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“COGNITIVE STRATEGIES AND THEIR INCIDENCE IN READING
COMPREHENSION”

AUTHOR:

Lic. Luz María Freire Carrillo

TUTOR:

Lic. Tatiana E. Martínez Zapata Mgs.

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Lic. Luz María Freire Carrillo

N.U.I. 0604257907

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DEDICATORY

To Mesias Freire and Delia Carrillo my parents, who deserve the whole world, for teaching me to dream and not limiting my life in any way.

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Resumen

En el proceso activo de enseñanza y aprendizaje, exploramos constantemente nuevas técnicas y estrategias de estudio, sobre todo en el contexto de la lengua inglesa. Como lengua extranjera, es crucial para el desarrollo de todas las habilidades y sub-habilidades. Esta investigación, realizada en la Universidad Nacional de Chimborazo, carrera de Pedagogía en Lenguas Nacionales y Extranjeras, se centró específicamente en la aplicación y el proceso de las estrategias cognitivas. Estas estrategias juegan un papel clave en la mejora de la comprensión lectora, un aspecto vital en el aprendizaje de idiomas.

El estudio emplea un diseño cuasi-experimental, categorizándolo como una investigación de campo aplicada que utiliza un método estadístico cuantitativo y descriptivo. Los instrumentos de recogida de datos se centraron en la realización de pruebas. Un pre-test reveló que los estudiantes de quinto semestre requerían la implementación de estrategias cognitivas en las tareas especificadas después de los talleres de lectura. Se eligieron varias estrategias cognitivas y se aplicaron durante un periodo de cinco semanas, tras el cual se realizó una prueba posterior para evaluar su eficacia.

La aplicación práctica de estas estrategias se tradujo en una mejora significativa de la capacidad para comprender la lectura y realizar las actividades con mayor eficacia y claridad. Los resultados sirvieron de base para elaborar una guía didáctica que proporcionara a los profesores las herramientas necesarias para el conocimiento de las estrategias cognitivas, lo que hace que la investigación sea de gran aplicación en el campo de la pedagogía de la lengua.

Palabras clave:

Estrategias cognitivas, comprensión lectora, destreza, guía didáctica, proceso de enseñanza-aprendizaje.

Summary

In the active process of teaching and learning, we are constantly exploring new techniques and study strategies, particularly in the context of the English language. As a foreign language, it is crucial for the development of all skills and sub-skills. This research, conducted at the Universidad Nacional de Chimborazo, National and foreign languages pedagogy major, was specifically focused on the application and the process of cognitive strategies. These strategies play a key role in improving reading comprehension, a vital aspect of language learning.

The study employs a quasi-experimental design, categorizing it as an applied field investigation that utilizes a quantitative and descriptive statistical method. Data collection instruments were centered on testing. A pre-test revealed that fifth-semester students required the implementation of cognitive strategies in the specified tasks following reading workshops. Various cognitive strategies were chosen and implemented over a five-week period, after which a post-test was conducted to assess their effectiveness.

The practical application of these strategies resulted in a significant improvement in the ability to comprehend reading and perform the activities with greater effectiveness and clarity. The findings served as the basis for developing a didactic guide to provide teachers with the necessary cognitive strategy knowledge tools, making the research highly applicable in the field of language pedagogy.

Keywords:

Cognitive strategies, reading comprehension, skill, didactic guide, teaching-learning process.

Introduction

The English language has become one of the most important languages around the world. Since it is the most widely spoken language globally, it has been implemented as a subject in educational systems in different countries. At the same time, new methods such as communicative language teaching, approaches like task-based learning, strategies such as using authentic materials, and techniques like role-playing have been applied to improve the English learning process. Therefore, the Ecuadorian system of education develops different cognitive and metacognitive strategies needed for other subjects and reinforces content covered in other areas.

Reading comprehension skills, a cornerstone of the English learning process, are honed through practice. This skill, used by students in every lesson or situation, empowers them to learn new things. The key to mastering this skill is consistent practice, such as exposure to a context where the use of the language is constant. However, it is also important to acknowledge that some students may face challenges in improving their reading skills, which is where our research comes in.

Thus, the already mentioned factor has been evidenced at the Fifth Semester Parallel "A" of Universidad Nacional de Chimborazo, pedagogy of national and foreign languages career, during the academic period 2023-2S; this institution is in the city of Riobamba, Chimborazo province.

The research problem we are addressing is of the utmost importance students need assistance to enhance their reading comprehension skills in class. This need is often due to factors such as lack of practice, exposure to an adequate context, or even motivation. This investigation aims to provide crucial insights into the application of cognitive strategies to enhance reading comprehension. These strategies, when effectively employed, create a

context where students can understand and interpret different situations, underscoring the urgency of this research.

Chapter I: contains the problem research, which is focused on identifying the most effective cognitive strategies for improving reading comprehension. The justification for this research and the objectives to be reached at the end of the investigation process are also outlined in this chapter.

Chapter II: This chapter presents the referential framework, which includes the research background and theoretical framework. It aims to establish essential theoretical foundations, along with key terms and definitions pertinent to the overall theme of this study.

Chapter III: The methodological framework provides a comprehensive analysis of the methods employed, research focus, types of research, research design, as well as details on the population and sample. It also outlines the techniques and instruments for data collection and methods for data processing.

Chapter IV: This chapter offers a discussion and analysis of the results obtained from the research.

Chapter V: The final chapter presents a proposed Didactic Guide designed to assist teachers, students, and future researchers in effectively utilizing cognitive strategies to enhance reading comprehension skills. It also contains practical conclusions, recommendations, and bibliographic references, equipping the audience with the necessary tools and knowledge.

Chapter I

Generalities

1.1 Problem Statement

Over the years, the development of English language skills has gained momentum due to the different activities that can be performed to improve each. Applying cognitive strategies will help improve reading comprehension at all educational levels. This research work will focus on analyzing the application of cognitive strategies to develop reading skills due to problems in reading skills, with the primary objective that students can perform reading activities with a better approach without more significant difficulty. The research will have a qualitative approach. In addition, the type of research will be descriptive. The data collection technique with information will be the observation sheet. This sheet allows the collection of accurate and essential data for analysis. The impact of this research will enable teachers to look for different strategies to develop reading comprehension so that students can understand the context of reading and develop and complete other activities where a clear and precise message must be obtained from a given text.

Learning English takes practice and effort, and students worldwide feel it is impossible to achieve fluency or proficiency. Students study only to get a grade or for an exam, which allows us to perceive the lack of interest in English. In addition, it is essential to have some knowledge of English to get a job because it is the main window to the modern world. This is especially true in developed countries, where the door is open to hiring technically qualified personnel who are fluent in English.

Currently, English proficiency levels among students in Latin America are below the desired standard. While many governments are making commendable efforts to address this, the remaining gap is significant. The lack of systematic information further hampers these

efforts, limiting the use of evidence-based approaches to improve English language learning in educational institutions.

Despite individual efforts in various educational institutions, a unified strategy to regulate students' English proficiency is notably absent in most Latin American countries. Such a strategy is not just desirable, but crucial, to ensure a consistent and effective approach to improving English language learning.

According to EF (2023), Ecuador ranked 80th out of 113 countries evaluated. It is considered to have a "Very Low" level of English, with an EF EPI score of 467, equivalent to a low level according to the Common European Framework. Ecuador has a lot of work to do among Latin American countries, as it ranks eighteenth out of twenty.

Universidad Nacional de Chimborazo is a higher education university in the city of Riobamba, Province of Chimborazo. In this educational center, there are 9000 students and 600 teachers.

At this institution, students place a strong emphasis on language learning. In addition to our team of English-trained teachers, each student is required to obtain a B1 certification. This ensures that the process of teaching and learning the language is integrated with the acquisition of all the skills necessary for effective communication.

Students understand the profound benefits of learning a new language. It's not just an additional working tool but a key that can unlock opportunities in any professional field and open doors to new experiences in different countries worldwide.

According to Ministerio de Educación (2012), teachers are knowledgeable about, adept at, and capable of applying a range of standards-based teaching strategies and techniques aimed at fostering and integrating English skills in listening, speaking, reading, and writing.

Reading comprehension has a positive influence by encouraging the habit of reading daily. This can include books, articles, magazines, and other materials of interest. Discussing what people read with others to share ideas and points of view can deepen understanding. It is equally important to use the information read in projects, essays, and discussions, as it reinforces and applies the knowledge gained.

Reading a variety of styles of writing is crucial in developing the ability to comprehend different types of texts. This practice not only broadens your reading horizons but also enhances comprehension skills.

1.2 Justification

In today's world, the English language is essential because studying this new language opens opportunities in the world of work and at the educational level. In addition, we can highlight the management of skills such as reading, speaking, listening, and writing, which is linked together. These skills allow us to improve our communication with other people.

Reading ability and its associated sub-skills enable the development of additional skills, as they facilitate activities that involve writing, listening, and speaking. This research will identify the use and application of cognitive strategies and their impact on reading comprehension.

The main objective of this research is to analyze the application of cognitive strategies in reading comprehension, taking into consideration that reading comprehension allows the reader to have a clear and precise idea of the text they have read and consequently to be able to carry out any activity or workshop in which they can respond accurately to questions based on the reading.

This research will be carried out in response to various issues faced by students within the educational context. Many people do not read because they cannot. The reason is

that they often read but need help understanding the text, which makes the reading not inspiring and does not catch the attention. Homework should be fast but understandable, fluid, but with clear, accurate, and error-free ideas.

The problems that this research will solve are those that arise immediately when short questions are asked about the text, many times the reader is asked about the main idea, characters, message, and conclusion and wrong answers are obtained, or when a written workshop is conducted, the expected solutions are not obtained, this happens because strategies are not used when reading, or in several cases, it has been detected that

This research will help students of Fifth Semester Parallel “A” of Universidad Nacional de Chimborazo, pedagogy of national and foreign languages career, during the academic period 2023-2S, this population will receive a guide with cognitive strategies to improve reading comprehension. This group can work easily in different activities that involve reading skills and subskills.

If this research is not carried out, we may continue to see students who cannot understand or comprehend a text, story, or paragraph. This research will impact the students so that they can be active beings who are involved in the learning process, surrounded by techniques and strategies that help to meet learning objectives.

This research, which takes a unique approach by investigating the impact of cognitive strategies on students in the context of reading comprehension activities, is the focus of our study.

After a month of follow-up, the application of a pre-test and post-test has yielded positive and significant results for the students, underscoring the potential impact of this research on the field of education.

This research was conducted to address a significant issue of lack of development in students reading activities and their failure to apply strategies for elaborating activities after reading.

1.3 Objectives

1.3.1 General Objective

- To analyze the application process of cognitive strategies and its incidence in reading comprehension in students of the fifth semester of pedagogy of national and foreign languages from Universidad Nacional de Chimborazo

1.3.2 Specific Objectives

- To define what the cognitive strategies are and their application process in reading comprehension.
- To select the appropriate cognitive strategies to be used according to the students and environment background.
- To apply the selected cognitive strategies in the group of study.
- To evaluate the pre and post results through the comparison.
- To design a guide of Cognitive strategies to be applied in English lessons to improve reading comprehension.

1.4 Research Problem Formulation

1.4.1 Research Questions

- Why cognitive strategies are essential in the English learning process?
- How should teachers use cognitive strategies in an English class?
- What is the process of developing reading comprehension activities with cognitive strategies during a class?

1.5 Delimitation of the Research Problem

Field: Education

Area: Reading skill

1.6 Time Delimitation

6 months

1.7 Spatial Delimitation

Universidad Nacional de Chimborazo, Pedagogy of National and Foreign Languages

Major.

Chapter II

Theoretical Framework

2.1 Research Background

Cognitive strategies have been investigated to look for using and applying different of these in teaching teaching-learning process. To this Shira (2001) with the title “**The effects of cognitive strategy Instruction on Student`s reading comprehension**” from The University of San Francisco This quasi-experimental study of fifth graders was conducted in examining the Relative Effectiveness of three Cognitive Strategy Instructional Therapies on Reading Comprehension Performance, as conclusions the researcher present Cognitive strategy therapy included in the study is using questions combined with clarifications. MANCOVA was employed to examine the dependent variables, which included scores from comprehension and vocabulary tests.

Rodriguez-Sua (2020) investigated cognitive strategies with the title “**Cognitive Strategies for developing students’ Reading Comprehension Skills Using Short Stories**” This article emphasizes the significance of utilizing cognitive strategies to enhance reading comprehension in a second language. The research was conducted at Capellania Public School in Macacajica, Cundinamarca, Colombia. An initial needs analysis indicated that participants had a dislike for reading, primarily due to their limited knowledge of reading strategies. Consequently, the aim of this study was to assess the impact of five cognitive reading strategies (CRS) on the reading comprehension of forty ninth-grade students using short stories. The selected cognitive strategies included anticipation, posing questions before reading, visualizing while reading, summarizing the story with a graphic organizer, and responding to reading comprehension questions after finishing the text. The results of this study may provide valuable insights for other English or foreign language teachers seeking to improve their students' reading comprehension.

In the third research Osuji (2017) with the title: **“Cognitive and metacognitive strategy use in first and second language reading comprehension”** explores the use of cognitive and metacognitive tactics in the first RC language performance (study 1), competitors have performed RC tasks in Igbo and completed a reading comprehension tactics questionnaire (RCS). Competitors provided average usage ratings for 10 out of the fourteen reading tactics selected for investigation. The regression analysis revealed that the implementation of their reading comprehension tactic accounted for a significant variance (28.6%) in students' Igbo reading scores. However, no significant differences were found in the reported use of cognitive and metacognitive skills during the reading task among competitors.

Another research Aguirre Arellano & Sanchez Chinchuña (2023) with the title: **“The Effect of Task-Based Language Teaching to Develop the Reading Comprehension Skills of the English Language.”**, the objective of this research was to know the characteristics of Task-Based Teaching- Learning and its influence on the ability of comprehensive reading in the English language. Based on the analyzed literature, it was possible to obtain the theoretical components of both variables to establish the pedagogical implications and observe the effectiveness, the types of tasks, and which aspect of task-based Teaching-Learning is the ideal one to apply together with the Reading skill. Therefore, the results showed that the use of this strategy not only contributes to improving reading comprehension but also enhances the learning experience through activities based on daily life situations, previously carrying out a diagnosis of the student's abilities. This process, crucial for discerning which type of tasks and which curricular configuration allows us to obtain better results in the improvement of reading comprehension, offers a promising future for education, inspiring optimism and motivation among educators, researchers, and professionals in the field.

Parra Crizon (2022) with the title: **“To analyze the Barrett Taxonomy focus on cognitive skills to develop reading comprehension in English language, the case of students of Tercer Año de BGU “A” at Juan de Velasco High School in Chimborazo Province-Riobamba City in the Academic Period September 2021- February 2022”**, this study aimed to analyze the importance of Barrett's Taxonomy, focusing on cognitive skills in developing reading comprehension in the English language.

The type of study developed was qualitative research with a descriptive level, and it is concluded that Barrett's Taxonomy is a guide of questions to help teachers assess students' reading comprehension; in this study, not all categories of Barrett's Taxonomy were applied by the teacher in classes; literal comprehension and reorganization are predominant.

Reading and reading comprehension are not the same. Reading involves the process of interpreting a sequence of written symbols to derive meaning, whereas reading comprehension can be challenging for students. They must be able to interpret the meaning of the words, expression, and sentence. To improve students' reading comprehension, the teacher must use an adequate technique or strategy that helps them develop their critical thinking.

2.2 Legal Framework

This research project is based on the Constitución de la República del Ecuador (2021) national articles, which state that:

Art. 26: Education is a people's right and an unavoidable and unforgivable obligation of the state, serve as the foundation for this educational effort. It is a fundamental requirement for a decent life, a top priority for public policy and state investment, and a guarantee of equality and social participation. The right and obligation to engage in the educational process belongs to individuals, families, and society as a whole.

Art. 27: Education will be required, participatory, intercultural, democratic, inclusive, diverse, and centered on people, ensuring their holistic development within the frameworks of respect for human rights, a sustainable environment, and democracy. The Republic of Ecuador 2008 Constitution states that: "It will stimulate the critical sense, artistic and physical culture, individual and community initiative, and the development of 13 different skills and abilities in order to create and work." It is inclusive and diverse, of high quality and warmth, and it will promote gender equality, justice, solidarity, and peace.

