META-COGNITIVE STRATEGIES TO THE READING COMPREHENSION PROCESS IN FOURTH GRADERS

Applying Meta-Cognitive Strategies to Explore and Analyze the Reading Comprehension Process in Fourth Graders

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Never consider the study as a duty,

but as an opportunity to penetrate

into the beautiful,

wonderful world of knowledge.

~Albert Einstein
Abstract

This work was oriented in the reading comprehension process to 4th graders and the objective is to design Meta-cognitive strategies in order to improve the reading understanding of fourth graders. It was based on both thinking and language according to writers as Schmitt and Goodman (1998). They explain the ability that students have for anticipating meaning from previous knowledge, the way to interact with the context and making sense of reading based on the idea that Metacognition refers to the process of active control over one's own cognition. More specifically, planning that involves setting goals, generating questions, analyzing how to attack a problem, selecting and organizing information for one's text. Monitoring refers to tracking of attention and evaluating comprehension processes. Through regulating action, readers modify their reading behaviors in order to facilitate their construction of meaning.

The purpose of this study was to explore elementary school children’s meta-cognitive strategies before, during, and after reading.

**KEY WORDS:** Metacognitive strategies, Reading comprehension, Metacognition

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Resumen

Este trabajo está orientado en el proceso de comprensión lectora en 4to grado, el objetivo es diseñar estrategias meta-cognitivas con el fin de mejorar el proceso de comprensión lectora en los niños de cuarto grado. Esta investigación se basa tanto en el pensamiento como en el lenguaje basado en escritores como Schmitt (1998) y Goodman. Ellos expresan la capacidad que tienen para anticipar el significado de los conocimientos previos, la forma de interactuar con el contexto y dar sentido a la lectura basados en la idea que la Meta cognición se refiere al proceso
de control activo sobre la propia cognición. Más específicamente, la planificación que implica el establecimiento de metas, generando preguntas, analizando cómo atacar un problema, seleccionar y organizar la información para el texto de uno. Monitoreo se refiere al seguimiento de la atención y evaluación de los procesos de comprensión. A través de la regulación de la acción, los lectores modifican sus comportamientos de lectura con el fin de facilitar su construcción de sentido.

El propósito de esta investigación fue explorar los conocimientos meta-cognitivos en niños de primaria antes, durante y después de leer.

PALABRAS CLAVES: Estrategias meta-cognitivas, comprensión de lectura, Meta cognición.

CHAPTER I

Introduction

During my teaching practicum as EFL teacher, I identified some difficulties when reading a text with my students. I noticed they did not understand what they were reading. I realized that reading is one of the skills that need to be worked harder when thinking about strategies. The use of strategies could be a good chance that the search for reading be entertaining way to learn a second language.
This research study searches to analyze fourth graders’ reading comprehension through the implementation of planning, monitoring, and evaluation as meta-cognitive strategies (Schmitt, 1998) to give my students possibilities to learn how to read and comprehend a text and to be aware of their own reading process. As my students are fourth graders, the types of texts they are going to read are fairy tales and some other adaptations for children. During the time of the pedagogical intervention, students read 4 tales. The participants of this study were 10 students, 6 boys and 4 girls, of the group 401 in a public school in Bogotá. The instruments to gather data were teacher’s field notes, questionnaires, and interviews based on reading comprehension taking into account some tales.

This research study can be considered as one of the first stages to explore the importance of reading, not only in EFL, but also in the mother tongue to make my students become good readers. My main purpose is to teach students how their awareness of their own reading process can help them connect knowledge with the other skills.

Rationale

Reading is a good manner to learn to develop other skills such as writing and speaking. When students are immersed in reading processes, they can perform writing tasks or oral activities based on reading comprehension.

Learning to read is an important educational goal. For children, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoying literature, and doing modern life activities such as reading newspapers, lists of jobs, instructions, and maps. Many people learn to read in their first language during their childhood, while others learn to
read a second, third or an additional language without having learned to read in their first language.

However, reading is a process where students not only are identifying words; they have to try to store the information in their memory in order to read for learning. Therefore, their knowledge and the strategies that they implement to improve the learning process and the memory is known as Metacognition.

Metacognition can be described as the “guide or the learning coach” of a person (Schoenfeld, 1985), is a guide of the information processing and supervise the effectiveness of the different strategies that the learner applies in the learning process. For this reason, it is important for the learner to have the ability to self-regulate their process having knowledge about the meta-cognitive strategies that they can use to improve their own comprehension process.

Reading instruction needs to take into account different learning styles and strategies. The style of learning of every student will affect the teaching strategies and instructional materials to be used. The context of learning is also important; for instance, children who are learning to read in a language different from their native language will also need to be conscious about their own reading comprehension process and the strategies that they could use to improve those problems because they should be active learners to understand their own learning process.

Using meta-cognitive strategies is a good manner to make that student to be realistic about their memory capacity and their limits, taking into account that many students from different ages do not control their comprehension process when they are reading a book (Baker & Brown, 1984; Hacker, Bol, Horgan & Rakow, 2000). Students ignore what they know and
what they do not know and maybe they think that they understand something that really it is wrong, they have the illusion to know (Hacker, 1998; Butler & Winne, 1995).

This research will bring teachers the importance to establish goals for the learning activities and to control the learning process encouraging students to select strategies that help them plan, apply strategies and self-evaluate their own efforts in order to activate their knowledge, this is explained because of the fact that during the school ages children are able to reflect their own thinking process and they will be conscious about the nature of thinking and learning (Flavell, Miller & Miller, 1993), not only with the second language, but also with their mother tongue.

**Research Objective**

To explore and analyze the process of reading comprehension of fourth graders when implementing planning, monitoring, and evaluation as meta-cognitive strategies.

**Problem Statement**

Learn a second language is a process that needs a series of strategies; learners have to take special activities to make learning process easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990). Language learning strategies have helped learners to take responsibility and autonomy in their learning process.

Learning to read is a hard process for children, teacher is the way to do the learning easier using all the appropriate strategies to develop comprehension process. Children learn to read and write at the start of their school life.
Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction. The words extracting and constructing are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Comprehension entails three elements:

The reader who is doing the comprehending

The text that is to be comprehended

The activity in which comprehension is a part.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading (Galda and Beach, 2001)

This research is based on my concerns and observations as a teacher-researcher taking into account my students’ problems and interests. My first concern, as a teacher-researcher, was to identify the comprehension problems that students had when they read. Therefore, I decided to implement meta-cognitive strategies in order to help students improve their reading process taking into account that learning how we learn facilitates awareness of our own process, how it works, how to optimize its functioning, and how to carry out my own reading process.

