UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

URACCAN

MONOGRAPH

Metacognitive Strategies for Reading Comprehension and Oral Expression Skills of Second English Students, URACCAN, first semester, 2023

To obtain the Bachelor's Degree in Science of Education with Mention in English

Author:

Br. Zaharen Gabriel Mejía Meza

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I dedicate this research, mainly to God for allowing me to reach this moment, which I never thought I would get here. For giving me health, and for being the source of life, besides giving me what I need to move forward day by day, to achieve my goals…

Also, being the one who gave me the strength, courage, fortitude, hope, patience and confidence to be able to finish the process was a great learning experience.

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Xochil Johelsi González García

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Zaharen Gabriel Mejia Meza

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ABSTRACT

Proficiency in reading comprehension and oral expression is especially important for English students to achieve academic success as well as successful career development. However, to achieve successful reading comprehension and oral expression, it is essential for the students to have developed strategies to facilitate the learning process; students need to develop abilities to think about their learning; to be aware of factors that affect their intellectual performance.

This research has three main objectives that made it possible to carry out this study, these are to identify, apply and suggest metacognitive strategies for reading comprehension and oral expression skills in second English students of the URACCAN University, 2023. This monographic work has a qualitative approach for which different instruments were applied to obtain the necessary information such as observation guides, interviews with English teachers, and a questionnaire applied to a focus group of second English students.

The most relevant results found in the analysis of the results were that metacognitive strategies allow obtaining necessary information, being autonomous during learning and having an attitude and critical thinking; however, there is a lack of knowledge related to metacognitive strategies, therefore, a limited use of these strategies.

As a result of this study, it was found that students show interest in knowing and applying metacognitive strategies to develop their reading comprehension and oral expression skills, since they consider that it facilitates their learning. In addition, interest and active participation were perceived during the implementation of metacognitive strategies in the classroom.

It was perceived that teachers used some metacognitive strategies in the classroom and they are aware of the importance and the scope that metacognitive strategies can have in the learning process of students.

Keywords: **Metacognitive strategies, oral expression, reading comprehension.**

RESUMEN

El dominio de la comprensión de lectura y la expresión oral es especialmente importante para que los estudiantes de inglés logren el éxito académico y el desarrollo profesional exitoso. Sin embargo, para lograr una comprensión lectora y una expresión oral exitosas, es fundamental que los estudiantes hayan desarrollado estrategias que faciliten el proceso de aprendizaje; los estudiantes necesitan desarrollar habilidades para pensar sobre su aprendizaje; ser conscientes de los factores que afectan a su rendimiento intelectual.

Esta investigación tiene tres objetivos principales que permitieron realizar este estudio, estos son identificar, aplicar y sugerir estrategias metacognitivas para la comprensión lectora y la expresión oral en estudiantes de segundo de inglés de la Universidad URACCAN, 2023. Este trabajo monográfico tiene un enfoque cualitativo para lo cual se aplicaron diferentes instrumentos para obtener la información necesaria como guías de observación, entrevistas a profesores de inglés y un cuestionario aplicado a un grupo focal de estudiantes de segundo de inglés.

Los resultados más relevantes encontrados en el análisis de los resultados fueron que las estrategias metacognitivas permiten obtener información necesaria, ser autónomos durante el aprendizaje y tener actitud y pensamiento crítico; sin embargo, existe una falta de conocimiento relacionado con las estrategias metacognitivas, por lo tanto, un uso limitado de estas estrategias.

Como resultado de este estudio se encontró que los estudiantes muestran interés por conocer y aplicar estrategias metacognitivas para desarrollar sus habilidades de comprensión lectora y expresión oral, ya que consideran que facilita su aprendizaje. Además, se percibió interés y participación activa durante la implementación de estrategias metacognitivas en el aula.

Se percibió que los docentes utilizan algunas estrategias metacognitivas en el aula y son conscientes de la importancia y el alcance que pueden tener las estrategias metacognitivas en el proceso de aprendizaje de los estudiantes.

Palabras Clave: **Estrategias metacognitivas, expresión oral, comprensión lectora.**

GENERAL INDEX

I.   Introduction

Nowadays, developing reading comprehension can be challenging for students and developing oral expression is affected by lack of practice or low level of language proficiency. This process requires a lot of effort and it is necessary for students to use strategies that facilitate the learning process. This research is focused on metacognition and it is motivated by the interest to know how metacognitive strategies can help students to develop abilities for developing reading comprehension and language competence when learning English language.

This study has the purpose to describe metacognitive strategies for reading comprehension and oral expression skills in English students of the English Language Teaching major at URACCAN University, in order to achieve this goal, it was necessary to identify these strategies that students to improve their reading comprehension and oral expressions skills. Then, it was necessary to apply some metacognitive strategies in order to prove their effectiveness to finally, to suggest some of these to improve students' learning and awareness in the development of reading comprehension and oral skills.

Currently, there are no studies at the URACCAN university focus specifically about this interesting topic and students need to know about how metacognitive strategies can improve their abilities when it comes to learning English and how these strategies can be useful in English learning process, for this reason this research is being carried out, with the intention to provide those interested in this research with a study in which they perceive the usefulness of metacognition in English learning processes.

The main benefits of this study are the general understanding students will have about metacognitive strategies and their relevance in the learning process; this research will provide both learners and teachers a clearer vision of what strategies to consider during the reading and speaking learning process. In other words, this research can be used by teachers and especially by students to consolidate their knowledge about metacognitive strategies and how these strategies can be useful for a better development of reading comprehension and oral expression skills. Additionally, this

research could help teachers to reflect on the need of strategy instruction or training for both learners and teachers.

II. OBJECTIVES

2.1. General Objective

To describe the metacognitive strategies for reading comprehension and oral expression skills in second English students of the English Language Teaching Major at URACCAN University, first semester, 2023.

2.2. Specific objectives

- To identify the metacognitive strategies that second English students use to improve their reading comprehension and oral expression skills.
- To apply metacognitive strategies for reading comprehension and oral expression skills in second English students.
- To suggest metacognitive strategies to improve students´ learning and awareness in the development of reading comprehension and oral expression skills.

III. THEORETICAL FRAMEWORK

The following information comprehends different concepts that support this study; those concepts are related to metacognition and its relationship with reading comprehension and oral expression skills.

3.1. Metacognition

Chick (2013) stated the following definition:

> Metacognition is, put simply, thinking about one's thinking. More precisely, it refers to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner. (para. 1).

> According to Harappa Diaries (2021), Metacognition is a form of cognitive flexibility because the thinker can actively analyze their own thinking processes in the moment and make changes as needed. The thinker learns to recognize when they are thinking about one thing and can decide to switch to something else. The decision-making part requires some conscious thought, but the act of changing one's mindset is unconscious. (para. 14).

Metacognition refers to the process of thinking about one's own thinking. It involves being aware of and understanding our thought processes, cognitive abilities, and how we approach problem-solving and learning. In simpler terms, it's the ability to reflect on what you know, how you know it, and how you can use that knowledge effectively.

3.2. Language Learning

> Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and rule-governed symbol systems, language is a social and human means of representing, exploring, and

communicating meaning. Language is a defining feature of culture and an unmistakable mark of personal identity. It is essential to thought and personal expression, to forming interpersonal relationships, and to functioning and contributing within a democratic society. Language is the primary instrument of thought and the primary basis of all communication. (Manitoba, n.d., para. 1).

Language learning is the process of acquiring the ability to understand, communicate, and use a new language. It involves developing skills in listening, speaking, reading, and writing in the target language. People engage in language learning for various reasons, such as for travel, work, academic pursuits, cultural appreciation, or personal enrichment.

3.3. Reading Comprehension

Reading comprehension is the ability to understand and make sense of what you read. When you read something, like a story, an article, or a textbook, reading comprehension is about grasping the meaning and ideas the author is trying to convey.

According to Clements (2022) Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

When we make sense of a text, however, we don't just remember the exact words and phrases we read. Rather, we form a mental model of what the text describes by integrating the sense of the words and sentences into a meaningful whole, like a film that plays in our head. (Clements, 2022, para. 1-2).

To improve reading comprehension, it's helpful to read regularly, ask yourself questions about what you read, and try to connect new information with what you already know.

With practice, your reading comprehension can become stronger, making it easier to understand and enjoy reading!

3.4.   Oral Expression

Regarding to oral expression Lisbdnet (2021) defines it as the ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures.

> Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings. Developing oral language, then, means developing the skills and knowledge that go into listening and speaking—all of which have a strong relationship to reading comprehension and to writing. (Lisbdnet, 2021, para. 11).

Oral language refers to how we communicate using spoken words to express what we know, think, and feel. When we work on developing oral language, we are essentially improving our abilities in listening and speaking. These skills are closely connected to both reading comprehension and writing. As we enhance our oral language skills, we become better at understanding what we read and expressing ourselves in writing.

3.5.   Learning and Awareness

> The theory of learning and awareness is put forward by Marton and Booth (1997) to examine why some teaching was more effective than others in inducing meaningful learning outcomes. This theory emerges as an approach to studying learning outcomes from the viewpoint of varying students' experiences to help them to be aware of and able to discern all the critical features that we want them to learn. This requires the students to experience variation of these critical features. The students can achieve better quality of learning if they can discern

these features simultaneously so that the part–whole relationship becomes clear. (Marton and Booth, 1997, as cited in Kwan and Chan, 2004).

Being aware of the qualitatively different ways in which students see or learn an object, and through careful reflection and comparison with the teacher's ways of seeing or teaching that object, the students come to a focal awareness of different aspects (dimensions of variation) of the object and so are able to discern more critical features of that object simultaneously. As a result, the students can reach a deeper understanding of such an object of learning. However, the effectiveness of a given teaching method or approach depends very much on such a method or approach being able to allow the students to discern the critical features of the object of learning and come to a better understanding of what has to be learned. (Kwan & Chan, 2004, p. 306).

Learning and awareness are interconnected cognitive processes that play a fundamental role in acquiring knowledge and understanding the world around us.

3.5.1. Self-awareness

Regarding self-awareness, Duval and Wicklund (2001) cited by Betz (2021) proposed this definition:

"Self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or don't align with your internal standards. If you're highly self-aware, you can objectively evaluate yourself, manage your emotions, align your behavior with your values, and understand correctly how others perceive you".

Betz (2021) continues arguing that those who are highly self-aware can interpret their actions, feelings, and thoughts objectively. It is a rare skill, as many of us spiral into emotion-driven interpretations of our circumstances. Developing self-awareness is important because it allows leaders to assess their growth and effectiveness and change course when necessary. (para. 3).

At a recent international workshop, philosophers and neuroscientists gathered to discuss self-awareness and how it is linked to metacognition. Scientists believe that self-awareness, associated with the paralimbic network of the brain, serves as a "tool for monitoring and controlling our behavior and adjusting our beliefs of the world, not only within ourselves, but, importantly, between individuals." This higher-order thinking strategy actually changes the structure of the brain, making it more flexible and open to even greater learning (Price-Mitchell, 2015, para. 04).