The agreement of Ministerio de Educación (2015) expresses the following information: Article 2.- Purpose: To provide BGU students with the opportunity to learn a second foreign language as a fundamental second foreign language, as a fundamental tool to face the demands of today's society.

Article 5.- Proposed levels. The exit profile that students of public, public-commissioned and private educational The exit profile of the students of public, public-commissioned and private educational institutions that choose to teach French as a second foreign language will be French as a second foreign language will be:

First of BGU: Pre A1 level

Second of BGU: Level A1

Third of BGU: Level A2

The levels proposed here are based on the Common European Framework of Reference for Languages.

2.3 Theoretical Framework

2.3.1 Cognitive Strategies

Cognitive strategies are learning strategies that have been shown to work successfully for students so that the reader can process the information and the author's message effectively; these strategies help the students. Additionally, they are tools people

use consciously to improve their ability to process and use information and are fundamental in learning, problem-solving, and daily life.

Cognitive strategies can be described as internal processes employed in various activities that necessitate cognitive engagement. This includes cognitive strategies related to reading comprehension, learning, recalling information, and thinking or problem-solving. In essence, it focuses on how to learn, how to remember, and how to express reflexive ideas. (Abdel Ghafoor & Rabaia, 2021)

Cognitive strategies assist readers in developing a coherent and appropriate situational model of the text, thereby directly improving comprehension. These mental tools enable readers to grasp the material by participating in activities before, during, or after the reading process. In everyday life, when undertaking a specific task, human beings perform a series of actions, generally automatic, to achieve previously established objectives. Nowadays, these objectives will often be non-standardized; therefore, the individual will have to design his strategies and teach others to search for these specific codes. As we have been advancing in society, schools are facing this reality and must stop teaching the repetition of meaningless tasks. Thus, from the learning-teaching dichotomy, we have moved on to the cognition-metacognition dichotomy. This shift highlights the growing importance of metacognition in modern education. It informs us about the need to understand and control our cognitive processes, which is crucial for effective learning. The teacher must travel from didactics of teaching to didactics of guidance or teaching of competencies, with metacognition playing a central role in this transition.

According to Bruggink, Swart, van der Lee, & Segers (2022) cognitive comprehension strategies aid the reader in constructing a coherent and accurate situational model of the text, thereby directly improving understanding.

Cognitive strategies are steps used in learning that enable learners to manipulate language material directly, reason, take notes, analyze, summarize, synthesize, and reorganize information to develop more robust schemas, practice in natural settings, and practice structures and formal sounds. Research in this area shows that these strategies are significantly related to L2 proficiency.

Zakiah (2019) argues that cognitive strategies encompass four categories: practicing, receiving and sending messages, analyzing and reasoning, and organizing structures for input and output.

According to the cognitive principle, 'input' refers to any information conveyed through environmental stimuli. The cognitive functioning of the human mind is termed the 'process,' while the outcome is referred to as the 'output.' Prior to reaching a goal, an individual formulates a mental map of their environment. This mapping ability involves identifying and choosing from various alternative paths available. Educators should facilitate learning by using metaphors, analogies, relationships, and visuals as cognitive tools. The cognitive principle, with its adaptability, assures us that these tools can be used in various teaching scenarios, making it a versatile approach.

2.3.1.1 Types of Cognitive Strategies

Predicting

Predicting is making an estimate of what will happen in the future. It uses available information and patterns observed in previous data in a variety of contexts, such as science, business, sports, and even everyday life. Forecasting involves using analytical, statistical, or model-based methods to make educated guesses about future outcomes.

When students make predictions about the text they are about to read, they establish expectations rooted in their previous knowledge of related subjects. During the reading process, students remain actively involved in prediction, allowing them to mentally adjust

their forecasts as they acquire new information, which keeps them involved and interested in the text.

Predicting helps us to make sense about the reading, when you read the title of the text you can predict the genre or the type of text, including the names of the chapters makes people create their own expectations about what will read in the next pages.

The conscious use of prediction can be a useful strategy when dealing with challenging texts; however, prediction itself is not merely a strategy but rather a fundamental component of how we process text (Nuttall, 2005)

Mind mapping

Mind mapping is a powerful tool utilized across various fields, and it has the potential to revolutionize language learning and teaching, particularly at the college level (Huang, 2016). A mind map is a visual diagram used to organize information, typically centered around a single concept, with associated representations of ideas such as images, words, and parts of words. Main ideas are directly connected to the central concept, while other ideas extend from these primary themes.

Mind mapping is a practical tool, highly visual and colorful, using keywords, images, and symbols to represent information effectively. It helps organize thoughts clearly and hierarchically, facilitating the generation of new ideas by visualizing the relationships between concepts. It aids in summarizing and remembering information, allowing for the analysis of different options in a structured way. It assists in planning projects, assigning tasks, and establishing relationships between them.

Mind maps are a valuable tool for students to organize their thoughts before and after reading an informational text. By placing the topic at the center of the mind map, students can categorize their thoughts and see how they relate to each other, boosting their confidence in their understanding of the material. After reading the text, this mind map can be

supplemented with new information, further enhancing their comprehension. Structuring the information in the mind map is crucial to ensure transparent relationships between words.

Summarizing

Summarizing a text requires the reader to consider its essence and discard irrelevant matters. Students can discuss what they think is most important by outlining a text together in interaction.

Receiving feedback from a teacher or peers during the summarization process can enhance students' comprehension of the text. Summarizing enables students to retain the main ideas of a text, which is beneficial when studying a particular subject. A summary can take various forms, including a written text, a diagram with illustrations, a retelling of a story, or an oral recall of an expository text. This versatility empowers students to choose the best method for their learning style.

A good summary condenses significant information into fewer words than the original text without losing comprehension. It should be clear and understandable so readers can quickly grasp the main ideas. Although brief, the summary should maintain the accuracy and integrity of the original ideas. It allows readers to learn the essential information in a long text quickly. It helps students process and remember critical information from books, articles, or lectures. In the professional field, summaries are helpful for brief, precise reports, presentations, and communications.

2.3.1.2 Advantages of Cognitive Strategies to Improve Reading Comprehension

Cognitive strategies help individuals process, organize, and remember information more efficiently, improving their retention of knowledge and skills. These strategies teach individuals to approach problems structured and systematically, making it easier to identify practical solutions. Cognitive strategies such as summarizing, paraphrasing, or making

connections between concepts promote a deeper and more holistic understanding of information.

General cognitive strategies, such as note-taking, rehearsing, elaborating, underlining, mapping and linking, and summarizing, have broad utility across content areas and mental tasks.

By learning to use these strategies, individuals become more independent in their learning process, relying less on direct instruction and more on their ability to manage information. Cognitive strategies also encourage reflection on one's learning process, leading to greater awareness of how one learns best and what adjustments can be made to improve.

These strategies enhance the ability to analyze and synthesize, enabling people to find new ways of solving problems and generating innovative ideas. Students apply the different strategies to read correctly through the various reading levels - decoding, comprehension, content analysis, and evaluation. The teacher has to guide the students through one or another strategy that best suits the students. In this study, we will define each of the above phases, detailing the different teaching actions and the role played by interpretive skills at the reading level. Thus, each of the alternatives can lead to a wide variety of conclusions, opening up a world of exploration. The teaching profession demands maximum effort from those who exercise it to perform their work correctly due to the many factors, personal situations, and curricula to be taught that hinder and complicate the development of the teaching-learning process (Nwoko et al.,2023).

2.3.1.3 Characteristics of Cognitive Strategies

Cognitive strategies have several characteristics that make them effective in the learning, problem-solving, and decision-making process.

Rather than prioritizing rote memorization, as seen in traditional classroom settings, cognitive learning emphasizes the importance of prior knowledge. It encourages individuals to think critically about the material and relate it to their existing knowledge, leading to deeper and more effective learning over time.

Meaningful learning occurs when individuals connect new information with prior experiences and knowledge. This process involves emotional, motivational, and cognitive components, which contribute to enhancing expertise and problem-solving abilities.

Cognitive learning is particularly effective for achieving mastery in various professional fields. It optimizes the utilization of the brain, thoughts, emotions, and experiences. Cognitive strategies transform learning activities into immersive experiences that build upon past knowledge while applying it to future situations.

Cognitive strategies help the individual focus attention on the relevant or meaningful aspects of the task at hand; they motivate the individual to make connections, process, and reorganize information deeply (Chew & Cerbin, 2021).

2.3.2 Reading Comprehension

According to Berardo (2006), reading serves three primary purposes: survival, learning, and pleasure. Reading for survival involves responding to environmental cues to gather information, including interpreting street signs, advertisements, and timetables. This type of reading is closely tied to the daily needs of the reader and often requires an immediate reaction to a given situation.

In contrast, reading for learning is typically associated with classroom activities and is goal-oriented. However, the process of learning to read extends far beyond the classroom. Variations in readers' abilities can often be attributed to the diverse sociocultural contexts in which children are raised and taught to read. Learning and literacy are viewed, in part, as cultural and historical endeavors. They are not only developed through social interactions

but also reflect how specific cultural groups or discourse communities understand and communicate information about the world.

Reading comprehension is a skill that determines the success of the foreign language learning process, as it helps expand vocabulary, facilitates the recognition of grammatical structures, makes readers aware of other realities, and, depending on the context of reading, may even be about learning science and culture to gain knowledge, it is a dynamic process involving making predictions, summarizing main ideas, and questioning one's own ideas anticipation and clarification of unclear concepts. This handout will help you understand that reading consists of using these reading strategies; these strategies are integrated into a sequence. It includes three stages: before, during, and after reading.

Rodriguez (2021) asserts that reading comprehension encompasses several components, including understanding the text, vocabulary knowledge, identifying relationships among words and concepts, organizing ideas, recognizing the author's intent, evaluating the context, and making informed judgments.

Acknowledging the varied interests of proficient readers highlights the importance of offering diverse materials for reading instruction. Children are more likely to develop a love for reading when they encounter materials that reflect their own interests. Such resources, suitable for all grade levels, cover a broad array of topics.

While language acquisition begins at birth, reading comprehension skills are not inherent, as they do not emerge automatically through human development. Reading skills must be actively taught, as the human brain is not naturally predisposed to reading. According to William and Stoller (2020), reading for general comprehension in skilled, fluent readers demands swift and automatic word processing, a strong ability to form a coherent understanding of key ideas, and effective coordination of multiple processes under tight time constraints.

Reading comprehension strategies can significantly enhance understanding, particularly when taught meaningfully. Much of reading comprehension occurs internally, making it challenging to teach both text comprehension and the effective application of comprehension strategies. Reading comprehension is one of the most essential aspects of knowledge; reading is compelling because it has the following characteristics: it implies an active process, and it involves interaction with the text. New ideas and concepts appear, leading us to search for meaning. An interaction is generated between what we know and the content of the text; that is to say, there is a use and modification of previous schemes. Teachers create expectations about the content of the writing; we make predictions that we must confirm. Students cannot say there is comprehension if these processes do not occur.

Different strategies and skills or processes are involved in the reading task. Reading comprehension is an active and challenging process based on the interaction of five basic processes: prosodic encoding or decoding, lexical recognition or identification, accessing or searching for the meaning of known lexies, syntactic and semantic integration, and cognitive control and regulation processes. These processes interact at all levels of processing involved in comprehension reading, from lower levels of visual, lexical, and syntactic analysis to higher levels of semantic analysis and inferential activity beyond the basic and automated reading processes, such as word recognition. Deep reading requires the implementation of monitoring and regulation processes according to the objectives set for such reading, which will determine, to a large extent, the use of one or other strategies.

Reading comprehension is a complex cognitive process that combines multiple skills, such as phonological awareness, decoding, fluency, and vocabulary. It involves an intentional interaction between the reader and the author, requiring readers to connect their prior knowledge with organized comprehension strategies to interpret the text's meaning.

This process encompasses recognizing and decoding words, deeply understanding their meanings, and using that understanding to grasp the main idea and summarize the content.

This skill is universally acknowledged as vital across all professional fields, enabling readers to interpret and engage with written or printed information, thereby fostering greater interaction with the world. Consequently, reading is often regarded as foundational to all language learning, as it equips individuals with essential insights and knowledge.

2.3.2.1 Teachers' Role in Reading Comprehension

Astuti and Priyana (2020) argue that reading comprehension lies at the heart of the reading process, viewing it as the pinnacle of reading skills and the foundation for all reading-related tasks. Consequently, fostering strong comprehension should be a top priority for teachers.

However, many educators still rely on traditional methods, which can lead to stagnation in teaching quality and hinder students from fully benefiting from their education. Greater emphasis on cognitive approaches could capture students' interest and enhance learning effectiveness and skill development. By adopting and applying these methods, teachers have the potential to eliminate many challenges and limitations within the educational process.

In this learning process, the work of teachers as teaching guides is crucial in activities such as developing vocabulary retention through classroom strategies and cognitive learning, so this study will help to manage morphosyntactic processes produced in the classroom with students more effectively. In seeking solutions to problems, teachers are concerned with cultivating a specific type of motivation in their students: motivation to learn. It consists of many elements such as concentration, planning, goals, understanding what and how you plan to study, and active search for new information.

According to Blachowicz (2008) there are six functions in teachers' role:

1. Set goals
2. Model
3. Guide practice
4. Provide independent practice
5. Assess
6. Repeat any steps as necessary

Teachers should aim to balance their understanding of each child's individual development with insights into the social contexts and expectations shaping students' lives. By considering the broader picture beyond the individual learner, teachers can make well-informed choices about classroom activities and support strategies. This approach not only enhances the use of instructional time but also clarifies the teacher's role in fostering a well-rounded learning environment.

Reading comprehension is an intricate process that draws on multiple foundational skills, occurring largely as an internal, invisible activity within the reader's mind. Developing the ability to understand written text is not something children achieve independently; it necessitates skilled guidance and support, particularly from their teachers in the early stages.

Teachers, as guides, might choose and consider the texts to be used. These texts can be assumed naturally, with a true narrative where cognitive strategies can be applied in a specific way. These reading materials can be found in all kinds of sources, such as science fiction books, novels, school subject materials, letters, newspaper articles, e-mails, and even social media posts. Thus, motivation plays a crucial role in reading, primarily because much of our typical reading material consists of content we choose to read, such as books, magazines, advertisements, etc. Being motivated means that when we begin reading a text,

we do so with a specific purpose; it promotes in the reader the feeling and belief that reading is not a passive activity but an engaging and participative process.

Teachers aiming to enhance their instruction require assessments that are both reliable and aligned with their curriculum, allowing them to identify students who are progressing and those needing additional support. Many of today's commonly used comprehension assessments emphasize a narrow set of tasks, which can unintentionally narrow the reading curriculum to test preparation. Effective comprehension assessments should instead capture a broader range of outcomes—knowledge acquisition, practical application, and student engagement—to truly support comprehensive reading development.

2.3.2.2 Students' Role in Reading Comprehension

It is crucial to understand that students resist active learning driven by traditional teaching models, mainly because they do not recognize its usefulness for test scores. However, active learning is not just a method but a necessity for enhancing reading comprehension.

Knowledge is necessary but not sufficient to become strategic readers; motivation is also required. Students need to be confident that the strategies' goals are personally relevant and meaningful to them, that the various strategies are valuable and useful to them, and that self-managing their time and energy while applying the strategies will help them achieve the goals they are trying to achieve with their reading.

Afflerbach (2008) emphasizes that being strategic enables readers to assess a strategy, track its success, and adjust their goals or methods if needed. A defining characteristic of strategic readers is their flexibility and adaptability, allowing them to modify their approach as they progress through a text.

Teachers need to understand that if children want to succeed in our society, they must also learn to read multiple sources on the same topic; since young readers today can

find so many exciting books and there is a lot of material on the Internet, we need to help children develop the habit of reading multiple sources to verify information.

Students who lack reading comprehension face challenges in their daily lives, from understanding the instructions of a device to managing new online updates to acquiring new knowledge. It is necessary to develop reading comprehension skills to achieve the objectives of the teaching and learning process. That is why the role of the student as an active and critical being is essential for educational and professional development.

Designing tasks that are student-centered, interactive, and relevant to everyday life requires establishing clear, purposeful goals—whether it's solving a problem, initiating a discussion, or discovering a character's fate. Setting meaningful and functional reading objectives gives students a clear direction, fostering deeper engagement and equipping them with essential tools to enhance their comprehension skills. This practical approach increases their motivation to read and helps them understand the importance, value, and usefulness of these skills.