Other concerns I had were to identify what ideas students had when they read, how they read, how they were reading after implementing meta-cognitive strategies, and what strategies they used to comprehend the text they were reading, and what questions emerged from them to understand the reading. These concerns appeared when I noticed that many students translated each word, others used their previous knowledge and the majority did not understand the text.
I stated the diagnosis process reading different tales. In one of the classes in which I read the tale “I love you Grandpa”, I could notice that students needed that I used mimics or movements in order to understand, so, in the first part of the comprehension process they read alone and did not understand much. I evidenced this difficulty when listening to their answers. The following excerpt of my field notes can evidence the low level of reading comprehension:

T: what was the main character doing at the beginning of the story?

Ss: he was digging a hollow… I don’t remember, he was catching a fish… (Field notes, September 15th)

Talking into account the level comprehension process I decided use strategies to help them, step by step improving the process.

I noticed that students needed the teacher uses many images or mimics to remember words when they read. Consequently, I applied meta-cognitive strategies to improve the reading process in 4th grade taking into account that the reading process is a moment where the reader establishes a connection with the text and constructs meaning using their previous knowledge and their previous experiences.

De la Cruz (1999), argues that reading as a tool for personal enrichment, goes beyond a simple decoding of graphic signs, the child must interpret what they read from the information provided in the written message and their previous knowledge. Therefore, it is not a passive activity, but it involves the recognition of the word itself and the interpretation of the text (reading comprehension).
Reading strategies are controllable by readers. They are personal cognitive tools that can be used selectively and flexibly, and strategic reading reflects metacognition and motivation because readers need to have both the knowledge and disposition to use strategies.

This research study is focused on meta-cognitive strategies proposed by Schmitt (1998), taking planning, monitoring, and evaluation as the main strategies to solve reading comprehension problems.

Meta-cognitive strategies suggest that children develop a much clearer sense of themselves as readers and writers, become more cognizant of the literacy tasks, and use the language to regulate their own behavior (Schmitt, 1988, 1990, 2005). According to this statement of the problem I posed the following research question:

WHAT HAPPENS WITH FOURTH GRADERS’ READING COMPREHENSION WHEN IMPLEMENTING PLANNING, MONITORING, AND EVALUATION AS META-COGNITIVE STRATEGIES?

CHAPTER II

Literature Review

To be autonomous in the acquisition of a second language is difficult in Youngers. Here I want to show some strategies to involve students in the process, relevant process to the definition to some aspects I will use to improve reading comprehension process.
Learning strategies are used by students to help them understand information and solve problems. A learning strategy is a person's approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.

In addition, language learning strategies are those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language (Cohen, 1998). Generally, language learning strategies are beneficial because they make students autonomous, that is, students can be responsible for their own learning (Nation, 2001, p.222). Utilization of learning strategies is very important in Reading comprehension, taking into account that is strengthened when students work methodically and systematically to improve their reading skills. In order to become good readers students must have the ability to apply different strategies in order to build meaning for themselves and as teachers, we need to teach students how to think about these strategies as they read.

So as to have students motivated, teachers need to build a variety of experiences relevant to the topic of study and use a variety of materials in their classrooms to better accommodate the individual student’s needs, interests, and abilities (Shelley, 1997). Students who do not have a strong foundation in basic decoding and comprehension skills become struggling readers. Remedial readers never see reading as something they could do - it was something to be avoided (Collins, 1997). Based on the theories mentioned before, students’ poor reading ability denies them the access to the content of papers they have to study.
Thus, reading will be viewed as an activity where we construct meaning for ourselves; it is an active, cognitive and affective process that involves complex thinking.

Reading in a foreign language is a complicated process involving both lower-level and higher-level processing skills with the interaction of first and second language. In order to help learners to overcome their reading difficulties, numerous researchers have devoted themselves to identify comprehension problems with the purpose of developing comprehension strategies in struggling readers. For more than two decades, strategy-based instruction has been regarded as an effective approach to enhance reading comprehension (e.g. Janzen & Stoller 1998; Souvignier & Mokhlesgerami, 2006; and Sung, Chang, & Huang, 2008). Recently, it has been recognized that individual differences may influence the effect of reading strategy instruction and students’ reading performance. Major leaner differences include factors associated with learning styles, learning strategies and affective variables, such as motivation, self-efficacy, tolerance of ambiguity, and anxiety, among others (Ehrman, Leaver, & Oxford, 2003). There are a lot of strategies for reading, those include:

Word Identification Strategy

Self-Questioning Strategy

Visual Imagery Strategy

Inference Strategy

Fundamentals of Paraphrasing and Summarizing

Paraphrasing Strategy
Word Mapping Strategy

At the same time, learn to read is learn to comprehend, the capability of being able to comprehend what has been read is a requirement for success in all aspects of learning. At the same time, Block (1992) argues that, there is now no more debate on "whether reading is a bottom-up, language-based process or a top-down, knowledge-based process. "It is also no more problematic to accept the influence of background knowledge on both L1 and L2 readers. Research has gone even further to define the control readers execute on their ability to understand a text. This control, Block (1992) has referred to as metacognition, which is one of the more important cognitive concepts in the reading comprehension process to construct meaning. Reading is an active, constructive, and meaning-making process, one’s awareness and control of these cognitive processes is metacognition and it is a critical tool to successful reading (Alvermann & Phelps, 2002). Taking into account that Metacognition literally means "big thinking: " You are thinking about thinking. During this process you are examining your brain’s processing. Teachers work to guide students to become more strategic thinkers by helping them understand the way they are processing information. Questioning, visualizing, and synthesizing information are all ways that readers can examine their thinking process. Through scaffolding and reciprocal teaching, students are able to practice the skills that lead to these overt acts becoming automatic (Fountas and Pinnell, 2000).

Metacognitive processes have been understood to play an essential part in achieving comprehension (Phan, 2006).
Metacognitive Strategies mirror learners' capability to find opportunities to learn and then record and review those experiences. In other words, metacognitive strategies include monitoring, decision-making, and assessment of one's advance (Schmitt, 2000).

The use of metacognitive strategies in the reading process has been generally supported as a valuable aid for its cognitive, social, and linguistic benefits. Good readers know how to use cognitive and metacognitive strategies together to develop a deeper understanding of a book’s theme or topic. They learn or “construct knowledge” (using cognitive strategies) through a variety of methods, and then recognize (using metacognitive strategies) when they lack understanding and, consequently, choose the right tools to correct the problem.

