sharks are dangerous animals. We might be scared of them because they are big and powerful. As we get older, however, we learn that sometimes the most dangerous animals are also the smallest animals. In fact, the animal that kills the most people every year is one that you have probably killed yourself many times: the mosquito. While it may seem that all mosquitoes are biters, this is not actually the case. Male mosquitoes eat plant nectar. On the other hand, female mosquitoes feed on animal blood. They need this blood to live and produce eggs. When a female mosquito bites a human being, it transmits a small amount of saliva into the blood. This saliva may or may not contain a deadly disease. The result of the bite can be as minor as an itchy bump or as serious as death. Because a mosquito can bite many people in the course of its life, it can carry diseases from one person to another very easily. Two of the most deadly diseases carried by mosquitoes are malaria and yellow fever. More than 700 million people become sick from these diseases every year. At least 2 million of these people will die from these diseases. Many scientists are working on safer and better ways to kill mosquitoes, but so far, there is no sure way to protect everyone in the world from their deadly bites. Mosquito nets can be placed over beds to protect people against being bitten. These nets

help people stay safe at night, but they do not kill any mosquitoes. Mosquitoes have many natural enemies like bats, birds, dragonflies, and certain kinds of fish. Bringing more of these animals into places where mosquitoes live might help to cut down the amount of mosquitoes in that area. This is a natural solution, but it does not always work very well. Mosquitoes can also be killed with poisons or sprays. Even though these sprays kill mosquitoes, they may also harm other plants or animals. Although mosquitoes may not seem as scary as larger, more powerful animals, they are far more dangerous to human beings. But things are changing. It is highly likely that one day scientists will find a way to keep everyone safe from mosquitoes and the diseases they carry.

Source (\*): <http://www.grammarbank.com/exercises-ebook.html>

### APPENDIX 3: CHECKLIST

Students read the text in appendix 2 and answer the questions orally to complete the checklist.

	Identify the topic and main ideas of the text		Identify supporting details of the text		Make inferences from the reading		Identify the characters of the text		Remember the main events of the text	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
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Yes: The student answers the questions correctly.

No: The student answers the questions incorrectly.



#### APPENDIX 4: TEST 3: DIALOGUES

Students read and choose the correct alternative to complete the dialogues before, during and after receiving training in the use of metacognitive strategies.

These dialogues are instruments of investigation, and through them we can assess the reading comprehension level of students and complement the results of the investigation.

**TEST:** This test is applied before the training starts.

##### **First dialogue: \***

Patient: I have had sleep disorder for nearly 3 months.

Doctor: -----

Patient: No, I wanted to see a doctor first.

Doctor: You did the right thing. Now I will give you some pills for that.

A) Have you done anything about it?

B) Why didn't you see a doctor immediately after this complaint started?

C) Do you know what I should do about it?

D) Did you have this complaint the last time you came to me?

E) Your situation is really serious so you should immediately start getting professional help.

##### **Second dialogue: \***

Andy: You haven't been looking so well recently. Anything wrong?

Sasha: Yes. Yesterday I had to take my mother to hospital due to high blood sugar.

Andy: -----

Sasha: Not really. All she has to do is to follow a strict diet.

A) It is not a very serious illness. You don't need to worry.

B) I hope she is fine now. Please let me know how she is when she is back from hospital.

C) Oh God! How is she right now? Anything serious?

D) I told her that she had to be careful with what she ate but she never listens to me.

E) I am sorry I didn't know. Is she OK now?

**Third dialogue: \***

Henry: Are we supposed to hand in our assignments by Friday?

Ashley: No, we have time until the end of this month. Have you finished it yet?

Henry: -----

Ashley: Neither have I. I really don't know what to do.

A) No, I haven't. I'm still trying to find some reference books but I haven't found any yet.

B) Yes, I didn't sleep last night in order to complete it.

C) I am nearly done but I still need some help for the cover.

D) I didn't even know about it until yesterday. I found out when John talked to me about it.

E) You never change. You always do your work on the last day, don't you?

**Fourth dialogue: \***

Brad: Do you remember when Lili's birthday is?

Steward: -----

Brad: I hope it is not past yet; she would never forgive us if we forgot it.

Stewart: You are absolutely right, let me check my calendar.

A) Yes, I do. it was last month and we had a party for her.

B) Don't worry. You have ten more days before her birthday.

C) Not exactly, but as far as remember it must be close.

D) What do you have to do with her birthday? You are not even friends

E) Don't tell me you have forgotten to celebrate her birthday.

**Fifth dialogue: \***

Antonio: What do you think of the recent developments in the economy?

Julia: -----

Antonio: Don't you? The inflation has recently reached its highest level in the nation's history.

Julia: But it is not surprising for such a bad economy management as ours.

A) I don't think there is a problem. We are the best when it is economy management.

B) Everything seems to be alright but I don't think I am good at economic comments.

C) I think unless they take some precautions, it will really be a hard year for most of us.

D) I am so busy with my work that I don't have time to watch news at all and I have no idea what's going on lately.

E) I am the last one to ask such a question as I hate economics.

**TEST**: This test is applied during the training

**First dialogue: \***

Betsy: This weather is killing me. I can't breathe.

Billy: -----

Betsy: Yes. I do but it's boiling today.

Billy: You're right. Shall we go to the pool?

- A) It's much higher than the average.
- B) I thought you liked hot weather.
- C) Do you listen to the weather report?
- D) You don't want to swim today, do you?
- E) You should have listened to the weather forecast before you went out.

**Second dialogue: \***

Molly: -----

Ricky: I'm not sure. Why do you think he is?

Molly: He doesn't even say a word unless he is asked a question.

Ricky: It's probably because he doesn't have any friends yet.

- A) Don't you think the new student is a little strange?
- B) The teacher warned the new student to come to class on time.
- C) Is your father interested in modern education techniques?
- D) The taxi driver doesn't see m to know the city very well.
- E) Is your brother doing better at school this year?

**Third dialogue: \***

David: Shall we watch the football match tonight in a pub?

Victoria: -----



David: Shame on you. The national team is playing against Germany.

Victoria: You know I don't like football very much.

A) Why not? You could come to my place. Don't forget to bring some fruit, will you?

B) I didn't know there was going to be a match tonight.

C) Pubs are very crowded when there is a big match on TV.

D) I would rather play football than watch it.

E) I am not available tonight, so why don't we play another day?

**Fourth dialogue: \***

Mother: I don't want you to come back home so late again.

Daughter: -----

Mother: It was too late for a girl at your age. I don't want to discuss this.

Daughter: Okay, mom. I won't do that again.

A) It was not late, mom. it was only ten o'clock.

B) Do you have any idea what time it is?

C) Neither do I, but I think it's too early to punish her.

D) If you keep talking, how do you expect me to concentrate on what I am doing right now?