Snow (2002) suggests that reading comprehension is a dynamic interaction where the reader applies cognitive skills (such as attention, memory, critical analysis, inferencing, and visualization), motivation (like a purpose for reading and interest in content), knowledge (vocabulary, topic knowledge, linguistic and discourse knowledge, and comprehension strategies), and personal experiences. This interaction takes place within a specific context, involving various purposes, processes, and outcomes.

Reading requires thoughtful perception and strategy use, as writers imbue texts with ideas and emotions they wish to communicate. Comprehension, then, is both translating the text and delving into its deeper meaning. However, many students find it challenging to fully grasp the intended message due to limited language competence or cognitive limitations. According to Iser (2022), understanding a text demands more than word or sentence-level

comprehension; it requires grasping the writer's central ideas. In essence, reading comprehension is the process of extracting the topic's essential information and intended message from the text, a skill that not all readers master due to these cognitive and linguistic challenges.

2.3.3 The importance of Cognitive Strategies in English Teaching

(Armijos Uzhoa, Paucar Guayara, & Quintero Barberi, 2023) argue: to be competent at the moment of understanding a text, the person must be able to interpret, reason, criticize and propose to make judgments from different sources of information based on arguments.

Reading comprehension enables people to access and understand information in various texts, such as books, articles, manuals, and academic papers. It is essential for lifelong learning and personal and professional development. Active reading and comprehension involve analyzing, evaluating, and synthesizing information. These critical skills are necessary for making informed decisions and solving problems in everyday and professional contexts.

Good reading comprehension is closely related to the ability to express oneself clearly and honestly. This is essential in academic, professional, and social settings. Reading about different perspectives and experiences in literary and non-literary texts helps develop empathy and understanding of others, facilitating more effective communication and stronger interpersonal relationships.

Reading comprehension is directly related to academic success in all subjects. Students can better absorb and retain information, actively participate in class, and perform more effectively on assessments when they understand their reading.

Reading and comprehending challenging texts contributes to intellectual and emotional development by stimulating critical thinking and reflection on complex ideas and ethical and social issues. Understanding and analyzing texts is critical in the workplace for

tasks such as researching, writing reports, making evidence-based decisions, and communicating effectively with colleagues and clients.

The challenges students face when reading expository texts can compel them to adopt more strategic and detailed approaches. For instance, they might activate their prior knowledge, utilize morphological and syntactical clues, and make inferences to derive meaning from informational texts (Botsas, 2017)

2.3.3.1 The Impact of Reading Comprehension in English Teaching.

Reading comprehension is vital in the English classroom as it aids in vocabulary acquisition, comprehension skills development, grammar and structure improvement, critical thinking promotion, and exam preparation. Incorporating reading activities into the English curriculum is essential for students' academic and language success.

Reading demands personal comprehension and interpretation of a text, which requires the activation of high-level cognitive strategies that go beyond the simple mechanical deciphering of words or phrases. (Gallego Ortega, Figueroa Sepúlveda, & Rodríguez Fuentes, 2019)

Reading is a natural and contextualized way for English learners to acquire new vocabulary. It exposes them to a variety of words and expressions in context, helping them understand the associated meanings. This approach is more effective than memorizing lists of words. Reading also enhances students' ability to comprehend English texts by interpreting implicit meanings, making inferences, and grasping important details. These skills are essential not only for understanding written texts, but also for effective communication in general. By reading English texts, students become familiar with the grammatical structures and conventions of the language. This aids in the internalization of grammatical rules and expression patterns more organically than through theoretical explanations alone. Reading comprehension encourages critical thinking by asking students

to analyze, evaluate, and question the information presented in texts. This not only strengthens their understanding of the language, but also develops skills of reflection and analysis in general.

Elementary school children, particularly when reading instruction emphasizes meaning-making, initially learn to identify main ideas, skim, and reread as conscious actions. With practice, they gradually perform these tasks with greater ease and less conscious effort (Afflerbach, Pearson, & Scott G., 2008)

In most situations and during most interactions with text, the emphasis should be on reading with meaningful purposes. Teachers should guide students in selecting strategies that help them achieve their comprehension goals while navigating the challenging sections of the texts they encounter. While comprehension has been extensively evaluated in classrooms, it has not been adequately taught. To improve reading achievement outcomes, instructional methods and student practices must evolve; better instructional inputs are expected to yield improved results. When students read to learn, they are more likely to choose reading as an enjoyable and rewarding activity. Consequently, it is essential for students to engage in learning experiences that integrate new information into their cognitive frameworks. Inquiry-based learning activities have proven to be effective teaching strategies that foster the development of various procedural skills and enhance knowledge acquisition.

Reading comprehension is a constant challenge, since it demands developing a level of interpretation, reflection and deep analysis. When a reader comprehends the text, he is engaging in learning that enriches his understanding, enables him to explore the author's intended meanings, and provides him with fresh viewpoints or insights regarding specific elements of the work (Peña Rañileo & Ponce Godoi, 2020).

Chapter III

Methodology

3.1 Type of Research

The quantitative approach, as previously mentioned, encompasses a sequence of processes that are evidential and linear. Each phase must follow the preceding one, and skipping or bypassing steps is not an option. While the order is strictly defined, certain stages can be redefined if necessary. The process begins with a broad idea that is progressively refined, leading to the formulation of research objectives and questions. Following this, a review of existing literature is conducted, and a theoretical framework is established.

From the research questions, hypotheses are formulated, and relevant variables are identified. A detailed plan is created to test these variables (the design), and measurements are taken within a specific context. The resulting data is then analyzed using statistical techniques, ultimately leading to conclusions regarding the established hypotheses (Hernandez Sampieri, 2014).

Thus, the quantitative approach is a research methodology that focuses on collecting and analyzing numerical data. It aims to establish patterns and make generalizations based on representative population samples.

3.2 Research Design

The goal of quantitative research is to deliver a reliable and objective understanding of phenomena, allowing for statistical analysis that can facilitate predictions and generalizations. To enhance students' learning experiences, the intervention centered on understanding students' perceptions of this new methodology aimed at improving their educational outcomes. The researcher proposed an approach that involved implementing cognitive strategies designed to positively influence students' learning processes.

3.3 Type and Level of Research

This research was characterized by quantitative data type, as it focused on collecting and analyzing numerical information related to cognitive strategies for reading comprehension.

Based on the above statement and statistical analysis, the researcher better understood and verified that cognitive strategies for teaching English as a second language could improve reading comprehension skills.

3.4 Techniques and Instruments for Data Collecting

Any measurement or data collection tool must fulfill three fundamental criteria: validity, reliability, and objectivity. The validity of these instruments is contingent upon various forms of evidence. A measurement tool demonstrating substantial evidence of content validity, criterion validity, and construct validity more accurately reflected the variables it was intended to measure.

3.4.1 *Instruments*

3.4.1.1 Questionnaires

The questionnaire is a set of questions regarding the variables to be measured, and it must be correlated with the problem posed and the hypothesis.

The questionnaire had closed and open questions that allowed each student to develop individually regarding reading comprehension after the reading activity.

3.4.1.2 Pre and Post Tests.

The pre-test and post-test are common tools in quantitative research. They measure change in a specific variable before and after an intervention or treatment.

The pre-test was administered to the students without prior socialization of any cognitive strategy.

The post-test was administered after five weeks when the researcher could socialize several cognitive strategies. Thus, the researcher conducted different workshops that allowed participants to individually develop the application of mental strategies to improve reading comprehension.

Through conservative analysis of the test results, an important change in the dependent variables measured as a result of the intervention was determined.

3.5 Procedure

A systematic procedure was followed for one month to implement cognitive strategies to improve the development of reading comprehension skills in students, the procedure was followed for one month.

During this time, the students actively engaged in a variety of weekly activities, such as reading comprehension exercises, group discussions, and individual tasks, guided by the researcher. These activities were designed to foster their involvement and understanding of the cognitive strategies in reading comprehension.

In the first week, without prior socialization of any strategy, the students were presented with a previously validated pre-test. This test, which included passages and questions designed to assess reading comprehension, was validated in previous research. It provided the researcher with a set of data that enabled them to understand the students' reading comprehension, the application of cognitive strategies, and their impact.

In the second week, a workday was held, where the application of the prediction strategy was socialized with the students. The following day, with the previous knowledge, a reading activity was carried out where the strategy above was to be applied.

In the third week, we worked on the mapping strategy. The researcher socialized, made examples, and applied this strategy in a new reading comprehension activity. After this, an individual activity was carried out where the students had to work with mapping.

In the fourth week, the students deepened and applied the strategy of summarizing the reading. They did this by summarizing a given passage and then discussing their

summaries in groups. These were the requested activities, considering that previous information on the cognitive strategy was shared.

By the fifth week, the students were ready to showcase their progress. They confidently applied the strategies they had learned over the weeks in the reading comprehension activities, as demonstrated in the post-test. This final activity was a testament to their growth and development, a moment of pride for all involved.

3.6 Population and Sample

3.6.1 Population

The population at the Universidad Nacional de Chimborazo, Pedagogy in National and Foreign Languages, has eight levels, each parallel in all careers; there are 357 students and 18 teachers with extensive experience who work daily to teach and learn the English language.

3.6.2 Sample

The sample was from the Universidad Nacional de Chimborazo, Pedagogy in National and Foreign Languages, comprised of 27 students in the fifth semester parallel A. Due to the number of students, they were used as an experimental and control group, which means that only one group of students was used.

Chapter IV

Analysis and Interpretation of Results

4.1 Analysis and Interpretation of Results

Once the reading comprehension assessments were administered to the fifth-semester students in Parallel A of the Pedagogy of National and Foreign Languages program at UNACH, both prior to the implementation of cognitive didactic strategies and following the implementation of said proposal, descriptive statistics of the results were obtained, including minimum, maximum, mode, mean, median, and standard deviation scores. In this regard, Table 1 displays the results obtained, categorized according to the initial and final assessments:

Table 1

Descriptive statistics of the reading comprehension assessment.

Test	Section	Out of	Minimum	Mode	Median	Mean	Standard deviation	Maximum
Pre-test	Reading	10	2	8	8	7.48	1.89	10
	Section A	5	2	3	3	3.52	1.01	5
	Section B	5	0	3	5	3.96	1.32	5
Post-test	Reading	10	8	10	10	9.41	0.89	10
	Section A	5	3	5	5	4.78	0.58	5
	Section B	5	3	5	5	4.63	0.79	5

Note: n = 27. Prepared by: Freire, L. (2023)

According to the information from the previous table, in the initial assessment of reading competence, the students in the sample obtained an average score of 7.48 ± 1.89 out of 10 points. Meanwhile, in Section A of the test, they averaged 3.52 ± 1.01 out of 5 points, and in Section B, they averaged 3.96 ± 1.32 . These results indicate that students performed better in Section B of the test compared to Section A in the initial assessment.

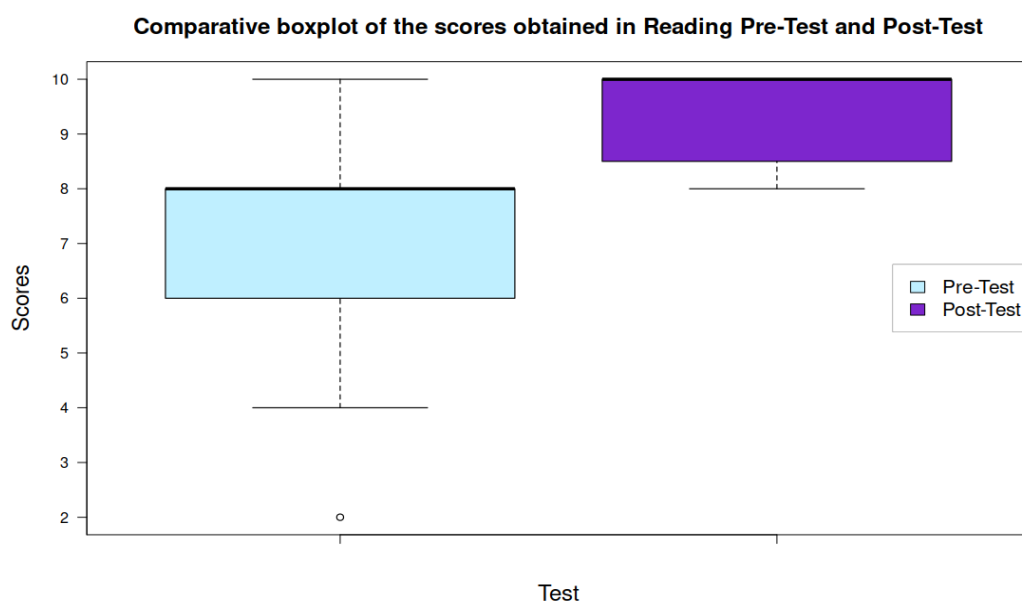
On the other hand, in the final assessment of reading competence, the students in the sample obtained an average score of 9.41 ± 0.89 out of 10 points. Meanwhile, in Section A of the final test, they averaged 4.78 ± 0.58 out of 5 points, and in Section B, they averaged 4.63 ± 0.79 . These results indicate that, contrary to the initial test situation, students performed better in Section A of the test compared to Section B in the final assessment.

Comparatively between the initial and final assessments, students showed improved performance in the final assessment, both in Sections A, B, and in the overall sum of reading comprehension, as evidenced by the increase in minimum, average, median, and mode scores. Additionally, the fact that the standard deviations of the averages are lower in the final assessment implies that students' performance became more uniform by the end of the implementation of the didactic proposal of cognitive strategies.

Next, a boxplot graph of the distribution of scores obtained by the students in the sample in the initial and final assessments is presented in order to better appreciate the comparison of the situation before and after the implementation of the proposal.

Figure 1

Boxplot of the distribution of data from the reading comprehension assessment.



Note: Comparative scores Prepared by: Freire, L. (2023)

According to the information from the boxplot, it is confirmed that the students' scores in the initial assessment were lower than those achieved in the final assessment. Additionally, it is identified that all students in the final assessment obtained a score higher than 7 points, indicating that they all reached an acceptable level of reading comprehension.

Furthermore, in order to determine if the final scores were significantly better than the initial scores, a statistical hypothesis test for two related samples was applied. But first, it was determined whether the data followed a normal distribution by using the Shapiro-Wilk test. In this context, if the p-value is less than 0.05, it indicates that the data does not conform to a normal distribution, necessitating the use of a non-parametric test. The following table presents the result of the Shapiro-Wilk normality test:

Table 2

Normality test of the data from the initial and final assessments.

Test	Section	Statistical Test	V	P-value
Pre-Test	Reading	Shapiro-Wilk	0.8933	0.0094
	Section A	Shapiro-Wilk	0.8064	0.00018
	Section B	Shapiro-Wilk	0.7258	0.000009
Post-Test	Reading	Shapiro-Wilk	0.6245	0.0000004
	Section A	Shapiro-Wilk	0.4363	0.000000004
	Section B	Shapiro-Wilk	0.4759	0.0000000097

Note: $n = 27$. Prepared by: Freire, L. (2023)

According to the results in the previous table, in all cases, the p-value is less than 0.05. Therefore, the data do not follow a normal distribution, and it is appropriate to apply the Wilcoxon hypothesis test. The null and alternative hypotheses are stated as follows:

Alternative Hypothesis: The application of cognitive strategies improved the reading comprehension of fifth-semester students in Parallel A of the Pedagogy of National and Foreign Languages program at UNACH.

Next, the results of the Wilcoxon test are presented:

Table 3

Wilcoxon signed-rank test for two related samples.

Section	Statistical Test	Contrast	Degrees of Freedom	V	P-Value
Reading	Wilcoxon	Post-Test > Pre-Test	26	242.5	0.0000652
Section A	Wilcoxon	Post-Test > Pre-Test	26	187	0.0000795
Section B	Wilcoxon	Post-Test > Pre-Test	26	41	0.01236

Note. This table contains the results of pre-test and post-test. Prepared by: Freire, L. (2023)

According to the results from the previous table, the p-values for the reading comprehension assessment and Sections A and B are less than 0.05. This means that there are indeed notable differences between the final scores versus the initial scores. Therefore, it is confirmed that the implementation of the proposal had a favorable effect on improving students' reading comprehension.