To put it simply, metacognition is cognition of cognition (Carrell et al., 1998). It is "thinking about thinking" according to Anderson (2002). Likewise, it is defined as the process of recognizing what is known (Shimamura, 2000). Metacognition is considered a kind of self-assessment. The reader observes the primary stages of reading, which are cognitive activities. Then, supplementary activities (i.e., metacognition) will be assigned in order to provide more awareness and understanding of the text through visual activities.

As soon as, Metacognition involves thinking about what one is doing while reading. Moreover, they attempt to form a summary of what was read. Carrying out the previous steps requires the reader to be able to classify sequence, establish whole-part relationships, compare and contrast, determine cause-effect, summarize, hypothesize and predict, infer, and conclude.

Other Theorists argues that metacognition refers to both knowledge and control of cognitive processes (e.g., Baker & Brown, 1984; Brown, 1980; Flavell, 1976, 1979). Metacognitive knowledge reflects awareness of the variables of self (e.g., “I know about this topic”), task (e.g., “I know that reading is a left-to right activity”), and strategy (e.g., “I know
that rereading might help me figure this out”). According to the work Flavel’s (1976), Garner (1987), Baumann and Schmitt (1986), and Paris, Lipson, and Wixon (1983), metacognitive knowledge can be declarative (knowing that or what about something), procedural (knowing how to proceed), and conditional (knowing when to use a strategy and why it is relevant). Of interest in this paper is the declarative and conditional metacognitive knowledge learners have of appropriate strategies to promote reading comprehension.

While I agree with the idea that metacognitive knowledge can only be hypothesized or presupposed by evidence of behaviors that indicate cognitive control (e.g., if readers are observed making a self-correction, one can suppose that they had knowledge of a strategy that allowed for the monitoring and revision processes), it is also possible to question or elicit information from learners regarding their declarative and conditional knowledge of strategies via a variety of self-report measures. In addition to the use of the Metacognitive Interview by Schmitt (1998) that is one of the most important authors that supports this reading comprehension strategies, Paris and his colleagues developed the Index of Reading Awareness (Paris, Cross, & Lipson, 1984; Paris & Jacobs, 1984), a self-report measure of awareness of the need to evaluate, plan, and regulate reading processes; and Duffy et al. (1987) developed Lesson Interviews and Concept Interviews to assess awareness of strategic processes that were taught in training studies.

Meta-cognitive strategies allow to increase awareness and to realize the process of understanding and being able to follow through the reflection on the different stages of reading comprehension, such as: Planning, Monitoring and Evaluation.
Planning determine that previous ideas of the text, achieve the objectives and the anticipated consequences of actions. One of the most universal achievements arising from recent research is the degree to which the reader’s prior knowledge facilitates comprehension.

Therefore, Puente (1994) argues that, the monitoring phase is the process of checking on the progress of the effectiveness of reading strategies being used. It requires the reader to ask constantly about the development process of understanding, which is checking if you are approaching the targets solving the problems detected when facing difficulties and select strategies to overcome them.

On the other hand, Ríos and Brown, cited by Ruiz (1999) proposed evaluation referring to the contrast of results with the strategies employed, ie, the subject reflects about the logic, relevance and significance of the results. It is an evaluation of the process: when you finish the reading you can wonder how you check if you understood the text, Evaluate the strategies’ effectiveness that you used, what were the things that helped you comprehend the text. Meta-cognitive strategies for planning, supervision of the learning process (monitoring), evaluation and verification of the results help students understand what processes are manageable for him, how they relate to purely cognitive skills, how they are influenced by effective states or events, and how they improve their comprehension problems.

Furthermore, Meta-cognition based on Pinzás (2003) and supporting the theorist mentioned before about the importance to use the right strategies, argues that knowing how to think means to be aware of the mistakes and pitfalls of their own thoughts and expressions, to know to capture and correct the thinking failures, to make it more fluid, coherent and it is an efficient way to learn to reason about the reasoning.
Finally, I could argue that, these meta-cognitive processes are carried out when the "I" think about their own thinking, it is important think about the certain knowledge, if it is acquire correctly, recognize the cognitive level acquired, identify the errors or inconsistencies committed in one instance and in general context and to do an internal and conscious analysis about the process.

CHAPTER III

Instructional Design

Methodology

This research study searches to analyze fourth graders’ reading comprehension through the implementation of planning, monitoring, and evaluation as meta-cognitive strategies (Schmitt, 1998) to give my students possibilities to learn how to read and comprehend a text and to be aware of their own reading process.

Theorists have explained that meta-cognition refers to both knowledge and control of cognitive processes (e.g., Baker & Brown, 1984; Brown, 1980; Flavell, 1976, 1979). Meta-cognitive knowledge reflects awareness of the variables of self (e.g., “I know about this topic”), task (e.g., “I know that reading is a left-to-right activity”), and strategy (e.g., “I know that rereading might help me figure this out”). According to the work of Flavell (1976), Garner (1987), Baumann and Schmitt (1986), and Paris, Lipson, and Wixon (1983), meta-cognitive knowledge can be declarative (knowing that or what about something), procedural (knowing how to proceed), and conditional (knowing when to use a strategy and why it is relevant). In this
implementation the declarative and conditional meta-cognitive knowledge learners had of appropriate strategies to promote reading comprehension was the main interest.

It is important for the teacher to recognize the valuable contribution this pedagogical intervention does, considering the student as a subject who takes an active and responsible role in their own learning process.

The pedagogical implementation designed for this study consisted of 8th English lessons. Each session started with a Warming up, where teachers engaged students into the current topic and reviewed some of the activities and concepts of the previous lessons, then the Development was the space in which the teacher presented the topic and did a practice with the learners by means of different reading activities like games, puzzles or dialogues and reading surveys. Finally, learners got into a closing step, in which they did a practice of the topic, through some activities (short texts) and so on. Here the teacher did not help the practice but she was observing what learners did to understand the texts (tales). Learners had opportunities every class to participate actively in the development of the activities, providing the teacher with constant information on their performance, and some weaknesses in the process to overcome.

Most of the lessons were performed using different materials with images and diagrams such as posters, sheets, games, puzzles and storybooks, others like, attempting to enhance reading development in the activities of the class, and in that way getting more opportunities to see how students improved their reading in each lesson.
Instructional Objectives

To assess the implementation of Meta-cognitive strategies in the EFL classroom in order to define how students solve reading comprehension problems.