E) This is the first time I have been so late for work.

**Fifth dialogue: \***

Dentist: You don't seem to brush your teeth regularly.

Patient: -----

Dentist: You know how bad they are for general health, don't you?

Patient: Of course, I do. But I can't stop myself.

- A) I don't but I promise that I will from now on.
- B) I'm warning you. You can't insult me like this.
- C) I've brushed my teeth regularly since I was a child.
- D) Actually, I do, but I eat a lot of sweets.
- E) How do you know that I don't brush them regularly?

**TEST:** This test is applied after the students did the training

**First dialogue: \***

Peter: Have you started your research project for management class?

Martin: Well, I have decided on a topic, but haven't actually started the research yet.

Peter: -----

Martin: I know. Actually, I went to the library yesterday, but wasn't sure where to look.

- A) Didn't you hear what the professor said yesterday?
- B) I will also write about motivation. Will this be a problem for you?
- C) I guess we should get started today, so shall we head to the library now?
- D) You are late. You don't have that much time to complete the paper.
- E) If you want to find books on that subject, why don't you try the card catalogue?

**Second dialogue: \***

Betty: It's summertime. I thought people only took trips to Crested Butte in the winter, for skiing.

Wilma: -----

Betty: Like what?

Wilma: It's great for hiking. Or, if you don't feel like traveling on foot, you can rent horses or mountain bikes.

A) I just can't believe we are going to Colorado.

B) It is a great place to go in the summer, too. There are lots to do.

C) This trip next week to Crested Butte is going to be fantastic, isn't it?

D) Could we get very far on a mountain bike if the hills are very steep?

E) Okay, then. If you don't want to go there, we could go somewhere else.

**Third dialogue: \***

Carla: How much of a tip should we leave?

Sally: No more than a dollar.

Carla: -----

Sally: No, not at all. The service was slow and the soup was cold.

A) Why do you say that? Wouldn't it be too little?

B) They didn't offer us coffee, either.

C) How about leaving nothing? I wasn't satisfied with it.

D) Instead of leaving a tip, I think we should complain to manager.

E) If I were you, I wouldn't leave that amount.

**Fourth dialogue: \***

Jane: Alice was so angry when the toaster that she bought didn't work.

Judy: She certainly was.

Jane: -----

Judy: She made the company refund her money.

- A) She should have examined it thoroughly before she bought it.
- B) She always acts too quickly and gets into trouble.
- C) What did she do when she found out?
- D) Why didn't they take it back?
- E) Is the new one working better?

**Fifth dialogue: \***

Tim: Were you able to get some sleep last night? I know you were really tired.

Amy: -----

Tim: Oh, really. What was the problem?

Amy: I was disturbed by the noisy traffic.

- A) Thanks, I slept soundly as soon as I went to bed.
- B) The NBA fans were everywhere making a lot of noise with their cars' horns.
- C) I was going to do that, but some of my friends popped in to have coffee.
- D) I have been having this problem for a long time, so I'd better take some sleeping pills.
- E) Well, actually I was able to sleep only a little bit.

Source (\*): <http://www.grammarbank.com/exercises-ebook.html>

## APPENDIX 5: REAL SAMPLES OF TESTS: CHECKLIST, READING COMPREHENSION TESTS AND DIALOGUES

This is how students answered the questions orally after reading the text in appendix 2.

[illegible]



Janin Audiodes Bestanden 10.

9/10

## First Reading: THE LANGUAGE OF THE BEES

Like every morning a scout bee has gone to look for food. Near from there it has found a meadow full of flowers, but how is it going to explain such a discovery to the other bees? The bee returns to the hive and calls for its partners. When they are paying attention the bee starts to perform a singular dance. Its dancing is about spins which describe a figure similar to an eight; first a circle, then a straight line where he agitates its belly from one side to the other and finally another circle spinning in opposite direction to the first one. These moves will give hints to its partners about where the meadow is. The straight line indicates the sun position. It's the one which more information provides. The explorer has reached the food in the sun direction and towards it, therefore, it goes through the straight line going up for the hive surface. If it had found the food in opposite way to the sun, the explorer would have gone through the straight line descending vertically. As the food is 40 degrees on the right of the sun, the straight line makes an angle of 40 degrees along with the vertical. The explorer indicates its partners the food is far agitating its belly a lot. If the food had been closer, it means, less than 50 meters, instead of the "dance of the eight", the bee would have made a "circle dance". In this kind of dance the bee would have gone around in circles alternating a turn in the direction of clockwise and counterclockwise following. A mutual benefit: bees are attracted by the shape, color and fragrance of the flowers. Above all they prefer yellow and blue flowers, with fresh fragrances and moderate quantities of nectar which will be used to make honey people eat. Nectar is produced in glands called "nectarios" which are inside the flowers. So, in order to suck the nectar, the bee must go through a long way. During this trip its head and back touch different parts of the flower among them, the stamen, covering it with pollen. When the bee itself visits the next flower it will put these grains of pollen over the female part or stigma of the flower, leaving them in the correct position for the plant to reproduce. This way the cycle of mutual benefit closes. This mutual benefit allow bees to remove nectar from the flowers helping its reproduction.



1. The purpose of the phrase "mutual benefit" is to explain:

- a) What the bee dance is about
- b) The usefulness of honey for people
- c) That flowers benefit as much as bees
- d) That people benefit as much as bees

2. An explorer bee has found food in opposite direction to the sun. How is it going to indicate its partners where the food is?

- a) The bee will descend vertically
- b) The bee will make the "circle dance"
- c) The bee will move its belly
- d) The bee will go up in circles

3. Why is it said that bees have their own language?

- a) Because they send out sounds only other bees can listen to
- b) Because they are capable of learning from each other
- c) Because they benefit each other
- d) Because they transmit information among them

4. What's the shape of the dance the bees do when the food is at 30 meters from the hive?

- a. Square
- b. Circle
- c. It doesn't have a shape
- d. ovalada

5. Bees carry pollen from one flower to another taking the pollen:

- a) From the nectario of one flower taking it to the stamens of another flower
- b) From the stamens of one flower and taking it to another flower's stigma
- c) From the nectario of one flower and taking it to another flower's stigma
- d) From the stamens of one flower and taking it to another flower's stamens



Jane Andrew Bustamante

## Second Reading: TV Effects on Children

Answer the questions according to the reading

A recent opinion poll discovered that many people were very concerned about the amount of sex and violence depicted in movies, television shows, and popular music. This poll also discovered, however, that most people thought that individuals should take responsibility to correct the problems. The vast majority favored such solutions as tighter parental supervision, warning labels on records, and voluntary self-restraints by entertainment companies. Only 27 per cent favored government censorship. At the same time, there was growing concern about the impact of television on children. Research has shown that by the time our children reach age 18, they have spent more time watching television than in school. The problem was that our television system was attuned to the marketplace. Children are treated as a market to be sold to advertisers at so much money per thousand eyeballs.