The results from the implementation of cognitive strategies in teaching reading comprehension are encouraging from a pedagogical perspective. There is a clear increase in students' performance in reading comprehension after applying these strategies. This finding supports the effectiveness of incorporating active and participatory methods in the classroom, implying that students are not merely passively reading but are cognitively engaging with the text.

The variation in performance between Sections A and B in the initial and final assessments suggests that the provided cognitive strategies have helped students develop specific skills. For example, the fact that students initially scored better in Section B, which involves open-ended questions about prior readings, indicates that they were more familiar with applying previous knowledge or personal experiences in text comprehension. However, after the intervention, their performance improved in Section A as well, suggesting that they have also improved in comprehending more challenging and complex texts.

Additionally, the decrease in variability of performance among students after the intervention is a positive indicator in terms of educational equity. This suggests that cognitive strategies have helped level individual differences in reading comprehension, which is beneficial in diverse educational settings where students may have different levels of skill or prior experience.

4.2 Discussion of Results

The findings of the present study conducted by Guillén and Maldonado (2019) show that the application of cognitive strategies such as inference, prior knowledge, connection and paraphrasing has a significant positive impact on improving reading comprehension in English as a foreign language. These results are consistent with the authors' perspective, who mention that the use of these strategies provokes the activation of the student's cognitive part, achieving a more logical understanding by facilitating the making of inferences, connections, use of prior knowledge and paraphrasing.

The 4-week intervention with practical activities for each cognitive strategy allowed, as Guillén and Maldonado point out, students not only to conceptually know each strategy, but also to experience their direct application in English readings. This agrees with their perspective that these are intentional and deliberate procedures that students must control and regulate.

The inferential analyses revealed notable differences between the experimental group and the control group, corroborating what the authors state about the effectiveness of incorporating these active cognitive strategies compared to more traditional and passive reading methods.

A key finding was the reduction in the variability of post-test scores in the experimental group, achieving greater homogeneity towards higher levels of reading

comprehension. Guillén and Maldonado (2019) highlight this aspect as a positive indicator in terms of educational equity.

Although the research focused on teaching English, the authors suggest that the benefits of these cognitive strategies could be extrapolated to other languages and areas, as they are transversal cognitive skills that favor processes such as meaning construction and critical thinking.

A key aspect to discuss is the lack of explicit and conscious use of cognitive strategies by students when approaching texts in English, as pointed out by Casas Paya (2018) in her research. Despite the programmatic and pedagogical guidelines, students tended to opt for literal translation instead of employing strategies such as inference, connection with prior knowledge, paraphrasing, among others. This highlights the importance of teachers implementing explicit pedagogical activities that promote the development and conscious use of these cognitive abilities for reading comprehension in foreign language teaching.

Both the present study and Casas Paya's agree that when students lack adequate training in cognitive strategies, they tend to resort to more basic and less effective methods such as word-for-word translation. As Casas Paya states, "Students do not explicitly and consciously employ cognitive strategies in the comprehension of English texts despite the programmatic and pedagogical guidelines, opting instead for literal translation" (2018, p. 381). Therefore, it is essential that instruction in this type of cognitive strategies be a central and crosscutting component in foreign language teaching programs at the university level.

One important point to consider is the distinction between reading strategies used before, during, and after reading, as mentioned by Paris et al. (1991). While the study focused on strategies such as making predictions, questioning, scanning, and skimming during reading, it would be valuable to analyze the potential impact of incorporating pre-

reading and post-reading strategies in improving reading comprehension. These additional strategies could further enhance the development of metacognitive skills and the consolidation of learning.

Another important aspect to emphasize is the need to provide students with effective training in the use of reading strategies. As mentioned in the study by Banditvilai, “Students do not explicitly and consciously employ cognitive strategies in the comprehension of English texts despite the programmatic and pedagogical guidelines, opting instead for literal translation” (2020, p. 49). Therefore, it would be advisable to emphasize the need to incorporate explicit and systematic pedagogical activities that promote the conscious development of these skills in foreign language teaching programs.

As a future line of research, Guillén and Maldonado suggest replicating these strategies in other groups of university students from different majors and levels, as well as exploring their application in teaching other languages. Additionally, they recommend investigating the individual effectiveness of each strategy.

In general, the solid statistical analysis and discussion presented by the authors validate the application of cognitive strategies such as inference, connection, paraphrasing and prior knowledge to significantly improve reading comprehension, contrasting adequately with previous studies in the area.

Chapter V

Proposal

5.1 Title of the Proposal

Didactic guide of cognitive strategies to be applied in English classes to improve reading comprehension.

5.2 Informative Data

5.2.1 Target Group

Population: Fifth-semester teachers and students of the Pedagogy of National and Foreign Languages program at the Universidad Nacional de Chimborazo (UNACH).

5.2.2 Duration of the Proposal

The implementation of the cognitive strategies will span 4 weeks, with two lessons in the three weeks, leaving 1 lesson of greater extension in the last week for a total of 7 lessons, each lesson lasts approximately 120 minutes.

We have set 4 weeks for implementing this proposal, which will help us evaluate whether it is working well before investing more resources or proceeding with the next steps. The seven lessons have been designed to be clear and straightforward, allowing us to carry them out in less time without sacrificing the quality of the content.

5.2.3 Method of Instruction

Teaching methodology:

The proposal will employ an interactive teaching methodology that integrates cognitive strategies with traditional pedagogical approaches. This includes direct instruction, collaborative learning, and technology integration using the Seesaw platform.

5.2.4 Evaluation Method

Pre-and post-assessments will be conducted to measure the impact of the cognitive strategies on reading comprehension. The evaluations will include quizzes, reading reflections, and participation in class discussions. Rubrics will be utilized to assess student performance in various activities, ensuring that criteria are clearly defined and communicated.

5.2.5 Resources Needed

Materials:

Textbook (Top Notch 2), worksheets, drawing materials, access to Seesaw or another online platform, and any relevant digital tools.

Facilities: Classroom with adequate seating and access to technology (e.g., computers, tablets).

Teacher training: Professional development sessions for teachers on how to effectively implement cognitive strategies and utilize the Seesaw platform or another online platform.

5.3 Introduction

Reading comprehension is a crucial skill for language learners, especially those studying English as a Foreign Language (EFL). In modern pedagogy, cognitive strategies equip learners with tools that enable them to process information effectively.

retain, and apply the information more effectively. The present didactic guide is designed for teachers at the fifth-semester level at the Pedagogy of National and Foreign Languages program at Universidad Nacional de Chimborazo (UNACH). It focuses on applying specific cognitive strategies to enhance students' reading comprehension.

This guide aims to provide practical teaching materials and structured lesson plans that incorporate cognitive strategies into classroom practice. The ultimate goal is to support students in improving their reading comprehension, enabling them to better engage with texts and apply critical thinking skills.

Designed specifically for teachers who play a fundamental role in the education of future generations, this teaching guide provides tools and resources to facilitate your daily work in the classroom.

Throughout this guide, you will find practical strategies, creative activities, and valuable tips that will help you enrich your teaching practice and foster a dynamic and participatory learning environment. Although every teacher has a unique style, you can inspire your students in surprising ways by adapting these suggestions to your particular context.

Incorporating the cognitive strategies outlined in this guide can enhance teachers' classroom methods, promoting active engagement, collaboration, and practical use of English. This guide is expected to serve as a valuable tool for inspiring creativity and active involvement in reading comprehension, ultimately supporting students' academic success in learning English. All teachers are invited to explore, experiment, and enjoy the teaching-learning process. Together, we can make education a transformative and meaningful experience.

5.4 Objectives

5.4.1 General Objectives

- To provide teachers with a didactic guide that includes effective cognitive strategies that can be integrated into the classroom to help improve reading comprehension.

5.4.2 Specific Objectives

- Promote the selection and appropriate use of reading materials that meet students' needs and encourage their active participation.
- Compile various strategic reading activities to help EFL students maximize reading comprehension.

5.5 Justification

The justification for this proposal is rooted in the critical need to enhance reading comprehension skills among fifth-semester students in the Pedagogy of National and Foreign Languages program at UNACH.

Preliminary assessments indicate that students have a low average score of 7.48 ± 1.89 out of 10 in reading competence. This statistic highlights a significant gap in their reading comprehension skills, which are essential for academic success, particularly in a language-focused curriculum.

Research shows that cognitive strategies significantly enhance reading comprehension by promoting active engagement with texts. By systematically applying strategies such as summarizing, predicting, and visualizing, students can develop the skills necessary to interpret, analyze, and retain information effectively. This proposal aims to equip students with these vital tools, fostering independent learning and critical thinking.

The didactic guide serves as a resource for educators, offering structured lesson plans that facilitate the implementation of cognitive strategies. This support empowers teachers to adopt innovative teaching practices while ensuring that they can effectively address the varying needs of their students. As teachers become more adept at using these strategies, the overall quality of education within the program is likely to improve.

The skills acquired through this proposal will extend beyond the classroom, equipping students with essential competencies for their future careers in education and language instruction. Enhanced reading comprehension is fundamental not only for academic success but also for professional development in a globalized world where communication and comprehension are key.

5.6 Background of the Proposal

The foundation of this proposal is rooted in the integration of cognitive strategies into didactic methodologies aimed at enhancing reading comprehension among EFL learners. Cognitive strategies, as defined by O'Malley and Chamot (1990), are deliberate actions taken by learners to process, store, and retrieve information more efficiently. These strategies are embedded within various didactic methodologies that emphasize student-centered learning, metacognitive development, and active engagement with the text.

Cognitive strategies, as outlined by experts like Chamot and O'Malley (1994), offer a targeted approach to this issue. These strategies can help students actively engage with texts, construct meaning, and process information more effectively.

In particular, the cognitive strategies of overviewing, predicting, summarizing, taking notes, visualizing, reacting to the text, making inferences, and using cognates are employed in this guide. Each strategy has been selected based on its relevance to improving comprehension and its ability to engage learners.

5.6.1 *Didactic Methodologies Involving Cognitive Strategies*

1. **Constructivist Approach.** The constructivist approach, largely based on the work of Piaget and Vygotsky, underpins the use of cognitive strategies in reading. In this approach, learners actively build their understanding and knowledge of the world by engaging in experiences and reflecting on them. Cognitive strategies like predicting, summarizing, and making inferences align with this approach as they encourage students to draw on prior knowledge and engage in problem-solving when encountering new texts. Teachers serve as facilitators, guiding students throughout the learning journey while fostering independence in their comprehension skills (Yang et al., 2022).

2. **Communicative Language Teaching (CLT).** The CLT method focuses on real-world interaction and the practical use of language, which naturally requires comprehension of authentic texts. Cognitive strategies within CLT involve using cognates and visualizing concepts to make sense of meaning in reading. This method promotes the application of reading materials that are relevant to students' lives, encouraging the use of strategies that facilitate better understanding through context, collaboration, and interaction (Dos Santos, 2020).
3. **Metacognitive Strategy Instruction.** It involves teaching students how to monitor and regulate their own learning processes. These strategies work hand-in-hand with cognitive strategies, as they help students become aware of when and how to use specific cognitive tools. For example, the metacognitive practice of self-monitoring during reading can enhance the effectiveness of cognitive strategies like taking notes, summarizing, and making inferences. By integrating metacognitive strategy instruction, teachers can help students not only use cognitive strategies but also evaluate their effectiveness in real-time (Cromley, 2023).
4. **Task-Based Learning (TBL).** Task-based learning involves the use of meaningful tasks to promote language acquisition, where reading tasks are used as a basis for language learning. Within this methodology, cognitive strategies play a crucial role in breaking down tasks into manageable parts. For example, in a TBL environment, students may employ overviewing and predicting strategies before engaging with a text to prepare themselves for the reading task. These strategies help them tackle complex texts and tasks by building a framework for comprehension and understanding (Nguyen, 2022).
5. **Process-Oriented Reading Instruction.** In process-oriented reading instruction, the emphasis is on the stages a reader goes through to comprehend a text rather than just

the final result. Cognitive strategies are a vital part of this process, where readers first preview and predict (overviewing), engage with the text (taking notes and reacting), and finally summarize or visualize the material. This methodology supports active learning and reflection on the reading process, making cognitive strategies an integral part of comprehension development (Kahraman, H. (2019).

5.6.2 Application in the Classroom

The cognitive strategies highlighted in this proposal (overviewing, predicting, summarizing, taking notes, visualizing, reacting to the text, and making inferences) are based on the foundational principles of these didactic methodologies. In the classroom, these strategies are integrated into reading activities that promote engagement with the text, critical thinking, and language acquisition. By applying these methodologies, teachers encourage students to take control of their learning, use strategies flexibly, and engage with texts at a deeper level.

5.6.3 Link Between Cognitive Strategies and Reading Skill

Cognitive strategies help readers process, understand, and retain information more effectively, making them critical to reading comprehension. Reading, as a complex cognitive task, requires a range of strategies to decode, interpret, and infer meaning from written material. These strategies facilitate not only the mechanical aspects of reading but also the critical thinking necessary to analyze and comprehend a text deeply.

5.6.4 Cognitive Strategies and Reading Comprehension

1. **Active Engagement with Text.** Cognitive strategies, such as predicting and making inferences, encourage students to actively engage with the text. When students predict the content or outcome before and during reading, they are using their prior knowledge and clues from the text to form expectations. This helps them focus on

key information, which improves comprehension as they confirm or adjust their predictions (Duke et al., 2021).

2. **Building Connections.** Cognitive strategies help students build connections between what they already know and new information presented in the text. Strategies like summarizing and taking notes are crucial for reinforcing these connections, ensuring that students can retain and organize key points. By summarizing, they distill the essential information, which enhances their ability to recall and apply it later.
3. **Improving Focus and Retention.** Strategies like visualizing and taking notes aid in focus and retention. When students visualize the content, they create mental images that represent the ideas in the text, making abstract concepts more concrete. Taking notes, on the other hand, allows students to record and organize information in a way that facilitates better recall, reinforcing the material they read.
4. **Critical Thinking and Analysis.** Cognitive strategies such as reacting to the text and making inferences enable learners to think critically. Reacting to the text encourages students to question and evaluate the material, promoting deeper analysis. Making inferences allows students to draw conclusions based on information that is implied but not explicitly stated, developing their ability to think beyond the surface level of the text.

5.6.5 Development of Reading Skills Through Cognitive Strategies

1. **Decoding and Word Recognition** Cognitive strategies help in the initial stages of reading, such as decoding and recognizing words. For example, using cognates (similar words in the reader's native language) can help students identify and understand new vocabulary. This process facilitates faster word recognition, a foundational reading skill necessary for fluent reading (Par, 2020).

2. **Fluency and Automaticity** By applying strategies like summarizing and over-viewing, students develop fluency and automaticity in reading. Fluency refers to the ability to read quickly and accurately, while automaticity allows readers to process text with minimal cognitive effort. As students become familiar with applying cognitive strategies, they can read more efficiently, reducing cognitive load and allowing them to focus on comprehension.
3. **Deep Comprehension and Interpretation** Advanced reading skills, such as deep comprehension and interpretation, rely heavily on the consistent use of cognitive strategies. Visualizing, summarizing, and making inferences help students move beyond basic comprehension to analyze and interpret texts on a deeper level. This leads to better understanding of complex materials, such as literary works or academic texts, where interpretation and critical analysis are essential.
4. **Self-Regulation and Monitoring** Cognitive strategies also promote self-regulation and monitoring of reading progress. Through strategies like predicting, reacting to the text, and summarizing, students learn to assess their own understanding as they read. This metacognitive aspect is critical in identifying areas where they may struggle and in taking active steps to improve comprehension in real time.

5.6.6 The Impact of Reading Comprehension in English Teaching

Reading is a natural and contextualized way for English learners to acquire new vocabulary. It exposes them to a variety of words and expressions in context, helping them understand the associated meanings. Reading demands personal comprehension and interpretation of a text, which requires the activation of high-level cognitive strategies that go beyond the simple mechanical deciphering of words or phrases. (Gallego Ortega, Figueroa Sepúlveda, & Rodríguez Fuentes, 2019)

This approach is more effective than memorizing lists of words. Reading also enhances students' ability to comprehend English texts by interpreting implicit meanings, making inferences, and grasping important details. These skills are essential not only for understanding written texts, but also for effective communication in general. By reading English texts, students become familiar with the grammatical structures and conventions of the language. This aids in the internalization of grammatical rules and expression patterns more organically than through theoretical explanations alone.