To see how students’ comprehension is before, during and after the implementation of Meta-cognitive strategies.

CHAPTER IV
Research Design

This chapter exposes the pedagogical intervention that consists on implementing metacognitive strategies into English classes through tales to improve reading comprehension process. In this I present a detailed description of the pedagogical theory I used during the intervention process such as type of study, setting, participants, theory of language, theory of learning and some pedagogical surveys as innovation curriculum.

Type of Study: Action Research

This research study shows by Statistics graphics how the students’ process was before, during and after to implement meta-cognitive strategies. The purpose is to take into account students’ participation, perceptions, awareness and attitudes through the implementation of new understanding models based on the observations.

This study can be described as an Action Research because it looked for a type of transformation in a natural setting and this was performed with real participants. As Kemmis cited in (Kemmis and McTaggart, 1988) mention, “the action research becomes involved in creating change not in artificial settings where the effects can be studied and reported
dispassionately, but in the real world of social practices” (p.33). Typically, action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the “research.” Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement.

Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. Watts (1985, p. 118) affirms that Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

Teachers and principals work best on problems they have identified for themselves.

Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.

Teachers and principals help each other by working collaboratively.

Working with colleagues helps teachers and principals in their professional development.

Participants’ Profile and Setting

The population of this research project is comprised of fourth graders (401) between ten and twelve years old in Morisco school in Bogotá with 10 students. My teaching intervention is carrying out twice a week for one semester. I will apply four lessons plan based on Meta-
cognitive strategies. My students play the role of collaborators through their comments, opinions, ideas and participation.

Topics Development

I considered students’ interests through a needs assessment to know which kind of topics they liked to work on in class.

In the first session, I made a diagnosis using some testing activities and a needs assessment to gather information about the previous knowledge of the pupils and then, proposed the activities and the topics to work on, according to the syllabus they had already stated. The students developed some puzzles and answered some questions such as, what is your favorite book? Why do you like it? What kinds of books do you most like to read? To gather their skills in terms of vocabulary and grammar that allowed them to produce language and also checked what type of sources they used to understand storybooks on their own.

Taking into account that the reader meta-comprehension is defined as the knowledge that the reader has about the strategies that they could use to understand a written text, it has three phases. A) Planning skills: preparation for reading: previous ideas, motivation (readers' objectives) and decide what comprehensive techniques (tools) will be used.

Based on Jacobs and Paris (1987) planning occurs when a reader determines which cognitive strategies would be most appropriate to use to reach a particular cognitive goal. An example of strategic planning is to decide whether using context clues would be sufficient in defining a meaning of an unknown word or if locating the word in the dictionary is necessary.
B) Supervisory skills: affective application of the techniques while you read. Check if there is understanding or not. C) Evaluation: To detect, once the reading done, everything that has been useful to understand it (Valles, 1998). Evaluation involves an assessment of the tasks, its difficulty relative to the reader’s ability, and the effectiveness of a chosen strategy for the task (Paris et al., 1992).

In the second session students worked with the story “I love you Grandpa” focused on planning strategy to determine what the comprehension difficulties were.

Activity 1

Topic: Past Progressive

Teacher read aloud the story “I love you grandpa”, the teacher asked students in each part of the story to check the comprehension and vocabulary.

After ending the story, each student wrote about their favorite character and wrote why it was attractive.

The third session we continued with the story “I love you, grandpa”. ACTIVITY 2: Teacher read the story again; the teacher asked students: Did you like the ending of the book? ¿What is another way the book could have ended?

Predicting the content of a story promotes an active comprehension providing to the reader a purpose for reading. Evaluate predictions permit to improve the constructivism of the reading process. (Schmitt, 1988)(Predict and check).

Students had to write some possible ending ideas.
In the fourth session they read a new story “FERGUS’S secret”. First we read the story completely, after that they wrote the words that I missed out in the story in to check if they learned the previous vocabulary.

Pre reading the text facilitates the comprehension through the activation of prior knowledge and provides information for prediction (predict) (Schmitt, 1988).

In the fifth session teacher reads again the story “FERGUS’S secret” by parts; teacher selected a character and stopped in each part of the story where this character was mentioned. Students had to explain what the character was doing last time.

In the sixth session they read a new storybook “Little Red Riding Hood”, this was a good exercise because they could use their previous ideas about the story, after that they had to answer some questions to check their comprehension process. This session was focused on Supervisory skill.

In the seventh session they continued with the story “Little Red Riding Hood”, they had to write the questions that emerged during the reading to evaluate their own process.

Using prior knowledge: Activate and incorporate information from prior knowledge contributes to understanding and helping the reader to infer and generate predictions. (Schmitt, 1988).

In the eighth session I read the last story paragraph by paragraph. At the end of the story they had to predict the end and say why they thought that? And finally we checked if the predictions were correct.
Generate questions to be answered actively promotes understanding, providing the reader a purpose for reading. (Schmitt, 1988)

Theory of Learning

According to Fry (1995), comprehension is a part of the communication process of getting the thoughts that were in the author’s mind into the reader’s mind. This is a difficult process because it involves the transmission of an idea through several imperfect media. For example, the author must have a clear idea in his mind, and then reduce this idea to written language; this will be printed; and finally the reader looks at the printed word and forms an idea.

Consequently, meta-cognitive strategies are considered as the way to solve comprehension problems. Implement meta-cognitive strategies in the reading process are important because students are involved in the learning process checking their own style.

Reader meta-comprehension is defined as the knowledge that the reader has about their own strategies that account to understand a written text. It has three phases: A) Planning skills in preparation for the reading: previous ideas, motivation (goals readers) and deciding which comprehensive techniques (tools) will use. B) Supervisory skills affected application of the techniques as students read. These skills check if there is understanding or not.

C) Assessment skills to detect, once the reading done, all that has been useful to understand it, Valles (1998).

Constructivism as a Pedagogical View

Learning theory may be described as a body of principles advocated by psychologists and educators to explain how people acquire skills, knowledge and attitudes.
Over the years, many theories have attempted to explain how people learn. Even though psychologists and educators are not in complete agreement, most do agree that learning may be explained by a combination of three basic approaches: behaviorism, constructivism and cognitivism.

Constructivist learning theory is based on the idea that children learn by connecting new knowledge to previously learned knowledge. The term is a building metaphor that includes students using scaffolding to organize new information. If children cannot connect new knowledge to old knowledge in a meaningful way, they may with difficulty memorize it (rote learning), but they will not have a real understanding of what they are learning.