Price-Mitchell (2015) states that self-awareness plays a critical role in improved learning because it helps students become more efficient at focusing on what they still need to learn. The ability to think about one's thinking increases with age. Research shows that most growth of metacognitive ability happens between ages 12 and 15 When teachers cultivate students' abilities to reflect on, monitor, and evaluate their learning strategies, young people become more self-reliant, flexible, and productive. Students improve their capacity to weigh choices and evaluate options, particularly when answers are not obvious. When students have difficulty understanding, they rely on reflective strategies to recognize their difficulties and attempt to rectify them. Improving metacognitive strategies

related to students' schoolwork also provides young people with tools to reflect and grow in their emotional and social lives. (para. 6).

3.6. Historical approach to metacognition

In a journal article of the Faculty of Health Sciences, it is manifested certain data related to the historical approach to metacognition as an educational term:

"Despite being relatively new and complex, the term metacognition has aroused great interest, reason why it is constituted at present in an area very fruitful research in psychology, being linked to very diverse activities that account for the cognitive functioning of the individual, such as learning, problem solving, understanding and speech production, memory, attention, decision making, reasoning, motivation, self-efficacy, social cognition, among others". (Cerchiaro et.al, 2011, para. 5).

Cerchiaro (2011) also states that the etymological root of the word metacognition comes from the expression "meta": beyond, and from the verb Latin "cognoscere", which means to know; go further of knowledge. The prefix meta also means knowledge and control, in such a way that when speaking of metacognition, we refer to knowledge and control of cognitive processes. So, knowing about what one knows is the essence of metacognition. (para. 6).

Cerchiaro (2011) also express that has been outlining with the contribution of different traditions theoretical and epistemological as well as approaches methodological, which enrich their understanding and allow you to deepen your study. "It was Flavell who in the 1970s he began to use this term consistently, initially applying it to the metamemory; was later associated with specific

domains, such as reading comprehension, attention and in the mid-1980s, it was reconsidered with forces the application of the term to metacognition in general and the need to define it theoretically and operationally". (para. 7).

In a first approximation, Flavell defines the metacognition as the control of one's own processes of thought. Control that is associated with knowledge that a subject has about their cognitive processes and the supervision and regulation of these processes. From this perspective it is considered that the most effective individuals in their adaptation to the environment are those who achieve a higher level of consciousness and regulation of their mental processes, that is, they are those that have a higher level of metacognition. (Cerchiaro et.al, 2011, para. 8).

3.7. Metacognitive Skills

Kwantlen Polytechnic University Learning Centres (2018) establishes that one way to think about developing metacognition is gaining the ability to plan, monitor, and evaluate your learning, metacognitive skills include planning your learning, monitoring whether your current learning strategies are successful, and evaluating results of your learning. Improving your metacognitive skills is associated with increased success in all your academic life. (para. 2).

Metacognitive skills refer to the ability to understand, monitor, and regulate one's own thinking processes. These higher-order cognitive abilities play a crucial role in enhancing learning and problem-solving. Individuals with strong metacognitive skills are adept at setting goals, planning strategies, and evaluating their progress. They can identify the most effective approaches to tackle a task, recognize when they need to seek additional information, and adjust their learning strategies accordingly. Metacognition also involves self-reflection and awareness of one's strengths and weaknesses, enabling individuals to improve their learning experiences and become

more efficient learners. By fostering metacognitive skills, individuals can become independent, self-directed learners, better equipped to handle complex challenges and navigate through various academic and real-life situations with greater confidence.

3.7.1. Planning

Planning involves two key tasks: deciding what you need to learn, and then deciding how you are going to learn that material. There are key questions that learners can ask themselves to support their planning process such as Kwantlen Polytechnic University Learning Centres (2018, para. 3) proposes:

What are the Learning Objectives for this class?

What do I already know about this topic?

What are the concepts I need to master before my next test?

What do I want to learn about this topic?

How do I distinguish important information from the details?

Planning in education is a fundamental process that lays the groundwork for effective teaching and learning experiences. It involves the systematic development of educational objectives, instructional strategies, and assessment methods to achieve specific learning outcomes. Educational planning aims to create a well-structured and organized learning environment that caters to the diverse needs of students. It starts with identifying clear and measurable learning goals, considering the curriculum, and selecting appropriate instructional materials and resources.

3.7.2. Monitoring

Monitoring requires asking, "How am I doing at learning this?" In monitoring, the learner is constantly tracking what they have learned, what they do not yet know, and whether their study strategies are helping you to learn effectively.

What concepts do I understand well?

What concepts are still confusing for me?

Can I explain the material to someone else without referring to notes?

Can I create and answer self-testing questions about these concepts?

What other strategies could I use to learn this material?

Am I using the supports available to me? (e.g., office hours, tutors)?

How can I make this material more personally relevant to me? (Kwantlen Polytechnic University Learning Centres, 2018, para. 4).

In the process of monitoring, the learner consistently assesses their understanding of the material, identifies areas where they still need to improve, and evaluates the effectiveness of their study strategies in facilitating effective learning.

3.7.3. Evaluating

Evaluation involves reflection on how well learners met their Learning Objectives after completing a unit of study or receiving feedback (such as a test or assignment), this reflection can be carried out by asking the following questions:

To what extent did I meet the Learning Objectives for this unit?

What in my exam preparation worked well?

What in my exam preparation did not go well? What do I want to change?

How did my exam answer compare with the suggested answer?

What key components did I miss?

How will what I have learned help me in my next courses? (Kwantlen Polytechnic University Learning Centres, 2018, para. 5).

Assessment entails a thoughtful examination of how effectively learners achieved their Learning Objectives following the conclusion of a study unit or upon receiving feedback, which may be in the form of a test or assignment.

3.8.   Metacognitive Strategies

Metacognitive strategies refer to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. According to the Inclusive School Network (2015), Metacognitive

Strategies refers to methods used to help students understand the way they learn; in other words, it means processes design for students to think about their thinking.

According to Drew (2022), there exist numerous strategies for develop English Learning and metacognitive strategies are just some of them, so, he proposes the next:

3.8.1. Self-Questioning

Self-questioning involves pausing throughout a task to consciously check your own actions. Without self-questioning, we may lack awareness of our own faults. Most importantly, we would not be able to improve because we never took the time to ask ourselves important questions like:

Is this the best way to carry out this task?

- Did I miss something?

- Maybe I should check again.

- Did I follow the right procedure there?

- How could I do better next time?

- Am I looking at this task the right way?

- How can I do a better job at thinking about what I'm doing?

High-achieving students exhibit a tendency to question their actions both while they are in the process of completing a task and after its completion.

3.8.2. Meditation

Meditation involves clearing your mind. We could consider it to be a metacognitive strategy because meditators aim to:

- Clear out the chatter that goes on in our heads.

- Reach a calm and focused state that can prime us for learning.

- Be more aware of our own inner speech.

Meditation for children is becoming increasingly popular in schools because educators can see the value of this task for helping students achieve greater self-awareness in the classroom.

3.8.3. Reflection

Reflection involves pausing to think about a task. It is usually a cyclical process where we reflect, think of ways to improve, try again then go back to reflection. Reflection is metacognitive only if you consciously reflect on *what your thought processes were* and *how to improve upon them next time*.

There are many models of reflection with varying steps. Most reflective cycles have at least the following phases:

- A task is planned.
- You attempt the task.
- You look at how you did the task.
- You come up with things you did well and areas for improvement.
- You plan the next task, with a focus on improving on your weaknesses.
- You try again …
- You reflect again …
- And so on.

Once you become skilled at reflection, you may also reflect *while* doing a task so that you can make adjustments to your thinking processes as you go. We call this sort of reflection **reflection in action** (as opposed to reflection *on* action).

3.8.4. Awareness of strengths and weaknesses

Central to metacognition is a person's capacity to see their own strengths and weaknesses. Only through looking at yourself and making a genuine assessment of your weaknesses can you achieve self-improvement.

One way to start looking at your strengths and weaknesses is to use a SWOT chart.

A **SWOT** chart is a chart with four sections:

- **Strengths:** write down what you perceive to be your strengths as a learner.

- **Weaknesses:** write down what you perceive to be your weaknesses as a learner.

- **Opportunities:** identify opportunities you may have to improve your cognitive skills in the coming weeks or months.

- **Threats:** identify potential threats that may prevent you from improving your cognitive skills in the coming weeks or months.

3.8.5. Awareness of learning styles

Learning styles theories such as Gardner's Multiple Intelligences and Learning Modalities theories argue that different people learn in different ways. For example, you may feel you are better at learning through images than reading.

Some common learning styles include:

- **Visual:** A visual learner learns best through images, graphics, TV documentaries and graphs. They are good at identifying patterns and matching complementary colours.

- **Auditory:** A visual learner learns best through listening rather than watching or reading. They enjoy being read stories and listening to podcasts.

- **Kinesthetic:** A kinesthetic learner learns best through movement. They like to learn by doing things rather than reading or listening. They are active rather than passive learners.

- **Logical-Mathematical:** People who are logical-mathematical learners are good at using reasoning to find answers. They are good with numbers but may struggle with subjective issues in the humanities.

- **Interpersonal:** An Interpersonal learner loves learning through social interaction. They're good at group work, have high emotional intelligence, and can compromise to get their job done.

- **Intrapersonal:** An intrapersonal learner is someone who likes to mull things over in their own heads. They're happy to learn in silence and isolation and may find working with others to be a distraction.

If you are aware of how you learn (i.e. the way your brain processes information!) you may be able to use your strengths and work on your weaknesses more efficiently.

3.8.6. Mnemonic aids

Mnemonic aids are strategies you can use to improve your information retention. They involve using rhymes, patterns, and associations to remember.

They work by adding context (additional or surrounding information) to a fact to help you to recall it.

You might remember a name in one of the following ways:

- **Rhyme:** You meet a singer named Tom. You tell yourself "Tom would sing a song before long." Now, next time you meet Tom the singer, you might be able to recall your rhyme to remember both his name and profession!

- **Association:** I have a sister named Vanessa. I *always* remember people named Vanessa because my head says "Oh, she has the same name as my sister!" every time I meet a Vanessa.

Mnemonic aids are particularly useful when memorizing lists, sequences, or facts, but they can also help with learning and retaining a wide range of information. They leverage the brain's ability to associate new information with existing knowledge or create strong mental connections, making recall more efficient.

3.8.7. Writing down your working

Most people will recall in high school math classes their teacher saying: "I want to see your working so I know how you got to your answer."

This teacher is ensuring you are employing the right thinking processes and can show others how you went about *thinking about* the task.

When you become an expert at a topic you tend not to think about your thinking. We sometimes call this "unconscious competence", which is the fourth stage of learning in the learner competence model.

3.8.8. Think aloud

Lev Vygotsky (a central figure in the sociocultural theory of education) argues beginner learners tend to think aloud before learning to think inside their heads.

The benefit of sociocultural theory's strategy of thinking aloud is that it makes you really think. You have to talk through what your brain is doing, making those thinking processes explicit.

Teachers will often ask students to speak out loud about what they're thinking. It not only helps the student be more conscious of their cognitive processes, it also helps the teacher identify areas where the student is going astray.

3.8.9. Graphic organizer

Graphic organizers, also sometimes called cognitive tools, help us to consciously improve our thinking processes. They assist us in:

- Organizing our thoughts.