5.7 Methodology of the Proposal

The methodology for this proposal is based on an action research approach, focusing on the implementation and evaluation of cognitive strategies in the English classroom to improve reading comprehension. The methodology is divided into several key components, each aimed at ensuring the successful integration of the proposed didactic guide and its activities.

5.7.1 *Participants*

The participants of this proposal are fifth-semester teachers and students from the Pedagogy of National and Foreign Languages program at the Universidad Nacional de Chimborazo.

5.7.2 *Teaching Methodology*

The lessons outlined in the didactic guide adopt a cognitive learning approach, which emphasizes the active role of students in the learning process. The aim is to help students engage with the text not only passively but through strategies that require analysis, reflection, and synthesis. This approach encourages the development of critical thinking skills, which are essential for improving reading comprehension.

The lessons will be delivered through direct instruction, followed by interactive activities that allow students to apply cognitive strategies to real-world reading tasks. These

strategies include overviewing, predicting, summarizing, taking notes, visualizing, making inferences, and reacting to the text. Students will be provided with various types of texts, including academic articles, narrative passages, and instructional texts, to ensure a diverse and comprehensive reading experience.

5.7.3 Lesson Structure

The lessons in this proposal follow a structured approach, ensuring that students can progressively develop their reading comprehension skills using cognitive strategies. Each of seven lessons adheres to a similar format to maintain consistency and maximize learning outcomes. The general structure of each lesson is as follows:

Warm-Up (10-15 minutes): The teacher introduces the strategy that will be practiced during the lesson. This includes an explanation of the purpose of the strategy (e.g., overviewing, predicting) and its application in reading comprehension. The warm-up aims to activate students' prior knowledge and engage them with the topic.

Main Task (40-60 minutes): The main task involves students applying the cognitive strategy to a specific reading text from the textbook. Students first work individually to complete the assigned task (e.g., skimming, predicting outcomes). The task may also involve a digital component where students use a platform like Seesaw to record their reflections or explanations. This activity is designed to encourage independent thinking, active participation, and skill application.

- **Book Task:** Students engage with the text provided in the textbook, where they apply the reading strategy taught in the lesson (e.g., identifying main ideas, making predictions).
- **Seesaw Task:** Students use Seesaw (or another digital platform) to submit their work. This may include recording a video/audio summary, uploading written work, and providing peer feedback.

- **Peer Feedback:** Students are encouraged to engage in peer feedback activities by commenting on their classmates' submissions, highlighting similarities and differences in their understanding or predictions.

Feedback and Reflection (15 minutes): After completing the task, students participate in a discussion to reflect on their learning process. The teacher provides feedback on their use of the cognitive strategy, helping them understand how well they applied it and how they can improve.

Evaluation (Final 10-15 minutes): A formative assessment is carried out at the end of each lesson, evaluating students on specific criteria related to the cognitive strategy in focus. Students' performance is measured through rubrics that assess the clarity of their understanding, use of strategy, and engagement with the task. Peer feedback and reflections are also part of the evaluation process.

5.7.4 Data Collection Methods

The success of the proposal will be assessed through a variety of quantitative and qualitative data collection methods. These methods aim to assess not only student performance but also the effectiveness of cognitive strategies in enhancing reading comprehension skills.

Pre-and Post-Assessments: Students will complete a pre-assessment at the beginning of the proposal to gauge their initial reading comprehension skills. At the end of the proposal, a post-assessment will be conducted to measure any improvements in their abilities. These assessments will be designed to test skills such as summarizing, making predictions, and identifying main ideas.

Rubric-Based Evaluations: Each lesson will include a specific rubric designed to evaluate the students' mastery of the cognitive strategy being taught. The rubrics will assess key aspects such as the identification of main ideas, use of evidence, and clarity of

explanations. This approach ensures that students are evaluated consistently across different lessons and tasks.

Seesaw Platform Submissions: Throughout the proposal, students will submit work on the Seesaw platform, which will be used as a tool for both formative assessment and self-reflection. Their Seesaw submissions will be evaluated based on criteria such as the quality of their summaries, the accuracy of their predictions, and their engagement in peer feedback.

Peer Feedback: As part of the interactive learning process, students will provide feedback to their peers on their Seesaw submissions. This will help them to reflect on their own understanding of the text and the cognitive strategies while also learning from others. The quality of the feedback will be measured and factored into their overall evaluation.

Student Reflections: After each lesson, students will be encouraged to reflect on their learning process. These reflections, submitted via Seesaw or other digital platforms, will provide insights into how students are integrating the cognitive strategies into their reading habits. These reflections will also help the teacher adjust future lessons according to student needs.

Teacher Observations: The teacher will observe student participation and engagement throughout the lessons, making notes on how well students are applying the strategies. These observations will be used to provide individualized feedback and to adjust instructional strategies as necessary.

5.7.5 Tools and Resources

A variety of tools and resources will be utilized to ensure the successful implementation of the proposal. These tools support both the cognitive strategy activities and the assessment process.

Textbooks (Top Notch 2): The primary resource for reading activities will be the Top Notch 2 textbook. It contains a wide range of reading materials, including short

passages, narratives, and academic texts that align with the cognitive strategies being taught. These materials provide diverse contexts for students to practice their skills.

Seesaw Platform: Seesaw or another digital platform will be the main digital platform used for submitting assignments, recording reflections, and engaging in peer feedback. This platform allows for multimedia submissions, enabling students to create audio and video recordings of their work. The platform also facilitates communication between students, making it easy for them to comment on and review each other's work.

Computers/tablets: Access to digital devices such as computers or tablets will be essential for students to complete their Seesaw submissions and participate in interactive activities. These devices will also be used for supplementary activities on platforms like Kahoot! and Genially.

Digital Tools (Genially, Kahoot!): In addition to Seesaw, digital tools like Genially and Kahoot! will be used for complementary activities. These platforms offer interactive and engaging ways for students to review key concepts and practice cognitive strategies in a more playful and collaborative environment.

Printed Materials: While the lessons heavily rely on digital tools, printed materials such as reading passages, worksheets, and rubrics will also be provided to support students who prefer working offline or need a physical copy of the content.

Projector/whiteboard: For in-class activities, a projector or whiteboard will be used to display reading materials, provide instructions, and facilitate group discussions. These resources are crucial for ensuring that all students can follow along and participate in the lesson.

By combining traditional and digital resources, the proposal ensures a dynamic and interactive learning environment that supports various learning styles and needs.

5.7.6 *Timeline*

The proposal will be implemented over four weeks, with each cognitive strategy introduced in a weekly lesson. The lessons will be one to two hours in length, depending on the complexity of the activity and the amount of time needed for practice and evaluation.

5.8 Administration of the Proposal

5.8.1 *Proposal Plan*

The guide is organized into six lessons, each focusing on one cognitive strategy. The content of each lesson is interactive and practical, encouraging active participation from the students. Below is an overview of the proposal plan, which includes the title of the strategy, a description of the activity, the didactic resources, and the required number of hours:

Table 4

Proposal plan.

Cognitive strategy	Activity name	Description	Didactic resources	Class hours
Overviewing	Text skimming	Students will quickly review a text to grasp its overall structure and main ideas.	Textbooks (Top Notch 2), selected text, markers, whiteboard, Seesaw platform or another digital platform.	1 hour
Predicting	What comes next?	Students will make predictions about the content of a text based on its title, subtitles, and images.	Textbooks (Top Notch 2), printed materials, projector, Seesaw platform or another digital platform.	2 hours
Summarizing	Short paragraph recap	After reading, students will summarize key points from short paragraphs to ensure understanding.	Textbooks (Top Notch 2), short paragraphs, paper, pens, Seesaw platform or another digital platform.	2 hours

Cognitive strategy	Activity name	Description	Didactic resources	Class hours
Taking notes	Active note-taking	Students will learn effective note-taking techniques while reading longer texts to capture essential details.	Textbooks (Top Notch 2), long articles, notebooks, pens, Seesaw platform or another digital platform.	2 hours
Visualizing	Picture the story	Students will draw or visually represent a scene or concept from the reading to improve understanding.	Textbooks (Top Notch 2), text, drawing materials, Seesaw platform or another digital platform.	2 hours
Making inferences	Reading between lines	Students will practice inferring meaning from implicit information in the text.	Textbooks (Top Notch 2), text with implied meaning, discussion materials, Seesaw platform or another digital platform.	2 hours
Reacting to the text	Text reflections	Students reflect on their emotional response to the text and share on Seesaw.	Textbooks (Top Notch 2), Seesaw platform for video reflections, worksheets for written reflections, computers/tablets for Seesaw or another digital platform access.	2 hours

Note: Rubric to evaluate cognitive strategies. Prepared by: Freire, L. (2023)

5.8.2 Cognitive Strategies Development

- **Lesson 1: OVERVIEWING**

Topic: Skimming for main ideas

Activity name: Skimming the text

Description:

Overviewing refers to the practice of reading headings, subheadings, and summaries to get an overview of the content before reading more deeply. This strategy is especially useful in academia, as it helps students organize and structure information effectively.

Warm-Up:

Brief introduction to the purpose and technique of skimming. The teacher explains how skimming can help students quickly understand the main ideas of a text without focusing on every detail.

Main Task:

Book Task: Students are given a short reading passage (from the textbook Top Notch 2) and asked to skim through it within 10 minutes. They identify keywords, headings, and subheadings, and write a list of what they think are the main ideas.

Figure 2

READING ▶ 3:31

How Can It Be?

Americans gain weight ... while the French stay thin

Have you ever wondered why Americans struggle with watching their weight, while the French, who consume all that rich food—the bread, the cheese, the wine, and the heavy sauces—continue to stay thin? Now a report from Cornell University suggests a possible answer. A study of almost 300 participants from France and the U.S. provides clues about how lifestyle and decisions about eating may affect weight. Researchers concluded that the French tend to stop eating when they feel full. However, Americans tend to stop when their plate is completely empty, or they have reached the end of their favorite TV show.

According to Dr. Joseph Mercola, who writes extensively about health issues, the French see eating as an important part of their lifestyle. They enjoy food and, therefore, spend a fairly long time at the table. In contrast, Americans see eating as something to do quickly as they squeeze meals between the other activities of the day. Mercola believes Americans have lost the ability to sense when they are actually full. So they keep eating long after the French would have stopped. In addition, he argues that, by tradition, the French tend to shop daily, walking to small shops and farmers' markets where they have a choice of fresh fruits, vegetables, and eggs as well as high-quality meats and cheeses for each meal. In contrast, Americans tend to drive their cars to huge supermarkets to buy canned and frozen foods for the whole week.

Despite all these differences, new reports show that recent lifestyle changes may be affecting French eating habits. Today, the rate of obesity—or extreme overweight—among adults is only 6%. However, as American fast-food restaurants gain acceptance, and the young turn their backs on older traditions, the obesity rate among French children has reached 17%—and is growing.

Note: By Top Notch 2, Third edition (Saslow & Ascher, 2015)

Seesaw Task: After skimming the text, students record a short video or audio summary on Seesaw, explaining what they understood as the main ideas of the text. They also upload a written version of their identified keywords and main points.

Peer Feedback: Students are encouraged to comment on at least two of their peers' Seesaw submissions, noting similarities or differences in their understanding of the main ideas.

Resources:

- Reading passages from the textbook.
- Seesaw platform for recording and sharing summaries.
- Computers/tablets for accessing Seesaw or another digital platform.

Complementary Activity:

Seesaw, Genially, Kahoot!

Evaluation Activity: Students will be evaluated on their ability to correctly identify the main ideas of the text through their Seesaw video/audio submissions.

Rubric:

Criteria	Excellent (4 Points)	Good (3 Points)	Needs Improvement (2 Points)	Insufficient (1 Point)
Identification of main ideas	Clearly identifies all main ideas accurately.	Identifies most main ideas, with one or two minor errors.	Identifies some main ideas, but with notable gaps.	Fails to identify the main ideas or misunderstands them.
Use of Keywords	Uses a wide variety of relevant keywords from the text.	Uses relevant keywords, but misses a few key terms.	Uses only a few relevant keywords.	Does not use relevant keywords or misses most key terms.

Criteria	Excellent (4 Points)	Good (3 Points)	Needs Improvement (2 Points)	Insufficient (1 Point)
Seesaw Submission Quality	Submission is clear, well-organized, and thoughtful.	Submission is mostly clear but may lack full organization.	Submission is unclear or disorganized.	Submission is incomplete or poorly executed.
Peer Feedback	Provides insightful and constructive feedback to peers.	Provides feedback, though it may be somewhat limited.	Feedback is minimal or not constructive.	No feedback provided or feedback is inappropriate.

Note: Rubric for overiewing activities. Prepared by: Freire, L. (2023)

- **Lesson 2: Predicting**

Topic: Predicting outcomes based on context

Activity Name: What happens next?

Description:

Predicting refers to the ability to anticipate the content of a text before reading it completely, based on clues such as headings, subheadings, and summaries. This strategy is crucial for improving reading comprehension, as it allows students to activate prior knowledge and set expectations about what they will learn.

Warm-Up: The teacher discusses the importance of making predictions while reading and how it helps in anticipating the storyline.

Main Task:

Book Task: Students read the first two paragraphs of a new chapter. Based on these paragraphs, they write a prediction of what they think will happen next in the story. This task allows students to apply inference and prediction skills.

Figure 3

READING ▶ 4:09

Personality: from Nature or Nurture?

What is personality? Many people define personality as a person's usual manner or style of behavior. These patterns of behavior tend to be predictable throughout a person's lifetime. Some people are introverts; others are extroverts. Some people have easygoing personalities: they are usually cheerful and calm and able to cope with life's difficulties without much trouble. Their emotions are usually under control: they don't get extremely angry about little things. Others, at the other end of the personality spectrum, are more emotional, experiencing higher highs and lower lows. Most people's personalities, however, don't fall at the extreme ends but rather fall somewhere in between.

Where do we get our personality? For hundreds of years, psychologists and ordinary people have never stopped debating this fascinating question. Some people think personality develops as a result of the environment—the combination of influences that we learn from, such as our families, our culture, our friends, and our education. The people who believe this theory believe that all babies are born without a personality and that it's the environment that determines, or forms, each child's personality. This school of thought is called the "nurture school."

At the other end of the continuum we find people who believe that personality is determined by "nature," or the characteristics we receive, or "inherit," from our parents biologically, through their genes. These people believe that our personality is not determined by the environment, but rather by genetics, and that each baby is born with a personality.

The "nature-nurture controversy"
The nature-nurture controversy is very old. Experimental psychologists have tried to discover which of these two factors, genetics or the environment, is more important in forming our personality. However, it's very difficult, if not impossible, to conduct research on real people with real lives. There's just no way to put people in a laboratory and watch them develop. For this reason, there's no scientific way to settle the nature-nurture controversy. Recently, however, most researchers have come to believe that both the environment AND the genes—nurture and nature—work together and are both important.

Even though the experts have largely discarded the idea that personality development is so black and white, the nature-nurture controversy remains a popular discussion among friends. It seems that everyone has an opinion.



Note: By Top Notch 2, Third edition (Saslow & Ascher, 2015)

Seesaw Task or another digital platform: Students upload their written predictions to Seesaw and record a short explanation of why they made that particular prediction, citing evidence from the text.

Follow-Up: After reading the full chapter, students revisit their predictions on Seesaw and comment on how close or far their predictions were from the actual outcomes.

Resources:

- Textbook or reading material.
- Seesaw platform for sharing predictions.
- Computers/tablets for accessing Seesaw.

Evaluation Activity: Students will be evaluated on their ability to make reasonable predictions and explain their reasoning with evidence from the text.

Rubric:

Criteria	Excellent (4 Points)	Good (3 points)	Needs Improvement (2 Points)	Insufficient (1 Point)
Accuracy of Prediction	Makes a prediction closely aligned with the story's outcome.	Makes a reasonable prediction, but with minor inaccuracies.	Makes a prediction that is somewhat related but lacks accuracy.	Prediction is unrelated or lacks evidence from the text.
Use of Evidence	Provides strong textual evidence to support prediction.	Provides some evidence, though it may be limited.	Provides little to no evidence to support prediction.	No evidence provided to support prediction.
Seesaw or Another Digital Platform Submission Quality	Submission is clear, well-organized, and thoughtful.	Submission is mostly clear but may lack full organization.	Submission is unclear or disorganized.	Submission is incomplete or poorly executed.
Reflection on prediction	Insightfully reflects on the accuracy of the prediction.	Reflects on prediction, but with limited depth.	Reflection lacks clarity or depth.	No reflection or minimal engagement with the follow-up task.