Vygotsky identified a "zone of proximal development" where children can learn new things that are a little above their current understanding with the help of more knowledgeable peers or adults. This new knowledge is incorporated into their existing knowledge base.

Accordingly to constructivist definition, I selected this theory based on my instructional objectives, taking into account that students are active agents in the comprehension process and the purposes are to observe how learners solve the problems that they find during the reading, what strategies they use to understand a text and what questions emerge in their minds in order to solve questions and how they evaluate their comprehension process.

Learning activities in constructivist settings are characterized by active engagement, inquiry, problem solving, and collaboration with others. Rather than a dispenser of knowledge, the teacher is a guide, facilitator and co-explorer who encourage learners.
Theory of Language

Cognitive models view learning as an active process that requires high degrees of learner involvement, and assume that interconnected concepts in our memory may result from formal education or other experiences. Anderson (1985) suggests that most information is stored in long-term memory.

Through practical activity, a child constructs meaning on an intra-personal level, while speech connects this meaning with the interpersonal world shared by the child and her/his culture (Vigotsky, 1978). The instructor and the learners are equally involved in learning from each other as well (Holt and Willard-Holt 2000).

The task or problem is thus the interface between the instructor and the learner (McMahon 1997). This creates a dynamic interaction between task, instructor and learner. This entails that learners and instructors should develop an awareness of each other’s viewpoints and then look to their own beliefs, standards and values, thus being both subjective and objective at the same time (Savery 1994).

In this sense, I focused the language on a functional view, taking into account that the interactional view of language sees language primarily as the means for establishing and maintaining interpersonal relationships and for performing social transactions among individuals. Interactional theories focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges.
Theory of Teaching

Reading suggests that whole language/language experience approaches might be most effective for teaching functional aspects of reading, such as print concepts and expectations about reading, whereas more direct approaches might be better at helping students master word recognition skills prerequisite to effective comprehension (Heymsfeld, 1989).

With whole language, teachers and researchers believed that students would learn to read as naturally as they had learned to speak.

Articulation

At the present time, reading is a good manner to learn to manage the other skills.

Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. In this way, it becomes necessary to relate the theories inside my proposal including the constructivism as a pedagogical view of learning along with the Vigotzkian one to arrive at the teaching theory as well as the language theory.

Constructivism is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. During infancy, it was an interaction between human experiences and their behavior-patterns.

Originally, with my pedagogical intervention I wanted to go beyond teaching itself, besides we were conscious of the importance of the language skills, I wanted to generate reflective thinking in my students; I wanted them to express their feelings and opinions about the happenings presented in the stories, I wanted them to make feel their voice in the class, I wanted them to construct their own knowledge and to become aware of their actions, all with the aim
that through this pedagogical implementation I could give children more tools to transform their knowledge.

On the other hand, constructivism explains learning as an active process where learners should learn to discover principles, concepts and facts for themselves, hence the importance of encouraging guesswork and intuitive thinking in learners (Brown et al. 1989).

Finally, my pedagogical intervention connected the three theories in order to make students be aware of conscious reading and creating strategies to solve problems that they identify in the reading process for themselves (meta-cognitive strategies).

It is important that the teacher from this pedagogical approach recognizes the valuable contribution it makes: the learner as object and subject of learning, taking an active and responsible role for their own training process.

Methodology

I applied a questionnaire (see appendix 1 p.57 ) found in the text “A Questionnaire to Measure Children’s Awareness of Strategic Reading Processes” (Schmitt, 2002) to evaluate the reading comprehension level in the fourth grade of Morisco School using storybooks.

The questionnaire shows the meta-cognitive strategies that were applied in the Reading comprehension process before, during and after that implementation, using Schmitt’s theory (2002)
Evaluation

The final evaluation for students was to show the number of meta-cognitive strategies each student has used (some questions after each reading).

In addition, the stage divided the survey of reading represented before, during, and after. As such, it reflected conditional knowledge because the child could decide the appropriateness of the strategy relative to the stage.

A sample question that relates to strategy knowledge for each stage is as follows:

Before I begin reading, it’s a good idea to

A. look at the pictures to see what the story is about.
B. decide how long it will take me to read the story.
C. sound out the words I don’t know.
D. check to see if the story is making sense.

While I’m reading, it’s a good idea to

A. read the story very slowly so that I will not miss any important part.
B. read the title to see what the story is about.
C. check to see if the story is making sense by seeing if I can tell what’s happened so far.
D. check to see if the pictures have anything missing.

After I’ve read a story, it’s a good idea to

A. look up all of the big words in a dictionary.
B. read the best parts aloud.
C. thinks about how the story was like things I already knew about before I started reading.

D. has someone read the story aloud to me.

It is important to specify the set of principles to guide classroom practice (Goodman, 1986) and the teacher and students’ role. These include:

Rather than a dispenser of knowledge, the teacher is a guide, facilitator, and co-explorer who encourage learners to question, challenge, and formulate their own ideas, opinions, and conclusions. "Correct" answers and single interpretations are de-emphasized.

Teacher and Students’ Role

It is important for teacher from this pedagogical approach to recognize the valuable contribution it makes: the learner as an object and a subject of learning, taking into account that:

Readers predict, select, confirm, and self-correct as they make meaning out of print; the goal is comprehension.

Teachers sometimes guide children's reading, showing them how to predict, ask appropriate questions, and map what they have read.

Teachers coach children through the various parts of the reading process (planning, monitoring and evaluation), conferencing with them at various stages of their work.

Teachers support student-centered learning by creating a literate environment, stimulating interest by helping children connect new experience with previous experience, and facilitating the learners' achievement of their own intentions.

At the moment of making an error a child reading for meaning will notice the error; it will become self-evident. This is a monitoring activity. The reader takes some action. At this
moment he is observing his own behavior very closely because he will have to decide which
response is the best fit, which to retain and which to discard.

As he searches and selects he must carry out two further types of self-regulatory action.
He observes his own behavior and he assesses his own behavior. Has he solved it? Has he got it
right? Do all the angles of this piece of the jigsaw fit in that particular slot? (ZHANG Lian, p.
252–253)

According to Simpson (2004), there are five crucial reasons why strategic reading is
fundamental to the development and education of children.

First, strategies allow readers to elaborate, organize, and evaluate information derived
from text. Second, the acquisition of reading strategies coincides and overlaps with the
development during childhood of multiple cognitive strategies to enhance attentions, memory,
communication and learning. Third, strategies are controllable by readers; they are personal
cognitive tools that can be used selectively and flexibly. Fourth, strategic reading reflects meta-
cognition and motivation because readers need to have both the knowledge and disposition to use
strategies. Fifth, strategies that foster reading and thinking can be taught directly by teachers.