6. According to the reading, to prevent the bad effects of television, only a minority ---.

- a) support individual action
- b) say parents should supervise their children
- ☒ c) believe in the necessity of censorship applied by governments
- d) think television companies have to control their own broadcasting
- e) require the records be put labels

7. It is stated in the passage that ---.

- a) many people think pop music videos are not so violent as movies
- b) movies today are a good means to show the young the possible dangers awaiting for them in the real world
- c) parents believe there should be more TV shows on television suitable for the young's sexual education
- ☒ d) television has covered more place in an eighteen-year-old teenager's life than school
- e) parents believe schools are the places where our children first learn what violence is

8. It is emphasized in the reading that ----.

- a) many children have eyesight problems due to watching television excessively
- b) children are a main focus of the advertisers
- c) there are not enough advertisements on television
- d) our television shows should be designed according to our children's preferences
- e) children should learn what to watch on television at school

### Third Reading: Traffic Accidents

Much of the blood on the street flows essentially from uncivil behavior of drivers who refuse to respect the legal and moral rights of others. So the massacre on the road may be regarded as a social problem. Safety standards for vehicle have been raised both at the point of manufacture and through periodic road-worthiness inspections. In addition, speed limits have been lowered. Due to these measures, the accident rate has decreased. But the accident experts still worry because there has been little or no improvement in the way drivers behave.

9. According to the passage, traffic accidents may be regarded as a social problem since ----.

- A) the motor vehicle is a very dangerous invention
- B) the accidents have more to do with hazardous conditions than hazardous drivers
- C) most of the accidents are caused by drivers who don't pay attention to the traffic rules
- D) the irresponsibility that accounts for much of the problem is not confined to drivers
- E) traffic accidents can cause serious economic damage

10. According to the passage, the number of accidents has fallen because ---

- A) significant advances have been made towards safer driving
- B) many people now know that driving is a skilled task requiring constant care and concentration
- C) drivers are warned to take extra care on the roads
- D) drivers have finally learned how to behave
- E) there has been improvement in the way drivers behave



Z.R

6/10

**First Reading: THE LANGUAGE OF THE BEES**

Like every morning a scout bee has gone to look for food. Near from there it has found a meadow full of flowers, but how is it going to explain such a discovery to the other bees? The bee returns to the hive and calls for its partners. When they are paying attention the bee starts to perform a singular dance. Its dancing is about spins which describe a figure similar to an eight; first a circle, then a straight line where he agitates its belly from one side to the other and finally another circle spinning in opposite direction to the first one. These moves will give hints to its partners about where the meadow is. The straight line indicates the sun position. It's the one which more information provides. The explorer has reached the food in the sun direction and towards it, therefore, it goes through the straight line going up for the hive surface. If it had found the food in opposite way to the sun, the explorer would have gone through the straight line descending vertically. As the food is 40 degrees on the right of the sun, the straight line makes an angle of 40 degrees along with the vertical. The explorer indicates its partners the food is far agitating its belly a lot. If the food had been closer, it means, less than 50 meters, instead of the "dance of the eight", the bee would have made a "circle dance". In this kind of dance the bee would have gone around in circles alternating a turn in the direction of clockwise and counterclockwise following. A mutual benefit: bees are attracted by the shape, color and fragrance of the flowers. Above all they prefer yellow and blue flowers, with fresh fragrances and moderate quantities of nectar which will be used to make honey people eat. Nectar is produced in glands called "nectarios" which are inside the flowers. So, in order to suck the nectar, the bee must go through a long way. During this trip its head and back touch different parts of the flower among them, the stamen, covering it with pollen. When the bee itself visits the next flower it will put these grains of pollen over the female part or stigma of the flower, leaving them in the correct position for the plant to reproduce. This way the cycle of mutual benefit closes. This mutual benefit allow bees to remove nectar from the flowers helping its reproduction.

1. The purpose of the phrase "mutual benefit" is to explain:

- a) What the bee dance is about
- b) The usefulness of honey for people
- c) That flowers benefit as much as bees
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2. An explorer bee has found food in opposite direction to the sun. How is it going to indicate its partners where the food is?

- a) The bee will descend vertically
- b) The bee will make the "circle dance"
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- d) The bee will go up in circles

3. Why is it said that bees have their own language?

- a) Because they send out sounds only other bees can listen to
- b) Because they are capable of learning from each other
- c) Because they benefit each other
- d) Because they transmit information among them

4. What's the shape of the dance the bees do when the food is at 30 meters from the hive?

- a. Square
- b. Circle
- c. It doesn't have a shape
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5. Bees carry pollen from one flower to another taking the pollen:

- a) From the nectario of one flower taking it to the stamens of another flower
- b) From the stamens of one flower and taking it to another flower's stigma
- c) From the nectario of one flower and taking it to another flower's stigma
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2R

## Second Reading: TV Effects on Children

Answer the questions according to the reading

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6. According to the reading, to prevent the bad effects of television, only a minority ---.

- a) support individual action
- b) say parents should supervise their children
- ☒ c) believe in the necessity of censorship applied by governments
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7. It is stated in the passage that ---.

- a) many people think pop music videos are not so violent as movies
- b) movies today are a good means to show the young the possible dangers awaiting for them in the real world
- c) parents believe there should be more TV shows on television suitable for the young's sexual education
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8. It is emphasized in the reading that ----.

- a) many children have eyesight problems due to watching television excessively
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### Third Reading: Traffic Accidents

Much of the blood on the street flows essentially from uncivil behavior of drivers who refuse to respect the legal and moral rights of others. So the massacre on the road may be regarded as a social problem. Safety standards for vehicle have been raised both at the point of manufacture and through periodic road-worthiness inspections. In addition, speed limits have been lowered. Due to these measures, the accident rate has decreased. But the accident experts still worry because there has been little or no improvement in the way drivers behave.

9. According to the passage, traffic accidents may be regarded as a social problem since ----.

- A) the motor vehicle is a very dangerous invention
- B) the accidents have more to do with hazardous conditions than hazardous drivers
- C) most of the accidents are caused by drivers who don't pay attention to the traffic rules
- ☒ D) the irresponsibility that accounts for much of the problem is not confined to drivers
- E) traffic accidents can cause serious economic damage

10. According to the passage, the number of accidents has fallen because ---

- A) significant advances have been made towards safer driving
- B) many people now know that driving is a skilled task requiring constant care and concentration
- C) drivers are warned to take extra care on the roads
- D) drivers have finally learned how to behave
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CARLOS CICOPA

4  
10

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CARLOS COPA.

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6/10

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**TEST:** Victoria Cease Quinze

3/5

**First dialogue: \***

Betsy: This weather is killing me. I can't breathe.

Billy: \_\_\_\_\_

Betsy: Yes. I do but it's boiling today.

Billy: You're right. Shall we go to the pool?

- A) It's much higher than the average.
- B) I thought you liked hot weather.
- ☒ C) Do you listen to the weather report?
- D) You don't want to swim today, do you?
- E) You should have listened to the weather forecast before you went out.

**Second dialogue: \***

Molly: \_\_\_\_\_

Ricky: I'm not sure. Why do you think he is?

Molly: He doesn't even say a word unless he is asked a question.

Ricky: It's probably because he doesn't have any friends yet.

- ☒ A) Don't you think the new student is a little strange?
- B) The teacher warned the new student to come to class on time.
- C) Is your father interested in modern education techniques?
- D) The taxi driver doesn't see m to know the city very well.
- E) Is your brother doing better at school this year?

**Third dialogue: \***

David: Shall we watch the football match tonight in a pub?

Victoria: \_\_\_\_\_

David: Shame on you. The national team is playing against Germany.

Victoria: You know I don't like football very much.

- A) Why not? You could come to my place. Don't forget to bring some fruit, will you? ✕
- B) I didn't know there was going to be a match tonight.
- ☒ C) Pubs are very crowded when there is a big match on TV.
- D) I would rather play football than watch it.
- E) I am not available tonight, so why don't we play another day? ✕

**Fourth dialogue: \***

Mother: I don't want you to come back home so late again.

Daughter: -----

Mother: It was too late for a girl at your age. I don't want to discuss this.

Daughter: Okay, mom. I won't do that again.

☒ A) It was not late, mom. it was only ten o'clock.

☐ B) Do you have any idea what time it is?

☐ C) Neither do I, but I think it's too early to punish her.

☐ D) If you keep talking, how do you expect me to concentrate on what I am doing right now?

☐ E) This is the first time I have been so late for work.

**Fifth dialogue: \***

Dentist: You don't seem to brush your teeth regularly.

Patient: -----

Dentist: You know how bad they are for general health, don't you?

Patient: Of course, I do. But I can't stop myself.

☒ A) I don't but I promise that I will from now on.

☐ B) I'm warning you. You can't insult me like this.

☐ C) I've brushed my teeth regularly since I was a child.

☐ D) Actually, I do, but I eat a lot of sweets.

☐ E) How do you know that I don't brush them regularly?

3/5

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**Fifth dialogue: \***

Dentist: You don't seem to brush your teeth regularly.

Patient: -----

Dentist: You know how bad they are for general health, don't you?

Patient: Of course, I do. But I can't stop myself.

- (A) I don't but I promise that I will from now on.
- (B) I'm warning you. You can't insult me like this.
- (C) I've brushed my teeth regularly since I was a child.
- (D) Actually, I do, but I eat a lot of sweets.
- (E) How do you know that I don't brush them regularly?

2/15

**TEST:**

**First dialogue: \***

Peter: Have you started your research project for management class?

Martin: Well, I have decided on a topic, but haven't actually started the research yet.

Peter: -----

Martin: I know. Actually, I went to the library yesterday, but wasn't sure where to look.

A) Didn't you hear what the professor said yesterday?

B) I will also write about motivation. Will this be a problem for you?

☒ C) I guess we should get started today, so shall we head to the library now?

D) You are late. You don't have that much time to complete the paper.

E) If you want to find books on that subject, why don't you try the card catalogue?

**Second dialogue: \***

Betty: It's summertime. I thought people only took trips to Crested Butte in the winter, for skiing.

Wilma: -----

Betty: Like what?

Wilma: It's great for hiking. Or, if you don't feel like traveling on foot, you can rent horses or mountain bikes.

A) I just can't believe we are going to Colorado.

B) It is a great place to go in the summer, too. There are lots to do.

C) This trip next week to Crested Butte is going to be fantastic, isn't it?

☒ D) Could we get very far on a mountain bike if the hills are very steep?

E) Okay, then. If you don't want to go there, we could go somewhere else.

**Third dialogue: \***

Carla: How much of a tip should we leave?

Sally: No more than a dollar.

Carla: -----

Sally: No, not at all. The service was slow and the soup was cold.

A) Why do you say that? Wouldn't it be too little?

☒ B) They didn't offer us coffee, either.

C) How about leaving nothing? I wasn't satisfied with it.

D) Instead of leaving a tip, I think we should complain to manager.

E) If I were you, I wouldn't leave that amount.

**Fourth dialogue: \***

Jane: Alice was so angry when the toaster that she bought didn't work.

Judy: She certainly was.

Jane: -----

Judy: She made the company refund her money.

A) She should have examined it thoroughly before she bought it.

B) She always acts too quickly and gets into trouble.

☒ C) What did she do when she found out?

D) Why didn't they take it back?

E) Is the new one working better?

**Fifth dialogue: \***

Tim: Were you able to get some sleep last night? I know you were really tired.

Amy: -----

Tim: Oh, really. What was the problem?

Amy: I was disturbed by the noisy traffic.

A) Thanks, I slept soundly as soon as I went to bed.

B) The NBA fans were everywhere making a lot of noise with their cars' horns.

☒ C) I was going to do that, but some of my friends popped in to have coffee.

D) I have been having this problem for a long time, so I'd better take some sleeping pills.

☒ E) Well, actually I was able to sleep only a little bit.

Fuente (\*): <http://www.grammarbank.com/exercises-ebook.html>



4/5

**TEST:**

**First dialogue: \***

Peter: Have you started your research project for management class?

Martin: Well, I have decided on a topic, but haven't actually started the research yet.

Peter: -----

Martin: I know. Actually, I went to the library yesterday, but wasn't sure where to look.

A) Didn't you hear what the professor said yesterday?

B) I will also write about motivation. Will this be a problem for you?

C) I guess we should get started today, so shall we head to the library now?

D) You are late. You don't have that much time to complete the paper.

☒ E) If you want to find books on that subject, why don't you try the card catalogue?

**Second dialogue: \***

Betty: It's summertime. I thought people only took trips to Crested Butte in the winter, for skiing.

Wilma: -----

Betty: Like what?

Wilma: It's great for hiking. Or, if you don't feel like traveling on foot, you can rent horses or mountain bikes.

A) I just can't believe we are going to Colorado.

☒ B) It is a great place to go in the summer, too. There are lots to do. This trip next week to Crested Butte is going to be fantastic, isn't it?

D) Could we get very far on a mountain bike if the hills are very steep?

E) Okay, then. If you don't want to go there, we could go somewhere else.

**Third dialogue: \***

Carla: How much of a tip should we leave?

Sally: No more than a dollar.

Carla: -----

Sally: No, not at all. The service was slow and the soup was cold.

A) Why do you say that? Wouldn't it be too little?

☒ B) They didn't offer us coffee, either.

C) How about leaving nothing? I wasn't satisfied with it.

D) Instead of leaving a tip, I think we should complain to manager.

E) If I were you, I wouldn't leave that amount.

**Fourth dialogue: \***

Jane: Alice was so angry when the toaster that she bought didn't work.

Judy: She certainly was.

Jane: -----

Judy: She made the company refund her money.

A) She should have examined it thoroughly before she bought it.

B) She always acts too quickly and gets into trouble.

☒ C) What did she do when she found out?

D) Why didn't they take it back?

E) Is the new one working better?

**Fifth dialogue: \***

Tim: Were you able to get some sleep last night? I know you were really tired.

Amy: -----

Tim: Oh, really. What was the problem?

Amy: I was disturbed by the noisy traffic.

A) Thanks, I slept soundly as soon as I went to bed.

B) The NBA fans were everywhere making a lot of noise with their cars' horns.

C) I was going to do that, but some of my friends popped in to have coffee.

D) I have been having this problem for a long time, so I'd better take some sleeping pills.

☒ E) Well, actually I was able to sleep only a little bit.

Fuente (\*): <http://www.grammarbank.com/exercises-ebook.html>



3/5

**TEST:**

**First dialogue: \***

Patient: I have had sleep disorder for nearly 3 months.

Doctor: \_\_\_\_\_

Patient: No, I wanted to see a doctor first.

Doctor: You did the right thing. Now I will give you some pills for that.

☒ A) Have you done anything about it?

B) Why didn't you see a doctor immediately after this complaint started?

C) Do you know what I should do about it?

D) Did you have this complaint the last time you came to me?

E) Your situation is really serious so you should immediately start getting professional help.

**Second dialogue: \***

Andy: You haven't been looking so well recently. Anything wrong?

Sasha: Yes. Yesterday I had to take my mother to hospital due to high blood sugar.

Andy: \_\_\_\_\_

Sasha: Not really. All she has to do is to follow a strict diet.

A) It is not a very serious illness. You don't need to worry.

B) I hope she is fine now. Please let me know how she is when she is back from hospital.

☒ C) Oh God! How is she right now? Anything serious?

D) I told her that she had to be careful with what she ate but she never listens to me.

☒ E) I am sorry I didn't know. Is she OK now?

**Third dialogue: \***

Henry: Are we supposed to hand in our assignments by Friday?

Ashley: No, we have time until the end of this month. Have you finished it yet?

Henry: \_\_\_\_\_

Ashley: Neither have I. I really don't know what to do.

☒ A) No, I haven't. I'm still trying to find some reference books but I haven't found any yet.

- B) Yes, I didn't sleep last night in order to complete it.
- C) I am nearly done but I still need some help for the cover.
- D) I didn't even know about it until yesterday. I found out when John talked to me about it.
- E) You never change. You always do your work on the last day, don't you?

**Fourth dialogue: \***

Brad: Do you remember when Lili's birthday is?

Steward: -----

Brad: I hope it is not past yet; she would never forgive us if we forgot it.

Steward: You are absolutely right, let me check my calendar.

A) Yes, I do. it was last month and we had a party for her.

B) Don't worry. You have ten more days before her birthday.

☒ C) Not exactly, but as far as remember it must be close.

D) What do you have to do with her birthday? You are not even friends

E) Don't tell me you have forgotten to celebrate her birthday.

**Fifth dialogue: \***

Antonio: What do you think of the recent developments in the economy?

Julia: -----

Antonio: Don't you? The inflation has recently reached its highest level in the nation's history.

Julia: But it is not surprising for such a bad economy management as ours.

☒ A) I don't think there is a problem. We are the best when it is economy management.

B) Everything seems to be alright but I don't think I am good at economic comments.

C) I think unless they take some precautions, it will really be a hard year for most of us.

☒ D) I am so busy with my work that I don't have time to watch news at all and I have no idea what's going on lately.

E) I am the last one to ask such a question as I hate economics.

**APPENDIX 6: READING COMPREHENSION EXERCISES USED  
DURING THE TRAINING**

**LESSON PLAN**

**FIRST STRATEGY: FINDING THE TOPIC**

**OBJECTIVE:** The students are able to identify the topic of a text.

<b>ACTIVITY</b>	<b>TIME</b>	<b>MATERIAL</b>
1. WARM UP - Identify the topic of lists of words, pictures, emails and short paragraphs.	6 minutes	Book: GET READY TO READ
2. BEFORE THEY READ - Preview vocabulary	7 minutes	
3. AS THEY READ - Read the text and complete a chart identifying topics discussed in the interview	7 minutes	
4. AFTER THEY READ - Solve comprehension exercises: True or False and filling gaps. - Do exercises to improve vocabulary skills.	15 minutes	

## AS YOU READ

As you read, complete the chart on the next page by putting a check next to the topics Mong talks about in the interview.

<sup>1</sup>**literature:** books, poems, and other writing



<sup>3</sup>**classical music:** music that was written in past times by composers such as Bach, Mozart, and Beethoven

4



## Interview with Mong Meng

**R:** Was life difficult for you when you first came to the United States?

**M:** Yes. It was hard to study in a second language. I studied English in China, but it was difficult to take university classes in English.

**R:** What did you study when you came to the United States?

**M:** First, I studied literature.<sup>1</sup> I studied the literature of authors from many different countries. It was a very interesting program. But, it was hard to get a job with a degree in literature. Then I studied library and information science. It was easier to find a job as a **librarian**.

**R:** Do you enjoy your job as a librarian?

**M:** Yes. It is wonderful to work in a place with a lot of books. There are also many computers in the library, and I spend a lot of time online. At the library, I help students and **professors** find information. They are happy when I am able to help them.

**R:** What do you like to do in your **free time**? What are your **hobbies**?

**M:** Most of all, I love music. I always wanted to play the piano<sup>2</sup>, but I never had a chance in China. So when I moved to the United States, I bought an old piano. Then, I got a book from the library and taught myself how to play piano. I think you can learn almost anything by reading a book.

**R:** What kind of music do you like?

**M:** I love to listen to classical music.<sup>3</sup> It is my favorite kind of music. I **collect** classical music records.<sup>4</sup> It's easy to buy old records because now most people **prefer** CDs. You can find great used records for just a few dollars. I've been collecting records for over ten years. Now I have about 2,000 records.





R: What kind of stereo<sup>5</sup> do you have?

M: I built my own stereo. I followed **instructions** and pictures in books. I saved a lot of money, and I made my stereo exactly the way I wanted it. Every night I listen to several hours of classical music on the stereo I built myself.

R: Do you have any other hobbies?

M: Yes. I enjoy doing Chinese calligraphy.<sup>6</sup> In China, many people practice calligraphy, the art of writing with ink brushes. I feel calm and peaceful when I am doing calligraphy. I also like to write poetry.

R: Do you write your poems in English?

M: No. Usually I write my poems in Chinese. Sometimes I **translate** them into English. I also translate English poetry into Chinese for Chinese books and magazines.

R: Those sound like indoor hobbies. Do you ever go outside?

M: Of course. I love gardening. I have planted hundreds of flowers in my garden. I **make sure** some flowers are blooming in almost every **season**. That way, there is always a lot of color in the garden.

R: Anything else?

M: Another hobby I enjoy is photography. I love to take photographs of nature in different seasons of the year. I take them in the winter, spring, summer, and fall. I have lots of photos of the trees in our yard.

R: Do you know how to print your own photos?

M: Yes, but only black and white photographs, not color.

R: Did you learn how to do this by reading a book?

M: Of course!

R: Looking back at your life, do you have any regrets?

M: Not really. I think it's better not to worry too much about the past. It's better to enjoy the present and **look forward to** the future.



<sup>6</sup>**calligraphy**: the art of writing using special pens or brushes

	Yes	No
his family and friends		
his job		
the music he likes		
photography		
books		
sports he plays		
poetry		
his pets		
gardening		
food		





## SECOND STRATEGY: PREVIEWING AND PREDICTING

**OBJECTIVE:** The students are able to guess what a text is about by reading the title and subtitle, and looking at pictures and graphs.

ACTIVITY	TIME	MATERIAL
1. WARM UP - Answer questions about the cover of a book. - Preview a short article. - Predict content of books based on the titles.	8 minutes	Book: GET READY TO READ
2. BEFORE THEY READ - Preview vocabulary	7 minutes	
3. AS THEY READ - Read the text and make predictions among paragraphs.	8 minutes	
4. AFTER THEY READ - Solve comprehension exercises: multiple choice and filling gaps. - Do exercises to improve vocabulary skills.	12 minutes	

## AS YOU READ

As you read, answer the questions in the boxes.

### What Color Are You Wearing?

#### The Connection between Color and Fashion

- 1 Do you like to wear bright colors like yellow and orange? Or, do you like to wear dark colors like black and brown? One of the first things you **notice** about a person's clothing is the color. Throughout history people have used color as **symbols**. In the past, colors had special meanings. Today the colors of clothes can have meanings too. Here are some of the ways fashion and color have connected. Since yellow and orange are easy to notice, let's see what they mean first.

Make a prediction. What do you think the next section will be about?

- a. dark colors      b. yellow and orange      c. the history of color

#### Noticing Yellow and Orange

- 2 It is easy to notice the colors yellow and orange. Yellow and orange look happy and sunny. In ancient Rome, people wore yellow clothes to weddings. Today, some people wear yellow for safety reasons. For example, many raincoats are bright yellow. People wear yellow raincoats so other people can see them easily in the rain. Like yellow, orange can be used for safety. At night, joggers and hunters in the woods may wear orange clothes.

Was your prediction for paragraph 2 correct? Yes    No

Think about your clothes. Do you wear yellow or orange very often? Why or why not?

Make a prediction. What do you think the topic of the next section might be?

- a. kinds of raincoats      b. the meaning of another color  
c. jogging and hunting

#### Relax with Green

- 3 Green is a **gentle** color. People who work in hospitals often wear green uniforms because the color relaxes patients. Green is also the color of nature. It symbolizes growth. Many years ago in Europe, brides wore green dresses as a symbol of fertility.<sup>1</sup>

<sup>1</sup>**fertility:** ability to have babies

Was your prediction for paragraph 3 correct? Yes No  
Why do hospital workers wear green uniforms?

#### Blue Is Everywhere

- 4 Blue is the color of the sky and the ocean, and it is one of the most **popular** colors. Blue is also the most common color of clothes—especially since blue jeans are everywhere! The color blue shows trust and **loyalty**. Clothing **experts** tell people to wear blue to job interviews to show they will be trustworthy workers. For this same reason, U.S. police officers often wear blue **uniforms**. That way, people will trust them.



The color blue is a symbol of trust. Police officers in the United States wear blue uniforms.

#### The Power Color

- 5 Red is often considered a **powerful** color. Red ties are sometimes called power ties. Red is also a cheerful color. Some people say, "When you feel blue,<sup>2</sup> wear red." In China, red is the color of good luck, and people wear red to weddings. Deep red looks strong and powerful, but light red—pink—looks soft and **gentle**. Pink is a **romantic** color. It is the color of love. In the United States, pink is often associated with girls. But before the 1920s, pink was considered a boy's color.

<sup>2</sup>**feel blue:** feel sad

Do blue or red have special meanings in your native culture? If so, what are they? Is pink associated with girls in your native culture? If not, is some other color associated with girls?

(Continued on next page.)

<sup>3</sup>**royalty:** members of a royal family, such as kings and queens

<sup>4</sup>**dye:** a substance you use to change the color of hair or clothes



<sup>6</sup>**elegant:** very beautiful and graceful

#### Royal Purple

- <sup>6</sup> Purple is the color of royalty<sup>3</sup> because for so long it was very expensive and hard to get. Purple dye<sup>4</sup> was made from snails.<sup>5</sup> It took more than 60,000 snails to make one pound of dye. Only very rich people could afford purple dye. Usually only kings and queens wore purple clothing.

What is the topic of the previous section?

Make a prediction. What do you think the topic of the next section might be?

#### Black and White Aren't Always "Black and White"

- <sup>7</sup> Black is a serious color. It is associated with death. In the West, people wear black clothes to funerals. Black clothes are also considered elegant.<sup>6</sup> Many people wear black clothes to formal parties. Women's evening dresses are often black. Men usually wear black suits to formal parties.



- <sup>8</sup> Beginning in the twentieth century, western **brides** have worn white as a symbol of goodness and happiness. In China, however, white is the color of death. Chinese people wear white clothes to funerals. White shows dirt easily; doctors and nurses wear white to show that they understand that it is important to be clean.

People often wear black clothes when they want to look elegant.

Is black a serious color in your country? Are any other colors considered serious?

What color do brides wear in your culture? Does white have any special meanings for you?

#### Conclusion

- <sup>9</sup> As you can see, a colorful world is a world of meaning because people have always used colors as symbols. Look around and you will notice the many ways that fashion and color have connected.

#### AFTER YOU READ

Fill in the third column in the chart on page 35. Did the article answer any of your questions from the second column? Which ones? Look at the things you wrote in the first column. Were any of your ideas confirmed or rejected in the article? Which ones?

### **THIRD STRATEGY: MAIN IDEAS AND SUPPORTING DETAILS**

**OBJECTIVE:** The students are able to identify main ideas and supporting details of a text.

<b>ACTIVITY</b>	<b>TIME</b>	<b>MATERIAL</b>
1. WARM UP  - Identify the main idea in a picture. - Identify main idea and supporting details in short texts.	8 minutes	Book: GET READY TO READ
2. BEFORE THEY READ  - Preview vocabulary	6 minutes	
3. AS THEY READ  - Read the text and identify topic, main idea and supporting details of each paragraph.	9 minutes	
4. AFTER THEY READ  - Solve comprehension exercises: true or false, and filling gaps. - Do exercises to improve vocabulary skills.	12 minutes	

## AS YOU READ

As you read the article, complete the chart on pages 57–58.

### Picture This: Photography Past and Present

#### Introduction

1 A photograph is something everyone can understand. It does not matter what language you speak or what country you come from; a photograph tells a story without words. Do you know where the word *photography* comes from? It comes from two Greek words: *photo* for "drawing" and *graphien* for "light." Together the two words mean "drawing with light." When you take a photograph, rays of light make a picture on the film inside a camera.



#### Photography in Our Everyday Lives

2 We use photography in many ways in our everyday lives. People all over the world take pictures of their family and friends. Some take pictures on special occasions **such as** birthdays, weddings, and **graduations**. Parents often take pictures of their children at sports events or musical performances. Lots of people take photographs when they are traveling or on vacation. They keep the pictures so that they can remember their trips. Photos are a great way to help us remember important times in our lives.

#### The Power of Photography

3 Photographs are powerful **tools**. They can teach us about people and places in other parts of the world. They also help us record special moments in history such as the first landing on the moon. Photography is important to doctors and scientists too. Cameras can go places where we cannot go and see things that we cannot see with just our eyes. For example, doctors use a small camera attached to a microscope to see inside the human body. Scientists use tiny cameras attached to a telescope to see things far away in space. Photography is also a powerful tool in business. Businesses use photographs to



help sell their products and services. As you can see, photographs can teach us new things, record information, and even sell products.

#### **The Birth of Modern Photography**

- 4 Modern photography was invented in the early twentieth century. In the 1800s only a few people knew how to take photographs. Cameras back then were large, **heavy, expensive, and difficult** to use. Therefore, most people who took photographs were **professional** photographers. How did things change? In 1900, a man named George Eastman invented a small camera. The new camera was so easy to use that almost anyone could take pictures with it. Eastman called his new camera the Kodak Brownie. Kodak Brownies were inexpensive **as well as** easy to use. The **price** of a Brownie was just one dollar. Soon thousands of people were buying Kodak Brownies and taking pictures.

#### **New Developments**

- 5 The technology of photography continues to develop. The biggest development involves the use of computers and digital cameras. Digital photography is a way to make pictures without using film. Digital photographs can be printed out on a computer. With digital photography, you can make changes to your pictures. You can change the colors or sizes of your photos. You can also take out the parts of the picture that you don't like.

#### **Conclusion**

- 6 Today, taking pictures is so easy that almost anyone can try to be a photographer. Photography is something that can be personal and it can be professional. It can be scientific and it can be for business. No matter what it is used for, photography plays a major role in all of our lives.

#### **Picture This: Photography Past and Present**

##### Paragraph 2

Topic: \_\_\_\_\_

Main Idea: We use photography in many ways in our everyday lives.

Supporting Details:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(Continued on next page.)

Paragraph 3

Topic: \_\_\_\_\_

Main Idea: \_\_\_\_\_

Supporting Details:

1. Photographs can teach us about people and places in other parts of the world.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Paragraph 4

Topic: \_\_\_\_\_

Main Idea: \_\_\_\_\_

Supporting Details:

1. In 1900, George Eastman invented a new, small camera.

2. \_\_\_\_\_

3. \_\_\_\_\_

Paragraph 5

Topic: \_\_\_\_\_

Main Idea: The technology of photography continues to develop.

Supporting Details:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



#### **FOURTH STRATEGY: SCANNING FOR INFORMATION**

**OBJECTIVE:** The students are able to find specific information by scanning a text.

<b>ACTIVITY</b>	<b>TIME</b>	<b>MATERIAL</b>
1. WARM UP - Scan a picture, a newspaper index, a menu, a tv guide and classified ads,	7 minutes	Book: GET READY TO READ
2. BEFORE THEY READ - Preview vocabulary	7 minutes	
3. AS THEY READ - Read the text and find examples to support main ideas.	8 minutes	
4. AFTER THEY READ - Solve comprehension exercises: multiple choice and filling gaps. - Do exercises to improve vocabulary skills.	13 minutes	

## AS YOU READ

As you read the article, look for examples to support main ideas. The phrases *for example* and *for instance* often introduce examples. Complete the chart on pages 95-96.

<sup>1</sup>**rhythm:** a regular repeated pattern of sounds in music or speech.

<sup>2</sup>**cave painting:** a picture painted on the wall of a cave

<sup>3</sup>**warrior:** a soldier, especially an experienced and skillful one

### Let's Dance

#### Why People Dance

- 1 Most people like to dance. This may be because moving the body in rhythm<sup>1</sup> is a natural way to show our feelings. Look at children. Children often jump up and down when they are excited about something. Sometimes they move **back and forth** quietly when they are relaxed. Dancing is also lots of fun. Many people dance just to enjoy themselves.

#### An Ancient Art

- 2 Dance is almost as old as human civilization. Cave paintings<sup>2</sup> in Africa and Southern Europe show pictures of people dancing. These pictures were painted hundreds of thousands of years ago. Dance later became part of religion. People danced for many reasons. For example, they danced to bring rain, to make crops grow, and to bring good hunting. Warriors<sup>3</sup> performed dances too. They danced to feel **brave** before a battle.

#### Let's Dance

- 3 Every culture has its own **traditional** dances. They often began as **simple** dances of ordinary people. **Gradually**, people added specific moves and steps. Some dances became very formal with rules for the dancers. The first formal social dances were held in Japan 1,500 years ago.

#### Dancing to Celebrate

- 4 Dancing plays a major part in many holidays and **festivals** around the world. For example, in the spring, the people of Central and South America **celebrate** a holiday called Carnaval. For five days, people of all ages dance in the streets wearing beautiful costumes. They dance to a kind of music called samba. Another example of dancing at holidays takes place in China. People there celebrate the Chinese New Year with a traditional dance called the Dragon Dance. The Dragon Dance is performed by a group of dancers. The dancers carry a huge dragon

made of silk, paper, and bamboo through the streets of the city. In India, traditional dances are also performed at festivals throughout the year. The dances have close links with the Hindu religion. The dances tell stories about the Hindu gods.

### Changing Styles

5 Many new dances have appeared over the last 200 years. For instance, in the 1800s, a new dance called the waltz became popular in Europe and North America. The waltz is a type of ballroom dance with gliding turns. Some people did not **approve** of the waltz because men and women danced too close to each other. Another type of dancing that became popular in the 1800s was tap dancing. Tap dancing is a **combination** of African, Irish, and English dances that developed among African Americans. In the 1950s, rock 'n' roll became popular. It gave birth to disco, which was danced all over the world in the 1970s.



Carnaval is a special time for people in Central and South America to dance in the streets.



The Dragon Dance is an important part of the Chinese New Year celebrations.



Indian dancers wear beautiful costumes. Their dances tell stories.

Main Idea: People danced for many reasons.

Examples:

1. *They danced to bring rain.*

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

(Continued on next page.)

Main Idea: Dancing plays a major part in many holidays and festivals.

Examples:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Main Idea: Many new dances have appeared over the last 200 years.

Examples:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## **FIFTH STRATEGY: MAKING INFERENCES**

**OBJECTIVE:** The students are able to make inferences based on previous knowledge and what they see or read.

<b>ACTIVITY</b>	<b>TIME</b>	<b>MATERIAL</b>
1. WARM UP - Make inferences of pictures, short paragraphs and dialogues.	6 minutes	Book: GET READY TO READ
2. BEFORE THEY READ - Preview vocabulary	7 minutes	
3. AS THEY READ - Read the text and choose logical inferences.	9 minutes	
4. AFTER THEY READ - Solve comprehension exercises: true or false and filling gaps. - Do exercises to improve vocabulary skills.	13 minutes	

## AS YOU READ

As you read the journal, think about inferences you can make. Put a check next to the statements in the boxes that are logical inferences.

### My Travels by Train in the Western United States

- 1 Chris and Jan wanted to visit the western United States. They decided to take a **tour** on a train called the American Orient Express. The tour included all their food and transportation. They even slept on the train, so they didn't have to make any hotel reservations. Chris and Jan wanted to learn about the history, native people, plants, and animals of the western United States. They were happy that there was a **guide** on the tour to explain everything to them.

Thursday, June 12

- 2 We flew to Salt Lake City, Utah, this morning and got on the train at 3:00 P.M. The train is beautiful, but our room is very small (very, very small!). First we unpacked. Then we went to the observation car to meet the other people on our tour. Everyone goes there to meet people and enjoy the **scenery** through its huge windows. The people on our tour seem very nice, and I'm sure we'll make lots of new friends. Tomorrow when we wake up, we'll go to Yellowstone National Park in Wyoming.



- ☐ Chris and Jan are not from the western United States.
- ☐ Chris and Jan wanted to meet people.
- ☐ Chris and Jan are sisters.

### Friday, June 13

3 We got to Yellowstone at 10:00 this morning. We saw huge animals like buffalo, moose, bears, and elk, and smaller animals too. They are all **wild** and free and fun to watch. Of course we had to see Old Faithful, the most famous geyser in the world. Then a group of us decided to hike<sup>1</sup> a few miles up to a beautiful waterfall. I found some buffalo fur on the **trail**! It's silkier and softer than my cat's fur! I'm going to save it. We saw and learned so much today and had lots of fun with our new friends. Some people think Friday the 13<sup>th</sup> is an unlucky day, but it was a great day for us! When we got back to the train we were tired, but happy, and ready for a big dinner.

<sup>1</sup>**hike:** to take a long walk in the country or mountains

- ☐ Chris believes Friday the 13<sup>th</sup> is an unlucky day.  
☐ Chris liked the buffalo fur.



### Saturday, June 14

4 We woke up this morning at the Teton Mountains in western Wyoming. What an **amazing** sight! The Tetons are part of the Rocky Mountains. The highest point is called Grand Teton, and it is unforgettable. We only went up to 11,000 feet, but the air up there was thinner and colder than it was on the **bottom**. We hiked for miles on a beautiful trail with lots of pretty flowers. The views of the mountains and lakes and wild animals were unbelievable. I will never forget how **gorgeous** the mountain scenery is here—especially because I took so many pictures! I probably took too many, but I couldn't stop until I ran out of film. By the time we got back on the train, I was exhausted from walking so much. But I was ready for another big dinner after another great day of great new experiences with great new friends.

(Continued on next page.)





- \_\_\_\_\_ The Grand Teton is higher than 11,000 feet.  
\_\_\_\_\_ Chris took more pictures than Jan.

**Sunday, June 15**

- 5 We slept well as the train traveled to Utah and Zion National Park. No cars are allowed at Zion, so we walked or used the park bus to get around. Today was hotter than yesterday. It was 102 degrees Fahrenheit (38 degrees Centigrade). Our guide told us to bring **at least** a half-gallon of water to drink! We stayed at the bottom of the canyon and hiked along the river there. The view is amazing from the bottom. When I looked up at the rocks, I felt very small. They rise 3,000 feet (914 meters) toward the sky. Wind and water have changed the rocks into unusual shapes. Our guide said, "Nature is an amazing machine," and he was right. Jan pointed to two people climbing up the side of a rock. That looked **scary**. They were so high that it was hard to see them.





**Monday, June 16**

- 6 Today, Arizona: The Grand Canyon! Our guide pointed out that the Grand Canyon is not the widest, longest, or deepest canyon in the world, but it is the grandest. We hiked along an easy trail. I stayed on the trail, but Jan went off the trail to take pictures. She got very close to the edge. I told her it was unsafe, but I'm sure her pictures will be wonderful. Lots of people go by mule or on foot down to the bottom of the canyon. Not me, of course. Too scary! The Grand Canyon is a special place for Native Americans like the Hopi and the Navajo. They lived in the canyon a thousand years ago, and the land is still important to them. Today, they only go there for religious purposes. There is a lot to learn about the land and people of this area.



**Tuesday, June 17**

- 7 This morning we woke up in Albuquerque, New Mexico. After our usual big breakfast, we went to Bandelier National Monument. This is one of the places where the Anasazi Indians once lived. They made their homes in caves on the sides of high rock cliffs. How did they do that? It's not easy to get up to those caves. Our guide told us that the Anasazi first moved to this canyon in the late 1100s and stayed for about 400 years. The park has trails and ladders to make it easier for tourists to see inside some of the caves. I decided to be brave and climb up a 10-foot ladder to see inside a cave. I got to see the pictures the Anasazi drew on the walls so long ago. They were very interesting.

Naturally, Jan wanted to climb up to the highest cave—180 feet (55 meters) up! She's a lot braver than I am. Of course, I **would rather** stay on the ground and worry. Tonight was our farewell dinner. It was sad to say goodbye to these special friends after traveling so far with them. We all got along so well together. This was the most wonderful trip I've ever taken.

- ☐ Chris is afraid of heights.
- ☐ Jan is not afraid of heights.
- ☐ The Anasazi drew pictures of animals on the walls of the caves.