Note: Rubric for predicting activities. Prepared by: Freire, L. (2023)

- **Lesson 3: Summarizing**

Topic: Summarizing key information

Activity Name: Summary journals

Description:

Summarizing involves the ability to condense the main information of a text using the ideas presented in headings, subheadings and summaries. This technique is essential to help learners better understand and retain content.

Warm-Up: The teacher explains what a summary is and provides examples of strong and weak summaries. The focus is on how summaries should include only the most important points.

Main Task:

Book Task: Students read a short story or article from the textbook. They must write a 5-sentence summary that includes the key points without adding unnecessary details.

Figure 4

Is it talent or hard work?

When children are asked to draw or paint a picture, they are happy to oblige. And they are willing to talk about and show their creation to anyone they meet. But when adults are asked to do the same thing, they typically get nervous and refuse to even try, claiming that they have no talent.

Most adults see themselves as lacking the “artistic gene.” However, when you look at drawings made by artists when they were children, their work doesn’t differ much from the scribbles and stick figures all children draw when they are young. When Don Lipski, who makes a successful living as a professional artist, looks back at drawings that he made as a child, he doesn’t find any early evidence of his own artistic talent. “I was always making things . . . doodling and putting things together. I didn’t think of myself as a creative person. I was just doing what all kids do.”

The general belief is that artistic talent is something one is born with: a person either has talent or does not. Clearly, great artists like Michelangelo or Picasso had natural talent and possessed more artistic ability than the average person. However, one factor that isn’t often considered is the role that years of training, practice, and



All young children scribble, doodle, and draw stick figures.

hard work have played in the creation of great pieces of art. In addition, most artists are successful because they are passionate about their art—they love what they do. Their passion motivates them to continue to create—and improve their ability—day after day. While natural talent may be an advantage, hard work appears to be a necessary part of the creative process.

In *Drawing on the Right Side of the Brain*, author Betty Edwards argues that while few people are born with natural artistic talent, all of us have the potential to improve our artistic ability. We just have to be willing to keep working at it. She claims that anyone can learn to use the right side of the brain, the side that governs visual skills like drawing and painting. In other words, artistic ability can be learned.

RECOGNIZE THE MAIN IDEA Choose the main idea of the article.

<p>a Artistic skill can be taught.</p> <p>b Children are better artists than adults.</p>	<p>c To draw well, you have to be born with artistic talent.</p> <p>d Few people are born with artistic talent.</p>
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Summarize It!

Cross-Curricular Focus: Study Skills



You have probably written a **summary** after the **completion** of a book you have read. You may have told about the characters. You may have told about the setting. You probably told about how a **problem** was **solved**. But did you know that summarizing is not just for stories? You can use your summarizing skills to be better prepared in all your subjects.

Some students have a hard time with science and social studies because there are lots of new words. There is also a lot of information to remember. Research shows that just writing things down will help you remember them. It works even if you never read what you wrote again. Wow! That's a great reason for taking notes.

Did you know that taking notes is summarizing? When you read your science and social studies textbooks, keep a notebook with lined paper close to you. Most textbooks are divided into sections that have headings. Headings are like titles in darker letters. Write down the heading of each section before you read the section. As you read, jot down the big ideas. Look for new words. You can also use your summary to study!

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Why are science and social studies hard for some people?

2) What does research say about writing things down?

3) What is a heading in your textbook?

4) Based on the other information in the last paragraph, what do the words "jot down" mean?

5) What can you use when you study?

Note: By Top Notch 2, Third edition. (Saslow & Ascher, 2015)

Seesaw Task or Another Digital Platform: Students post their summaries on Seesaw and use the platform's commenting feature to give feedback on two other students' summaries.

Peer Evaluation: Students are encouraged to critique their peers' summaries based on clarity, completeness, and conciseness.

Resources:

- Story or article from the textbook.
- Seesaw platform or another digital platform for summary submissions and peer feedback.
- Computers/tablets for accessing Seesaw or another digital platform.

Evaluation Activity: Students will be evaluated on their ability to distill a text into a concise, clear summary and provide constructive peer feedback.

Rubric:

Criteria	Excellent (4 points)	Good (3 points)	Needs Improvement (2 points)	Insufficient (1 point)
Clarity of Summary	Summary is clear, concise, and includes all key points.	Summary is mostly clear but may lack full conciseness.	Summary includes unnecessary details or lacks clarity.	Summary is unclear or omits important points.
Accuracy of Summary	All key points from the text are accurately summarized.	Most key points are included, but some are missing.	Several key points are missing or inaccurately summarized.	Key points are missing, or summary does not represent the text.
Peer Feedback	Provides insightful and constructive feedback to peers.	Provides feedback, though it may be somewhat limited.	Feedback is minimal or not constructive.	No feedback provided or feedback is inappropriate.
Seesaw or Digital Platform Submission Quality	Submission is clear, well-organized, and thoughtful.	Submission is mostly clear but may lack full organization.	Submission is unclear or disorganized.	Submission is incomplete or poorly executed.

Note: Rubric for summarizing activities. Prepared by: Freire, L. (2023)

- **Lesson 4: Taking Notes**

Topic: Effective note-taking

Activity Name: Collaborative note-taking

Description:

Taking notes refers to noting key information while reading, especially in longer and more complex texts. This strategy is fundamental in the learning process, as it allows students to capture and organize essential details, facilitating comprehension and retention of information.

Warm-Up: Teacher explains different methods of note-taking (e.g., Cornell notes, mind maps) and highlights the importance of note-taking for better understanding and retention.

Main Task:


Book Task: Students read a chapter from the textbook and take individual notes using their preferred method.

Figure 5

READING ▶ 3:12

Cosmetic surgery ... for everyone?

Contact Doctor Weiss at Personal Health Magazine: weiss@personalhealth.rx



Some people consider cosmetic surgery no more serious than visiting a spa or a salon. But others say, "I think I'll pass." They're aware that cosmetic surgery is, in fact, surgery, and surgery should never be taken lightly. Fitness editor Dr. Gail Weiss answers readers' questions about cosmetic surgery.

Dear Dr. Weiss:
I'm at my wits' end with my face. I have wrinkles and sun damage. I'm only 30, but I look 50. Do you think a face-lift is an option for me?
Josephine

Dear Josephine:
This popular and effective surgery lifts the face and the neck in one operation. But a face-lift is surgery, and afterwards you will have to stay home for a number of days. It takes time to recover. Before you decide to have a face-lift, ask your dermatologist or a cosmetic surgeon about a chemical peel. A chemical peel removes the top layer of skin and can improve the appearance of the skin without surgery. Compared to surgery, a half-hour visit to your dermatologist would be a piece of cake! Good luck!
Gail Weiss, M.D.

Dear Dr. Weiss:
I'm a 24-year-old man who is already losing his hair. Dr. Weiss, I'm looking for a wife, and I'm afraid no woman will want to marry a 25-year-old bald guy. I need some advice.
Calvin

Dear Calvin:
There are several surgical procedures which a cosmetic surgeon can perform to help treat hair loss and restore hair for both men and women. But if that's not practical, remember that some of the world's most attractive men are bald!
Gail Weiss, M.D.

Dear Dr. Weiss:
When I was young, I was a chocoholic. I ate a lot of chocolate, but I never gained any weight. Now that I'm older, I can't eat anything without gaining weight! I've heard that liposuction is the answer to an overweight person's dreams. Is that true?
Dawson

Dear Dawson:
It's true that liposuction can remove fat deposits that don't respond to dieting and exercise, but it's expensive and can be dangerous. It would be a good idea to ask your doctor for some help in dieting first. Then, if you are unsuccessful, be sure to find a surgeon with a lot of experience before deciding on liposuction.
Gail Weiss, M.D.

Note: By Top Notch 2, Third edition. (Saslow & Ascher, 2015)

Figure 6

The figure displays two versions of a 'My Reading Notes' worksheet. The left version is a smaller, more detailed form with four columns and three rows. The right version is a larger, simplified form with two columns and two rows. Both forms include a question mark icon and the title 'My Reading Notes'. The right form also features an 'ink saving Eco' logo in the bottom right corner.

What I know already		What I know already	
Summarise the reading		Summarise the reading	
Predict: What might happen next?		Predict: What might happen next?	

What I know already	
Summarise the reading	

Note: By Top Notch 2, Third edition. (Saslow & Ascher, 2015)

Seesaw Task: Students upload their notes to Seesaw or another digital platform and work in pairs to compare their notes. They will collaborate to create a shared, more comprehensive version of their notes using the Seesaw or another digital platform comment and editing features.

Follow-Up: Students reflect on the collaborative note-taking process and discuss how their individual notes improved through collaboration.

Resources:

- Textbook chapter.
- Seesaw or another digital platform for note-sharing and collaboration.
- Computers/tablets for accessing Seesaw or another digital platform.

Evaluation Activity: Students are evaluated on the completeness and organization of their individual and collaborative notes.

Rubric:

Criteria	Excellent (4 Points)	Good (3 Points)	Needs Improvement (2 Points)	Insufficient (1 Point)
Quality of Individual Notes	Notes are detailed, well-organized, and include key information.	Notes are organized but may miss some details.	Notes are incomplete or poorly organized.	Notes are minimal or do not capture key information.
Collaborative Effort	Actively participates in collaboration and improves the quality of notes significantly. Provides thoughtful insights and suggestions to the partner's notes.	Participates but contributes fewer new insights; the collaboration is moderately improves the notes.	Participates minimally, with limited contribution to the quality of the collaborative notes.	No meaningful participation in collaboration or contribution to the improvement of notes.
Reflection	Insightful reflection on the collaborative note-taking process, including specific examples of improvement.	Reflects on the collaboration but lacks depth or specificity in examples.	Minimal reflection on the process, with no specific examples.	No reflection or engagement with the follow-up activity.

Note: Rubric for taking notes activities. Prepared by: Freire, L. (2023)

- **Lesson 5: Visualizing**

Topic: Creating mental images while reading

Activity Name: Drawing the scene

Description:

Visualizing refers to the technique of creating mental images or graphic representations of scenes, concepts or information presented in a text. This cognitive strategy is especially useful in teaching reading, as it helps students improve their comprehension and retention of the material read.

Warm-Up: The teacher introduces the concept of visualizing by asking students to close their eyes while the teacher reads a short descriptive paragraph aloud. Students are encouraged to "see" the scene in their minds.

Main task:

Book Task: Students read a passage from two short stories where imagery is used. They must create a detailed drawing or mind map that represents the scene described in the passage.

Figure 7

C

▶ 1:02 PHOTO STORY

ENGLISH FOR TODAY'S WORLD
 Understand English speakers from different language backgrounds.
 Leon = Spanish speaker
 Taka = Japanese speaker



Leon: You look familiar. Haven't we met somewhere before?
 Taka: I don't think so. I'm not from around here.
 Leon: I know! Aren't you from Japan? I'm sure we met at the IT conference last week.
 Taka: Of course! You're from Mexico, right?



Leon: That's right. I'm sorry. I've forgotten your name.
 Taka: Kamura Takashi. But you can call me Taka.
 Leon: Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?
 Taka: Not much. Actually, I'm on my way to the airport now. I'm flying back home.



Leon: Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I could show you around.
 Taka: That would be great. I hear Acapulco's beautiful.
 Leon: It was nice to see you again, Taka.
 Taka: You, too.

Note: By Top Notch 2, Third edition. (Saslow & Ascher, 2015)

Figure 8

ENGLISH FOR TODAY'S WORLD
Understand English speakers from different language backgrounds.
Guest = Korean speaker

C ▶ 2:03 **PHOTO STORY** Read and listen to someone checking out of a hotel.



Guest: Good morning. I'm checking out of Room 604.
Clerk: I'll be happy to help you with that. Was your stay satisfactory?
Guest: Yes. Very nice. Thanks.
Clerk: Did you have anything from the minibar last night?
Guest: Just a bottle of water.
Clerk: OK. Let me add that to your bill.

Clerk: And would you like to put this on your Vista card?
Guest: Yes, I would, please. By the way, I need to go to the airport.
Clerk: Certainly. If you're in a hurry, I'll call you a taxi. But if you'd rather take the free airport shuttle, there's one leaving in twenty minutes.
Guest: Great. I'll take the shuttle. Why pay for a taxi? And that'll give me time to pick up a few things at the gift shop before I leave.

Clerk: No problem. I'll ask the bellman to give you a hand with your luggage. He'll let you know when the shuttle's here.
Guest: Thanks so much.
Clerk: You're welcome. Have a safe trip, and we hope to see you again.

Note: By Top Notch 2, Third edition. (Saslow & Ascher, 2015)

Seesaw Task: After completing their drawings, students upload a photo of their work to Seesaw. In an audio or video submission, they describe why they visualized the scene the way they did and how certain words or descriptions influenced their visualization.

Peer Feedback: Students view and comment on at least two of their peers' visualizations, discussing the similarities and differences between their mental images of the same passage.

Resources:

- Passage with vivid imagery from the textbook (Top Notch 2).
- Drawing materials (paper, colored pencils).
- Seesaw or another digital platform for sharing visualizations.
- Computers/tablets for accessing Seesaw or another digital platform.

Evaluation Activity: Students are evaluated on the clarity of their drawings, the connection between the text and the visualization, and the quality of their explanation on Seesaw or another digital platform.

Rubric:

Criteria	Excellent (4 Points)	Good (3 Points)	Needs Improvement (2 Points)	Insufficient (1 Point)
Clarity and Detail of Drawing	Drawing is detailed, clear, and accurately represents the passage.	Drawing is clear but may lack some details or accuracy.	Drawing is somewhat unclear or lacks significant details.	Drawing is unclear or does not represent the passage well.
Connection to Text	Clearly connects specific words or descriptions to elements of the drawing.	Connects the drawing to the text, but lacks full depth.	Some connection to the text, but lacks explanation.	Little to no connection between the drawing and the text.
Seesaw or Another Digital Platform Explanation	Thorough and insightful explanation of visualization process.	Explanation is clear but lacks full depth or insight.	Explanation is vague or lacks clarity.	No explanation or insufficient effort in describing the process.
Peer Feedback	Provides insightful and constructive feedback to peers.	Provides feedback, though it may be somewhat limited.	Feedback is minimal or not constructive.	No feedback provided or feedback is inappropriate.

Note: Rubric for visualizing activities. Prepared by: Freire, L. (2023)

- **Lesson 6: Making Inferences**

Topic: Reading between the lines

Activity Name: Inferring meaning from context

Description:

Making inferences refers to the ability to deduce or interpret meanings that are not explicitly expressed in a text. This cognitive strategy is essential for reading comprehension, as it allows students to go beyond the words and grasp the underlying meaning, the author's intentions, and the connections between ideas.

Warm-Up: The teacher introduces the concept of inference by providing examples of implied meaning in conversation and text. Students are asked to infer the meaning behind ambiguous sentences.

Main Task:

Book Task: Students read a short story or article where key details are implied rather than directly stated. They must infer the underlying meaning of specific passages or character motivations.

Figure 9

The Story of a Traveler



Aryannayakk · Follow

2 min read · May 22, 2020



74



A man wanted to climb to the peak of a mountain. He decides to ask a few people living, near the area of the mountain, the easiest path to the peak. After knowing the path, he starts to follow the way guided by the natives. After reaching a few distances, he finds a traveler who was returning from the climb. He asks him the same question, "Traveller, what is the easiest path to reach to the top of the mountain?". After knowing the path guided by this traveler, man changes his started path and follows another way to reach the peak. As he starts following this path, he meets more travelers and he asks them the same question. After following all the ways guided by all of these travelers, he stops and decides to not climb the mountain. He gets convinced by all the travelers about the description of the peak and the ways to reach it. He starts to climb down. When he was returning down, he finds a few other travelers who were trying to reach to the ultimate top of the mountain. They ask him the same question, now the man answers them all the paths that were told to him by the other travelers while he was climbing up the mountain. Neither did he reach the top, nor did he know the right way to reach the top.