Finally we should take into account the role of teachers in the process: teachers help
children develop skills for interacting with one another, solving interpersonal conflicts and
problems, supporting each other in learning, and taking substantial responsibility for their own
behavior and learning.

Materials’ Role

An overarching thread that transverses the various ways this paper analyzes meta-
cognitive knowledge relates to Clay’s (1991) notion that children need to develop a self-
extending system of literacy strategies that allow them to increase their strategic processing capabilities each time they read.

Materials: permits to check all the process when teacher uses meta-cognitive strategies. Predicting and verifying: predicting the content of a story promotes active comprehension by giving readers a purpose for reading (i.e., to verify predictions). Evaluating predictions and generating new ones as necessary enhances the constructive nature of the reading process.

Previewing: Previewing the text facilitates comprehension by activating background knowledge and providing information for making predictions.

Purpose setting: Reading with a purpose promotes active, strategic Reading.

Self-questioning: Generating questions to be answered promotes active comprehension by giving readers a purpose for reading.

Drawing from background knowledge: Activating and incorporating information from background knowledge contributes to comprehension by helping readers make inferences and generate predictions.

Summarizing and applying fix-up strategies: Summarizing the content at various points in the story serves as a form of comprehension monitoring. Rereading or suspending judgment and reading on when comprehension breaks down represents strategic reading.

CHAPTER V

Data Analysis

This chapter attempts to show the essential part concerning the collection and analysis of relevant data for this research project. The analysis attaches the results I obtained through the
implementation of the selected instruments with the emergent findings as well as the categories in this which these findings belong to.

To socialize the data of the analysis process that I followed in my research, I explain the process that I followed to collect data and the reasons why I selected the data collection instruments that I implemented in my study that are students’ artifacts and surveys. Next, I socialize the data analysis procedure that I followed to establish the categories, the aspects taken into account for the naming of each category and the relation that they have in order to answer the research question.

After reading several times this data I constructed the data category system at it is supported by Patton (2002) says that coming up with these topics is like constructing and index for a book or labels for a filing system. He suggests that you look at what is there and give it a name or a label. The challenge is to ensure that the categories are internally homogeneous and externally heterogeneous. This means that everything in one category must hold together in some meaningful way and that the differences between categories need to be bold and clear.

Along the data collection process, I examined the results in every lesson I gave to the selected population through the instruments explained in the instructional design chapter.

From this examination, I classified the results into four findings which were divided in two categories considering their relationship and pertinence with the main research question. Basically, in this chapter I will provide the reader with the important information related to the findings and categories, how the instruments were used to obtain the data and their theoretical support. It is relevant to say that the examination of the results also involves the quantitative element to simplify the analysis process itself.
Before describing the data analysis procedure I specify what the data analysis means.

According to Merriam (2009) data analysis is “the process of making sense out of the data. And making sense out of the data involves consolidating, reducing and interpreting hat people have said and what the researcher has seen and read” (p.175) For me, data analysis is the process in which raw data, extracted from selected instruments, is organized, discerned, and interpreted in order to gain understanding of a phenomenon or give answer to an inquiry. In this way, data analysis was the process in which I collected data through students’ artifacts and surveys, interpreted students’ reflections and identified the most common steps that students followed in order to comprehend the messages of the stories.

Firstly, I show a chart that illustrates the categories with their corresponding findings, their connection with the main research question and the authors who support each one of the findings. Secondly, you will see the description of the way as the instruments were implemented in each one of the lessons as explained in the chronogram in the instructional design chapter. After that, there is the interpretation of data where I explain how the categories and findings were established; besides I explain the relationship of the findings and the categories with the main research question. Finally it is important to clarify that each finding is supported by authors from the literature review who give credibility to this essential chapter as the purpose of the data analysis is to present the obtained results in order to validate this research project.

Subsequently, in order to improve the validity of the research, I developed the process of triangulation defined as “a procedure for organizing different types of evidence into a more coherent frame of reference or relationship so that they can be compared and constructed” (Elliot 1978 cited in McKerman 1996). For this purpose I selected methods triangulation, which deals
with the use of different methods of research and/or data collection. (Johnson and Christensen, 2008, p.280). So, I used the two different data collection instruments previously mentioned to contrast the data gathered from each instrument and validate the findings.

**Categories and findings**

<table>
<thead>
<tr>
<th>RESEARCH QUESTION</th>
<th>CATEGORY</th>
<th>FINDINGS</th>
<th>THEORY SUPPORT</th>
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</table>
| What characterizes the reading practices of fourth graders at a public school through meta-cognitive strategies? | Students complementing their previous knowledge referring to short stories through new information to facilitate general comprehension | 1. Discovering general information by exploring different strategies.  
Pearson (1992)  
Smith, F (1995)  
Ferreiro, E. (1985)  
Smith, B. (1999)  
Schmitt (1998) |
|                   | Students identify detailed information in a short story by inferring meanings and making connections. | 1. Deducing specific vocabulary meanings by combined texts.  
2. Getting involve in meta-cognitive strategies in order to improve comprehension | |
Interpretation of data

In this section of the data analysis there is the description of each category and their corresponding findings as well as the graphics that evidence the establishment of them. The interpretation of this data was carried out through three different instruments, as it was explained in the instructional design chapter, in order to facilitate the analysis of the data. From the implementation of this instruments I organized data basically into two important categories which they have two relevant findings each. The names of the categories are linked with the main research question and there is a connection between their findings with this question.

Being more specific regarding this process, I decided to describe how I applied the instruments along the lessons. This description focuses on the way as I applied them as well as the ideas that emerged from this implementation.

Taking into account, during the first class, I decided to apply a survey in order to know the students reading preferences regarding literature genres and interests. This survey was also carried out to determine students’ needs about their reading process. During the first activity within the classroom I could analyze that students prefer working in groups than individually. It happens since the analyzed students are between 10 and 12, who, according to Piaget’s theory (1982), they belong to a socialized language group, it means that their language is focus on communicating with others by exchanging information and sharing as feelings as thoughts. This provided me with useful information to develop the data collection and analysis during the other lessons.
Transcription of the Survey

1. ¿Te gusta leer? Sí porque aprendo mucho y deja una enseñanza.

2. ¿Qué es lo que más te gusta leer y por qué? Historias de terror y acción porque puedo contarle a mis amigos sobre las peleas y monstruos.

In the next lesson students presented a short written story in which they had to apply the Scanning Reading strategy proposed by Jimenez (2000) who says that involves readers to get general information from a determined text. Considering this strategy, I decided to used it in order to make students identify relevant information such as dates, places, likes, dislikes and names of the characters.

This strategy helps students get general ideas about the story as well as facilitate understanding of short stories. In the development of this lesson I discovered that 8 of the 10 students used the scanning reading strategy to take relevant information referring to the short stories through printed texts.

Bearing in mind these results, I classified them into my first finding which I called Discovering relevant information by exploring different strategies. I determined this one as a finding because according to Person (1992) who argues that using these strategies enrich the use of this strategy allows readers to reach a global understanding from diverse modalities.

Taking into consideration the observation, during the next lesson students had to organize some pictures about the story and then they read the story where they had to discover important facts as main characters and settings to understand the real main idea as well as get specific information. In this exercise, it was found that 8 of 10 of students made a right connection between pictures and sentences of the tale, they found out the relevant facts mentioned before.
In my personal opinion the use of scanning strategy contributes to interpret significant information for inferring meanings easier. Students find it as facilitator when they read because they can get a general comprehension of the texts.

This connection is also supported by Smith (1995 p 39) who says that reading is a process that requires identification of real meanings, and this identification is easier when the texts give a sense to the readers, when there is a relationship between them that allow readers to wonder about those readings.

During the next lesson, students read a traditional tale which they normally knew in Spanish and they answered some simple comprehension questions in order to observe how they interpreted that story and how they complemented it with some new information.

Sample #1 (See Appendix 2 p.66)

Considering this connection, I classified the information gathered from these two lesson into my second finding named associating prior information about stories with new information to identify general meanings since it was discovered that the 9 of 10 learners were able to get general ideas referring a tale easier by making an association of information given by written text with the information provided by the picture.

I could connect this result with the assumption proposed by Smith, F (1995, p. 40) in which the reading process requires identification of clear meanings, and according to him, this identification is possible when the texts give a sense to the readers and allows them to a wonder about them. According to this, I can relate this finding with the category since students could activate the previous ideas given in the written texts and complement them with the new ideas found in the pictures.
From my personal perspective I found interesting that the population involve in this finding showed that when they knew the tale, they are able to relate new information or new concepts with the previous knowledge that they had. Students could activate their previous knowledge about the short stories when they were asked the previous questions and made the connection between what they knew and the new information provided in class.

Considering these two findings, I decided name my first category “Students complementing their previous knowledge referring to short stories through new information to facilitate general comprehension”

I decided to name this category like this because it encloses what I found in its two findings since it was obtained that most of fourth graders comprehended tales easier and faster when they interconnected their previous knowledge about those stories with the new information they discovered after reading the story in both written and visual way.

Going on my categories, afterwards, I decided to present a different type of videos (listening tale) with the intention of facilitating the acquisition of new vocabulary. In this type of activities students had to listen and read the tale at the same time. For doing this, students were giving a worksheet where they had to answer some questions. They watched and read on the video with the corresponding characters after that, they had to write meanings of some words presented on the video’ tale, after that they explained what they understood using those words along with their own opinions as a way to show comprehension.
Through this lesson and the implementation of the worksheet as the students’ artifact, I discovered that 10 of 10 learners deduced the vocabulary from the video of the tale (see the sample before).

Bearing in mind these results, I named this new finding “deducing specific vocabulary meanings by combining texts”. Clearly, this finding shows me how students used texts to discover more specific information relevant to understand the tales. Most of fourth graders were able to deduce meanings of key words presented in both written texts and the video of the tale which facilitated them to understand specific words that led them to comprehend sentences and ideas.

This deduction of meanings was developed through reading strategies implemented by the students and exposed in the Smith, B theory (1999) in her theory she explains the concept of meta-cognition which is a mental process where readers understand deeper ideas about a text through diverse strategies. Among these strategies, students applied the making predictions, forming images from a text and drawing comparisons. These strategies are also considered by Pearson (1992) who studied the processes of proficient readers, and then sought ways to teach these processes to struggling readers, while there is debate about the relative importance of different strategies. Basically, Smith focuses on the mental part of reading and the strategies she proposed allowed students to find out meanings by themselves, in other words deduce them.

During the next lesson, students read a tale named “I love you grandpa” they were asked to implement predicting and verifying, and self-questioning strategies which according to Schmitt (1998) predicting and verifying strategy consist in Predicting the content of a story to
promote an active comprehension by giving readers a purpose for reading (i.e., to verify predictions), and self-questioning strategy consist in generate questions to be answered to promote an active comprehension by giving readers a purpose for reading.

So when working with metacognitive strategies students could be realistic about their memory capacity and their limits, taking into account that many students to all ages do not control their comprehension process when they are reading a book (Baker & Brown, 1984; Hacker, Bol, Horgan & Rakow, 2000).

This final survey also provided me with enough information for the final finding of this category it showed that the 7 of 10 students evidenced certain positive attitudes facing meta-cognitive strategies during the implementation. In this part of the research, students made some predictions about the best manner to improve their comprehension process through the implementation of meta-cognitive strategies as: predicting and verifying and self-questioning before, while and after read the stories.

**Making predictions and reading to verify** them seemed important to all children as a way to promote comprehension. **Student 1, 3, and 6**: “While I’m reading, it’s a good idea to keep thinking about the title and the pictures to help me decide what is going to happen next”.

**Students 7 and 9**: “While I’m reading, it’s a good idea to reread some parts or read ahead to see if I can figure out what is happening if things aren’t making sense”
Self-questioning

*Students 2, and 10:* “Before I begin reading, it’s a good idea to think of what I already know about the things I see in the pictures”

This is supported by Schmitt (1998) who argues that meta-cognitive strategies give my students possibilities to learn how to read and comprehend a text and to be aware of their own reading process. Meta-cognitive strategies suggest that children develop a much clearer sense of themselves as readers and writers, become more cognizant of the literacy tasks, and use the language to regulate their own behavior. (Schmitt, 1988, 1990, 2005)

This final finding confirms my idea about how important and innovative is the implementation of meta-cognitive strategies within an academic environment thus my samples were interested on making conscious of the comprehension problems which facilitates the reading process and finally it showed me that students were involved in reading practices.

The second category was nominated as “**Students identify detailed information in a short story by inferring meanings and making connections**”. In this category, I discovered that students went beyond understanding general ideas of a story to identify and codify specific facts that clarified their prior general ideas about a tale.

Concluding the data analysis and after identifying the categories and findings, I present in this session the answers giving along the process to my main question, taking into account the instruments and the authors that pointed up.
According to the first category it emerged that the things that characterize the reading practices through tales are the connections that students can achieve with a text based on previous knowledge and the development of individually work as a facilitator of understanding.

The second category describes how students identify detailed information when they infer meanings and when they are able to identify those meanings to solve comprehension problems, besides students get involve with the meta-cognitive strategies due to the stories are presented in innovative ways, that make them be conscious about the problems that they have when read and the strategies that they can use to solve those. Definitely it provides them motivation and interest for reading practices.

**Innovation**

This action research let me set the following pedagogical objectives: to stimulate learners’ participation through storybooks, interpretive activities which foster individual participation in classroom setting; to motivate learners to interpret through English sentences in different contexts to develop verbal communication and to do that students have conscious when they read.

The purpose of this study is to improve the understanding when students read (research innovation). They could read but not able to tell you what the story was about. Often, students could read aloud but not comprehend enough to answer the questions about the reading; students will learn to read many individual words but will not be able to comprehend a message using words they can recognize individually. This study selects three reading strategies: rereading strategy, keyword strategy, and question and answer (QA) strategy. The rereading strategy is a
useful pedagogical tool and has potential benefit for enhancing readers’ comprehension as well as enjoyment of literature (Faust & Glenzer, 2000). Faust and Glenzer concluded that the rereading strategy helps students obtain meaning of their favorite reading sections and makes meaning with texts. Millis and King (2001) conducted research with 42 undergraduate psychology students who were recognized as good readers and found that rereading strategically improved their comprehension and retention of ill-structured information. The keyword strategy has been found, through research, to be useful in improving students’ ability to comprehend. Fagan (2003) found that English as second language learners need the keyword strategy as a scaffold during the reading process. Some researchers found significant effects on reading comprehension, such as employing keyword strategies before reading. For example, O’Donnell, Weber, and McLaughlin (2003) found that students obtained high comprehension scores when they previewed materials and discussed keywords before reading. The question and answer strategy, which is usually called question-answer relationship (QAR), can increase readers’ meta-cognition awareness (Benito et al., 1993; McIntosh & Draper, 1995; Raphael, 1982). Most research indicated 38 significant comprehension effects on reading while implementing this type of reading strategy. For example, Raphael (1982) reported that students were able to locate the information from the text and could properly respond to questions.

Moreover, it is important to implement storybooks (pedagogical innovation) with topics that students enjoy based on their interest, visual thinking and learning utilize graphical ways of working with ideas and presenting information. Visual learning is a proven method in which ideas, concepts, data and other information are associated with images and represented graphically. (Tarquin, P. and Walker, S. 1997)
Recent research clarifies the extreme importance of reading storybooks to young children both at home and in school. Very early, children begin to imitate that reading -- at first by relying exclusively on picture clues and memory. With increased experience they begin to focus on the information that print conveys (Snow, 1983; Sulzby, 1985; Teale, 1987).

CHAPTER VI

Conclusions

Our job as teacher is to help our students to recognize some strategies that could be useful for their reading comprehension. Strategies can vary according to the genre, their familiarity with the topic or subject matter and the demands of the reading activities (Honsenfeld, 1979).

Metacognitive strategies should be implemented in a systematic manner by the explicit instruction. The instruction of the whole set of strategy is more successful than separate individual strategies. Teachers can help learners become more aware of metacognitive strategies through explicit instruction so that they can self-control their own learning process (Harris & Graham, 1996; Butler & Winnie, 1998).

Taking into account the ideas expressed by the author mentioned, I explored and analyzed the reading comprehension process of fourth graders implementing planning, monitoring and evaluation as Meta cognitive strategies following some steps:

Self-reflection in order to do that the student was aware of their strengths or weaknesses, as a result of, the data from the interview displayed the students’ preference towards the reflective journals. The students are motivated when they experience the success through self-
reflection. Padgett (2000) suggested that engaging students in journal writing could be a way to increase the students’ interest in the reading task.

Over time, I assessed the implementation of the strategies in order to define how students solved reading comprehension problems and the results were:

- Students used the strategies step by step checking their own comprehension before, during and after the implementation and the results were satisfactory checking those with the activities developed in class (appendices)

Finally, Make sure students know that strategies are a means to an end, not an end in them. Comprehension strategies are no more than tools that readers employ in the service of constructing meaning from text. However, learning to use strategies can be such a challenging and time-intensive endeavor that students may place an undue emphasis on learning the strategy itself.
APPENDICES

Appendice A

<table>
<thead>
<tr>
<th>METACOGNITIVE STRATEGY</th>
<th>INDICATORS</th>
<th>SCALE</th>
</tr>
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<tbody>
<tr>
<td>Predicción y verificación</td>
<td>Antes, durante y después de leer, trata de predecir lo que se abordará en el texto.</td>
<td>Logró</td>
</tr>
<tr>
<td></td>
<td>Antes de leer verifica el título y las figuras para predecir el contenido de la lectura.</td>
<td>Logró</td>
</tr>
<tr>
<td>Revisión a &quot;vuelo de pájaro&quot;</td>
<td>Antes de leer se fija en títulos, figuras para tener una idea sobre el contenido del texto.</td>
<td>Logró</td>
</tr>
<tr>
<td>Establecimiento de propósitos y objetivos</td>
<td>Antes de leer determina el por qué va a realizar la lectura.</td>
<td>Logró</td>
</tr>
<tr>
<td></td>
<td>Después de leer piensa si logró su propósito.</td>
<td>Logró</td>
</tr>
<tr>
<td>Auto preguntas</td>
<td>Durante y después de la lectura, trata de responder a las preguntas que él mismo se formula.</td>
<td>Logró</td>
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<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Uso de conocimientos previos</td>
<td>Piensa acerca de lo que ya sabe con respecto a la lectura. Observa si las palabras tienen más de un significado.</td>
<td>Logró</td>
</tr>
<tr>
<td>Resumen y aplicación de estrategias definidas.</td>
<td>Puedo resumir con mis palabras lo leído en un texto.</td>
<td>Logró</td>
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</tbody>
</table>

Appendice B
# Appendice C

## LITTLE RED RIDING HOOD VOCABULARY

<table>
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<tr>
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<th>Spanish</th>
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<tr>
<td>Hug</td>
<td>abrazo</td>
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<tr>
<td>Mess</td>
<td>patada</td>
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<tr>
<td>Kick</td>
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</tbody>
</table>
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