- Creating connections between things we know.

- Thinking more deeply about something.

- Visualizing processes and procedures.

3.8.10.   Regulation checklist

A regulation checklist can either be task-based or generalized.

A task-based regulation checklist is usually created before a task begins. It will:

- List the thought processes required to succeed in the task.

- List the observable outcomes of higher order thinking linked to the task.

- List the checkpoints during the task where people should pause to reflect on their thinking.

A general regulation checklist provides regulation strategies that can be used across any normal task, such as:

- Reminders to pause and reflect-in-practice at regular intervals.

- Prompts to remind students to think about what strategies they are using and whether they are appropriate for the task.

- Self-questioning prompts to remind students to question their choices.

- Quick charts and questionnaires to help people focus on their developments such as KWL charts.

3.8.11. Active reading strategies

Active reading strategies are strategies that ensure you are concentrating while you read and actually comprehend the information.

Examples of active reading strategies include:

- **Underlining text:** Underline key or important bits of information to highlight their importance in your mind.

- **Using a ruler to read:** place a ruler under the sentence you're reading to help you focus on that line.

- **Scan for the main ideas:** In informational texts, you can scan for the information you need. Pay close attention to subheadings that give you a clue about where you will find the key information.

- **There are approaches such as Reciprocal teaching.** This approach emphasizes four more starts:

- **Questioning:** Ask yourself questions or ask your friends questions to check comprehension.

- **Summarizing:** Try to sum up the page you just read in one or two sentences to check for comprehension before moving on.

- **Predicting:** Try to predict how a story will go by looking at the pictures on the cover.

- **Clarifying:** Ask for clarification from friends or a teacher when you don't understand rather than just moving on.

3.8.12.   Active listening strategy

Active listening strategies are strategies students use to ensure they are listening attentively. Listening can be a highly interactive process whereby the listener engages in many actions that encourage the speaker to elaborate and explore their thoughts and feelings in greater detail. Some advices for active listening strategy:

- Turning your body to directly face the speaker.

- Making eye contact.

- Asking questions.

- Nodding when appropriate.

- Repeating what was said to you.

3.8.13.   Planning ahead

When we plan ahead, we often have to think about how we'll go about a task. We might call it our "plan of attack".

Planning ahead involves thinking about what we're going to do in order to complete a task. During your planning phase, you might make decisions such as:

- Deciding what strategies you'll use when your task, competition or activity begins.

- Tossing up a range of different thinking skills you might use when approaching a task.

- Reminding yourself not to make the same mistakes you made last time.

- Preparing some tools that will help you keep your thinking on track, such as preparing graphic organizers. (para. 3-42).

3.9. Metacognition and Reading Comprehension

Metacognition plays a vital role in reading. The context of reading is usually understood as consisting of two types of cognition: First, one's knowledge of strategies for learning from texts, and second, the control readers have of their own actions while reading for different purposes. Successful readers monitor their reading and the state of their learning; they use strategies, adjust effort appropriately, and evaluate the success of their ongoing efforts to understand. (Karbalae, 2011).

3.9.1. Elements of Comprehension

(Lee, 2014) express that people think that the act of reading is an easy skill to master. It is actually a complex process that requires many different skills. All of these skills together lead to the ultimate goal of reading: reading comprehension (understanding what has been read).

3.9.2. Decoding

Decoding is a fundamental step in the reading process. Children use this skill to pronounce words that they have heard before, but have not seen written. The ability to do this is the foundation for other reading skills. (Lee, 2014, para. 1).

Decoding relies on a language skill called phonemic awareness, which develops early in life. (This skill is part of an even broader skill called phonological awareness.) Phonemic awareness allows you to hear each of the sounds that

make up words (known as phonemes). It also allows children to "play" with sounds at the level of words and syllables. (Lee, 2014, para. 2).

Decoding is also based on being able to connect individual sounds with the corresponding letters. For example, to pronounce the word sun, children must know that the letters produces the sound /s/. Understanding the connection between a letter (or a group of letters) and the sounds they typically make is an important step toward "pronouncing" words. (Lee, 2014, para.3).

3.9.3. Fluency

To read fluently, a person needs to recognize words instantly. Fluency increases the speed at which a student can read and understand a text. Spelling or decoding each word can take a lot of effort. Word recognition is the ability to instantly recognize entire words by sight, without spelling them phonetically. (Lee, 2014, para. 4).

For instance, when children can read quickly and without making too many mistakes, they are "fluent" readers. Fluent readers read smoothly and at a good pace. They group words to understand meaning and use the appropriate tone of voice when reading aloud. Reading fluency is essential for good reading comprehension. (para. 5).

What might help: Word recognition can be a big hurdle for those who struggle with reading. Average readers need to see a word 4 to 14 times before it becomes a "familiar sight word" that they can automatically recognize. The best way to help develop reading comprehension is by reading books. It is important

to choose books that are at the appropriate level of difficulty for the student. (Lee, 2014, para. 6).

3.9.4. Vocabulary

To understand what you are reading, you need to understand most of the words in the text. Having a large vocabulary is essential for reading comprehension. Students can be taught vocabulary, but they generally learn the meaning of words through daily experience and reading. (para. 7).

The more students are exposed to different words, the larger their vocabulary will be. Reading together every day also helps build vocabulary. When you're reading aloud, stop at new words and define them. Also encourage your child to read on their own. Even without hearing the definition of a new word, your child can use context to understand it. (para. 8).

Teachers can also help by explaining interesting words (teaching that is specialized and direct) and engaging students in conversation. They can also make learning new words fun through word games in the classroom. (Lee, 2014, para. 9).

3.9.5. Sentence Construction and Cohesion

Understanding how sentences are constructed might seem like a writing skill. It would also seem to connect ideas within and between sentences, which is known as cohesion. However, these skills are also important for reading comprehension. (para. 10).

Knowing how ideas are related at the sentence level helps students understand the meaning of paragraphs and entire texts. It also leads to something called coherence, or the ability to connect ideas within a text. (para. 11).

Instruction can teach students the fundamentals of sentence construction. For example, teachers can work with students on connecting two or more ideas, both through writing and reading. (Lee, 2014, para.12).

3.9.6. Reasoning and prior knowledge

Most readers relate what they have read to what they know. That is why it is important that students have previous experience or knowledge of the world when they read. They also need to be able to "read between the lines", that is, extract the meaning when it is not expressed literally. (Lee, 2014, para.13).

> Lee (2014) expresses that expose students to new experiences as much as possible and talk about what they've learned from experiences together and apart. It helps them make connections between new knowledge and what he already has, it is a good idea to ask open-ended questions that require thinking and explanation. (para.14).

3.9.7. Working memory and attention

> These two skills are part of a group of skills known as executive function. They are different but closely related. When students read, attention allows them to take in information from the text. Working memory allows them to retain that information and use it to understand meaning, thus gaining knowledge from what they are reading. (Lee, 2014, para.15).

The ability to supervise oneself while reading is also linked to it. Students need to be able to recognize when they don't understand something. They need to stop and reread to clear up any confusion they might have.

There are many ways you can help improve working memory, without making it feel like an obligation. There are a number of games and daily activities that can build working memory. To help improve student's attention, find reading material that is interesting and stimulating. For example, some students might like graphic novels. Encourage your students to stop and reread when something is unclear. Demonstrate how you "think out loud" when you read to make sure what you've read makes sense. (Lee, 2014, para.16).

3.10. Metacognition and oral expression

Numerous studies have shown positive effects of metacognitive strategy training on language performance. Those studies are on the focus of language skills. There have, however, been relatively few studies investigating the benefits of providing second language students with metacognitive strategy training to promote speaking skill. The other kind of study about metacognitive strategy training shows its positive impact on metacognitive strategy awareness. They show improvement of strategy use after training conducted. However, there are no details of metacognitive strategy use in the process. (Ridwan, et. al, n.d, para. 4).

Lexia (2018) explains that oral language is often associated with vocabulary as the main component. However, oral language is comprised of much more. In the broadest definition, oral language consists of five areas: phonology, morphology, syntax, semantics and pragmatics.

3.10.1. Phonology

Phonology covers the organization or system of sounds within a language. Once the phonological system has been acquired for basic listening and speaking, children begin to develop phonological awareness—the awareness of words in sentences or syllables in words. Other aspects of phonological awareness include rhyme, alliteration, onset rime (word families), blending, segmenting, and manipulating sounds. At the most complex level is phonemic awareness

(blending, segmenting, and manipulating words at the individual sound—or phoneme—level). (Lexia, 2018, para. 3).

3.10.2. Semantics

The development of vocabulary focuses both on expressive and receptive vocabulary. Expressive vocabulary represents the words a student actively uses when talking, writing, or otherwise communicating. Receptive vocabulary represents the words that a student understands—based on context and background experiences—but may not necessarily use when speaking or writing. A common misconception is the idea that vocabulary can be measured simply by the sheer number of words an individual can understand and use, although this actually pertains only to the breadth of vocabulary knowledge. To measure the depth of vocabulary knowledge, a broader definition also includes a focus on such areas as: multiple meanings of words (homonyms), shades of meaning, figurative language, and relationships between words (synonym, antonyms, analogies). (Lexia, 2018, para. 4).

3.10.3. Morphology

Sometimes considered to be a subset of syntax and sometimes considered as part of vocabulary (semantics), morphology is focused on the smallest units of meaning within a word, as well as the rules about how those words are formed. Morphology can also include the study of structural analysis—how words are joined together and build vocabulary by analyzing the morphological structure of

the word (prefix, root, and suffix)—which then helps build upon the child's foundation in vocabulary. (Lexia, 2018, para. 5).

3.10.4. Syntax

As students develop their oral language skills, they also develop an understanding of grammar—the set of structural rules that govern the combination of words and phrases into sentences, as well as how sentences are combined into paragraphs. Knowledge of these rules helps children understand the relationship among words and apply vocabulary and abstract thinking to their comprehension of oral language. (Lexia, 2018, para. 6).

3.10.5. Pragmatics

Considered by some reading experts as the "hidden curriculum" in a classroom, pragmatics requires the understanding of the social use of language. This includes social norms regarding conversational turn-taking, personal space, and appropriate behavior with peers and authority figures in a variety of common social situations. In some classroom settings, students lacking background experience—which can be attributable to cultural differences in some instances—don't understand group dynamics and expectations regarding behavior. Understanding a variety of situations prepares students for more successful comprehension at later stages, including both listening and reading. (Lexia, 2018, para. 7).

3.11. Strategies That Improve Metacognition

According to Price-Mitchell (2015) there exists 7 strategies that teachers can use to improve and facilitate metacognitive development in students, such are the following:

3.11.1. Teach students how their brains are wired for growth

The beliefs that students adopt about learning and their own brains will affect their performance. Research shows that when students develop a growth mindset vs. a fixed mindset, they are more likely to engage in reflective thinking about how they learn and grow. Teaching kids about the science of metacognition can be an empowering tool, helping students to understand how they can literally grow their own brains. (Price-Mitchell, 2015, para. 7).

3.11.2. Give students practice recognizing what they do not understand

The act of being confused and identifying one's lack of understanding is an important part of developing self-awareness. Take time at the end of a challenging class to ask, "What was most confusing about the material we explored today?" This not only jumpstarts metacognitive processing, but also creates a classroom culture that acknowledges confusion as an integral part of learning. (Price-Mitchell, 2015, para. 8).

3.11.3. Provide opportunities to reflect on coursework

Price-Mitchell (2015) found that higher-order thinking skills are fostered as students learn to recognize their own cognitive growth. Questions that help this process might include, for instance: "Before this course, I thought earthquakes were caused by _____. Now I understand them to be the result of _____. How has my thinking about greenhouse gases changed since taking this course?" (para. 9).

3.11.4. Have students keep learning journals

Price-Mitchell also describes that one way to help students monitor their own thinking is by personal learning journals. Assign weekly questions that help students reflect on how rather than what they learned. Questions might include:

What was easiest for me to learn this week? Why?

What was most challenging for me to learn? Why?

What study strategies worked well as I prepared for my exam?

What strategies for exam preparation did not work well? What will I do differently next time?

What study habits worked best for me? How?

What study habit will I try or improve upon next week?

Encourage creative expression through whatever journal formats work best for learners, including mind maps, blogs, wikis, diaries, lists, e-tools, etc. (para. 10).

3.11.5. Wrapper

Price-Mitchell defines "wrapper" as a "short intervention that surrounds an existing activity and integrates a metacognitive practice. Before a lecture, for example, give a few tips about active listening. Following the lecture, asking students to write down three key ideas from the lecture. Afterward, share what you believe to be the three key ideas and ask students to self-check how closely theirs matched your intended goals. When used often, this activity not only increases learning, but also improves metacognitive monitoring skills". (para. 11).

3.11.6. Essay vs. multiple-choice exams

Research shows that students use lower-level thinking skills to prepare for multiple-choice exams, and higher-level metacognitive skills to prepare for essay exams. While it is less time consuming to grade multiple-choice questions, even the addition of several short essay questions can improve the way students reflect on their learning to prepare for test taking. (Price-Mitchell, 2015, para. 12).

3.11.7. Facilitate reflexive thinking

Reflexivity is the metacognitive process of becoming aware of our biases prejudices that get in the way of healthy development. Teachers can create a classroom culture for deeper learning and reflexivity by encouraging dialogue that challenges human and societal biases. When students engage in conversations or write essays on biases and moral dilemmas related to politics, wealth, racism, poverty, justice, liberty, etc., they learn to "think about their own thinking." They begin to challenge their own biases and become more flexible and adaptive thinkers. (Price-Mitchell, 2015, para. 13).

3.12. Relationship between Metacognition and English Language Learning

Wenden (1987) was probably the first researcher to call attention to the importance of metacognition in language learning and teaching. In her review of research on metacognitive knowledge, she sets out to clarify how this research field relates to already established theories and research on language. Wenden understands metacognitive knowledge as knowledge about one's own learning. Drawing on Flavell, she acknowledges three categories of metacognitive knowledge, namely person knowledge, task knowledge and strategy knowledge. (Haukas, et. Al, 2018, p.13).

3.13. Flipped Classrooms

Limueco (2019) express that flipped Classroom is one of the current models that can be generally used in almost every subject or course. This model offers variety of activities that may impact students' metacognition. (pag. 70).

A flipped classroom is a type of learning strategy where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to complete by the students independently at home. (Teachthought, 2007).

A flipped classroom is structured around the idea that lecture or direct instruction is not the best use of class time. Instead, students encounter information before class, freeing class time for activities that involve higher order thinking. (The Derek Bok Center for Teaching and Learning, n.d.)

Some of the benefits of a flipped classroom are:

- It's flexible
- Students can learn at their own pace
- Students take responsibility for their learning
- Students learn rather than encounter material in class
- There are more opportunities for higher level learning

Many teachers think that creating or finding sources for students to use outside of class is the most difficult part of implementing a flipped classroom. However, most of the benefits of a flipped classroom depend on what happens in the classroom instead of lecture. That makes it necessary to first plan how you will use class time before you begin to look for resources for students to use at home. A flipped classroom model involves a lot of work by students outside of class. Students will resent this work if they do not see how it frees class time to do

things that help them learn. (The Derek Bok Center for Teaching and Learning,

n.d.).

IV.   METHODOLOGY AND MATERIALS

4.1.   Location of the Study

This research study was focused on metacognitive strategies for reading comprehension and oral expression skills of second English students, at URACCAN University, first semester 2023, which is located in Nueva Guinea City.

4.2.   Type of Study

This research was a descriptive study because the main objective was to describe the metacognitive strategies for reading comprehension and oral expression skills in first English students, through identifying and applying the metacognitive strategies on Second English Students, the results provided an opportunity to learn how these strategies helped to improve oral expressions and reading comprehension skills.

4.3.   Approach

The approach of this research was categorized as qualitative approach, because through the instruments that were applied, information was gathered in an open way through the application of metacognitive strategies for reading comprehension and oral expression skills in a classroom.

4.4.   Unit of Analysis

The second English students of the English Teaching Major at URACCAN, Nueva Guinea, was partaker of the unit of analysis; this group consists of 20 students: 05 male students, 15 female students, and 3 teachers, for a total of 23 persons.

For the focal group of this research study, it was selected 10 students randomly and 03 English teachers.

4.5.   Criteria of Selection and Exclusion

4.5.1. Inclusion Criteria

- Students who can provide information.
- Teachers of any English subject.

4.5.2. Exclusion Criteria

- It was excluded the teachers who are not teaching English at URACCAN University.

- The students who are not available to provide information
- Teacher who are not available to provide information
- University staff and authorities from the university.

4.6. Information Sources

4.6.1. Primary Sources

Primary sources were the instruments that were applied in the development of this research, such as interviews for English teachers and a questionnaire for second English students and observation guides that were applied in the classroom.

4.6.2. Secondary Sources

Secondary sources were books, physical-format documents from the URACCAN¨s Library. Also, it was consulted some websites taken from the internet that were necessary to complete the theoretical framework.

4.7. Techniques and Instruments

The techniques and instruments that were applied to get the information to make the analysis of the results were interviews, a focus group, and observation guides.

4.7.1. Interview

The interview was applied to three English professors of second year.

4.7.2. Focal group

Ten students from second year were selected as part of the focal group to develop a questionnaire with them. They were 5 women and 5 men. The aim of this instrument was to identify the metacognitive strategies that second English students use to improve their reading comprehension and oral expression skills.

4.7.3. Observation Guide

The observation guide was developed into the classroom of second year English students. This instrument was carried out through full periods of observation class in order to identify the metacognitive strategies that teachers use to develop and improve students' reading comprehension and oral expression skills, besides, students'

responses to the proposed strategies. Three observation guides were applied during three different moments.

4.8. Data Analysis and Processing

4.8.1. Microsoft Word

This tool was used for writing the research study and to create the interviews that will be applied to teachers and students.

4.8.2. Microsoft PowerPoint

This tool was used for presenting this research study and the results obtained from the application of instruments.

4.9. Descriptors Matrix

Specific Objectives	Descriptors	Definition	Techniques and Instruments	Sources
To identify the metacognitive strategies that first English students use to improve their reading comprehension and oral expression skills.	● Metacognition	Metacognition refers to one's knowledge concerning one's own cognitive processes, or anything related to them, e.g., the learning-relevant properties of information or data.	Observation Guide and Interview	Second English Students

	● Strategy	A strategy is a general plan or set of plans intended to achieve something, especially over a long period.		
To apply metacognitive strategies for reading comprehension and oral expression skills in first English students.	● Reading Comprehension	It is the ability to read text, process it and understand its meaning. It relies on two interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).	Observation Guide and Interview	Second English Students
	● Oral Expression	Oral expression is the ability to convey wants, needs, thoughts, and ideas meaningfully using		

		appropriate syntactic, pragmatic, semantic, and phonological language structures.		
To suggest metacognitive strategies to improve students´ learning and awareness in the development of reading comprehension and oral expression skills.	• Metacognitive Strategies	Metacognitive strategies refer to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'.		
	• Learning awareness	It is the quality or state of being aware: knowledge and understanding that something is happening or exists		

4.10. Delimitations and Limitations of the Study

4.10.1.   Delimitation

This study is focused on Metacognitive Strategies for Reading Comprehension and Oral Expression Skills of Second English Students, URACCAN, 2023, during the development of this research,

It was had access to gather information provided by the community of students and teachers from the university, also had access to the library of the campus and all digital sources which have to do with this study on the internet.

4.11.2. Limitations

a.   Throughout the development of this research at URACCAN University, some limitations affected the research process. Firstly, the lack of time to work on the application of the instruments properly; also, due to lack of communication with a teacher, it was not possible to apply one of the interviews and during the questionnaire some students were not interested in providing useful information.

4.11. Ethical Aspects

During the elaboration process of this study, it was taking into account:

- To respect the copyright in the found theories and other forms of intellectual property.
- To respect the opinion of students and professors.

V. DISCUSSION AND ANALYSIS OF THE RESULTS

This research was carried out with second English students at URACCAN, Nueva Guinea, in order to carry out a successful study and get the following results, three observation guides were applied, two interviews with the teachers and a focal group with students. The main objective of those instruments was to identify the metacognitive strategies that second English students use to improve their reading comprehension and oral expression skills.

5.1. Metacognitive strategies that first English students use to improve their reading comprehension and oral expression skills

Metacognitive strategies refer to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. According to the Inclusive School Network (2015), "Metacognitive Strategies refers to methods used to help students understand the way they learn; in other words, it means processes design for students to think about their thinking"

The interviews were applied to the teacher of the subject Listening and Speaking and the teacher of Grammar II, both teachers agreed that metacognitive strategies are those strategies that a person may use before, during and after a workout to develop their English skills, they emphasized the use of self-study strategy for students to develop their skills. The same way, in the focus group, students have explained that metacognitive strategies are strategies to improve their English skills and that it has to do with the human brain.

According to Drew (2022), there exist numerous metacognitive strategies for develop English Learning, such as, self-questioning, meditation, reflection, active reading, active listening, graphic organizers, among others.

Based on the interview applied to the English teachers, they have described some MCS that they use in their lessons, for instance, to try to relate the new topic with the student's own knowledge for them to relay their daily situation with the topic, according to them "it works with any experience that they have previously developed through their oral expression". Also, they mentioned some strategies to develop reading and oral

expression skills, for instance: listening to music, reading aloud, try to think in English, it was also mentioned that students can develop their expression skills by making recordings talking in English to develop self-assessment and to identify where they can improve, also the pronunciation can be positively changed because the student can detect errors and compare their pronunciation with native speaker.

In particular, the teachers mentioned summarizing and graphic organizers as reading strategies they use to encourage students to develop their skills. According to the Listening and Speaking teacher, the best way to develop good reading comprehension and oral expression skills is the student's will. "If students are willing to do something, they're going to do it", the students also need to be aware of their weaknesses in order to analyze how they can face these weaknesses during the learning process.

Furthermore, the teachers expressed that they use modeling activities to help students to develop reading comprehension. Another mentioned strategy was summarizing. By doing this, students will be able to take out the main ideas of a text; also, the use of graphic organizers, for students to get a general idea about what is the reading about, was another strategy mentioned by the teachers.

The first objective established in this research was to identify the metacognitive strategies used by second English students to improve their reading comprehension and oral expression skills. In order to obtain data from students, a focal group questionnaire to six students randomly selected to be asked about the strategies they use to improve their reading and oral expression.

This way, students were asked what kind of strategies they use to develop skills like reading comprehension and oral expression. One of the first strategies they use is watching movies in English, listening to music; practice speaking with their classmates, reading some novels or readings, also they mentioned the use of apps such as Duolingo to practice their reading skills. Regarding reading comprehension, students expressed difficulties to find the main ideas of a text, due to the complexity of some readings or the unknown words of them. In a similar way, they have problems organizing their thoughts to find the main idea from readings, so it can be said that they are not aware of the process to analyze or comprehend a text.

Finally, in the observations developed, it was perceived that teachers implement the following metacognitive strategies: rappers, self-questioning, active reading and listening strategies, and awareness of strengths and weaknesses.

Table 1. *Metacognitive strategies used by teachers in both, reading comprehension and oral expression*

N°	Metacognitive Strategies	Explanation of the Strategy	Teaching experience
1	Self-questioning	This metacognitive strategy enhances students to develop speaking skill, involves asking themselves relevant and meaningful questions before, during, and after studying or learning something. By doing this, students prompt themselves to think critically, and identify any gaps in their understanding. Self-questioning can be applied to different learning activities, such as reading and problem-solving.	This strategy is used by students, in the lesson observed, the teacher encourage students to use self-questioning as part of their learning process. The teachers model self-questioning to help students develop their own skills. There are many questions students can ask themselves to develop their learning. such as: What do I already know about this topic? What do I expect to learn? What is the main idea of this paragraph?,
2	Modeling	This strategy involves explicit teaching by the teacher, where	

		they present information, explain concepts, and demonstrate skills directly to the students. The teacher acts as a model of the desired performance, and students observe and learn from the teacher's example.	In this case, the teachers use real-life examples and analogies to illustrate concepts, making them more relatable and understandable for students.
3	**Summarizing**	This is one of the metacognitive strategies that leads to effective use of mental skills, and increases remembering and understanding.	Teachers use modeling strategies for students to think aloud while creating a summary. Demonstrating how to identify the main ideas, eliminate irrelevant details, and rephrase the content in their own words.
4	**Graphic Organizers**	This visual graphics demonstrates relationships between facts, concepts or ideas and helps students to organize their ideas.	The teachers applies this strategy by assigning students an specific information to be analyzed, students have to take the most important pieces of information in order to create a graphic organizer,
5	**Context-based learning (CBL)**	Using this strategy, the teacher uses real-life examples in teaching	The teacher introduces case studies, examples, and stories

		environments in order to learn through the actual experience with a subject.	from real-life situations to illustrate the concepts being taught. These examples can help students understand how the knowledge can be applied in practical scenarios.
6	**Flipped Classroom**	This metacognitive strategy allows students to be introduced to content at home and practice working through it in the classroom. During class time, and then they work on assignments and exercises independently at home.	The teacher creates video lectures, tutorials or other instructional materials that cover the core content of the lesson. These materials are made available to students to access outside of class, through the virtual platform. Before coming to class, students are expected to review the pre-recorded materials at their own pace. They can watch the videos or documents that the teacher prepares them for the upcoming in-class activities.

			Class time is used for more interactive and engaging learning activities. Instead of passively listening to lectures, students participate in discussions, group work, problem-solving exercises, debates, experiments, and other activities that reinforce and apply the concepts learned at home.
7	**Self-Assessment**	Self-assessment provides students with an opportunity to self-evaluate, or make judgments about their learning process. By incorporating self-assessment practices in the classroom, teachers can support students in becoming more independent and self-directed learners, leading to increased motivation and a deeper understanding of their learning.	Teachers guide students in setting specific, measurable and relevant learning goals. Students can regularly reflect on their progress towards these goals and adjust them as needed. Teachers assign reflective activities or journaling prompts that encourage students to think critically about their learning experiences,

			challenges faced, and strategies for improvement.
8	**Meditation**	Students use this metacognitive strategy to reach a calm and focused state that can prime them for learning. Meditation, as a metacognitive strategy, refers to the intentional practice of focusing one's attention and awareness on the present moment, with an attitude of non-judgmental observation.	Teachers observe how their students respond to these practices. They may notice improvements in students' attention, self-regulation, emotional, well-being, and overall classroom atmosphere.
9	**Thinking Aloud**	The teacher reads aloud a section of a text, pausing to reveal what students are thinking about in order to understand what they are reading. In this strategy, students verbalize their thought processes out loud while working on a problem or completing a task. By doing so, they make their thinking explicit and visible, allowing both the teacher and the students themselves to	The teacher begins by demonstrating the thinking aloud technique. They select a task or problem relevant to the lesson and talk through their thought process as they work through it. The teacher explicitly explains the strategies, considerations, and steps they take while tackling the task. After the teacher's demonstration,

		understand the steps, reasoning, and decision-making involved in their problem-solving approach.	students are encouraged to apply the thinking aloud strategy independently or in small groups. The teacher assigns a problem or task that challenges students to think critically and solve problems using the skills they are learning.
10	**Mnemonic Aids**	Mnemonic aids, also known as memory aids are strategies used to improve memory and aid in the retention and recall of information. These aids work by associating new information with pre-existing knowledge or using patterns and structures that make it easier for the brain to encode and retrieve the data. Mnemonic aids are particularly helpful when trying to remember complex or abstract information, such as lists, sequences, and facts.	The teacher introduces various mnemonic techniques to their students, explaining how each strategy works and when it is most effective. They provide examples of acronyms, acrostics, rhymes, and other memory devices to illustrate how they can be used in different subjects and contexts.
11	**Wrappers**	This strategy consists of short intervention that surrounds an existing activity and integrates a metacognitive practice.	When teachers use wrappers, they provide students with guiding questions before they

		Before a lecture, for example, give a few tips about active listening.By engaging in these metacognitive activities, students can become more active and intentional learners, making them more aware of their learning strategies and improving their overall learning outcomes.	start a learning task and after they have completed the task. These questions are designed to help students set goals, plan their approach, monitor their progress, and reflect on their learning experience.
12	**Awareness of strengths and weaknesses**	Students apply this strategy by being aware of their strengths and weaknesses, for instance they can create a chart with their strengths and weaknesses for them to achieve self-improvement. Students become more aware of their strengths and weaknesses as learners.	The teachers incorporate reflective journaling as part of class activities. Students can regularly write about their learning experiences, achievements, challenges, and areas they want to improve. Teachers can review these journals to gain insights into individual student progress. Teachers provide students with self-assessment tools, such as rubrics or checklists, to evaluate their own work and progress.

5.1.1. Students' challenges in identifying the main idea in a reading text

As a consequence, students cannot provide their own opinion from a text they just read, they have difficulties to develop critical thinking to express their ideas from a text, they express that when they want to provide their opinions, they forget how to say their ideas in English or they are insecure of scared to use their English to express their ideas.

Thus, teachers considered that metacognitive strategies are helpful for students to improve their reading comprehension and oral expression skills, these strategies are necessary for both teacher and students in the learning process.

5.1.2. Overcoming weaknesses in speaking and reading skills

Duval and Wicklund (2001) explain that self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or do not align with your internal standards.

In the focus group, students expressed to be aware of their weaknesses to improve their English skills, such as a lack of reading comprehension and critical thinking; also, they cannot express their ideas confidently.

In the interview applied, teachers also talked about the strategies they use to help students develop their oral expression and reading comprehension skills necessary to develop students' confidence to talk freely about their ideas. They mentioned modeling strategy as a useful one to develop student's skills.

In addition to that, teachers considered that the best way to improve reading and oral expression skills is to be exposed to native speakers. This can help students improve their reading comprehension and oral expression skills, students have to plan their learning schedule weekly or monthly trying to overcome or to improve specific skills. However, according to the teacher "the best way to improve these skills is practicing as much as you can".

5.2. Application of metacognitive to improve reading comprehension and oral expression skills

For achieving the second objective of this study, it was applied seven metacognitive strategies (MCS from now on) for reading comprehension and two for oral expression, aiming at practicing active reading strategies. For instance, predicting, underlining texts, individual reading, scan for the main idea, questioning, summarizing, and clarifying. In addition, it was applied flipped classroom and graphic organizers, such as, mind maps, flow chart, and spider diagrams for developing oral expression.

5.2.1. Reading comprehension

5.2.1.1. Predicting

a. Objective

This CMS was developed in order to predict what was the reading about, considering the title and images of the reading.

b. Resources

The reading

Computer

TV

c. Teaching Experience

In the implementation of this CMS, students could predict what was the reading about, this way, students expressed their own ideas based on the title of the reading. However, in the development of the MCS, some students were not able to participate, they seemed to be shy at that time.

d. Student´s Evaluation

Based on the students, they argued that the CMS applied was great because it made it easy for them to identify and predict what the reading, they were being showed was about with just a visual image.

5.2.1.2. Underlining texts
a. Objective

This CMS was conducted for the purpose of identifying and underlining unknown text or words.

b. Resources

TV

Computer

Worksheet

Pencil

Highlighter

c. Teaching experience

In the development of this MCS, students were able to read the text and identify unknown words or sentences, as well as to clarify the meaning of these words to the students.

During the progress of this activity, the participation of the students was active, as they showed interest in knowing the meaning of each unknown word.

d. Student´s evaluation

The students stated that when they identified the unknown words, they discovered new words that they could use in their daily lives, which makes them feel content because they acquired new knowledge.

5.2.1.3. Using a Ruler to Read
a. Objective

This MCS was conducted with the purpose that the students were able to read the information in the reading and thus be able to make a quick analysis of the information in the reading using a ruler to read the text line by line.

b. Resources

TV

Reading text

Computer

c. Teaching experience

In the development of this MCS, students were able to read the text and identify unknown words or sentences, as well as to clarify the meaning of these words to the students.

e. Student´s Evaluation

Based on the students, they argued that the CMS applied was great because it made it easy for them to identify and predict what the reading, they were being showed was about with just a visual image.

5.2.1.4. Scan for the main idea
a. Objective

The purpose of this MSC was mainly that the students were able to identify the main idea of the text.

b. Resources

TV

Computer

Reading texts

c. Teaching experience

During the application of this strategy, it was observed that the students were able to identify the main idea of the reading with great efficiency.

d. Student´s evaluation

According to what the students expressed, the main idea was very easy to identify and there was no difficulty.

5.2.1.5. Questioning
a. Objective

This strategy is mainly focused on reading comprehension, reading a reading and thus responding according to what was read.

b. Resources

Worksheet of reading text

Questionnaire

TV

Computer

c. Teaching experience

In the development of this MCS, students were able to read the text and asks the questions; some students present difficulties at moment to answers the questionnaire.

ANSWER THE QUESTIONS

1. What is Mrs. Curious doing at the moment?
   _____ .
2. What is Mr. Thompson buying from the kiosk?
   _____ .
3. Why is the baker sitting out and drinking tea?
   _____ .
4. What is the florist preparing for the man?
   _____ .
5. Who are waiting for a bus at the bus stop?
   _____ .
6. Is Grace skipping rope with Kathryn?
   _____ .
7. Why isn't George riding his bicycle now?
   _____ .
8. Who is running and trying to fly a kite?
   _____ .
9. Is Shirley playing volleyball well or badly ?
   _____ .
10. Where are the teens sitting and singing now?
   _____ .

WRITE TRUE OR FALSE

1. Mrs. Curious is not watching people from her balcony, but she is just dreaming.
   (_____)
2. The man at the florist's is checking the time and he looks worried.
   (_____)
3. The butcher and his assistant are working in the shop at the moment.
   (_____)
4. Little Alfie is crying because he wants to fly a kite with his friends in the park.
   (_____)
5. Three cats are going after Joe because they want to eat the sandwich.
   (_____)
6. Mr. and Mrs. Brown are sitting on the grass and getting some fresh air.
   (_____)
7. James is jumping up and down with anger.
   (_____)

d. Student´s evaluation

The students expressed that they had a little difficulty when answering the questions because they are not used to reading in depth and understanding a reading, however they argued that it is an excellent strategy because it showed them to put into practice something that they normally do not do.

5.2.1.6. Summarizing

a. Objective

This MSC was developed in order for students to prepare a summary by reading the worksheet, considering that they already had knowledge of the unknown words and the main idea of the text.

b. Resources

White pages

Pencil

Reading text

Computer

TV

c. Teaching experience

In the implementation of this MCS strategy, the students managed to make a clear and detailed summary about the reading, which means that the use of the previous strategies were effective for the realization of the summary.

d. Student´s evaluation

The students expressed that this MCS strategy allowed them to do a wide reading in order to make a good summary, for which they said that it seemed to them an excellent strategy.

5.2.1.7. Clarifying

a. Objective

The purpose of this MCS strategy was to clarify the doubts of the students regarding all the strategies applied.

b. Resources

TV

Computer

Reading text

c. Teaching experience

In the implementation of this MCS strategy, it was possible to clarify the doubts that the students expressed during the application of all the strategies.

In addition, the students showed interest in the applied strategies.

d. Student´s evaluation

During this application, the students expressed that they seemed to be excellent strategies since it allowed them to develop their reading skills in a new way.

5.2.2. Oral expression Strategies

5.2.2.1. Flipped Classroom

a. Objective

This CMS was applied for students to be introduced to content at home through the virtual platform and develop oral expression in the classroom.

b. Resources

TV

Computer

Internet connection

c. Teaching experience

In the development of this MCS, students were able to read some information about different topics through the Virtual Platform for them to discuss about it in the classroom.

During this activity, the students had some difficulties expressing themselves demonstrating their lacking of oral expression abilities, also they show some shyness when teacher ask them to participate.

d. Student´s evaluation

The students expressed that this MCS is not useful for them because they have difficulties to retain information and to express themselves about that information. However, students did not read the document sent to the platform so it can be said that they did not have the will to prepare themselves for the activity.

5.2.2.2. Graphic Organizers
a. Objective

This CMS was applied for students to organize their ideas about specific topics.

b. Resources

TV

Computer

Pages

Pencils

c. Teaching experience

In the development of this MCS, different types of graphic organizers were shown to the students for them to select one, create it with the information previously shared through the virtual platform and to make an oral presentation about the information of the graphics.

d. Student´s evaluation

Students expressed that using graphic organizers is a very good way to summarize a topic and to organize their ideas; however, during the application of this strategy, students had some difficulties to create the graphics and they were not able to present them correctly because they did not show self-confidence at the time of presenting, they even forgot how to pronounce some words and phrases,

5.2.2.3. Mind Maps
a. Objective

This graphic organizer provides a structured way to organize ideas and information. They help students to understand concepts by breaking them down into their component parts.

b. Resources
TV
Computer
Pages
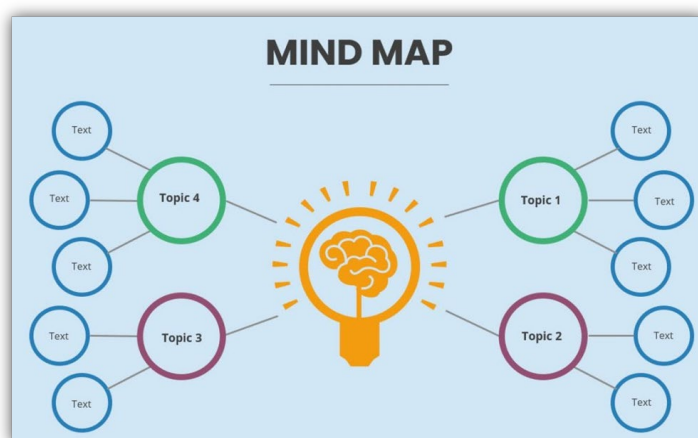Pencils

c. Teaching experience
During the implementation of this MCS strategy, it was appreciated that it is one of the most common graphics that students have knowledge of how to do.

d. Student´s evaluation

In the implementation of this MCS strategy, the students were able to express that it is an easy graph to make and that it is a good option to simplify information with texts that contain too much information.

5.2.2.4. Flow Chart
a. Objective

The main purpose was to provide a breakdown of an essential topic, so that the students detailed specific points.
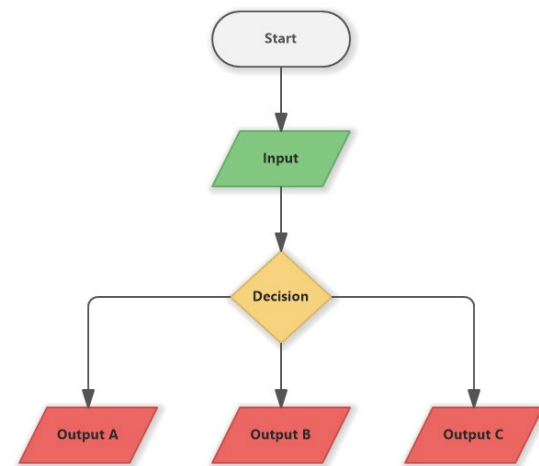
a. **Resources**

TV

Computer

Pages

Pencils

b. **Teaching experience**

It was observed that students did not understand how to do this graphic organizer but after an explanation and after providing some examples students were able to use this graphic to organize the ideas of the topic.

c. **Student´s evaluation**

The students expressed that with this diagram it is an easier way to detail and have key points on topics that are oriented to read.

## 5.2.2.5. Spider Diagrams
a. Objective

The objective of this diagram is that the students were able to organize and show information obtained in a logical and clear way.

a. **Resources**

TV

Computer

Pages

Pencils

b. **Teaching experience**

Students presented some difficulties to understand how to create this graphic and how to organize the ideas on it. However, it was possible to clarify student's doubts and they were able to create the spider diagram.
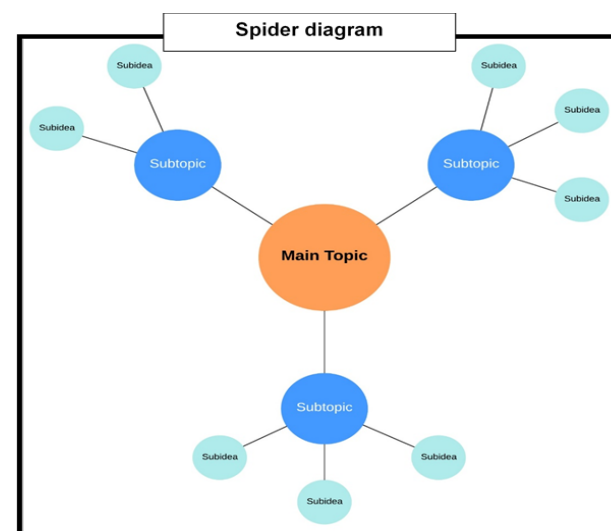
c. Student´s evaluation

During the implementation of this MCS strategy, the students argued that it is a complex and difficult graph to make, they expressed that they felt that way because they did not usually work with this type of graph.

5.3. Suggest metacognitive strategies to improve reading comprehension and oral expression skills

5.3.1. Reading

➢ Predicting

This strategy involves the ability of students to get meaning from a text by making predictions when looking at pictures or texts.

According to Bailey (2017) making predictions is more than just guessing what is going to happen next. Prediction helps students become actively involved in reading and helps to keep their interest level high. Some of the other benefits of teaching students to make predictions is that they are able to ask questions during the reading process. They are also motivated to skim information to understand some events or part of a story for tale. Finally, they can manage the reading material.

Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read or what comes next. A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and text purpose (Fries-Gaither, 2011).

Objective

The main objective of this strategy is tries to predict how a story or a text will go by looking at the pictures on the cover.

Resources

Books

Notebooks

Whiteboard

Markers

Pencils

Timing and Level

This strategy can be developed in ten minutes and it can be applied in all levels.

Implementation (step by step)

Preview the Text: Begin by scanning the text to get an overview of its structure and layout. Look at the title, headings, subheadings, bolded or italicized text and any visual elements such as images, charts, or graphs.

Read the Introduction or Opening Paragraph: The opening section provides important information about the text. By reading this section, students can gather clues about the main ideas and objectives of the text.

Activate Prior Knowledge: Students reflect on their existing knowledge and experiences related to the topic of the text. Considering how this knowledge might relate to the content and what they might expect to find.

Make Predictions: Based on the previous steps, make predictions about the content, main ideas, supporting details, and the author's intentions. Formulate questions or hypotheses about what was expected to encounter while reading the text.

➢ **Underlining Text**

This strategy consists on identify key words, unknown words or phrases for a better understanding of the reading.

Objective

The objective of this strategy is to underline key or important bits of information to highlight their importance in the text.

Resources

Books

Notebooks

Whiteboard

Markers

Pencils

Highlighters

Timing and Level

This strategy can be developed in ten minutes and it can be applied in all levels.

Implementation (step by step)

Prepare: Have a pen or pencil and a copy of the text to underline. Making sure to have a clear workspace to focus on the task.

Skim the Text: Skim through the text to get a general understanding of the content and main ideas.

Mark Important Vocabulary: Identify unknown vocabulary words. Underline or highlight these words to look for its meaning.

➢ **Using a ruler to read**

This strategy consists on students reading together line by line in order to be engaged on the reading.

Objective

The purpose of this strategy is for readers to be focused on the text when reading aloud.

Resources

Books

Notebooks

Whiteboard

Markers

Timing and Level

This strategy could be developed in ten or more minutes depending on the number of paragraphs of the reading.

Implementation (step by step)

Prepare: Students need to have a ruler and a copy of the reading.

The teacher should read first, so that the students listen to the pronunciation of the unknown words.

Each student will be assigned a sentence from the text, all students must read in order, when students have finished reading and the reading is missing information to read, the student will participate again.

> ➤ **Scan for the main ideas**

Scanning the main idea is an important strategy for speed reading that every good reader should have in his or her reading strategy repertoire and that works with all modes of writing. It is used to locate specific information for a clearly defined purpose.

Objective

The objective of this strategy is to underline key or important bits of information to highlight their importance in the text.

Resources

Books

Notebooks

Whiteboard

Markers

Pencils

Highlighters

Timing and Level

This strategy can be developed in ten minutes and it can be applied in all levels.

Implementation (step by step)

Focus on Main Ideas: Pay attention to the main ideas, underline sentences or words that are considered main ideas.

Highlight Supporting Details: Look for supporting evidence, examples, or details that reinforce the main ideas. Underline or highlight these details to provide context.

➢ **Questioning:**

Questioning is a strategy that readers use to engage with the text.

Questioning helps the reader to clarify and comprehend what he/she is reading.

Questioning should be practiced before, during and after reading. When readers ask questions before reading a text, they are activating prior knowledge and making predictions. Both activities engage the student's interest and increase the probability that he or she will connect with and comprehend the text.

This MCS strategy consists in applying questions related to texts, where questions can be answered by making use of comprehension.

Objective: Be able to practice reading comprehension.

Resources:

Reading texts

Worksheet

Questionnaire

TV

Computer

Pencil.

Timing and Level: In this strategy the time will depend on the number of questions that need to be answered, you can have a minimum of 30 minutes to analyze and answer the questionnaire. It is recommended to apply this strategy for primary school students in 4th, 5th, and 6th grade. In secondary school it can be applied in all levels from 7th to 11th grade, and in university it can be applied from 1st to 4th or 5th year.

Implementation (step by step)

Have a specific topic: It is of high importance to have a specific topic for the reading that will be given to the students, it must be a clear, detailed reading, with vocabulary easy to understand according to the level of the students.

To explain clearly: Students need to have a clear explanation of the strategy being applied, that is, the teacher must clarify each of the doubts that the student is expressing.

Understandable questionnaire: The questionnaire to be given to the students must be understandable and related to the text being studied.

➢ **Summarizing**

This strategy helps students to identify the most important ideas in a text, thus simplifying the information.

Summarizing teaches students to discern the most important ideas in a text, to skip irrelevant information, and to integrate central ideas in a meaningful way. Teaching students to summarize improves their memory of what they have read. The summarizing strategy is a reading comprehension strategy that consists of four steps: review the text, evaluate each paragraph, respond with a paraphrase, and determine a summary of the text.

Objective: The aim of this strategy is that the student is able to understand and analyze the extensive text read and make it into a short text, without forgetting the main idea.

Resources:

Reading text

Worksheet

Notebook

Pen

TV

Computer

Timing and Level: The suggested time for this strategy is 30 minutes, or it will depend on the extensiveness of the text to be analyzed. The suggested level of application of this strategy is for secondary school and university students.

Implementation (step by step):

Assign reading: In order to carry out this strategy, it is recommended to have a specific reading which is provided to the students for the summary to be made afterwards.

Clarify doubts: It is important that the students are clear about what they are going to do and clarify any possible doubts.

Give the reading: Once the process has been explained and any doubts have been clarified, students should make a clear and detailed summary related to the text to be read.

➢ **Clarifying**

Clarifying consists of clarifying the meaning of the text to the student. This reading strategy is used throughout the reading. Students can be taught to ask questions, reread, rephrase and visualize to make the text more comprehensible.

Clarifying doubts, when the student does not understand an oriented assignment.

Objective: The main objective of this strategy is to ensure that students are clear about any possible doubts they may have.

Resources:

Reading texts

TV

Computer

Whiteboard

Markers

Timing and Level: The time of this strategy will depend on the doubts and questions that the students have, it is suggested to dedicate time to all the students, the clarification must be accurate and clearly.

Implementation (step by step)

To apply this strategy: it is suggested to give instructions to the students on the activities to be carried out, followed by a space for doubts and questions to be clarified and answered by the teacher.

5.3.2. Oral expression Strategies

➢ **Flipped Classrooms**

The flipped classroom changes the usual order of classroom instruction: lesson explanation, homework assignments to reinforce the information, and practice after class. In the flipped classroom, instead, teachers provide students with information in digital documents, platforms, didactic videos and other resources on the Internet for self-learning. During class time, students and teachers engage in a variety of activities that help explain the difficulties students face during their autonomous learning.

Objective: The objective of this strategy is for students to take responsibility for their own learning and learn at their own learning style.

Resources: Documents with the information to study at home.

Timing and level: The time for this strategy will depend on the student, as the student is encouraged to study at home. This strategy should be considered for secondary school students who are in the last grades, such as tenth and eleventh grade, as well as for university students.

Implementation (step by step): This strategy will be homework oriented, where students should study the information provided at home. It is important to recognize that in the implementation of this strategy the student takes responsibility for his or her own learning.

➢ **Graphic Organizers**

This MCS visually represents ideas, and relationships between different concepts, this is a useful strategy to organize and classify ideas and help students to develop their oral expression.

Graphic organizers are a great tool for teaching English language learners (ELLs). Visual illustrations allow ELLs to better understand the material while learning important vocabulary.

Objective: The main objective of this MCS is to help to construct ideas, increase reading comprehension, brainstorm, organize problems and solutions, compare and contrast ideas, show cause and effect, and more.

Resources: Document with the information to be processed

Pages

Pencils

Highlighters

Ruler

Computer

Timing and level: This MCS can be developed in twenty or more minutes depending on the amount of the information and can be applied in various levels

Implementation (step by step)

- Read carefully the texts on which the conceptual organizer will be based.

- Make a list with the important concepts.

- Sort the list of concepts from general to specific.

- Select the appropriate link words to form positions that show the link lines.

- Prepare a conceptual map using the ordered list to build the conceptual hierarchy.

- Review your construction.

VI.   CONCLUSIONS

To conclude and taking into account the information obtained through the instruments applied so far in this study, the following conclusions have been reached.

Firstly, it was observed that teachers at URACCAN University already apply some metacognitive strategies in their lessons for students to improve their skills, they use graphic organizers, modeling, context-based learning (CBL), flipped classroom, wrappers, among other activities to encourage students to develop learning abilities.

However, students are not aware of their learning process; as a result, they often have limited learning potential, also they focus on completing tasks and do not delve into the learning gained from that task.

Throughout the application of instruments, it was perceived that students are insecure about expressing themselves most of the time when they have to do it in English, due the lack of application of oral expression strategies and due the lack of vocabulary and fluency.

It was concluded that metacognitive strategies for reading comprehension and oral expression strategies are very related, in fact it can be said that active reading strategies are helpful for students to read and analyze a text deeply and, as a consequence, students feel more self confident to express orally about it. Also, it is well known that reading facilitates oral expression because through the action of reading the learner obtains more vocabulary to develop oral expression.

The results obtained in the application of metacognitive strategies for reading comprehension were positive changes. In addition, the use of active reading strategies motivated the students to read because the educators became aware of their interests and needs. Thus, the strategies favored the students' performance, because the students understood better, achieving a higher level of improvement in reading comprehension.

Students considered the application of Active Reading Strategies useful when it comes to analyzing a reading and showed understanding of the different strategies applied in the lesson.

All students considered that the active reading strategies worked on in the class helped to improve reading comprehension, especially analyzing the text carefully, looking for main ideas, summarizing and, above all, clarifying doubts. The students commented that these types of strategies were interesting and they had a better control of understanding texts and information, as well as feeling comfortable answering questions and avoiding confusion.

On the other hand, students demonstrated some difficulties to create graphic organizers, specifically they demonstrated some weaknesses to identify main information from a text to create the graphics, and also, they presented difficulties to present orally these graphic organizers.

It is important to have competent students with a high development of thinking, a good vocabulary to understand authentic texts and the use of prior knowledge as support in class. The use of different activities using the strategies of reading comprehension and oral expression show positive perspectives on the development of reading skills.

VII.   RECOMMENDATIONS

For students:

- To develop self-awareness and take time to understand their learning style, strengths, and weaknesses.
- Take into account the self-assessment in order to reflect about the learning obtained in different tasks.
- To create graphic organizers for organizing their thoughts and connecting ideas in order to facilitate the information retention for oral expression. and also practicing as much as possible on their own.
- Make use of active reading strategies to develop reading comprehension and critical thinking when reading and analyzing texts.

For teachers:

- Introduce metacognitive concepts and strategies to students and explain the importance of self-awareness and self-monitoring in the learning process.
- Integrate opportunities for students to reflect on their learning experiences, the challenges they faced and the strategies they used.
- Encourage students to work together in pairs or groups for them to share strategies, exchange ideas, and gain new perspectives on problem-solving and learning techniques.
- Facilitate reflexive thinking by engaging students in conversations or writing essays for them to learn to "think about their own thinking" and become more flexible and adaptive thinkers.
- Encourage students to read regularly for them to practice reading and as a consequence to develop good reading comprehension.
- It is recommended that students receive appropriate guidance to develop reading skills, using different activities that can be applied in class or outside of class. Thus, the use of reading comprehension strategies and oral expression are successful strategies to encourage students to interact with a text and avoid

wasting time trying to comprehend the whole text. It encourages learners to apply strategies to comprehend the text and does not set a time for reading.

For the university:

- The university should consider incorporating specific sessions or courses that teach students about metacognitive strategies. Professors can demonstrate how to plan, monitor, and evaluate their own learning, which can enhance information retention and comprehension.
- Some students may face difficulties in using metacognitive strategies, it is necessary that the university provides academic support through tutoring services and additional resources that help students overcome obstacles and enhance their learning abilities.

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IX. APPENDIXES

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OBSERVATION GUIDE

This observation guide has as purpose to describe the metacognitive strategies for reading comprehension and oral expression skills in second English students of the English Language Teaching Major at URACCAN University, first semester, 2023 by identifying some metacognitive strategies used for developing reading comprehension and oral expression skills in the classroom.

1. General Information	
Career:	Date:
Subject:	Level:
Content:	

	2. Environmental Classroom Aspects				
	Key Aspects	**Regular**	**Good**	**Excellent**	**Observation**
1	Class Organization				
2	Good relationship with the teacher				
3	Tolerance of different opinions				
4	Students are supported by the teacher				

	3. Metacognitive Strategies in ELT			
Nª	**Key Aspects**	**Yes**	**No**	**Observation**

1	Teacher facilitates reflexive thinking		
2	Use of "wrapper" to increase students' monitoring skills		
3	Teacher monitor mistakes		
4	Teacher asks metacognitive questions		
5	Teachers engage the students in a discussion of how they learn		
6	Teacher supports self-questioning or "thinking about thinking" by providing questions to discuss in pair-shares with a partner.		
7	Students and teacher explore learning preferences		
8	Teacher supports students to plan, monitor, and evaluate their work/learning		
9	Teacher assists students to gain confidence in their ability to complete learning tasks		
10	Awareness of Strengths and Weaknesses.		

		Yes	No	Observation
11	Awareness of Learning Styles			
12	Teacher and students think aloud			
13	Active Reading Strategies			
14	Active Listening Strategies			

4. English Language Teaching Assessment				
	Key Aspects	**Yes**	**No**	**Observation**
1	Teacher shares the assessment criteria with students			
2	Teacher uses appropriate language and terminology in such a way that students can understand the instructions			
3	Teacher provides effective feedback on assessment decisions.			
4	Teacher encourages learners to take notes when oral feedback is been shared			
5	Teacher promotes peer assessment and self-assessment			
6	Students ask teacher for clarification			
7	Students hand work in on time.			

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QUESTIONNAIRE

Dear student, we are fourth English students of the English Language Teaching Major at URACCAN University, you are requested with the aim of gather information about metacognitive strategies for reading comprehension and oral expression skills in second English students of the English Language Teaching Major at URACCAN University, first semester, 2023, your contribution will be very helpful for this research study.

The objective of this research is to describe the metacognitive strategies for reading comprehension and oral expression skills in second English students of the English Language Teaching Major at URACCAN University, first semester, 2023

1. **What motivates you to study English?**

2. **Do you know what metacognitive strategies are?**

3. **What kind of strategies do you use to develop skills like reading comprehension and oral expression?**

4. **Is it difficult for you to identify the main idea when you are reading a text?**

5. **How do you organize your thoughts to find the main idea from a reading?**

6. **Is it hard for you to provide your own opinion from a text you just read? Why?**

7. **Do you consider you have to overcome any weakness to improve your speaking and reading skills? Which one?**

Dear professor, we are fourth English students of the English Language Teaching Major at URACCAN University, you are requested with the aim to gather information about metacognitive strategies for reading comprehension, and oral expression skills in first English students of the English Language Teaching Major at URACCAN University, first semester, 2023, the contribution you provide will be very helpful for this research study.

The objective of this research is to describe the metacognitive strategies for reading comprehension and oral expression skills in second English students of the English Language Teaching Major at URACCAN University, first semester, 2023.

1. **Do you know what metacognitive strategies are and how are they related with English Language Learning?**

2. **What kinds of metacognitive strategies do you use to help students develop their reading comprehension skills?**

3. **What kinds of metacognitive strategies do you use to help students develop their oral expression skills?**

4. **According to your experience, what is the best way to develop good reading comprehension and oral expression skills?**

5. **Do you think metacognitive strategies can help students improve their reading comprehension and oral expression skills?**

Figure 1

First observation guide applied in a Listening and Speaking I lesson at URACCAN University, August 25th 2022, picture by Zaharen Mejia Meza.

Figure 2

Second observation guide applied in a Listening and Speaking II lesson at URACCAN University, March 20th 2023, picture by Xochil Gonzalez.

Figure 3

Third observation guide applied in a Reading and Writing II lesson at URACCAN University, March 21st 2023, picture by Zaharen Mejia Meza.

Figure 4

Figure 5

Questionnaire applied to second English students to gather information about metacognitive strategies for reading comprehension and oral expression skills at URACCAN University, August 30th 2022, picture by teacher Freddy Chamorro.

Figure 6

Interview to the teacher about Metacognitive Strategies at URACCAN University, August 26th 2022, picture by a first English Student

Figure 7

Interview to the teacher about Metacognitive Strategies at URACCAN University, August 30th 2022, picture by a first English Student

Figure 8

Applying Active Reading Strategies at URACCAN University, May 23rd 2023, picture by the Reading and Writing teacher.

Figure 9

Students using active reading strategies to analyze the reading "Mrs. Curious" at Uraccan University, May 23rd 2023, picture by Zaharen Mejia Meza.

Figure 10

Applying Flipped Classroom and Graphic Organizers MCS at URACCAN University, May 25th 2023, picture by the Grammar teacher.

University of the Autonomous Regions of the

Nicaraguan Caribbean Coast

URACCAN-Nueva Guinea Campus

Subject: Reading and Writing

I. General Information

Class N°: I
Date: Tuesday, May 23rd 2023
Career: Bachelor's Degree in English Language Teaching
Subject: Reading and Writing
Academic year: 2023
Time: Class time: 2 hours (90 minutes)
Shift: Monday: 6:00 PM- 7:30 PM
Topic: Present Progressive Tense
Mrs. Curious

Objectives:

- Apply metacognitive strategies: **Active Reading Strategies**.
- Discuss about the use of present progressive tense
- Students will identify present progressive tense through a reading task.
- Answer comprehension questions about the reading

Materials and aids: Lesson Plan, Whiteboard, Eraser and Markers, tape record, pictures, tv, paper, etc.

II. Introduction

Greet students; ask them how they feel and ask them to introduce themselves. After that, an introduction will be done about the purpose of these lessons, which is to apply metacognitive strategies for reading comprehension, in order to analyze how these strategies can be helpful for them to improve their learning awareness. Time **15 minutes**.

III. Development:

The teacher will start the lesson by providing students a reading "Mrs. Curious". First, the students will be asked to look at the picture and try to predict what the story is about **5 minutes**

Then, **they have look for unknown words**, they will be asked to say the unknown words and talk about its meaning. (Time: **10 minutes**)
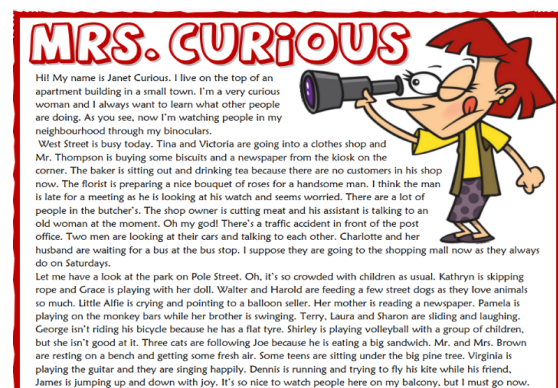
Then, the students will **be asked to read aloud the** sentence, one student reads the first line and the other student continues and so on. (Time: 15 minutes)

Scan for the main ideas: The students will be asked to look for the main ideas of the reading and to talk about the ideas they found and establish the most important main ideas. (Time: 15 minutes)

ANSWER THE QUESTIONS

1. What is Mrs. Curious doing at the moment?
   _____
2. What is Mr. Thompson buying from the kiosk?
   _____ .
3. Why is the baker sitting out and drinking tea?
   _____ .
4. What is the florist preparing for the man?
   _____ .
5. Who are waiting for a bus at the bus stop?
   _____ .
6. Is Grace skipping rope with Kathryn?
   _____ .
7. Why isn't George riding his bicycle now?
   _____ .
8. Who is running and trying to fly a kite?
   _____ .
9. Is Shirley playing volleyball well or badly ?
   _____ .
10. Where are the teens sitting and singing now?
   _____ .

WRITE TRUE OR FALSE

1. Mrs. Curious is not watching people from her balcony, but she is just dreaming.
   (_____)
2. The man at the florist's is checking the time and he looks worried.
   (_____)
3. The butcher and his assistant are working in the shop at the moment.
   (_____)
4. Little Alfie is crying because he wants to fly a kite with his friends in the park.
   (_____)
5. Three cats are going after Joe because they want to eat the sandwich.
   (_____)
6. Mr. and Mrs. Brown are sitting on the grass and getting some fresh air.
   (_____)
7. James is jumping up and down with anger.
   (_____)

Questioning: In order to know if students understand the reading they will be asked to answer some comprehension questions and true or false exercises based on a reading. (Time: 20 minutes)

IV.   Conclusion

Summarizing: The teacher will ask some volunteers to say about: What was easiest for me to learn this lesson? Why? What was most challenging for me to learn? Why? Time 5 minutes.

Clarifying: The teacher will ask What was most challenging for me to learn? Why? For students to make questions about they didn't understand about the reading. (Time: 5 minutes)

Homework: Read the Information in the Virtual Platform about the Passive Voice. Time 5 minutes.

V.   Bibliography

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University of the Autonomous Regions of the

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URACCAN-Nuev CAN-Nueva Guinea Campus

Subject: Grammar

I.   General Information

Class N°: I
Date: Thursday, May 25th 2023
Career: Bachelor's Degree in English Language Teaching
Subject: Grammar
Academic year: 2023
Time: Class time: 4 hours (180 minutes)
Shift: Monday: 6:00 PM- 9:00 PM
Topic: Social issues (Eating disorders, Social Media, Depression, Effects of stress, how to use the technology in the classroom)

Objectives:

- Apply metacognitive strategies: **Oral expressions strategies**.
- Discuss about the use of different social issues, using flipped classroom strategy.
- Apply the graphic organizer strategy.
- Discuss   about   the   oral   expressions   strategies

Materials and aids: Lesson Plan, Whiteboard, Eraser and Markers, tape record, pictures, TV, paper, worksheet, Microsoft Word Document.

II.   Introduction

Greet the students; ask them how they feel. Then, an introduction will be made about the purpose of this new strategy that will be applied to the oral expression skills in order to analyze how these strategies can be useful for them to improve their learning awareness. Time **15 minutes**.

III.   Development:

The teacher will begin the class with a brief explanation of the **flipped classroom strategy**, which is one of the strategies that will be applied during the development of the class. **5 minutes**

After this the students will have time to express what they have learned in class during the reading of the document, which was provided to them by the teacher who teaches the subject. (Time: **30 minutes**)

Afterwards, the students will be reinforced on any doubts they may have related to the topic and they will be told about the importance of applying this strategy. (**Time: 20 minutes)**

The next strategy to be applied will be explained to the students. **(15 minutes)**

Students will be divided equally and will be assigned a social issue and a graphic to be made. **(Time: 35 minutes)**

IV.   Conclusion

The members of each group should come to the front and explain the assigned topic by using a graphic. **(Time: 20 minutes)**

At this point the students will express what were the strengths and weaknesses that they presented during the development of the strategies. **(Time: 10 minutes)**

V.   Bibliography

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Tutor's endorsement

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AVAL DEL TUTOR

El tutor/a: **Freddy Javier Chamorro Sady**, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

a. Protocolo ☐
b. Informe Final ☑
c. Artículo Técnico ☐
d. Otra forma de culminación (especifique): ☐

_____

A la investigación titulada: **Metacognitive Strategies for Reading Comprehension and Oral Expression Skills of Second English Students, URACCAN, 2023**

Desarrollada por las estudiantes:

Br. Zaharen Gabriel Mejía Meza

Br. Xochil Johelsi González García

De la Carrera de: **Ciencias de la Educación con Mención en inglés**

Nombres y apellidos del Tutor, Tutora: **Freddy Javier Chamorro Sady**

Firma: _____

Recinto: **Nueva Guinea**

Extensión: ---------------

Fecha: **24 de julio de 23**

Endorsement of prior, free, and informed consent

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AVAL CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR
Y PUBLICAR

El Territorio/Comunidad/Empresa/Barrio **Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense (URACCAN),** por medio del presente escrito, otorga el consentimiento previo, libre e informado a la Universidad URACCAN para que se realice la investigación titulada: **Metacognitive Strategies for Reading Comprehension and Oral Expression Skills of Second English Students, URACCAN, 2023'** la cual se desarrollará en el primer semestre del año 2023, Información que será utilizada única y exclusivamente con fines académicos.

Con el objetivo de: **To describe the metacognitive strategies for reading comprehension and oral expression skills in first English students of the English Language Teaching Major at URACCAN University, first semester, 2023.** Las instancias correspondientes autorizan la publicación de los resultados de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: PhD. Eugenio Casimiro López Mairena.

Cargo: Vicerrector del Recinto.

Firma y Sello:

Lugar: Universidad URACCAN, Nueva Guinea.

Fecha: 07 de marzo de 2023.