In our life too in the quest to reach the peak of our goals, we forget to self-discover our ways. We fall into the designed patterns given by others, we fall into words like, "If you follow this thing, then you can certainly achieve your goals". But we all are unique in our ways and that's what makes our paths also unique. We are never going to find satisfaction in following a way designed or planned out by others, it's the journey of self-discovery that brings the most freedom to our spirit. This journey is not decided by how others have done it, its decided by how we do it. That's the reason why any kind of art form sets us free, from the rules and laws designed by other people. If only we start to follow our path, we can find the peace within and find the true-inner freedom.

Inference Organizer

I can make and support inferences

Category	Literal <i>Find information stated in the text.</i>	Inference <i>Make an educated guess.</i>
where: <i>characteristics of the place (setting)</i>		
who: <i>characteristics of person</i>		
what: <i>an action by this person</i>		

Making Inferences

Story Clues + What I Know = Inference		

Question	
What the reading says	What I think
My Answer to the question—what I infer	

Note: By Top Notch 2, Third edition. (Saslow & Ascher, 2015)

Seesaw Task: Students write down their inferences and record a video explanation on Seesaw. They discuss what clues from the text led them to these conclusions and how the author used subtlety to convey meaning.

Group Discussion: Students compare their inferences in small groups, discussing where they agreed or differed and how different interpretations can arise from the same text.

Resources:

- Text from the textbook with implied meaning or subtleties.
- Seesaw or another digital platform for recording inferences and explanations.
- Computers/tablets for accessing Seesaw or another digital platform.

Evaluation Activity: Students are evaluated on the accuracy of their inferences, the depth of their explanations, and their engagement in the group discussion.

Rubric:

Criteria	Excellent (4 Points)	Good (3 Points)	Needs Improvement (2 Points)	Insufficient (1 Point)
Accuracy of Inferences	Inferences are accurate and well-supported by the text.	Inferences are mostly accurate with minor gaps in logic.	Inferences are somewhat inaccurate or lack textual support.	Inferences are largely inaccurate or unsupported by the text.
Textual Evidence	Provides strong textual evidence to support inferences.	Provides some evidence, though it may be somewhat limited.	Provides little to no evidence to support inferences.	No evidence provided to support inferences.
Seesaw or Another Digital Platform Explanation	Thorough and insightful explanation of inference process.	Explanation is clear but lacks full depth or insight.	Explanation is vague or lacks clarity.	No explanation or insufficient effort in describing inferences.

Criteria	Excellent (4 Points)	Good (3 Points)	Needs Improvement (2 Points)	Insufficient (1 Point)
Group Participation	Actively participates in discussion and offers insightful contributions.	Participates in discussion but with limited contribution.	Minimal participation in group discussion.	No participation in group discussion.

Note: Rubric for making inferences activities. Prepared by: Freire, L. (2023)

- **Lesson 7: Reacting to the Text**

Topic: Personal Reactions and Emotional Engagement with the Text

Activity Name: Text reflections

Description:

Reacting to the Text refers to the ability of students to reflect on their emotional and personal responses to the content of a text they have read. This cognitive strategy involves not only an intellectual understanding of the material but also an emotional connection to it, which can enrich the reading experience and learning.

Warm-Up: The teacher explains how personal experiences, emotions, and perspectives can influence how a reader interacts with and reacts to a text. Students are asked to reflect on their own reading habits and how certain stories or passages have made them feel in the past.

Main Task:

Book Task: Students read a story, article, or passage from a book where a strong emotional response is expected (for example, a story dealing with moral dilemmas, human relationships, or dramatic events). After reading, students must write a personal reflection making connections. They are encouraged to link their emotions to specific events, characters, or themes in the text.

Figure 10

I Sell my Dreams



Gabriel Garcia Marquez
1927-2014

Gabriel Garcia Marquez was brought up by his grandparents in Northern Columbia because his parents were poor and struggling. A novelist, short-story writer and journalist, he is widely considered the greatest living Latin American master of narrative. Marquez won the Nobel Prize in Literature in 1982. His two masterpieces are One Hundred Years in Solitude (1967, tr. 1970) and Love in The Time of Cholera (1985, tr. 1988). His themes are violence, solitude and the overwhelming human need for love. This story reflects, like most of his works, a high point in Latin American magical realism; it is rich and lucid, mixing reality with fantasy.

One morning at nine o'clock, while we were having breakfast on the terrace of the Havana Riviera Hotel under a bright sun, a huge wave picked up several cars that were driving down the avenue along the seawall or parked on the pavement, and embedded one of them in the side of the hotel. It was like an explosion of dynamite that sowed panic on all twenty floors of the building and turned the great entrance window to dust. The many tourists in the lobby were thrown into the air along with the furniture, and some were cut by the hailstorm of glass. The wave must have been immense, because it leaped over the wide two-way street between the seawall and the hotel and still had enough force to shatter the window.

The cheerful Cuban volunteers, with the help of the fire department, picked up the debris in less than six hours, and sealed off the gate to the sea and installed another,

and everything returned to normal. During the morning nobody worried about the car encrusted in the wall, for people assumed it was one of those that had been parked on the pavement. But when the crane lifted it out of its setting, the body of a woman was found secured behind the steering wheel by a seat belt. The blow had been so brutal that not a single one of her bones was left whole. Her face was destroyed, her boots had been ripped apart, and her clothes were in shreds. She wore a gold ring shaped like a serpent, with emerald eyes. The police established that she was the housekeeper for the new Portuguese ambassador and his wife. She had come to Havana with them two weeks before and had left that morning for the market, driving a new car. Her name meant nothing to me when I read it in the newspaper, but I was intrigued by the snake ring and its emerald eyes. I could not find out, however, on which finger she wore it.

This was a crucial piece of information, because I feared she was an unforgettable woman whose real name I never knew, and who wore a similar ring on her right forefinger which, in those days, was even more unusual than it is now. I had met her thirty-four years earlier in Vienna, eating sausage with boiled potatoes and drinking draft beer in a tavern frequented by Latin American students. I had come from Rome that morning, and I still remember my immediate response to her splendid soprano's bosom, the languid foxtails on her coat collar, and that Egyptian ring in the shape of a serpent. She spoke an elementary Spanish in a metallic accent without pausing for breath, and I thought she was the only Austrian at the long wooden table. But no, she had been born in Colombia and had come to Austria between the wars, when she was little more than a child, to study music and voice. She was about thirty, and did not carry her years well, for she had never been pretty and had begun to age before her time. But she was a charming human being. And one of the most awe-inspiring.

Vienna was still an old imperial city, whose geographical position between the two irreconcilable worlds left behind by the Second World War had turned it into a

paradise of black marketeering and international espionage. I could not have imagined a more suitable spot for my fugitive compatriot, who still ate in the students' tavern on the corner only out of loyalty to her origins, since she had more than enough money to buy meals for all her table companions. She never told her real name, and we always knew her by the Germanic tongue twister that we Latin American students in Vienna invented for her: Frau Frieda. I had just been introduced to her when I committed the happy impertinence of asking how she had come to be in a world so distant and different from the windy cliffs of Quindio, and she answered with a devastating:

'I sell my dreams.'

In reality, that was her only trade. She had been the third of eleven children born to a prosperous shopkeeper in old Caldas, and as soon as she learned to speak she instituted the fine custom in her family of telling dreams before breakfast, the time when their oracular qualities are preserved in their purest form. When she was seven she dreamed that one of her brothers was carried off by a flood. Her mother, out of sheer religious superstition, forbade the boy to swim in the ravine, which was his favourite pastime. But Frau Frieda already had her own system of prophecy.

'What that dream means,' she said, 'isn't that he's going to drown, but that he shouldn't eat sweets.'

Her interpretation seemed an infamy to a five-year-old boy who could not live without his Sunday treats. Their mother, convinced of her daughter's oracular talents, enforced the warning with an iron hand. But in her first careless moment the boy choked on a piece of caramel that he was eating in secret, and there was no way to save him.

Frau Frieda did not think she could earn a living with her talent until life caught her by the throat during the cruel Viennese winters. Then she looked for work at the first house where she would have liked to live, and when she was asked what she could do, she told only the truth: 'I dream.' A brief explanation to the lady of the house was all she needed, and she was hired at a salary that just

covered her minor expenses, but she had a nice room and three meals a day—breakfast in particular, when the family sat down to learn the immediate future of each of its members: the father, a refined financier; the mother, a joyful woman passionate about Romantic chamber music; and two children, eleven and nine years old. They were all religious and therefore inclined to archaic superstitions, and they were delighted to take in Frau Frieda, whose only obligation was to decipher the family's daily fate through her dreams.

She did her job well, and for a long time, above all during the war years, when reality was more sinister than nightmares. Only she could decide at breakfast what each should do that day, and how it should be done, until her predictions became the sole authority in the house. Her control over the family was absolute: even the faintest sigh was breathed by her order. The master of the house died at about the time I was in Vienna, and had the elegance to leave her a part of his estate on the condition that she continue dreaming for the family until her dreams came to an end.

I stayed in Vienna for more than a month, sharing the straitened circumstances of the other students while I waited for money that never arrived. Frau Frieda's unexpected and generous visits to the tavern were like fiestas in our poverty-stricken regime. One night, in a beery euphoria, she whispered in my ear with a conviction that permitted no delay.

'I only came to tell you that I dreamed about you last night,' she said. 'You must leave right away and not come back to Vienna for five years.'

Her conviction was so real that I boarded the last train to Rome that same night. As for me, I was so influenced by what she said that from then on I considered myself a survivor of some catastrophe I never experienced. I still have not returned to Vienna.

Note: By betraind.in (2020)

Making Connections

In the story...	This reminds me of...
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name: _____

Making Connections Count!

Quick Connection	Deep-Thinking Connection

Note: Prepared by: Freire, L. (2023)

Seesaw Task: After writing their reflections, students record a short video on Seesaw or another digital platform explaining their reaction to the text. They can also share a personal experience that relates to the theme of the text, if applicable. Peers will watch these videos and leave comments, either agreeing, disagreeing, or expanding on the reflections shared.

Peer Discussion: In groups, students discuss how their reactions varied and why. The group conversation focuses on understanding how different perspectives can lead to different interpretations and emotional responses.

Resources:

Short story or article that elicits emotional or moral reflection (from the textbook or supplementary material)

- Seesaw platform or another digital platform for sharing video reflections.
- Computers/tablets for accessing Seesaw or another digital platform.
- Printed worksheets for writing initial reflections.

Evaluation Activity: Students are evaluated on the depth and sincerity of their reflections, their ability to link personal experiences and emotions to the text, and the quality of their peer feedback and group discussion.

Rubric:

Criteria	Excellent (4 Points)	Good (3 Points)	Needs Improvement (2 Points)	Insufficient (1 Point)
Depth of Reflection	Reflection is detailed, sincere, and deeply connected to the text.	Reflection is sincere and mostly connected to the text.	Reflection is vague or lacks meaningful connection to the text.	Reflection is minimal or not connected to the text at all.
Link to Personal Experience	Clearly links personal experiences to themes or events in the text.	Makes some connections between personal experience and the text.	Limited connection between personal experience and the text.	No connection between personal experience and the text.
Seesaw or Another Digital Platform Video Explanation	Provides an insightful and well-expressed explanation of their reaction.	Explanation is clear but lacks full depth or insight.	Explanation is vague or lacks clarity.	No explanation or insufficient effort in explaining reactions.

Criteria	Excellent (4 Points)	Good (3 Points)	Needs Improvement (2 Points)	Insufficient (1 Point)
Peer Feedback	Thoughtfully engages with peer reflections, providing insightful feedback.	Provides feedback, though it may be somewhat limited.	Feedback is minimal or not constructive.	No feedback is provided or feedback is inappropriate.
Group Discussion Participation	Actively participates in group discussion and contributes thoughtful insights.	Participates in discussion but with limited contribution.	Minimal participation in group discussion.	No participation in group discussion.

Note: Rubric for reacting to the text activities. Prepared by: Freire, L. (2023)

- **Viability of the Proposal**

The viability of this proposal, which focuses on the use of cognitive strategies to improve reading comprehension, is supported by several factors that ensure its success in the classroom environment. Below, I will elaborate on the key elements that make this proposal both practical and impactful:

1. **Alignment with Cognitive Theory:** The foundation of this proposal is grounded in well-established cognitive learning theories, which emphasize the importance of active engagement with text for improving reading comprehension. Strategies such as summarizing, visualizing, and making inferences align with cognitive processes involved in understanding, retaining, and applying information. By incorporating these strategies into lesson plans, this guide ensures that students are actively processing the material, thus enhancing learning outcomes.

2. **Scalability and Flexibility:** The strategies proposed, such as overviewing, taking notes, and reacting to the text, are versatile and adaptable to different types of texts and reading levels. This flexibility ensures that the guide can be applied across various English proficiency levels, making it suitable for diverse groups of learners. Additionally, teachers can adjust the complexity of tasks based on the students' background knowledge and specific needs, making this guide scalable across different educational contexts.
3. **Technology Integration:** By incorporating the Seesaw or another digital platform into the lesson plans, the proposal leverages digital tools to enhance student engagement and participation. Seesaw or another digital platform facilitates collaborative learning through video reflections and peer feedback, fostering both individual accountability and group interaction. The platform also provides a way to assess student progress in real time, offering teachers instant access to student work and peer-to-peer feedback. This integration of technology ensures that the lessons are aligned with modern educational practices and can meet the demands of tech-savvy learners.
4. **Comprehensive Skill Development:** The combination of cognitive strategies selected for the proposal ensures a holistic development of reading comprehension skills. From predicting and visualizing to reacting and summarizing, the proposal addresses multiple facets of reading comprehension:
 - Predicting and Overviewing help students build anticipation and mental frameworks before reading.
 - Summarizing enhances their ability to distill key points and retain information.
 - Visualizing strengthens comprehension by helping students create mental images.

- Reacting to the Text allows for emotional engagement, which is crucial in deepening their understanding and personal connection to the material.

By covering a wide spectrum of skills, the proposal provides a well-rounded approach to reading comprehension, ensuring long-term benefits.

5. **Ease of Implementation:** The resources required for implementing this proposal are easily accessible and do not involve prohibitive costs or specialized materials. Traditional materials such as textbooks, worksheets, drawing materials, and digital tools like Seesaw can be readily provided in most classrooms. Moreover, teachers can easily integrate these strategies into their existing curriculum without significant restructuring, making the proposal practical for immediate implementation.
6. **Assessment and Evaluation:** The built-in evaluation system ensures that students' progress is monitored at each step. The use of pre- and post-assessments, along with clear rubrics for each activity, provides measurable outcomes. Teachers can track students' improvements in reading comprehension through both quantitative scores and qualitative assessments, such as peer feedback and personal reflections. This method of continuous evaluation allows for ongoing adjustments to ensure that teaching strategies remain effective.
7. **Teacher Support and Professional Development:** The didactic guide itself acts as a valuable resource for teachers, offering structured, step-by-step guidance on how to implement cognitive strategies in the classroom. This reduces the burden on teachers to independently develop lesson plans around these strategies. Additionally, the proposal promotes teacher development by exposing educators to effective cognitive strategies and how to adapt them to their classroom settings, which may improve overall teaching quality beyond the scope of the guide.

8. **Positive Impact on Student Motivation and Autonomy:** By engaging students in active and reflective learning processes, this proposal promotes greater student autonomy. Strategies like reacting to the text and taking notes encourage students to take ownership of their learning. In particular, the emotional engagement strategy (Reacting to the Text) fosters personal connections with reading material, increasing students' intrinsic motivation to read and interact with texts. Furthermore, the use of Seesaw allows students to engage with peers, creating a community of learners where feedback and collaboration are encouraged.
9. **Potential for Long-Term Improvement:** The proposal not only aims to improve immediate reading comprehension outcomes but also fosters skills that can be applied in future reading endeavors. Cognitive strategies such as making inferences and summarizing are transferable to various academic subjects and real-life situations, contributing to the students' lifelong learning abilities. The development of these core skills also prepares students for higher education and professional environments, where critical thinking and effective communication are paramount.
10. **Institutional Support and Sustainability:** The Universidad Nacional de Chimborazo provides an environment that supports educational innovation and research. The proposal is designed to fit within the institutional framework and aligns with pedagogical goals to enhance reading comprehension and English proficiency. Given that the university already integrates modern didactic methods into its curriculum, the adoption of this guide is feasible and sustainable over time. Teachers can continue to use this guide in subsequent semesters, with minimal adaptation required for new cohorts of students.

Conclusions

- It has been concluded that the selection of cognitive strategies must be personalized and adjusted to the individual needs of the students and their environment.
- The results of the pre-test, taken before starting the research, showed that the students initially had a low level of reading comprehension. Once the cognitive strategies were applied within the determined time, the post-test results showed that the students performed better.
- The most relevant cognitive strategies for reading comprehension have been identified and defined, such as prediction, summarization, elaboration, inference. These strategies allow the reader to process, analyze, and organize information effectively, improving text comprehension.
- The design of the activity guide is useful in each class, as it helps develop tasks that will help develop and improve reading comprehension.

Recommendations

- Conduct frequent diagnostic assessments to identify areas for improvement in students' reading comprehension. They allow the selective way to choose cognitive strategies, ensuring that they are adapted to each student's needs.
- Personalize instruction by diversifying the cognitive strategies, ensuring students receive specific support according to their reading comprehension levels and learning styles.
- Given that the post-test results show improvements, it is recommended to continue applying the cognitive strategies that have proven effective, such as prediction, summarizing, elaboration, and inference, and integrate them more into daily reading activities.
- Implement and maintain the use of designed activity guides, as they have proven helpful for organizing and sequencing tasks that promote the development of reading comprehension.

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Appendix

Appendix A. Reading Test Format

DATA RECOLECTION INSTRUMENT


Theme: "Cognitive strategies and their incidence in reading comprehension"

General objective: To analyze the application of cognitive strategies and their incidence in reading comprehension.

Author: Lcda. Luz María Freire Carrillo

PRE-TEST

Instrument taken from Top Notch 2 Third edition to evaluate the students' reading comprehension before applying cognitive strategies.



We talked to June Galloway about her book, *Get off on the Right Foot: Don't Let the Wrong Gesture Ruin Your Day.*

English is the world's international language. But in your book, you've focused on non-verbal communication. Why is that so important?
Well, gestures and other body language can have different meanings in different places. Something that you think is friendly or polite could come across as very rude in another culture. I've described many of these customs and cultural differences so my readers don't get off on the wrong foot when they meet people from places where the culture differs from their own.

Can greeting someone in the wrong way really lead to misunderstanding?
In some cases, yes. The firm handshake a North American expects may seem quite aggressive in other places. And a light handshake—which is normal in some countries—may seem unfriendly to a North American.

In what ways can hand gestures lead to misunderstanding?
Well, as an example, we assume all people indicate the numbers one to ten with their fingers the same way. But in fact, they don't. While North Americans usually use an index finger for


"one," most Europeans use a thumb. North Americans extend all ten fingers for "ten." However, Chinese indicate the numbers one to ten all on one hand. For example, an extended thumb and pinkie means "six," and a fist means "ten." Imagine how confusing this can be when you're trying to communicate quantities and prices with your hands!

What other gestures can cause confusion?
Take the gesture for "come here," for example. In North America, people gesture with the palm up. Well, in southern Europe, that gesture means "good-bye"! And in many Asian countries, the palm-up gesture is considered rude. Instead, people there gesture with the palm down.

I've heard that, in Japan, pointing with the index finger is not polite. Is that right?
Yes. Japanese prefer to point with the palm open and facing up.

Surely there must be some gestures used everywhere, right? What about the thumbs-up sign for "great"?
Sorry. That's extremely rude in Australia and the Middle East. This is why it's so important to be aware of these cultural differences.

What gesture do you use . . .



. . . for the number six?

. . . for "Come here": palm up or down?

. . . for pointing? Do you use your index finger or an open palm?

Note: By Top Notch 2, Third edition. (Saslow & Ascher, 2015)

COMPREHENSION QUESTIONS

A. What country is it? Circle the letter of the country for which the statements are true.

1. In this country, people use an index finger to indicate the number "one."
a. United States b. Germany c. Japan
2. In this country, people indicate the numbers 1–10 on one hand.
a. Canada b. Greece c. China
3. In this country, people gesture with the palm up to say "goodbye."
a. United States b. Italy c. Thailand
4. In this country, gesturing with the palm up is considered rude.
a. United States b. Italy c. Thailand
5. In this country, it is rude to do the "thumbs-up" sign.
a. Australia b. Spain c. China

Note: By Top Notch 2, Third edition. (Saslow & Ascher, 2015)

B. Answer the next questions.

1. For people in North America, what is the difference between a firm handshake and a light handshake?

2. How do people get confused when using their fingers to express a quantity or a number?

Please explain.

3. How do people in Ecuador recognize the thumbs-up gesture?

Note: Open questions for evaluating pre-test. Prepared by: Freire, L. (2023)

Data Recollection Instrument


Theme: "Cognitive strategies and their incidence in reading comprehension"

General objective: To analyze the application of cognitive strategies and their incidence in reading comprehension.

Author: Lcda. Luz María Freire Carrillo

POST-TEST

Instrument taken from Top Notch 2 Third edition to evaluate the students' reading comprehension after applying cognitive strategies.

 **READING** ▶ 1:11

We talked to June Galloway about her book, *Get off on the Right Foot: Don't Let the Wrong Gesture Ruin Your Day.*

English is the world's international language. But in your book, you've focused on non-verbal communication. Why is that so important?
Well, gestures and other body language can have different meanings in different places. Something that you think is friendly or polite could come across as very rude in another culture. I've described many of these customs and cultural differences so my readers don't get off on the wrong foot when they meet people from places where the culture differs from their own.

Can greeting someone in the wrong way really lead to misunderstanding?
In some cases, yes. The firm handshake a North American expects may seem quite aggressive in other places. And a light handshake—which is normal in some countries—may seem unfriendly to a North American.

In what ways can hand gestures lead to misunderstanding?
Well, as an example, we assume all people indicate the numbers one to ten with their fingers the same way. But in fact, they don't. While North Americans usually use an index finger for


"one," most Europeans use a thumb. North Americans extend all ten fingers for "ten." However, Chinese indicate the numbers one to ten all on one hand. For example, an extended thumb and pinkie means "six," and a fist means "ten." Imagine how confusing this can be when you're trying to communicate quantities and prices with your hands!


What other gestures can cause confusion?
Take the gesture for "come here," for example. In North America, people gesture with the palm up. Well, in southern Europe, that gesture means "good-bye"! And in many Asian countries, the palm-up gesture is considered rude. Instead, people there gesture with the palm down.


I've heard that, in Japan, pointing with the index finger is not polite. Is that right?
Yes. Japanese prefer to point with the palm open and facing up.

Surely there must be some gestures used everywhere, right? What about the thumbs-up sign for "great"?
Sorry. That's extremely rude in Australia and the Middle East. This is why it's so important to be aware of these cultural differences.

What gesture do you use . . .


... for the number six?


... for "Come here": palm up or down?


... for pointing? Do you use your index finger or an open palm?

Note: By Top Notch 2, Third edition. (Saslow & Ascher, 2015)

COMPREHENSION QUESTIONS

A. What country is it? Circle the letter of the country for which the statements are true.

1. In this country, people use an index finger to indicate the number "one."
a. United States b. Germany c. Japan
2. In this country, people indicate the numbers 1–10 on one hand.
a. Canada b. Greece c. China
3. In this country, people gesture with the palm up to say "goodbye."
a. United States b. Italy c. Thailand
4. In this country, gesturing with the palm up is considered rude.
a. United States b. Italy c. Thailand
5. In this country, it is rude to do the "thumbs-up" sign.
a. Australia b. Spain c. China

Note: By Top Notch 2, Third edition. (Saslow & Ascher, 2015)

B. Answer the next questions.

1. For people in North America, what is the difference between a firm handshake and a light handshake?

2. How do people get confused when using their fingers to express a quantity or a number?

Please explain.

3. How do people in Ecuador recognize the thumbs-up gesture?

Note: Open questions for evaluating post-test. Prepared by: Freire, L. (2023)

Appendix B. Pre-test and Post-Test Results

Students	Section A PreTest	Section B PreTest	Reading PreTest	Section A PostTest	Section B PostTest	Reading PostTest
1	5	5	10	5	3	8
2	3	5	8	4	5	9
3	3	3	6	5	5	10
4	2	2	4	5	5	10
5	3	5	8	4	5	9
6	3	3	6	5	3	8
7	4	3	7	3	5	8
8	3	3	6	5	3	8
9	5	3	8	5	3	8
10	3	3	6	5	3	8
11	5	5	10	5	5	10
12	5	5	10	5	5	10
13	3	3	6	3	5	8
14	3	5	8	5	5	10
15	3	5	8	5	5	10
16	3	5	8	5	5	10
17	2	0	2	5	5	10
18	2	5	7	5	5	10
19	4	5	9	5	5	10
20	3	5	8	5	5	10
21	5	5	10	5	5	10
22	5	5	10	5	5	10
23	5	3	8	5	5	10
24	3	5	8	5	5	10
25	3	5	8	5	5	10
26	4	3	7	5	5	10
27	3	3	6	5	5	10

Note: Results of pre-tests and post-tests. Prepared by: Freire, L. (2023)

Appendix C. Images of the Post-Test and Post-Test Evaluation

Figure 11



Figure 12



Appendix D. Instrument Validation



Dirección de Postgrado
VICERRECTORADO DE INVESTIGACIÓN,
VINCULACIÓN Y POSTGRADO

en colaboración con



Validation of

Research Instruments

Theme: "COGNITIVE STRATEGIES AND THEIR INCIDENCE IN READING COMPREHENSION"

General objective: To analyze the application of cognitive strategies and their incidence in reading comprehension.

Author: Lic. Luz María Freire Carrillo

Evaluator: Mgs. Mishell Gabriela Salao Espinoza

Academic tutor: Mgs. Tatiana Elizabeth Martínez Zapata

Type of instrument: Pre-test

Rating scale:

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

Aspect 1:

Criteria	1	2	3	4	5
Does the instrument gather data suitable for and relevant to the research topic?					
Do the items have a logical relation with the thesis objectives?					
Do the items have a connection with the variables?					
Is there a logical organization with the items display?					
Do the items contain clear and definite instructions to use the instrument?					
Are the items clear, concise and appropriate to the target audience?					

Aspect 2:

Principles of Assessment	Criteria description	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					
Reliability	Is the test consistent or free from random errors, presenting constant conditions across two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					
Authenticity	Does the instrument reflect "real-world" language, containing language that is as natural as possible?					
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					
Washbak	Does the instrument have a positive impact on the participants?					

Validated by: Mgs. Mishell Gabriela Salao Espinoza

ID: 0650151566



MISHELL GABRIELA
SALAO ESPINOZA

.....
Signature



Research Instruments

Theme: "COGNITIVE STRATEGIES AND THEIR INCIDENCE IN READING COMPREHENSION"

General objective: To analyze the application of cognitive strategies and their incidence in reading comprehension.

Author: Lic. Luz María Freire Carrillo

Evaluator: Mgs. Mishell Gabriela Salao Espinoza

Academic tutor: Mgs. Tatiana Elizabeth Martínez Zapata

Type of instrument: Post-test

Rating scale:

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

Aspect 1:

Criteria	1	2	3	4	5
Does the instrument gather data suitable for and relevant to the research topic?					
Do the items have a logical relation with the thesis objectives?					
Do the items have a connection with the variables?					
Is there a logical organization with the items display?					
Do the items contain clear and definite instructions to use the instrument?					
Are the items clear, concise and appropriate to the target audience?					

Aspect 2:

Principles of Assessment	Criteria description	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					
Reliability	Is the test consistent or free from random errors, presenting constant conditions across two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					
Authenticity	Does the instrument reflect "real-world" language, containing language that is as natural as possible?					
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					
Washbak	Does the instrument have a positive impact on the participants?					

Validated by: Mgs. Mishell Gabriela Salao Espinoza

ID: 0650151566



MISHELL GABRIELA
SALAO ESPINOZA

Signature



Research Instruments

Theme: "COGNITIVE STRATEGIES AND THEIR INCIDENCE IN READING COMPREHENSION"

General objective: To analyze the application of cognitive strategies and their incidence in reading comprehension.

Author: Lic. Luz María Freire Carrillo

Evaluator: Mgs. Jhon Jairo Inca Guerrero

Academic tutor: Mgs. Tatiana Elizabeth Martínez Zapata

Type of instrument: Pre-test

Rating scale:

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

Aspect 1:

Criteria	1	2	3	4	5
Does the instrument gather data suitable for and relevant to the research topic?				x	
Do the items have a logical relation with the thesis objectives?					x
Do the items have a connection with the variables?					x
Is there a logical organization with the items display?					x
Do the items contain clear and definite instructions to use the instrument?					x
Are the items clear, concise and appropriate to the target audience?					x

Aspect 2:

Principles of Assessment	Criteria description	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					x
Reliability	Is the test consistent or free from random errors, presenting constant conditions across two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					x
Authenticity	Does the instrument reflect "real-world" language, containing language that is as natural as possible?					x
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					x
Washbak	Does the instrument have a positive impact on the participants?					x

Validated by: Mgs. Jhon Jairo Inca Guerrero

ID: 0604136572



UNIVERSITY OF THE PACIFIC

Signature



Research Instruments

Theme: "COGNITIVE STRATEGIES AND THEIR INCIDENCE IN READING COMPREHENSION"

General objective: To analyze the application of cognitive strategies and their incidence in reading comprehension.

Author: Lic. Luz María Freire Carrillo

Evaluator: Mgs. Jhon Jairo Inca Guerrero

Academic tutor: Mgs. Tatiana Elizabeth Martínez Zapata

Type of instrument: Post-test

Rating scale:

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

Aspect 1:

Criteria	1	2	3	4	5
Does the instrument gather data suitable for and relevant to the research topic?					x
Do the items have a logical relation with the thesis objectives?					x
Do the items have a connection with the variables?					x
Is there a logical organization with the items display?					x
Do the items contain clear and definite instructions to use the instrument?					x
Are the items clear, concise and appropriate to the target audience?					x

Aspect 2:

Principles of Assessment	Criteria description	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					x
Reliability	Is the test consistent or free from random errors, presenting constant conditions across two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					x
Authenticity	Does the instrument reflect "real-world" language, containing language that is as natural as possible?					x
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					x
Washbak	Does the instrument have a positive impact on the participants?					x

Validated by: Mgs. Jhon Jairo Inca Guerrero

ID: 0604136572



Apendix E. Office

Riobamba, 06 de diciembre, 2023

Magister

Mónica Cadena

DIRECTORA DE CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Presente. -

De mi consideración

Yo, Luz María Freire Carrillo con C.I.0604257907 estudiante del programa de posgrado de ENSEÑANZA DE INGLES COMO LENGUA EXTRANJERA de la UNIVERSIDAD NACIONAL DE CHIMBORAZO me permito solicitarle de la manera más comedida se sirva autorizar el ingreso a las horas de clase detalladas para realizar la aplicación de mi proyecto de investigación titulado: COGNITIVE STRATEGIES AND THEIR INCIDENCE IN READING COMPREHENSION.

La aplicación podrá ser desarrollada en la asignatura de Semantics en quinto Semestre de la carrera que usted dirige, asignatura impartida por la Mgs. Daysi Fierro desde 08 -01-2024 hasta 02-02-2024 con el siguiente horario:

Lunes: 17:00-19:00

Martes: 15:00-17:00

Miércoles: 15:00-17:00

Viernes: 17:00-19:00

Por su aceptación, le anticipo mi agradecimiento.

Atentamente,


Luz María Freire Carrillo

C.I.0604257907

Recibido

06-18-2023
16:05

Riobamba, 20 de enero de 2023
Oficio No. 082-DCPINE-FCEHT-UNACH-2022

Licenciada
Luz María Freire
ESTUDIANTE DE POSGRADO
Presentación

De mi consideración:

Reciba un atento saludo, al mismo tiempo tengo a bien Autorizar a usted la aplicación de su Investigación titulada "Cognitive strategies and their incidence in Reading comprehension", como parte de su proceso de titulación de la Maestría de Enseñanza de Inglés como Lengua Extranjera de la Universidad Nacional de Chimboazo, en la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en segundo y séptimo semestre.

Por lo antes referido, anticipo mi agradecimiento.

Atentamente,



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DIRECCIÓN

Mgs. Mónica Cadena F.
DIRECTORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS