ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

APPLIED LINGUSITICS IN ENGLISH PROGRAM

METACOGNITION AS A STRATEGY TO IMPROVE THE LEVEL OF DEVELOPMENT OF THE READING SKILL FOR STUDENTS ATTENDING THE INTERMEDIATE COURSE AT THE TECHNICAL ENGLISH CENTER IN QUITO DURING THE FIRST SEMESTER 2008-2009 SCHOOL YEAR

IN FULFILLMENT OF THE REQUIREMENT TO OBTAIN THE BACHELOR DEGREE IN APPLIED LINGUISTICS.

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2009

CERTIFICATION

We, Dra.Maria Teresa Llumiquinga, Director and Lic. Miguel Ponce Co-director, duly certify that the thesis under the tittle : METACOGNITION AS A STRATEGY TO IMPROVE THE LEVEL OF DEVELOPMENT OF THE READING SKILL FOR STUDENTS ATTENDING THE INTERMEDIATE COURSE AT THE TECHNICAL ENGLISH CENTER IN THE CITY OF QUITO , during the period 2007-2008 , has been reviewed and found it apt for formal sustain.

DIRECTOR	CO-DIRECTOR
DRA. MARIA TERESA LLUMIQUINGA	LIC. MIGUEL PONCE

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I must begin by thanking the readers of this project with their receptiveness have enable me to continue investigating something about the Metacognition process.

In addition, it has been a joy to interact with teachers and students during this Project.

Besides I am very grateful to Dra. Teresa Llumiquinga and Lic. Miguel Ponce, Consultants in the main office of the Linguistics Department ; who have given me the necessary orientation and teaching support to develop my work. Their comments made me feel more confident and sure in developing my research work.

DEDICATION

To my Dear wife Marina Arcos with heartfelt gratitude for her love and encouragement in helping me in my academic purposes.

To my dear sons : Milton Junior, Fausto and Alejandro, my gratefulness to them, because they were always next to me most of the time.

I am very thankful with my beloved daughters: Marithza and Sonia, they gave me their moral support in the development of my studies.

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MILTON IVAN PAREDES

INTRODUCTION

This present research project has the main purpose to overcome lack, of participation or poor attitude, and keep the group learning at the same pace, give extra help to those individuals who exhibit inadequate levels of: general mental ability, educational attainment, previous knowledge or skill in relation to a specific subject or tasks. This project has been written for students attending the intermediate course in the Technical English Center. They need to be trained with a methodological innovative process, avoiding traditional classroom instructions.; the outline of the instruction is sequenced in the same order as the project.. Every content in this work contains complete information about the theme giving appropriate focus on a specific topic. For best results, learning as a process of adaptation is essential to the development of all human beings. It is the basic process by which we change our behavior when adjusting or adapting to life situations. It is important to understand the learning outcomes represent the objectives, and plan the learning situations in the classroom and in the top.

We must constantly check on the meaning of our ideas and the reliability of our information. Most important, we must constantly check to make sure that we are actually achieving our objectives.

In summary , a person solves a problem systematically by: analyzing the problems, collecting information, formulating ideas or plans of action, and evaluating the problem-solving process and the product or results.

We believe that learning instructions lie the heart of the teacher's and school's task.

My conviction reflects in this project, a practical strategy for instructional development of educational goals as behavioral objectives, and analyzing the task implied in each objectives into components skills and concepts.

The data collection of this project has had an adequate process of investigation. Many sources of research as. The American Embassy Bibliography, Catholic University Bibliography, Internet system and other help were necessary to accomplishment this project in a good way. This project was planned, organized, revised and compiled information with care and responsibility.

The contents of the theme have specific characteristics and purposes to be used with student's learning, the five parts of this project will be analyzing one by one and studied in the respective process of learning.

Finally the reader will find at the end of this project; conclusions, recommendations, bibliography, annex where there are the pre-test and post-test prepared with care and arranged in good teaching sequence, easy to understand and resolve the questions in a good way.

I hope that my presentation of metacognition as a strategy in reading skills in simple parts and understandable terms will provide new insights to familiar reading and writing to solving problems.

BRIEF SUMMARY OF THE WORK

The following analysis of the work has a fundamental reason to provide a general problem solution of the low background knowledge of students of the intermediate level who have had problems in their pre - test.

Some teaching procedures have caused clearly implications to students into their training. .An adequate class communication was poor, teachers forgotten, motivation, interconnections and a general introduction of techniques, strategies, methods, and the main types processes were not introduced by teachers. Most of these aspects have caused a main problem for students in the Technical English Center.

After a carefully analyzing the problem, the collection information, the formulating ideas and plan of action, and evaluating the problem-solving process and the product or results we achieve the following contents to solve problems.

Part 1 Introduces basic knowledge about **Research problem**.

Part 2 The theme is based, in T**heoretical frame** and a variety of disciplines and aims to extend the metacognition:

In the Theoretical frame , there are three main chapters:

Chapter 1 **Metacognition**

Chapter 2 **Reading skills**

Chapter 3 **Metacognition and Reading skills which encourage Learners to reflect on their current reading strategies.**

Part 3 Deals the **Methodology design**

Part 4 Provides a very general introduction about the Testing the hypotheses where questions , answers , results and the respective analyses of each one readers will find over there. .

Part 5 The focus is on **Proposal,** it introduces the core areas about teachers' training.

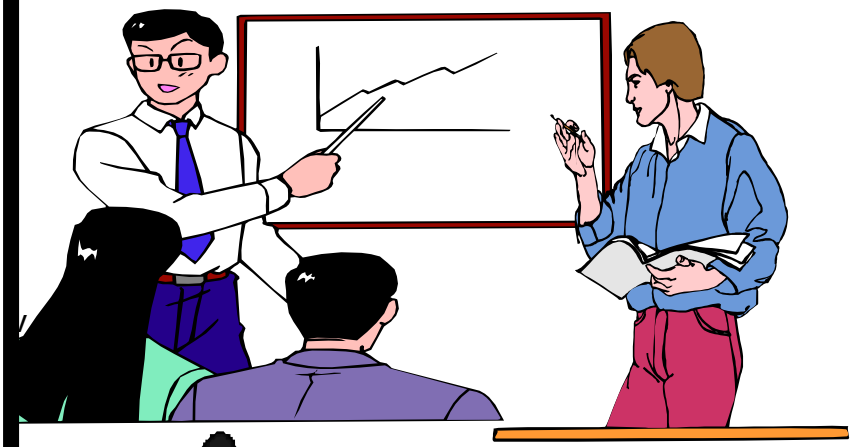
In part 1 The reader will find something about , identification problem, problem setting, the dependent and independent variables and objectives.

In the part 2, Part 3 , Part 4 and 5 , are the main parts of the project each one have their own characteristics which are developed in separated way and in an organized procedures.

The analysis, location information or data, formulation of ideas, motivation represent an important outcomes in learning procedures.

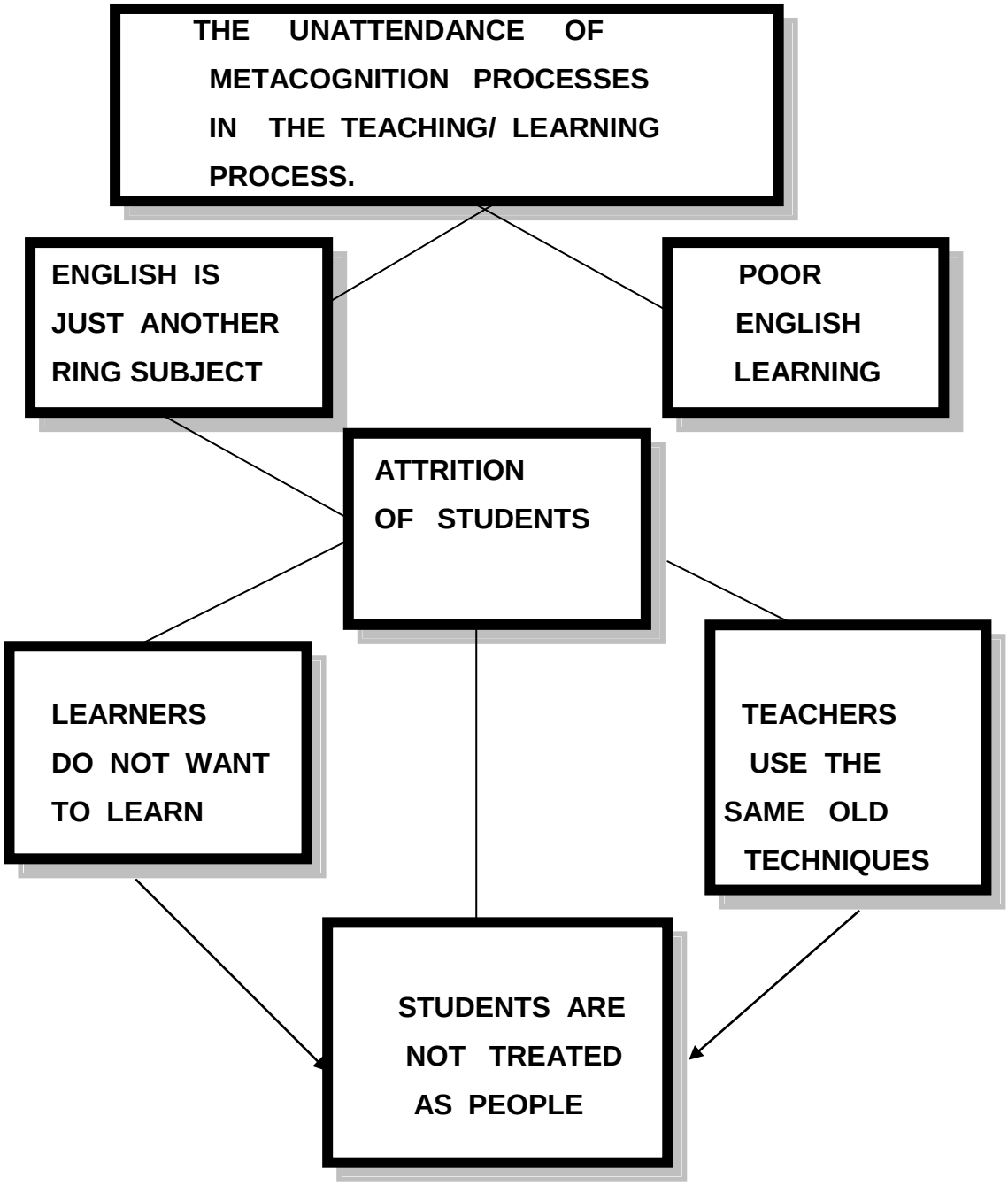
PART 1

RESEARCH PROBLEM



PART 1

RESEARCH PROBLEM



1.1 Problem Identification

Students of the Intermediate course, parallel "B" who have been attending to the English Training since 18h00 to 20h00 in the Technical English Center have had problems in their last Post-Test.

The group of 10 students who are working part time on the day and studying in the afternoon have failed in their exam, a 80% of students have gotten low coefficient in the Post-Test.
Why students had problems with their exam ?

It brought a considerable worry situation, for the main Academic Office of the Technical English Center.
Inmediatly a special group of researchers, of the Technical English Center began a close investigation , to discover the MAIN and SECONDARY PROBLEM, to detect why the students have gotten low qualifications..

* Teachers have been using, Traditional Teaching Methodology.

* The teacher should demonstrate, not explain or translate. It's desirable that students make a direct or indirect faults in their evaluation

* Pronunciation should be worked on right and inductively process.

* Learning another language also involves learning how speakers Know what language speak.

Main problems	Secondary problems
Fondamental purpose of learning a foreign language is to be able to read literature, writing in it.	Lack of recreational teaching methods make Learners refuse activi-ties to participate in class.
Students of the intermediate course were limited to its knowledge because teachers just have used Traditional English Teaching.	Attrition on students makes them lose the Interest for the new knowledge.
An important goal is for students To be able to transtale one - Language (English) into to Spanish. or Spanish into English.	For English learning makes students reject to learn new language
The ability to communicate in the target language with out difficulties	

1.2 Problem Setting

What are the nature and goals of the setting problems . The Problem setting has been stablishing as a specific data about 20 students who have decided to assist and learn English in the Technical English Center.

They after a Pre-test were selected to attend the intermediate level in English Language Learning. Where academic subjects are learned through the medium of foreign language. April 2008 – through September 2008, the training was developed using language conventionally and ability, to solve problems.

1.3 Variable Matrix

VARIABLE	CONCEPTUAL DEFINITION	DIMENSION	SUB-DIMENSION
Metacognition	Metacognition is The knowledge (ie awareness) of one's cognitive processes in the efficient use of this self-awareness to self.regulate these cognitive processes.	Developing a plan of action. Maintaining / monitoring the plan. evaluating the plan	**Before:** What is my prior know ledge. **During** : How am I doing ? How should procede ? **After**: How well did I do ?
Reading Skill	Reading is complete without a closer examination of the presentational aspects (rhetoric ,literacy strategies, cultural implications) in the text. and its effects on reader	**Idetifying skills** **Skimming** **Scanning** **Extensive** **Intensive**	Reading rapidly for . The main point Reading and find specific information Reading longer. Reading. Shorter texts.

OBJECTIVES

1.4 OBJECTIVES

1.4.1 General Objectives

To determine the incidence of metacognition on the level of development of reading skills. Giving a highly flexible process which can accommodate a wide range of needs and interest.

1.4.2 Specific Objectives

* To recognize and identify the methodological Innovative process which will be used in classrooms with students of the Technical English Center.

- To combine cognitive approaches,with strategies and techniques in the classroom of the Technical English Center

- To develop and write sentences using new techniques, strategies Metacognition as a strategy in reading skills, as methodological innovative processes in the classroom with students of the Technical English Center.

1.5 JUSTIFICATION

It should be stated in an essay form which will explain to the reasons for the research work, the benefits and beneficiaries; the use that the knowledge is going to have. More over, the following evaluation criteria about this work, where some terms should be included.

- **Social relevance.**
- **Academic or Social convenience.**
- **Practical implication.**

Social relevance

The social relevance , has a close link between the educational institution, teachers, students ,support personel and others of differents strengths. in the language teaching field., some of the differences among students have been attributed to students having different learning or cognitive styles, the social relevance of some students as better visual learners than aural learners.

They learn better when they are able to read new material rather than simply listen to it.

Of course , many learners can learn equally well either way; However, it has been calculated that for up to 25 per-cent of the population, the mode of instruction does make a diference in their success as learners.

Academic or social convenience

Social skills such as acknowledging anothers to contribution, and keeping the conversation calm need to be explicit . Language acquisition is facilitated by students interacting in the target language.

Practical application

Responsibility and accountability for each others learning is shared each group member should be encouraged to feel responsible for participating and for learning.

Leadership is distributed as practical aplication .The Metacognition project is carried out because it is a methodological innovative subject which help students.
It has been chosen as an important support and tool to learn and teach English Language.

The Metacognition belief is that the ability to consciously think about thinking is unique in knowing the different fields and characteristics of the new teaching methodology system.

If we carry out adequate research about metacognition strategies, learners must know the notion of the metacognition process to elaborate a theoretical framework.
Metacognition is defined and investigated by examining the person's knowledge.
This reseach is carried out because we use the metacognition strategies linked with the techniques and principles in l anguage teaching, where the grammar translation methods, the direct methods and research process , will be a support to metacognition

To develop the thinking about thinking into the cognitive focus on metacognitve strategies in which strategy training has become of increasing importance in recent years

Cognitive strategies are the more familiar mental process into social relevance and academic convenience ; they enable us to read, ranging from working out the meaning of words. in context through to skimming.
A full knowledge of metacognitive strategies also includes an ability to manage and regulate consciousness..

PART 2

THEORETICAL FRAME

PART 2

THEORETICAL FRAME

Theoretical and Conceptual Focus

Metacognition characteristics

Metacognition has been defined as knowledge (cognition), having understanding and control over, and approppriate use of that knowledge. Thus it involves both the conscious awareness and the conscious control on one's learning.

Thinking refers to:

> Memory

> Perception

> Calculation association etc itself or thinking and reasoning

a**bout one's own thinking.**

In a summary of research on metacognition from the the Center for the study of Reading at the University of Illinois, Ambruster in (1983) present reading to learn from a metacognitive perspectives as it relates to four variables; **Text, task, strategies, and learner characterisitcs.**

The first variable , text, refers to the textual features of learning materials which influence comprehension and memory .

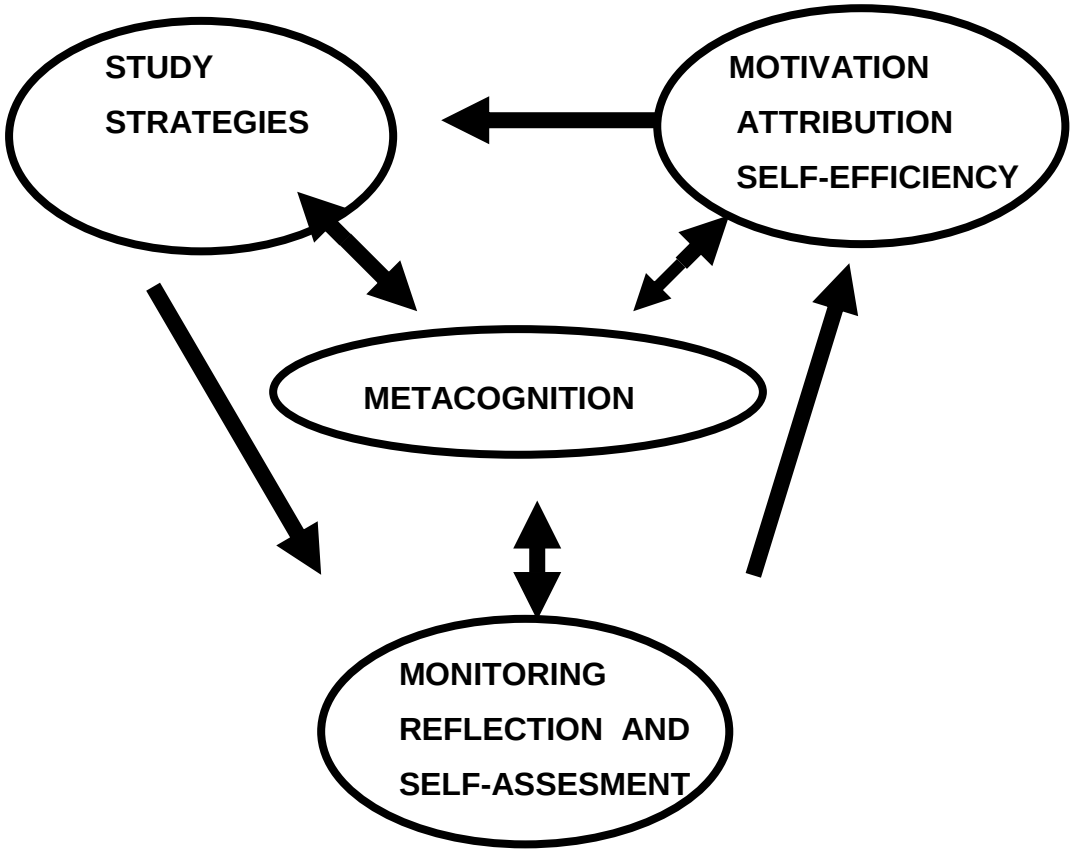
Factors such as arrangement. of idea in text , vocabulary, syntax, clarity of authors' intention and reader's interest and familiarity with text all have an effect on students' learning. salient findings from the reserch.

STRUCTURE

CHAPTER I

METACOGNITION

- study strategies.
- Monitoring, and
- Present active motivation



In general Metacognition is **thinking about thinking**. more specifically, Taylor (1999) defines metacognition as “an appreciation of what one already knows, together with a correct apprehension of the learning task and the knowledge to a particular situation, and to do so efficiently and reliably..

Metacognition and three Types of knowledge

a. Declarative knowledge:

Is the factual information that one knows: it can be declared spoken or written. .

b. Procedural knowledge

Is knowledge of how to do something , of how to perform the steps in process.

c . Conditional knowledge

Is knowledge about when to use a procedure, skill, or strategy and when not to use it. Why a procedure works and under what conditions;
and why one procedure is better than another.

Metacognition knowledge, involves " active monitoring and consequent regulation and orchestration of cognitive process to achieve cognitive goals" along with the notions of active and conscious monitoring and better performance, Furthermore, understanding and controlling cognitive process may be one of the most essential skills to help teachers to teach second language and for learners to develop.

Most of the early investigation of metacognition were described in nature, the **thinking about thinking , as** the states the uses of metacognitive strategies ignite one's thinking and can lead to higher learning and better performance.
Metacognition is an important concept in cognitive theory: It consist of basic processes occurring simultaneously: Monitoring your progress as you learn and making changes and adapting your strategies. If you perceiving, you are doing well .

Preparing and planning for learning

1. Preparing and planning for learning

2. Selecting and using learning strategies

3. Orchestrating Various strategies

4. Monitoring use of strategies

5 Evaluating use of strategies and learning

By preparation and planning .- in relation to their learning goals, students think about what their goals are and how they will go about accomplishing . them.

Selecting and using particular strategies.- Students should be instructed as to how they must use strategies.

Monitoring strategies. use- Students should be taught that once they know they should use specific strategies.

How to use a combination of strategies in an orchestrated fashion in an important metacognition skill

One of the most important metacognitive strategies is to evaluate effectiveness of strategy use.

Different fields define metacognition very differently, Metacogniton variously refers to the study of :[1]

- memory-monitoring and self- regulations
- meta-reasoning conscious and awareness
- auto- consciousness and self awareness

In practice these capacities are used to regulate one's own cognition to maximize one's potential to think, learn and to the evaluation of proper ethical and moral rules.

In the domain of experimental psychology, an influential distinction in metacognition (proposed byT.O. Nelson & L Narens) is between monitoring- making judgments about the strength of one's memories-and Control-using those judgments to guide behavior in particular, to guide study choices.

Finally there is a distinction between domain general and omain-specific metacognition, Domain general refers to metacognition which transcends particular subject or content areas, such as setting goals..

Domain specific refers to metacognition in different areas, such as editing
an essay or verifying one's answer to develop metacognition skills including taking conscious control of learning planning and selecting strategies, Monitoring the progress of learning.

[1] Different fields define metacognition very differently.
http:wwwipedia.org/wiki/Metacognition

The Memory

Memory is the retention, and ability, to recall, information , personal experiences, and procedures (skills and habits) that one sometimes remembered , it is a mental impression retained and recalled from the past. Memory is the internal mental representation, to the mind, in the form of an idea or image , something recalled to the mind.

Memory is the ability to retain knowledge : the ability of the mind of the person to retain learner information and knowledge events It is the characteristics of somebody's stock of retained knowledge and impressions of events, It is the recollection of data of past events.

Memory are onstructions made in accordance with needs, desires,influences etc. It is the cognitive processes whereby past experiences are remembered it is often accompanied by feelings and emotions. Usually it involves awareness of the Memory. There is no universally agreed upon model of the mid/brain, or universally agreed upon model of how memory works.

Memory association is the process of bringing ideas or events together in memory or imagination, conditioning the form of learning association.

The areas of cognitive psychology that studies memory demonstrates virtual information of a specific kind of addressable storage of data

Finally the memory is the mental faculty of retaining and recalling past experiences that a person can remember.

Memory is constructed[2]

Two models of thinking which are popular with materialist are the behaviouralist model (thinking is a set of behaviors) and that of cognitive psychology (the brain is like a computer) Neither can account for this subjective and present- need basis of memory. (Schacter 1996), The Freudian model poses an area of the uncounscious where memories of traumatic experiences are stored. Current studies in neuroscience strongly support the notion that a memory is a set of encoded neutral connections. encoding can take place in several parts of the brain. Thus neutral connections are like to go across various parts of the brain . so, the stronger the connector the stronger the memory..

Memories can have different strengths , largely depending on the intensity of reinforcers encountered. The relationship between reinforcement and memory strength is evident in asymptotic memory curves, with the level of the asymptote related to the intensity of the reinforcer. . Although this likely a fundamental property of memory memory formation, relatively little is known of how memory strength is determined.

Finally the model of **memory** that sees the brain recording everything one experiences is a model that contradict what is know about how memories are constructed. Memory performance at different level in Drosophila can be measured in an operant heat.- box conditioning paradigm.

[2] How memory is constructed
http://skepdic.com/memory.html

A popular model of memory[3]

One of the most popular models of memory sees memory as a present act of consciousness, reconstructive of the past, stimulated by an analogue of an Engram, called the retrieval cue. The Engram is the neutral network representing fragments of past experiences which have been encoded. The evidence is strong that there are distinct types and elements of memory which involve different parts of the brain, e.g. the hippocampus and ongoing incidents of day-to day living (short-term or working memory): the amygdale and emotional memories. Memories might better be thought of as a collage or a jigsaw puzzle than a tape recording " picture" or " videos clips " stored as wholes .on this model, perception of conscious experience does not record all sense data experienced: most sense data is not stored at all : what is stored are bits and fragments of experience which are encoded in an exact sense, how they are encoded is not completely understood. This popular model of memory reject the idea that individual memories are stored in distinct locations in the brain. That idea seems to have become solified by Wilder Graves Penfield's experiments done in the 1950s. He placed electrodes on the four face of the exposed temporal lobes of patients and was able to elicit memories in 40 of 520 patients.

Many psychologist (and lay people) refer to being evoked. A chacter points out that the Penfield experiments are not very good evidence for this belief. Penfield could only elicit" memories" in about one out of every thirteen patients. Furthermore, he, did not provide support for the claim that what was elicited was actually a memory and not a hallucination, fancy, or confabulation

[3] Apopukar model of memory:
htt://skeplie.com/memory.html

Source memory[4]

Many people have vivid and substantially accurate memories of events which are erroneous in one key aspect, the source of the memory : For example**:**

In the 1980 presidential campaign, Ronal Reagan repeatedly told a heartbreaking story of a World War II bomber pilot who ordered his crew to bail out after his plane had been seriously damaged by an enemy hit. His young belly gunner was wounded so seriously that he was unable to evaluate the bomber. Reagan could barely hold back his tears as he ultered the pilots heroic response: " Never mind. We'll ride it down together " this story was an almost exact duplicate of a scene in the 1944 film " A wing and a Prayer " Reagan had apparently retained the facts but forgotten their source.

An even more dramatic case of source amnesia (also called mono misattribution) is called of the woman who accused memory expert Dr. Donald Thompson of having raped her. Thompson was doing a live interview for a television program just before the rape occurred: The woman had seen the program and " apparently confused her memory of him from the television screen with her memory of the rapist" .(Schacter 1996,114) : Studies by Marcia Johnson all have shown that the ability to distinguish memory from imagination depends on the recall of source information.

There are many examples about how memory works. Many histories have been reinforced by different facts investigated through the history.

[4] Source of memory :

http://skepdic.com/memory.html

Semantic, Procedural and Episodic Memory

Memory researchers distinguish several types of memory systems: that contain conceptual and factual knowledge.

Episodic memory allows us to recall personal incidents that uniquely define our lives. Another important distinction between field and observer memory.

Filed memories are those where one sees oneself in the scene. Observer memories are those seen through one's own eyes. The fact that many memories are filed memories is evidence, as Freud noted. Of the constructive nature of memories.

Accuracy of memory

How accurate and reliable is memory ? Studies on memory have shown that we often construct our memories after the fact. That we are susceptible to suggestions from others that help us fill in the gaps in our memories.

That is why , for example, a police officer investigating a crime should not show a picture of a single individual to a victim and ask if the victim recognizes the assailant. If the victim is then presented with a line-up and picks out the individual whose picture the victim had been shown, there is no way of knowing whether the victim is remembering the assailant or the picture..

Another interesting fact about memory is that studies have shown that there is no significant correction between the subjective feeling shut a certain person has about a memory and the memory being accurate- also, contrary to what many people believe.

How does memory work ?[5]

We do not know exactly how memory works , though there are many explanatory models for memory. Some of these models identify memory with age because neurons die off as w e get older**.** There are only three ways to evercome this fact of nature:

1.- Figure out a way to stop neurons from dying.

2.- Simulate the growth of new neurons

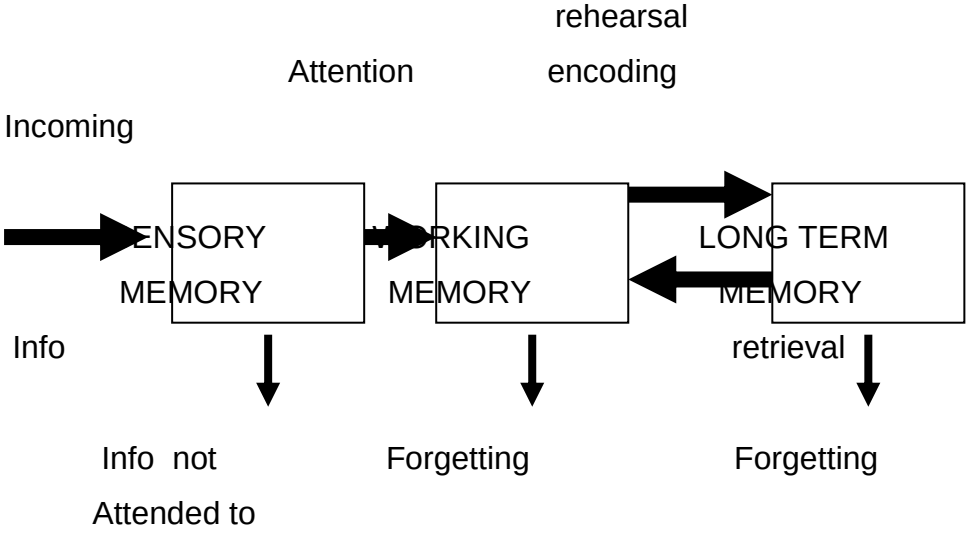
3.- Figure out a way to get the remaining neurons to

function : 2 and 3 are the most promising. Since 1997 there has been evidence that brain cells do divide " the discovery of live-long neurogenesis in humans has redefined our understanding of the brain and spinal cord." Some positive results have been reported regarding the stimulation of the growth of new brain cells by fetal implants.

Human memory

In Human memory there are three types of memory :

> Sensor memory > Short-term-memory > Long term-memory.



[5] How does memory Works: Human memory. Htt://skepdic.com/memory.html

Sensory memories[6]

The sensory memories act as buffers for stimuli received through the senses. A sensory memory exist for each sensory channel .Iconic memory for visual stimuli, echoic memory for aural stimuli and haptic memory for touch- Information is passed from sensory memory into short-term memory by attention. Thereby filtering the stimuli to only those which are of interest at any given time.

Short-term memory

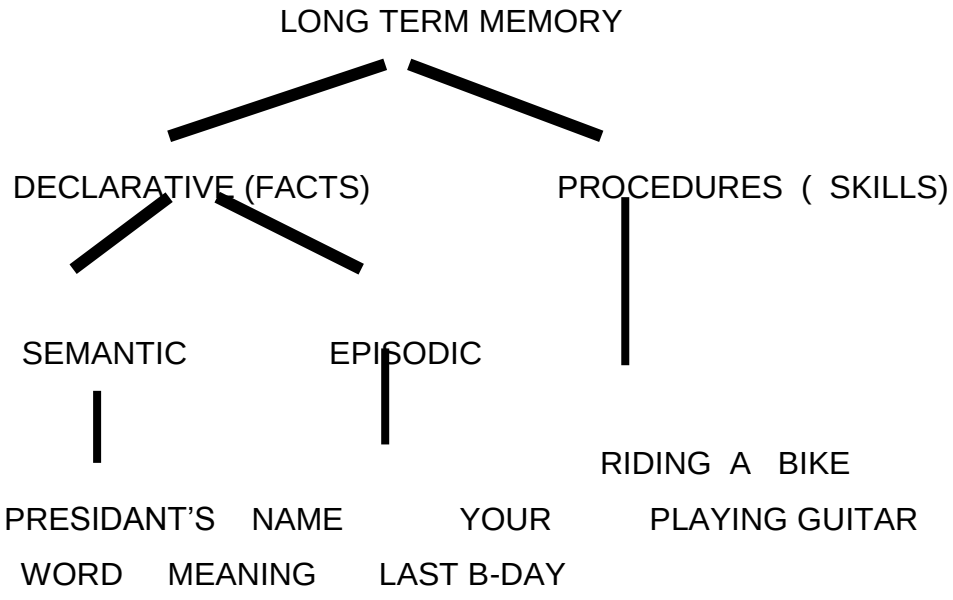
Short-term memory acts as a scratch-pad for temporary recall of the information under process. For instance, in order to understand this sentence you need to hold in your mind the beginning of the sentence as you read the rest. Short-term memory decays rapidly (200ms) and also has a limited capacity

Long-term memory

Long –term memory is intended for storage of information over a long time. Nformation from the working memory is transferred to it after a few seconds. Unlike in working memory, there is little delay.

[6] Sensory memory, Short term memory, long term memory,long term memory structure http://www.cc.gatech.edu/classes/cs6751-97winter/Topics/human_cap/memory.html 07/02/2008

Long term memory structure



Types of long- term memory[7]

Sensory memory . -The sensory memory acts as a buffers for stimuli received through the sense.A sensory memory exist for each sensory channel :

- **iconic memory for visual stimuli**
- **echoic memory for aural stimuli**
- **haptic memory for touch.**

Episodic memory.-Episodic represent our memory of events and experiences in serial form

Semantic Memory.- Semantic memory on the other hand , is a structured record of facts, concepts, and skills that we have acquired.

Short-term memory.- Short term memory acts as a scratch pad for temporary recall of the information under process.

[7] Types of long term-memory
http://www.cc.gatech.edu/classes/751-97witer/Topic/human-cap/memory.html

Long term memory.-There are three main activities related to long term of memory:

- **storage**
- **detection and**
- **retrieval**

.**Types of information** Recall, recognition, problems, space theory, analogy in problem solving, skills, acquisition individual differences.

Long term structure.-There are two types of long term memory ,episodic memory represent our memory and, semantic memory is a structured record of facts.

Thought processes[8]

Thinking can be categorized into

- reasoning and , problem solving
- Although these are distinct they are helpful in clarifying what's involved

Reasoning .

Reasoning is the process by which we use the knowledge we have to draw conclusions or infer something we know about the domain of interest, Reasoning is classified as being:

* **deductive**
* **inductive or**
* **abductive**

Deductive reasoning involves deciding what must be true given the rules of logic and some starting set of facts (premises). Inductive reasoning involves deciding what is likely to be true given some starting set of belief or observations

[8] Through processes
http://www.cc.gatech.edu/classes/cs751-97winter/Topics/human-cap/process.html

Deductive Reasoning

Deductive reasoning derives the logically necessary conclusion from the given premises.

Example:

If it is raining then the ground is wet

It is raining

Therefore the ground is wet

Inductive Reasoning.-

Induction is generalizing from cases we have seen to infer information about cases that we have not.

Perception

* **The process, act or faculty of perceiving**
* **The effect of the product of perceiving**
* **Psychology**
    a. Recognition and interpretation of sensory stimuli based chiefly on memory.
    b, Neurological process by which such recognition and interpretation are affected. Insight, intuition, or knowledge gained by perceiving the capacity for such insight.

Those subjective experiences of objects or events that ordinarily result from stimulation of the recepors of the body. Perception is one of the oldest fields within scientific psychology, and there are correspondingly many theories about its underlying processes encoded into neural activity. In contemporary psychology, interest generally focuses on perception or the apprehension of objects rather than simply on sensation or sensory process.

The form or perception means the experience of a shaped region in the field. Recognition means yuo expect the shape to be

familiar, this effect is called perceptional organization., perceived and identified. their process. The evolution of mechanism for the perception of objects and events at a distance (most completely vision and hearing) free organism from the tyranny of reflex responses to immediate situation and was a necessary precursor of all intelligence,

Some people find this direct intuition is too unsectting to be true, but it is now accepted that perception depends on active physiologically based, intelligent processes. the theory that perception and cognitive", depending on inferences from, essentially control the conscious mental registration of a sensory stimulus constancy ,by and large, perceptual properties of object remain remarkably constant despite variations in slant, and retinal locus causes by movements of the observer.

This fact, referred to as perceptual perhaps the hallmark of perception and more than any other, serve to characterize the field of perception.. Examples or perceptual constancy are: size (except at very great distance) an object appears whether seen nearby or far away although the size of its image on the retina can be very different.

Motion Perception

Perceived movement cannot simply be explained by the motion of an objects retinal image since image caused by observer or eye movement does not lead to perceived object movement.

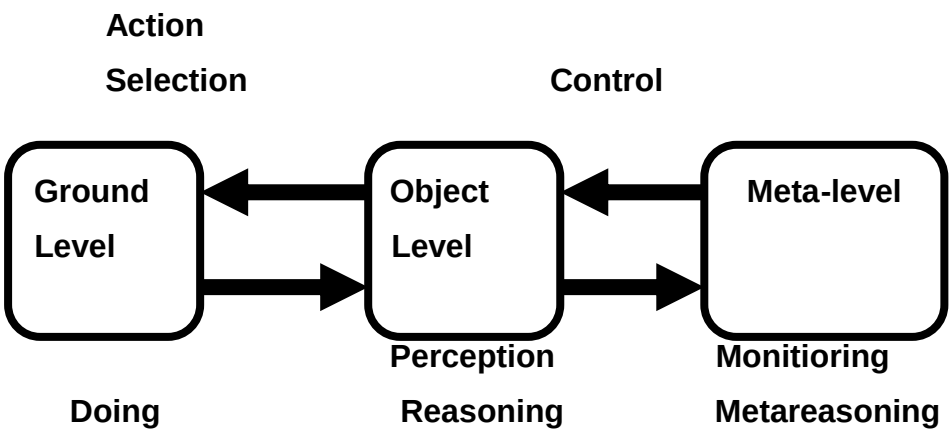
Form of Perception

Form of perception means the experience of a shaped region in the field. Recognition means the experiencie of the shape is familiar. Identification means that the function or meaning or category of the shape is perceived and identified.

Metareasoning[9].

Overview

Metareasoning is the process of reasoning about reasoning itself: it is composes of both the meta-level control of computational activities and the introspective monitoring of reasoning to evaluate and to explain computational- Meta-level control is the ability of an agent to efficiently trade off its resources between object level action. Monitoring may involve the gathering of computational performance data so as to build a profile of various decision algorithms. When reasoning fails at some task, it may involve the explanation of the causal contribution of failure and the diagnosis of the reasoning process.



This workshop will explore various aspects of metareasoning and its role in single-agent and multiagent applications. There are significant research question about the extent to which meta-.level control and monitoring affects multiagent activity. Where the quality of joint decisions matter, the value obtained by an agents exploring some portion of its decision space can be dependent.

[9] Metareasoning :

http://www.accd.edu/sat/history/keller/ACCDitg/SSMT.htm.

Calculation Consciousness and awareness [10]

Consciousness (Con”scious*ness)

The state of being conscious; knowledge of one’s own existence,condition, sensation, mental operation, acts etc.” Consciousness” is thus, on the one hand, the recognition by the mind or “ego” of its acts and affections; in other words, the self-affirmation that certain modification are known by me , and that these modification are mine.” Sir W. Hamilton

Immediate knowledge or perception of the presence of any object, state, or sensation. Annihilate the consciousness of the object, you annihilate the consciousness of W, Hamilton f eeling, persuasion, or expectation, especial , inward sense of guilt to break its peace there be some guilt or consciousness.

The evolution of Conscious

The evolution of conscious awareness is wisdom about human ways that expose all levels of error and deceit, and opens the doorway to interact consciously on a causal level. The possibility of Shift in awareness is applied to the experience of the personal now using the truth. Proof formula and scientific thought. In order to notice the distinctions between perception, experience,, view, and reality about our universe and how we interact with it ,this shift defines . The New Paradigm. Conscious Awareness is a state of being in the questions and taking action from a created foundational belief system based in knowledge-wisdom and a truth about that exposes all levels of errors and deceit.

[10] Calculation cousciousness,the evolution of consciuosnes.

http_wwwiseceek.com/what.isthe-definition-of-consciousnes.22

Psychological Procedures[11]

Psychologically. It is important to distance consciousness from its more coloqial use as meaning simply awake psychology . Certainly, that while dreaming, for example, we are conscious. Even though we are not in a waking state conversely in the same level of conscious to most animals, even through they are able to regulate between waking and sleeping.

Once higher cognitive abilities begin to a awaken just by exposure to the different ways of relating to ones thinking thoughts, emotion, and interpreted perception of life and reality.

Everyone can quickly learn to use the primary awareness to discern a facet of absolute truth that can be used to establish a foundational belief system based in knowledge. The experience of Conscious Awareness is that internal connection to the totality of being, that in the flow, and on purpose, knowing what creates synergistic occurrences.

The connection is unmistakable in that it encompasses a different way to an arena of possibilities that is unavailable without this experience of Conscious Awareness. Metaconsciousness is the word representation of a calm balanced center, lucid and compound state of Awareness where one has trained the mind to be aware of it's own prompting and immediate responses to internal and external stimuli Metaphysical teaching tells us how we live, think and feel affects our energy signature and vibrational frequency and as we raise our frequency we become more aware of this energy. Reality is more of a thought form than anything tangible.

The human Dilema is an interdependent set of self-perpetuating compound paradoxes of beliefs that define false boundaries to the personal, individual and collective view of reality.

[11] Psychological Procedures
http://www.wiswgeek.com/what_is_the_definition_ofconsciousness.htm

Association of the thinking about thinking on the reflective thinking[12]

I studied theoretical perspectives on reflective thinking practices from several domains- psychology, education., Philosophy, and the Arts. From this literature review I subscribed a model of effective reflective thinking practices that is as much a dynamic process as occurs during the course of action as it is a keen awareness that occurs upon completion of a task. The idea of thinking about one's own cognition can be traced to the time of Plato and Aristotle John Locke in 1690 used the term reflection to refer to the "perception of the state of our minds. Or the notice which the mind takes of its own operation. The broadest distinction of the various perspectives concerns what is considered to be the operation or states of mind that are the object of one's adaptation. For some operations are task-specific cognitive strategies ; for others the states are the foundational assumption and knowledge that characterize all that one knows believes and does. Perspectives on Reflection.

Metacognition. Questions surrounding an individual's ability to reflect is at the core of the historical tools of the concept of metacognition (Brown 1937) Metacognition as an area of inquiry may be divided in three components-metacognitive knowledge (the awareness of one's knowledge and cognitive strategies) metacognitive judgements and monitoring and control , and self-regulation of cognition.

All three components overlap and a discussion of any one necessarily concerns the notion of reflection in some sense.

[12] Association of thinking about thinking; Perspectives reflections. http://www.selfknowlwge.com/1967.htm

Stimulating Creative Thinking[13]

Brown & Walter (1983,1993) discuss problem posing-strategies for determining what a problem really is or of presenting a problem succinctly for solution-as a basis for creative problem solving. Amabile (1983) has proposed that there are three components that determine a person's creative output :

Domain-relevant

These include knowledge, experience and talent in a particular area. These skills are often taught in content-area course

Creativity- relevant skills

These include cognitive style (e.g independent, flexible and risk oriented thinking working styles (e.g high energy and persistence) and the ability to view problems from new perspectives.

They are often taught in a creative or thinking. skills program, but they can also be incorporated into classroom instructions.

Task motivation

This refers to the inclination of the person to engage in the specific activity or task. Motivation is likely to be stronger when motivation is intrinsic rather than extrinsic.

Developing skills

The knowledge about the development of cognitive and metacognitive skills is just beginning to develop. As this knowledge expands. one result will be more effective ways to train thinking skills.

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[13] Stimulating thinking : http://education.calumet.purdue.edu/vockell/EdpsyBook/Edpsy7/edpsy7.content.htm 15/022008

Explicit knowledge[14]

Explicit knowledge is stored in certain media. It can be readily transmitted to other : the most common forms of explicit knowledge are manuals, documents and procedures. Knowledge also can be audio-visual, works of art and product design can be seen as other forms of explicit knowledge : Where human skills, motives and knowledge are externalized. Only definition.

Explicit knowledge, can be articulated into formal language, including grammatical statements (words and numbers) mathematical expressions , specifications, manuals etc. Explicit knowledge can be readily transmitted by computer, transmitted electronically, or stored in databases..

Knowledge

Knowledge is the perception of the agreement or disagreement of two ideas. Knowledge is information that changes something or somebody either by becoming grounds for actions. or by making an individual (or an institution) capable of different or more effective action.

Ability to retain knowledge

The ability of the mind or of a person or organism to retain learned information and knowledge of past events and experiences of that information and knowledge.

[14] Metacognition types; Explicit knowledge; Knowledge
http://www.everything2.com/index.pl?node_id=503837

Conscious knowledge[15]

Consciousness knowledge is the state of being conscious. Knowledge of one's existence, condition, sensation , mental operation, acts etc. Consciousness is thus on the one hand, the recognition by the mind or " ego" of its acts and affects " -In other words , the self-affirmation that certain modification are known by me and that these modification are mine" Sir.W. Hamilton. Immediate knowledge or perception of the presence of any object, state or sensation. In the psychological framework consciousness rests on a few necessary preconditions.

The ability to generalize a small par t of an object into a larger object or collection of objects is crucial. Conscious being are able to see part of a street and identify it with an entire street even with a grid that makes up a town or city. The capacity to live things out in one's mind before they occur in the real world is another feature of consciousness, The sense of time is another feature of consciousness : many consciousness altering drugs and states affect this area or They may dilate or contract or act in strange ways.

The sense of self is the last major feature of consciousness.. the sense of self also emerges as an internal narration , often unknowingly cataloging all events as they occur. Consciousness and awareness is a state of being in the questions and taking actions from a created foundational belief system, based in knowledge., a truth about human ways that expose all levels of error and deceit...One can wake the experience of Conscious Awareness from within. With the correct knowledge, map and plan and the experience of Conscious Awareness.

[15] Consciuos Kniwledge

Htp://www.wisegeek.com/what-isthe-definition-ofconsciuosness.htm.

Implicit Knowledge[16]

There is a continuum in cognitive science between explicit and implicit knowledge. **Explicit knowledge** is known as data as information and stored as such in the mind. **Knowing that implicit** " knowledge is knowing how"- knowledge of how to go about doing something. Knowledge that we may or may not be able to describe explicitly. For instance, if I ask you " How do you breathe ?" You may have no explicit idea how you do it, but you nonetheless continue breathing.

Depending how far along the scale something is, **implicit knowledge** may be converted into explicit, and vice versa.

This often happens in learning-we are told in words how to do something like writing HTML, and these explicit rules are eventually converted into **implicit habits** and action, like instinctively adding "p" tags before a new idea. **Implicit learning :** Shows Theoretical and Empirical issues.

The distinction between **implicit (non-conscious) and Explicit (conscious)** knowledge made by cognitive scientist is applied to the psychoanalytic idea of repressed contents. The consequence of repression are suggested to have been caused by implicit representation, which are prevented from becoming activated Implicit Knowledge cannot however be made conscious and thus the idea of becoming conscious of the repressed desires and fears that have never been conscious is contradictory.

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[16] Implicit knowledge

http://web.org/document.php?LIP-083.1311A

A Theory of Implicit and Explicit Knowledge

Short Abstract

The Implicit –Explicit distinction is applied to knowledge representation, knowledge is taken to be an attitude toward a proposition which is true. The proposition itself predicates a property to some entity. The number of ways in which knowledge can be implicit or explicit emerge. The most important type of implicit knowledge consists of a representation that merely reflect the property of objects or events without predicating them to any particular entity or event. The clearest case of explicit knowledge of a fact are reflective representations of one's own attitude of knowing that fact. These distinction are discussed in their relationship to similar distinctions like procedural declarative conscious-unconscious , verbalizable-non-verbalizable, direct-indirect test and automatic-voluntary control. This is followed by an outline of how these distinctions can be used to integrate and relate the often divergent uses of the implicit and explicit distinction in different research

Long Abstract

The implicit-explicit distinction is applied to knowledge representation- Knowledge is taken to be attitude toward a proposition which is true The proposition itself predicates a property to some entity ways in which knowledge can be implicit or explicit emerge. The most important type of implicit knowledge consists of representations that merely reflect the property of objects or events. Without predicating them to any particular entity or event.

U**nconscious knowledge**

Not endowed with Consciousness. This chapter gives an overview of the use of the subjective measure of uncounscious knowledge.

Uncounscious knowledge is knowledge we have, and could very well be using, but are not aware of appropriate methods for indicating unconscious knowledge must show that the person has **knowledge but doesn't know** that she has it. One way of determining awareness of knowing is taking a confidence rating after making judgments, If the judgments are above baseline but the subject believes they are guessing guessing criterion) or confidence does not relate to accuracy (zero correlation criterion) there is evidence of unconscious knowledge. The way these methods can solve the problem of bias is discussed , as it is used in different types of confidence scales..

The guesses zero-correlation criteria show whether or not the person is aware of knowing the content of the judgment , but not whether the person is aware of what the knowledge was that enabled the judgment. Thus, a distinction is made between judgment and structural knowledge, and the conscious status of the latter can also be assessed

Finally the use of control over the use of knowledge as a subjective measure of judgment knowledge is illustrated..

The dynamic relation between conscious and uncouncious processes, are accorded insufficient attention, namely, uncounscious knowledge, in particular, uncounscious coherent understanding in different ways within framework of his basic concepts the uncounscious knowledge is one's own epistemologically coherent process.

Metacognition Basic Elements

What is the prior knowledge that will help students in a particular task. **?** Knowledge about task refers to an awareness of the purpose and demands of the task as well as an ability to assess the information provided. To be able to select what as is relevant from what is irrelevant. Knowledge of strategy involves an understanding of what strategies should be used for different types of tasks.

They also detail a number of preplanning and planning-in-action metacognitive strategies for the work.

Steps for Preparing and Planning in action

Metacognitive Strategies

1 Determining objectives
2. Selecting methods
3 Predicting difficulties
4 . Asking questions
5 . Planning
6. Monitoring
7. Checking
8 Revising plans
9. Evaluating outcomes

Maintaining and Monitoring the plan [17]

When we are maintaining , monitoring and evaluating the plan of action, we have to prepare a question by ourselves.

- **How well did we do ?**
- **Did our particular course of thinking produce more or less the monitoring evaluation we had expected ?**
- **What could we have done differently ?**
- **How might we apply this line of thinking to other problems ?**
- **Do we need to go back through the task to fill in any. "blanks" in our understanding ?.**

This process usually represents a high-level implementation of the phases of learning and evaluating these instructions, when teachers intervene to help students develop their understanding skills in a metacognitive process. In addition the techniques applied with a cooperative learning a long side and peer tutoring provides opportunities for students develop in appropriate way their evaluations.,

Finally it is interesting to note an important relationship between the higher order skills of metacognition and the basic or factual skills tha t may be a part of the specific unit of instruction in evaluations.

Students typically learn in their particular metacognitive skills while they are learning something else. If they are to do this

[17] Evaluating the plan Metacognition in learning concepts;Bufaloedu.metacognition:AnoverviewaLivengston (1997)

Linkage to Intelligence [18]

Defining thinking about one's thinking. Critical thinking about one's thinking can be described as qualities of good thinking processes and as types of thinking . Creative thinking is generally involved with the creation or generation of ideas , processes, experiences or objects, where critical thinking is concerned with their evaluation. Critical and creative thinking are interrelated and complementary aspects of thinking. Almost all of the thinking which we undertake contains some critical thinking about one's thinking and some creative aspects. Critical thinking about one's thinking processes are combinations of abilities, knowledge, values, attitudes, skills, and processes. While the knowledge base required for critical and creative reflection varies from subject to subject, the underlying values and attitudes remain constant across school subjects. Although skills and processes are somewhat dependent upon specific subject matter for their form. These same values and attitudes are required in all subjects for their execution. It is also important to note that the content of each category is descriptive of the area but not a final or all inclusive list..

Educators are encouraged to evaluate these lists and to generate others as they become more familiar with incorporating critical and creative thinking into their teaching.

Critical thinking about one's thinking is defined by Sakatchewan Education is related to these, goals and can be stated as the intention to develop. " Strong sense" critical and creative thinkers. People with strong sense and critical thinking about one's thinking are committed to using their abilities to seek or their own particular interest or desires.

[18] Linkage and Intelligence

http:sasked.sk.ca/does/policy/celsc14.htm

Metacognition directs students in a semantic investigation[19]

The present study is aimed at investigating metamemory i.e. the knowledge about one's own memory capacities The accuracy of the Confidence level (CL) in the correctness of the answer provided during a recall phase, and the predictability of the feeling of knowing (FOK). When recall fails were measured using a task considering general information questions and assessing semantic memory.

This study investigated the availability of deductive reasoning and competence in late adulthood. When the semantic content of the reasoning task involved emotional issue, however , the metacognitive strategy failed o facilitate reasoning performance.

Branches of the study of meaning in language

Lexical semantics studies the meaning of words, the focus here is on content words .The notion of meaning probably has a stronger link with the idea of the word than with any other linguistic unit . Words are after all, what are listed in dictionaries. Lexical semantics perhaps provides the easiest access route into the mysteries of semantic in general.

Grammatical semantics

Grammatical semantics studies aspect of meaning which have direct relevance to syntax. This uses many manifestations, which can only be briefly illustrated ,in different meanings.

[19] Metacognition and semantic investigation./Grammatical semantics/Logical semantics. http://fed.cuhk.edu.hk/en/cuma93khleef/conclusion.hth

Logical semantics[20]

Logical semantics studies the relation between natural language and formal logical systems such as the propositional and predicate calculi. Usually aimed at modeling natural language as closely as possible using tight controlls . Metacognition therefore provides for writing students ability. Writing is a very complex process in which numerous cognitive and metacognitive activities take place. For instance, brainstorming, planning, outlining, organizing, drafting revising, and so on. In the English classroom nowadays quite a lot of emphasis is placed on engaging students in some of the above mentioned activities.

However we can see that insufficient attention is paid to revision. Which is a central and important part of writing, as it is able to enhance the quality of writing and facilitate the development of metacognitive knowledge: it is hard to believe that students can develop good revising abilities with the help verbal instructions from the teacher it he written instructions on the examination paper are telling them that they should revise.

The English teacher needs to think carefully about how he can intervene so that he can foster the revision ability of his students. Adopting an approach which is more qualitative than quantitative, the present study has confirmed the value of self-regulation , training on enhancing forms for student revision ability.

[20] Logical semantic.
http://fed.cuhk.eduhk/en/curma/93hlee/conclusion.hstm

CHAPTER II

READING SkILL

CHAPTER II

READING SKILL

Elements of Comprehensive Reading[21]

1. The Reading process and the real experiences in reading.
2. Effective Teaching practice and comprehension about reading
3. Language knowledge and real overcoming of reading instructions
4. Classroom procedures with learning the reading instructions process
5. Process of motivation and practice in the target language skills.
6. Personal understanding of factors with techniques and principles
7. What's the role of teacher into classroom ?
8. What's the goal of teachers who use the Silent Way ?
9. What's the role of students ?
10. What are some characteristics of the teaching/learning Processes in. comprenhensive reading.
11. What is the nature of the students-teacher interaction in the reading instructions .?
12. What is the nature of tudent- student ineraction in the Reading process.?
13. How are the feelins of students dealt with?
14. How is the language viewed and how is culture viewed.?

[21] Reading process Análisis http://www.calculate.edu/cAR/Teach-Reading-Effectively/elements.shtml

Curriculum and Assessment[22]

Word Recognition instruction:_

Students study and demonstrate understanding reading knowledge

Fluency

Students learn about the importance of fluency of comprehension

Comprehension

Students learn goals of reading comprehension.

Vocabulary Instructions

Students learn the importance of we develop vocabulary

Initial understanding

Is a first impression or broad understanding of what is read..

Developing interpretation

Is extending idea found in the text. This may involve linking information focusing on specific information.

Responding personally

Is connecting information from the text with personal background knowledge and experience.

Responding critically

Is forming a critical judgment about the text. It requires standing apart from the reflecting upon and judging it.

[22] Currículo assesments
http:www,saludate.ed/cAP/Teach.Reading.Effectively/elements.shtm

Reading as a unitary and selective Process[23]

The main principle of Smith and Goodman's approach is that reading is a unitary process . one premise of this view is that it is not possible to identify specific skills which can be built up in any hierarchical way to produce an effective reader. In this they are supported by the research of Lunzer and Gardner (1979) who carried out a detailed study of secondary school children reading in their first language. Lunzer and Gardner found that there was no correlation between generally effective reading and performance on a supposed hierarchy of different skills such as using phonetic analysis or perceiving a sequence.

In fact they were unable to identify a hierarchy of skills as such what such. what chiefly characterized effective readers was an ability and willingness to reflect on what they were reading: in short, after the administration of a detailed series of tests

What the psycholinguistic accounts of Smith and Good-man tended to neglects was the social nature of the reading process.

Concequently later description of the reading process, including Good-men's more recent work, have turned to the consideration of sociolinguistic factors that is the way language is use, in this case written language use , is effected by factors both in the immediate communicative situation between reader and writer and in the wider institutional and socio-cultural context.

As students use Think-Aloud and Talking to the Text they will be come more able to observe and share their strategies.

[23] Reading as unitary and selective process
http://www.wested.org/stratit/ideas/readingprocess.shtml.

Participation of Students in Reading Processes[24]

The reading Process : students study and demonstrate understanding of historical perspectives, current and classic research studies ,and **theories that address the nature and processes of reading acquisition development, the linguistics, sociological, cultural, cognitive and psychological bases of the reading process ; and the interrelatedness reading, writing, listening, and speaking** with effective Teaching Practice where students demonstrate understanding of historical and current research studies that address effective teaching and learning practices in reading and language arts the role of family, culture, and community let students learn that cultured development and use this knowledge to plan to learn and to teach with effectiveness procedures and reach an appropriate background in reading learning

Personal factors that impact Reading Development teachers who learn about the physical, emotional, social, and intellectual factors that influence student's literacy development and use this information to teach effective lessons that take into consideration the individual needs of learners the role of motivation is a powerful influence It, plays in achievement and study and demonstrating understanding of way to stimulate and nurture a lifelong interest in reading the words recognition instruction demonstrate students an appropriate understanding.

[24] Participation of students in Reading study skills and process.

Academic Encouters Human Behavior ; Cambridge University
By Bernard Seal

The Concept map in reading process[25]

The Concept Map is a study technique that is based on reflection and comprehension; it is the ideal technique to achieve significative learning .

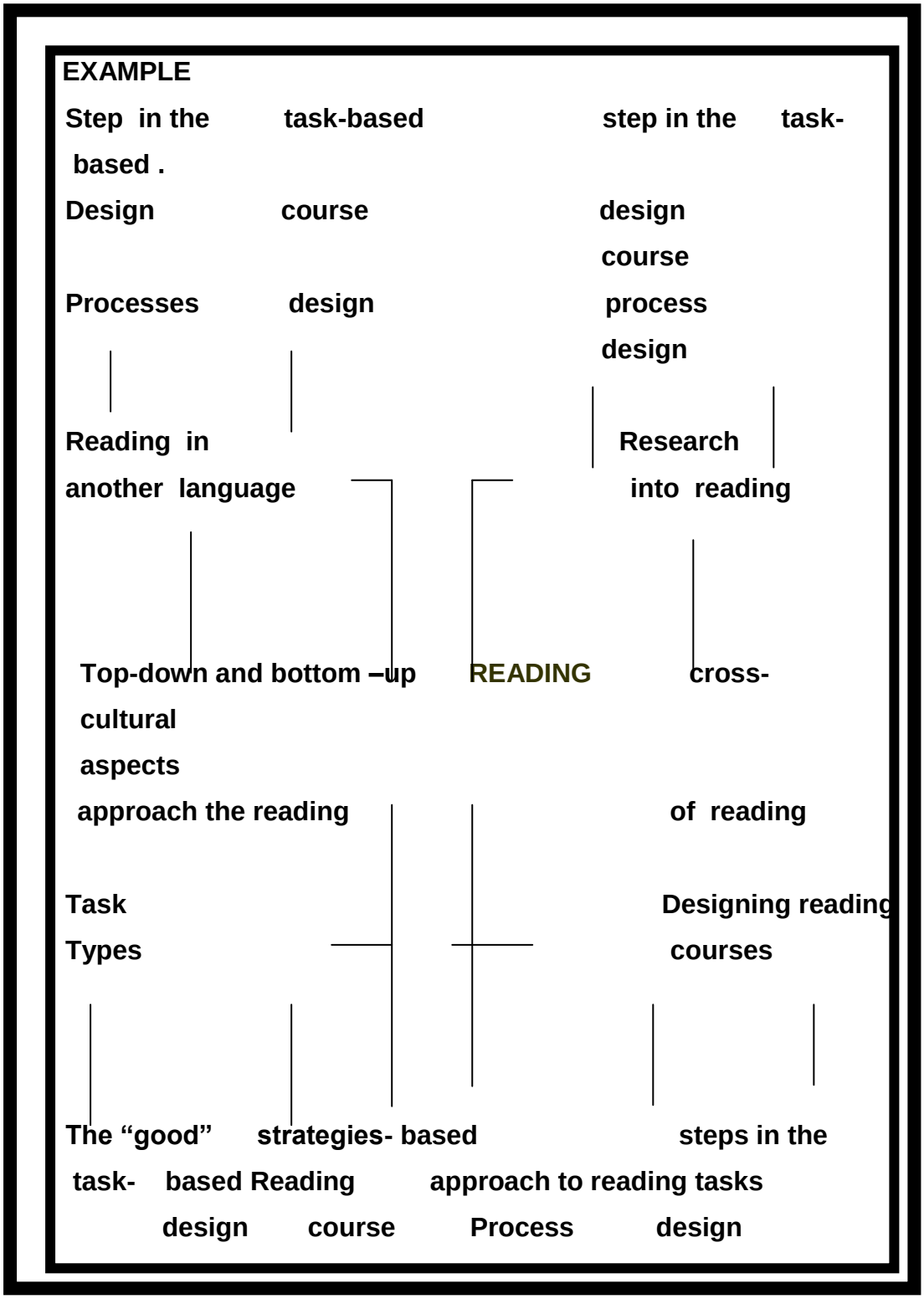
In order to structure a concept map, it is convenient to carry out the following process:

a. Read the topic comprehensively.
b. Select the most relevant concepts of the topic which will help you to understand its meaning.
c. Organize the concepts by placing the most important one at the beginning, and then secondary and representative concept in hierarchic order.
d. Once you've got the organized concepts make and build the Concept map, by establishing the relation through linking words-
e. Place at the same level (horizontal) to the concepts, that have importance or a similar category and in the same column (vertical) the subordinate concepts columns are known as details-
f. Establish the relation or crossed connections between the concepts of a section with another are from the map.
g, Critical interpretation is an ongoing process of revision and self discovery.
h. Meaning emerges in the interaction between text reader and culture the significance of the work does not lie in. the meaning sealed within the text..

[25] The concept map in reading process.

By Bernal Seal Cambridge University : Academic Encounters Human Behavior.

Chart of concept Map



Different kinds of Reading[26]

All the models of reading that have been looked at so far have been designed with careful reading in mind. Hoover and Tunner (1993), for example, consider that their notion of the simple view assumes careful comprehension ,that is intended to extract complete meaning from presented material as opposed to comprehension aimed at only extracting main ideas- Skimming, to searching for particular details. In fact, many of the models of reading that have surfaced in literature to date have mainly concerned reading: Rayner and Pollatsek (1989-439) state that for most of their research of the reading process they are focusing on the skilled, adult reader reading materials of the textbook variety.

They point out that careful reading models have little to tell us about how skilled readers can cooperate with other types of reading such as skimming for gist. The overriding attention paid to careful reading in the theoretical literature has one that, in Britain at least the two skills, skimming and scanning, are used for research reading S**kimming and scanning,** carefuly is important in reading procedures. We have theories of careful reading where we can combine reading in other languages with different strategies and approach processes to extract important information in the line with intended purpose.

[26] Different kina of reading

By: Catherine Wallace : Oxford University

Activity Reading Strategies : Mind Tools of Reading Techniques[27]

Good reading strategies help you to read in a very efficient way. Using them you aim to get the maximum benefit from your reading with the maximum effort. This section will show you how to use 6 different strategies to read intelligently. Knowing what you want to know.

The first thing to ask yourself is : Why you are reading the text? Are you reading with a purpose or just for pleasure ? What do you want to know after reading it?
Once you know this, you can examine the text to see whether it is going to move you toward this goal.

An easy way of doing this is to look at the introduction . It should let you know whom the book is targeted at and what it seeks to achieve. Chapter heading will give you an overall view of the structure of the subject.

Ask yourself whether the book meets you needs : Ask yourself if it assumes to much or too little knowledge, if the book is not idea, would it be better to find a better one .

Good readers understand the process involved in reading and consciously control them. This awareness and control of the reading processes is called metacognition, which means " knowing about knowing.

[27] Readin strategies and reading techniques

By Eric H. Glendinning : Beverly Holmstrom

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Other Topics About Reading Skills[28]

The initial understanding is the first impression or broad understanding of what is real. :It may involve an overall understanding of the topic , theme, or main idea of a passage. Where the personal factors impact in the development of learning, of reading procedures the influence student's literacy development and use of this information will give students an effective understanding, and comprehension.

The comprehension instructions that students learn is the comprehension is goal of reading; and they study and demonstrate understanding of how to assess, explicitly teach, and model its various components, including the flexible use of reading strategies (such as predicting, inferring, summarizing, and self questioning) comprehension skills (such as ideas) comprehension monitoring, text structures, and genres.

Students also learn how to support a leader's application of these strategies and skills with a variety of reading materials in a variety of reading situations to reach a good understanding.. In expending ideas found in the text, This may involve linking information across parts of the text as well as focusing on specific information.

The fluency about the importance of fluent reading, the relationship to fluency to comprehension, how to assess fluency, and ways to develop reader's fluency. Develop a liking comprehension instruction to a good interpretation of reading strategies and new topics which will refer a variety of reading materials to variety situations.

[28] Other topics about reading skills
http:wwwnbsd.k12pa.us/HTML/reading/rlhan3.htm

Reading for information[29]

It involves reading articles in magazines and news papers, chapters in textbooks, entries in encyclopedias and catalogues and entire books on particular topics and requires awareness and interpretation of the featured forum in these types of topographic and visual aids such as chart footnotes, diagrams, subheading , and tables.

The knowledge of text structure is critical for reading to learn; it requires efficient use of study time. By detecting the organizational patterns of structures of texts, students can observe how author arrange ideas and determine which kinds of structures are used to interrelate ideas, in these processes use include hierarchical summaries, contextual maps, and thematic organizers designed to raise students' awareness of structure of texts.

It involves reading documents such as bus or train, schedules, directions, for games, classroom and laboratories; tax or insurance fronts, recipes, The strategies that you use to meet those demand effort to fine meaning as they read, By sharing reflection of their reading.

Research suggest that younger and less nature readers do not concentrate on textual features because they are not aware of the impact text structures have on learning. Researchers content that knowledge of the effect of text structure on learning is a prerequisite to conscious control of strategies.

[29] Reading for information

http://www.nbsd.kpa.us/HTML/Reading/relhan3.htm

Reading proficience

Introduction

The current explotion of research in second language reading has begun to focus on readers' strategies .Reading strategies are of interest for what they reveal about the way readers manage their interaction with written text and low these strategies are related to text comprehension.

.Research is second language reading suggest that learners use a variety of strategies to assist them with the acquisition,storage ,and retrieval of information (Rigney, 1978). Strategies are defined as learning techniques more effective ,versus strategies that improve comprehension.

The former are generally reffered to as learning strategies in the second language literature. Comprehension or reading strategies on the other hand , indicate how readers conceive of a task, how they make sense of what they read and what they do when they don't understand. In short, such strategies are processes used by the learner to enhance reading comprehension and overcome comprehension failures.

These strategies consist of a whole range of strategies including skimming and scanning.contextual guessing ,reading for meaning utilizing background knowledge.

CHAPTER III

METACOGNITION AND READING SKILLS

CHAPTER III

METACOGNITION AND READING SKILLS

Metacognition and Reading to learn

Researchers consistently asert that metacognition plays an impotant role in reading: Metacogition has been defined as " having knowledege" (cognition) and having understanding, control over, and appropriate use of that knowledge ", Thus, it involves both the conscious awareness and the concious control of one's learning. In this digest the implication of metacognition wil be discussed as it relates to an important type of learning reading to learn.

In a summary of research on metacognition from the Center for the Study of Reading at the University of Illinois, Ambruter et al (1983) present reading to learn from a metacognitive perspective as it relates to four variables **: Text, task, Strategies, and learner characteristics**

The first variable " Text " refers to the textual features of learning materials which influence comprehension and memory. Factors such as arrangement of idea in texts, vocabulary, syntax, clarity of authors intentions and reader's interest. Salient findings from the research include three basic points.

1.- Text structures influence learning even if the learner is unaware of their effect.

2.- Knowledge of the effect of text structure on learning is dependent on age and ability.

3.- A reader optimizes learning by becoming aware of text structure and and the resultant effect that they have on learning. Knowledge of - text structure is critical for reading to learn; it is a requisite for efficient use of study of the research design**.**

Metacognition and reading skills, have the purpose at teaching students the essential interpretation of the English language, Developing strong interpretation requires being very conscious of all of these processes and changes in reading, understanding individual responses better by comparing them with others. Thus seeing multiple interpretative possibilities in a sense, by comparing reading at both metacognitive and reading skills**.**

Critical interpretation is an ongoing process of adjustment, revision and self discovery, as a recreative mode, critical interpretation participates in an endless process of translation and readjustment by which a culture takes possession of its texts. Interpretation is thus promoted from its subordinate position within the traditional literary paradigm to reinstate tension and dynamism in literature, Valorizing processes of cultural negotiation, : its role is interaction between text, reader and culture. By reading we uncover the unformulated part of the text, and this very indeterminacy is the force that drives us to work out a configurative meaning while at the same time giving us the necessry degree of freedom do so.

Strategies for Instructors to use in Teaching Textbook Reading

a) Preview the assigned reading

* Have students write down what they alredy know about the subject or the chapter.
* Present an oral summary
* Ask intersting questions that will be answered.
* Take a poll on some of the issues addresed in the Reading Assignment.

b) Do not repeat the reading in a lecture

Do not make listening to your lecture become the students' reading strategy.

Reading and Interraction

Reading with a purpose

When you read, it is important that you have a clear pupose. Having aclear purpose help you to narrow the choice of book from a reading list them, one you have chosen the book, to select the best chapter and section. Having a clear pupose also helps you to locate the most useful part of a text for your needs and to ignore those parts which will not help you..

In addition to determine the scope of the reading as a pupose combined with metacognitive processes , the first element includes awareness of task tequirements. Awareness of task requeriment means that the reader needs to know and the aware of the skills., strategies and resources needed to complete a task successfully.

The second element of metacognition is the ability to use self-monitoring skills.. Self-monitoring skills are the self-regulatory, thinking process. Monitoring conprehension is important for reading comprehension .Checking the outcome of problem-solving attempts, planning and evaluating the effectiveness of any attempted actions, testing and reviewing strategies used in learning and taking remediation action to overcome difficulties encountered.

.Generally, skilled readers understand that the purpose of reading is to gain meaning from text. When they do not understand something, they apply specific " fix up" strategies to monitoring their comprehension. Students who are not as skilled may not read for meaning; instead, they may define reading as decoding words. In the later elementary grades through high school, metacognitive skills, become more important when the emphasis of reading is not on learning to read anymore but reading to learn.

Effective readers apply metacognition while they are reading and track themselves for comprehension breakdown. When a comprehension breakdown occurs, competent readers are able to apply appropriate reading strategies or "Fix up"

HYPOTHESIS SYSTEM

NULL HYPOTHESIS : Ho.

Metacognition does not develop the Reading skill.

ALTERNATIVE HYPOTHESIS: H1

Metacognition develops the reading skill

PART 3

METHODOLOGICAL DESIGN

Assessing the Methodogy of the Study

DESIGN

SAMPLING

DATA COLLECTION

DATA ANALYSIS

PART 3

METHODOLOGICAL DESIGN

Research type and design

This research is basic , **design, descriptive and of field**

The design is **quasi-experiemental,quantitative and transversal**

Most of this project has been devoted to an analysis of different methods of collecting and analyzing data, and in this section. I should like to summarise some of the main points which have been made in greater details in the body of the project. In the first Part we looked at different traditions in research, and I contrasted psychometric with interpretive research. While the distinction between those traditions is, in many ways, oversimplistic, I argued that the distinction was a real one, and that different conceptions of reality and the nature of evidence underlay the different traditions.

I also took pains to point out that, despite approaches, there is no intrinsic superiority in one rather than the other , Inselecting a general orientation, it is important to match one'e data collection methods and methods of analysis to the question one is asking. Some questions particularly those posing a strong causal relationship between variables, suggest some form of experimental research design and the use of statistical tools to analyse the data and make inferences from one's sample to the larger population .

Other questions particularly those concerned with investigating behaviour in context, suggest descriptive and interpretative rsearch. in addition to ensuring consistent, and to ensure that the data colletion, there are several other key considerations to be borne in mind during the data collection and analysis phases of the research.

Population and Sample

Population

The population considered for this project have been organized with 20 student from Technical Engliah Center, which is the whole Population Sample in this case.

Fielding

A group of 20 students of the intermediate course of the Technical English Center have been divided into two small group of 10 students each one.

Group " A" conrol group 10 students

Group " B" experimental group 10 students

They were tested at the beginning with a **Pre-test**

After a semester :

Control group was tested with a **Post- test** in Traditional English

Experimental group was tested with a **Post- Test** in **Metacognition**

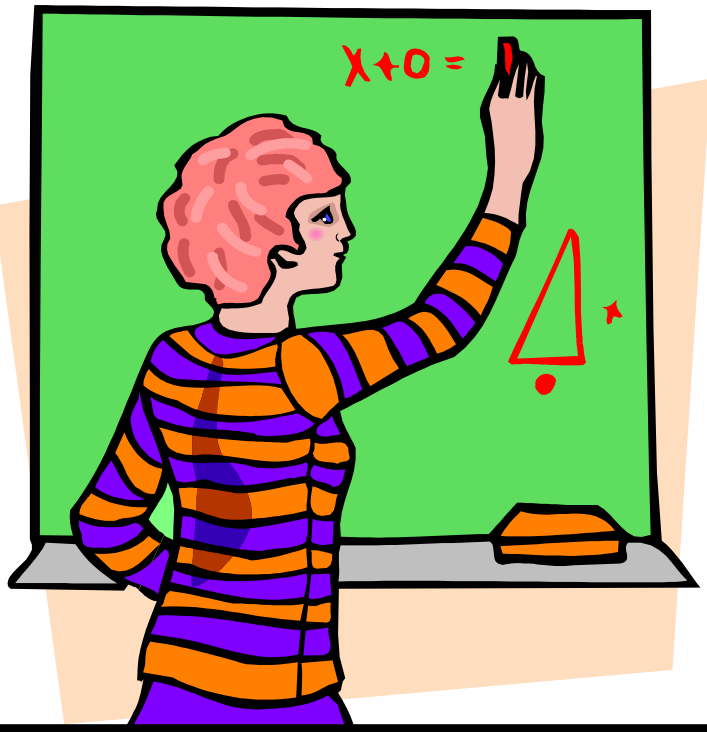
The resuls of these both Post test have had small differences between them :General English and Metacognition.

INSTRUMENTS FOR DATA COLLECTION

The technique for gathering data is the test

PART 4

TESTING THE HYPOTHESIS



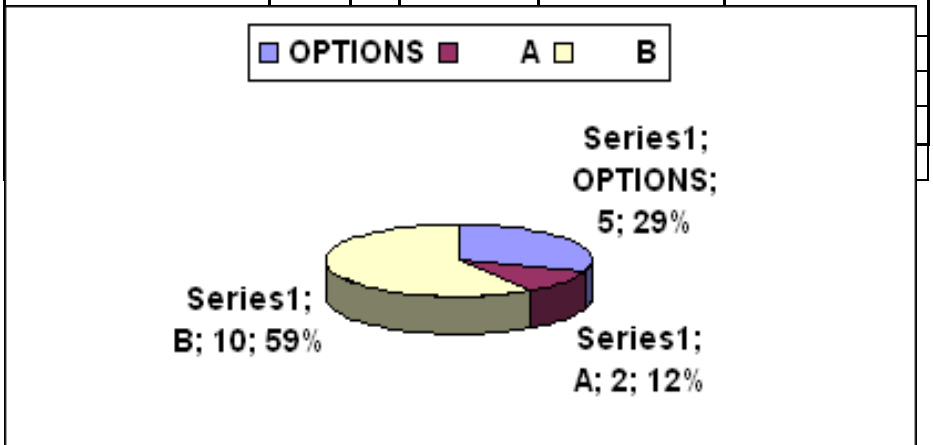
TESTING THE HYPOTHESIS

PRE-TEST

Question 1

I haven't …….to the cinema since last year

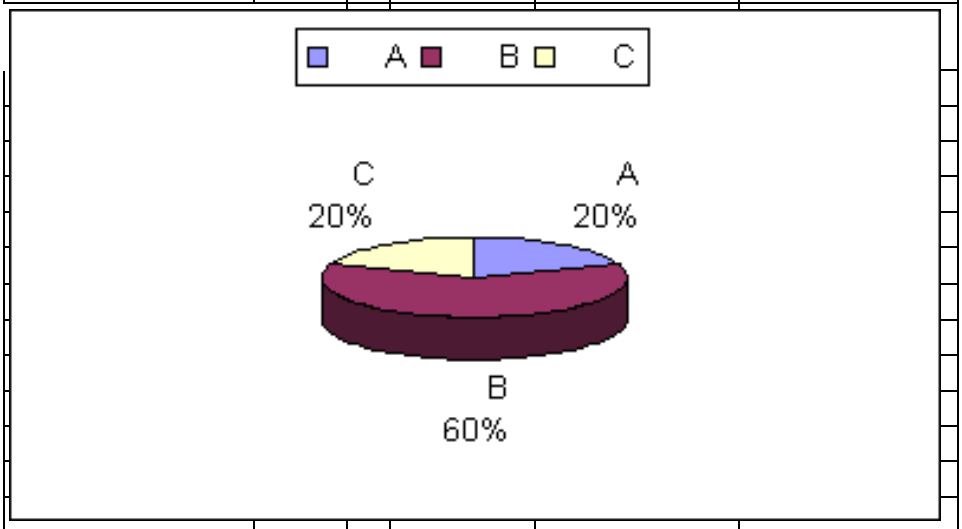
Step 1					
Names	**Sc.**				
				Step 2	
Salgado Anibal	**19**	**H**			
Perez Julio	**17**	**M**	**OPTIONS**	**FREQUENCY**	**PERCENTAGE**
Pacheco Luis	**19**	**H**	A	**3**	**30%**
Davalos Luis	**18**	**H**	B	5	**50%**
Jimenez Jorge	**16**	**M**	**C**	2	**20%**
Gladys Mora	**15**	**M**	**TOTAL**	**10**	**100%**
Pantoja Sonia	**16**	**M**			
Perez Ivan	**15**	**M**			
Pacheco Juan	**14**	**L**		**Step 3**	
Davalos Poce	**13**	**L**			
Step 4					
ANALYSIS					
QUESTION 1					
Step 5					



Question 2

I am …….English Teacher Now

Step 1					
Names	**Sc.**				
Salgado Anibal	18	H			
Perez Julio	18	H		**Step 2**	
Pacheco Luis	17	M			
Dabalos Luis	17	M			
Jimenez Jorge	17	M	**OPTIONS**	**FREQUENCY**	**PERCENTAGE**
Gladys Mora	16	M	A	2	20%
Pantoja Sonia	14	L	B	6	60%
Perez Ivan	14	L	C	2	20%
Pacheco Juan	15	M	**TOTAL**	**10**	**100%**
Davalos Patricio	15	M			
				Step 2	



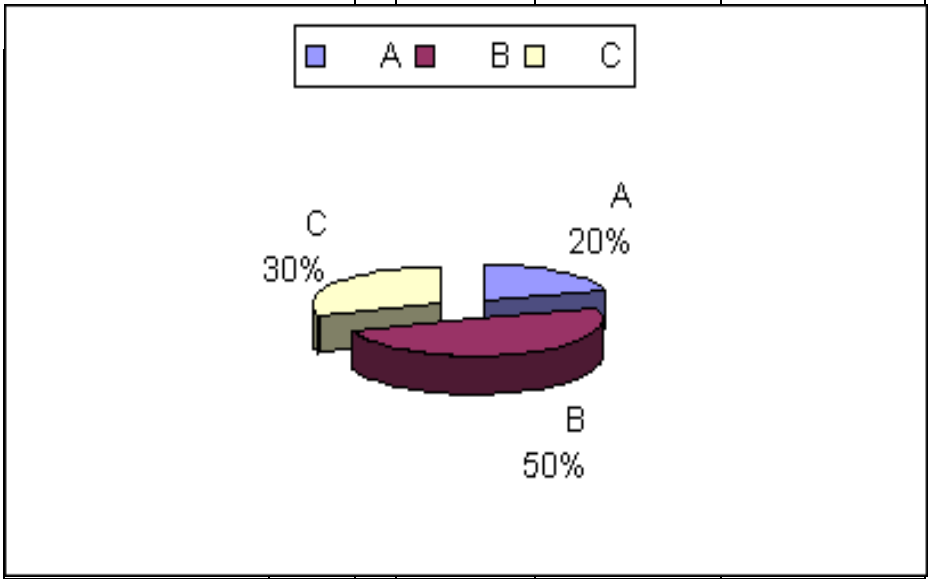
Step 4					
ANALYSIS					
QUESTION 2					
Step 5					
SCORES	**OPT.**		**FREQ.**	**PERCET.**	**LEVEL**
18-18	A		2	20%	HIGH
17-17-17.-15-15-16	B		6	60%	MIDDLE
14-14	C		2	20%	LOW

Question 3

…….Susan like to cook fish?

Step 1

Names	Scor.				
Salgado Anibal	**17**	M		**Step 2**	
Perez Julio	**17**	M			
Pacheco Luis	**19**	H			
Davalos Luis	**18**	H	OPTIONS	**FREQUENCY**	**PERCENTAGE**
Jumenez Jorge	**14**	L	A	2	**20%**
Galdys Sonia	**17**	M	B	5	**50%**
Pantoja Sonia	**16**	M	C	3	**30%**
Perez Ivan	**13**	L	TOTAL	10	**100%**
Pacheco Juna	**14**	L			
Davalos Luis	16	M		**Step 3**	



Step 4

ANALYSIS

QUESTION 3

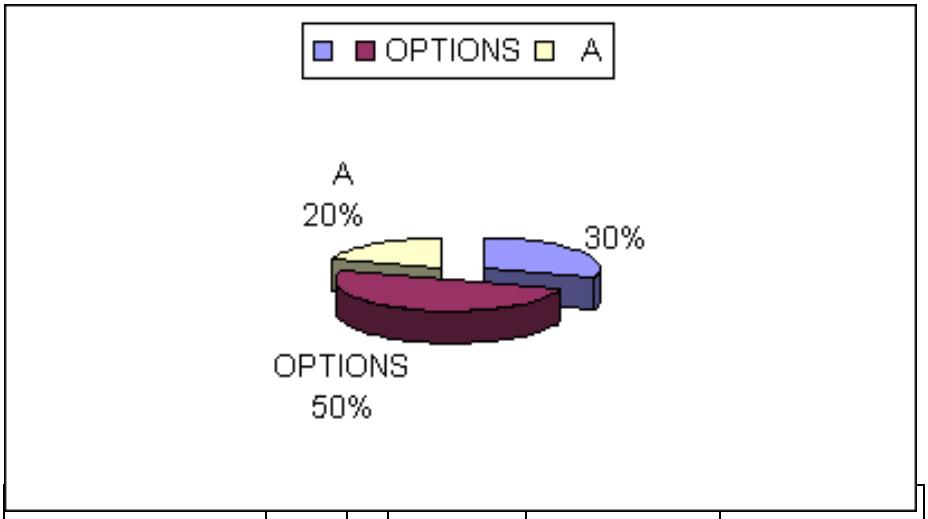
Step 5

SCORES	OPT-		FREQ.	PERCET.	LEVEL
19-18	A		2	20%	HIGH
17-17-16-17-16	B		5	50%	MIDDLE
14-13-14	C		3	30%	LOW

Question 4 Who was the woman that you ,,,,,,,,?

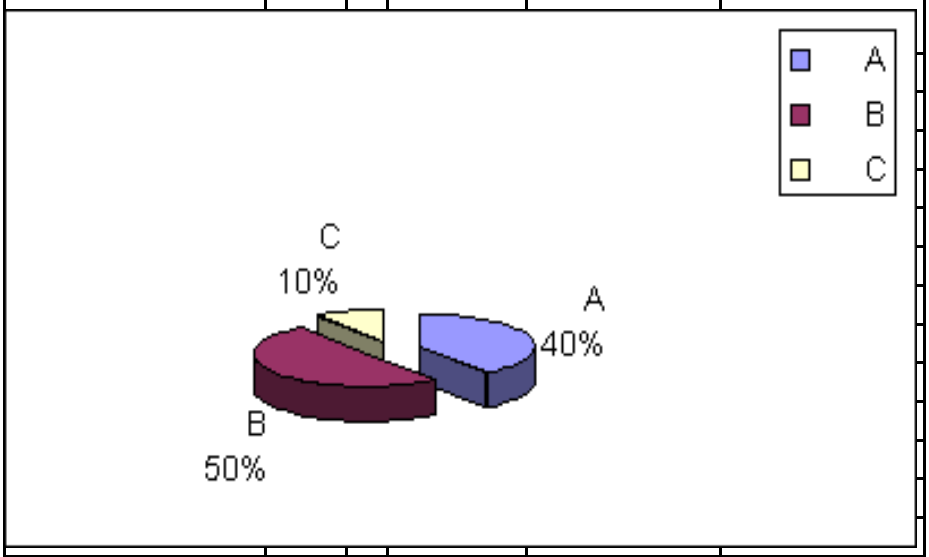
Step 1					
Names	Sco.				
Salgado Anibal	18	H			
Perez Julio	**17**	M			
Pacheco Luis	**18**	H			
Davalos Luis	**16**	M			
Jimenez Jorge	**18**	H			
Gladys Mora	**17**	M	OPTIONS	**FREQUENCY**	**PERCENTAGE**
Pantoja Sonia	**17**	M	A	3	30%
Perez Ivan	**16**	M	**B**	5	50%
Davalos Juan	**14**	L	C	2	20%
Pacheco John	14	L	**TOTAL**	**10**	**100%**

Step 3



step 4					
ANALYSIS					
QUESTION 4					
Step 5					
SCORES	**OPT.**		**FREQ.**	**PERCENT.**	**LEVEL**
19-18-18	A		3	30%	HIGH
17-16-17-17-16	B		5	50%	MIDLE
14-14	C		2	20%	LOW

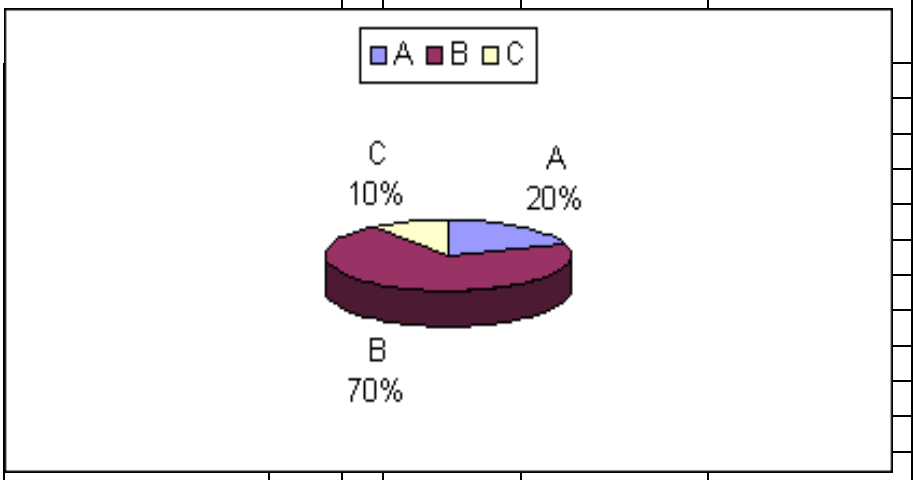
Question 5					
They ……the best students last year.					
Step 1					
Names	Sc.				
Salgado Anibal	16	M			
Perez Julio	17	M		Step 2	
Pacheco Luis	18	H			
Davalos Luis	18	H			
Jimenes Jorge	17	M	OPTIONS	FREQ.UENCY	PERCENTAGE
Gladys Mora	19	H	A	4	40%
Pantoja Sonia	19	H	B	5	50%
Perez Ivan	14	L	C	1	10%
Davalos Juan	16	M	TOTAL	10	100%
Pacheco John	15	M			
				Step 3	



Step 4					
ANALYSIS					
QUESTION 5					
Step 5					
SCORES	OPT		FREQ.	PERCET…	LEVEL
18-18-19-19-	A		4	40%	HIGH
16-17-17-16-15	B		5	50%	MIDDLE
14	C		1	10%	LOW

Question 6 Susan is ……than Mary

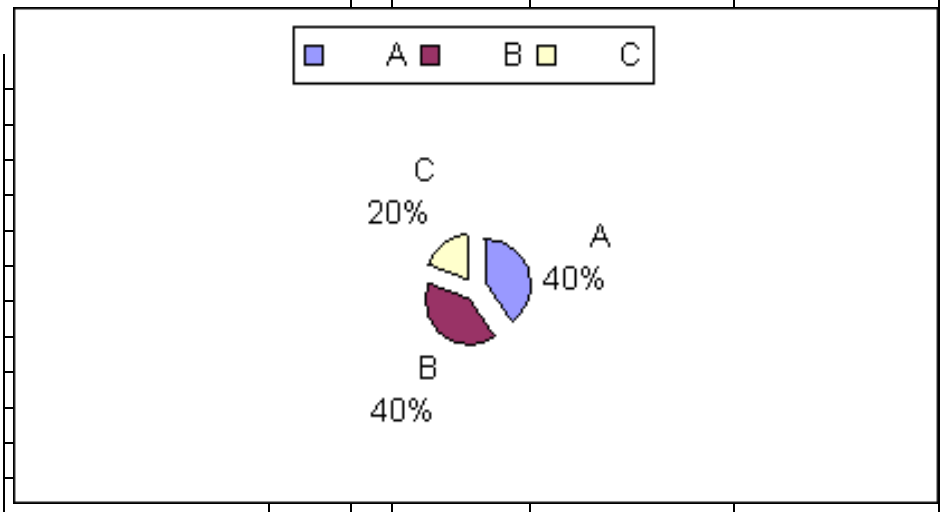
Step 1					
Names	Sco.				
Salgado Anibal	18	H		**Step 2**	
Perez Julio	18	H			
Pahceco Luis	17	M			
Davalos Luis	17	M			
Jimenes Jorge	14	L			
Glays Mora	15	M	**OPTIONS**	**FREQUENCY**	**PERCENTAGE**
Pantoja Sonia	17	M	A	2	20%
Perez Ivan	16	M	B	7	70%
Pacheco Juan	15	M	C	1	10%
Davalos Juan	16	M	**TOTAL**	**10**	**100%**
				Step 3	



Step 4					
ANALYSIS					
QUESTION 6					
Step 5					
SCORES	**OB.**		**FREQ…**	**PERCENT…**	**LEVEL**
18-18	A		2	20%	HIGH
17-17-15-17-16-15	B		7	70%	MIDDLE
16	C		1	10%	LOW
14					

Question 7 There…….a good restaurant in this town.

Step 1					
Names	Sco.				
Salgado Anibal	17	M		**Step 2**	
Perez Julio	19	H			
Pacheco Luis	16	M			
Davalos Luis	14	L			
Jimenes Jorge	15	M	**OPTIONS**	**FREQUENCY**	**PERCENTAGE**
Gladys Mora	18	H	A	4	40%
Pantoja Sonia	18	H	B	4	40%
Perez Ivan	18	H	C	2	20%
Pahceco Juan	16	M	**TOTAL**	**10**	**100%**
Davalos Juan	14	L			
				Step 3	



Step 4					
ANALYSIS					
QUESTION 7					
Step 5					
SCORES	**OPT.**		**FREQ…**	**PERCENTAGE**	**LEVEL**
19-18-18-18	A		4	40%	HIGH
17-16-15-16-	B		4	40%	MIDDLE
14-14	C		2	20%	LOW

Question 8 Peter didn't …….his Englih homework.

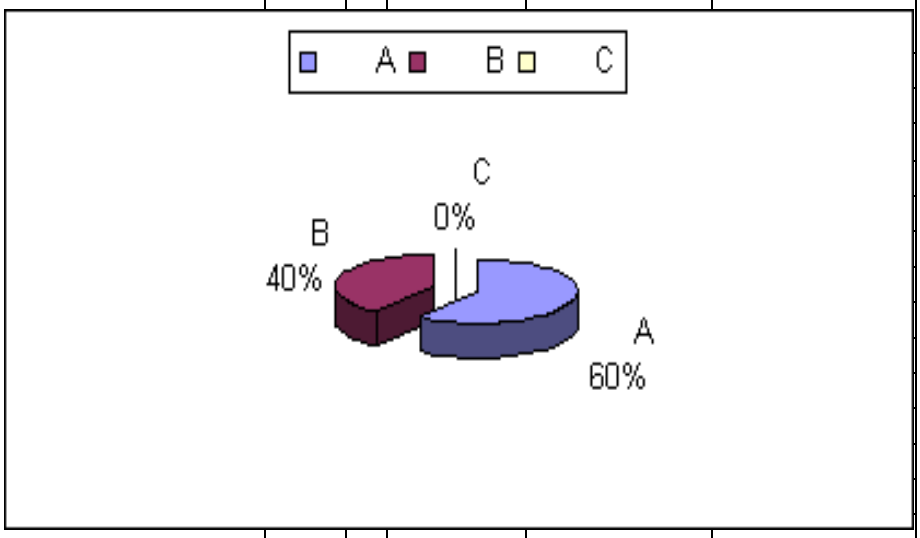
Step 1

Names	Sc.		
Salgado Anibal	19	H	
Perez Julio	18	H	
Pacheco Luis	18	H	
Davalos Luis	17	M	
Jimenes Jorge	19	H	
Gladys Mora	18	H	
Pantoja Sonia	18	H	
Perez Ivan	17	M	
Davalos Juan	16	M	
Pacheco John	16	M	

Step 2

OPTIONS	FREQUENCY	PERCENTAGE
A	6	60%
B	4	40%
C	0	0%
TOTAL	**10**	**100%**

Step 3



Step 4

ANALYSIS

QUESTION 8

Step 5

SCORES	OPT.		FREQ….	PERCENT…	LEVEL
19-18-18-19-18-18	A		6	60%	HIGH
17-1716-16	B		4	40%	MIDDLE
	C		0	0%	0

Question 9 He……..to school by bus every day

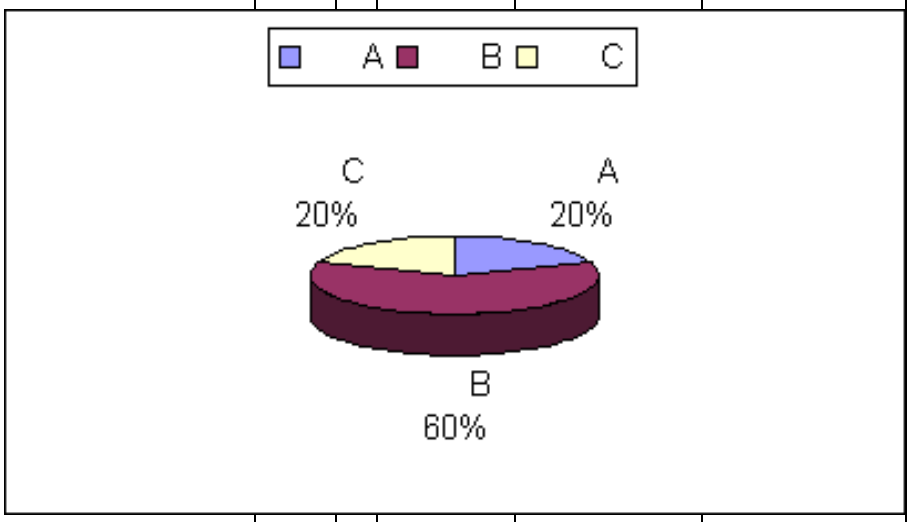
Step 1

Names	Sc.		
Salgado Anibal	18	H	
Perez Julio	16	M	
Pacheco Luis	18	H	
Davalos Luis	17	M	
Jimenes Jorge	17	M	
Gladys Mora	16	M	
Pantoja Sonia	14	L	
Perez Ivan	15	M	
Davalos Juan	14	L	
Pacheco John	16	M	

Step 2

OPTIONS	FREQUENCY	PERCENTAGE
A	2	20%
B	6	60%
C	2	20%
TOTAL	**10**	**100%**

Step 3



Step 4

ANALYSIS

QUESTION 9

Step 5

SCORES	OPT.		FREQ….	PERCENT…	LEVEL
18-18	A		2	20%	HIGH
16-17-17-16-15-16	B		6	60%	MIDDLE
14-14	C		2	20%	0

Question 10 **Susan has ……her English homework.**

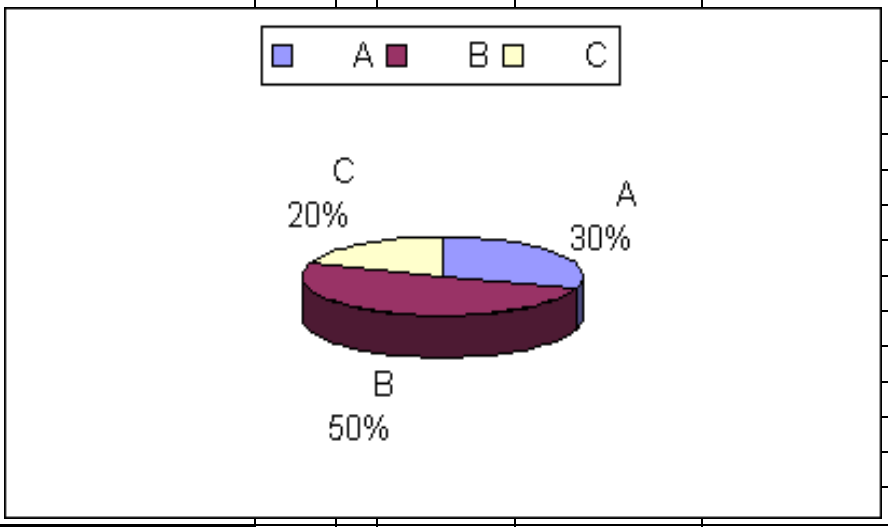
Step 1

Names	Sc.		
Salgado Anibal	17	M	
Perez Julio	19	H	
Pacheco Luis	18	H	
Davalos Luis	16	M	
Jimenes Jorge	15	M	
Gladys Mora	18	H	
Pantoja Sonia	15	M	
Perez Ivan	14	L	
Davalos Juan	15	M	
Pacheco John	16	M	

Step 2

OPTIONS	FREQUENCY	PERCENTAGE
A	3	30%
B	5	50%
C	2	20%
TOTAL	**10**	**100%**

Step 3



Step 4

ANALYSIS

QUESTION 10

Step 5

SCORES	OPT.		FREQ.…	PERCENT…	LEVEL
19-18-18	A		3	30%	HIGH
17-16-15-15-15-16	B		5	50%	MIDDLE
14	C		2	20%	LOW

POST-TEST

Question 1.	Where……..you yesterday ?

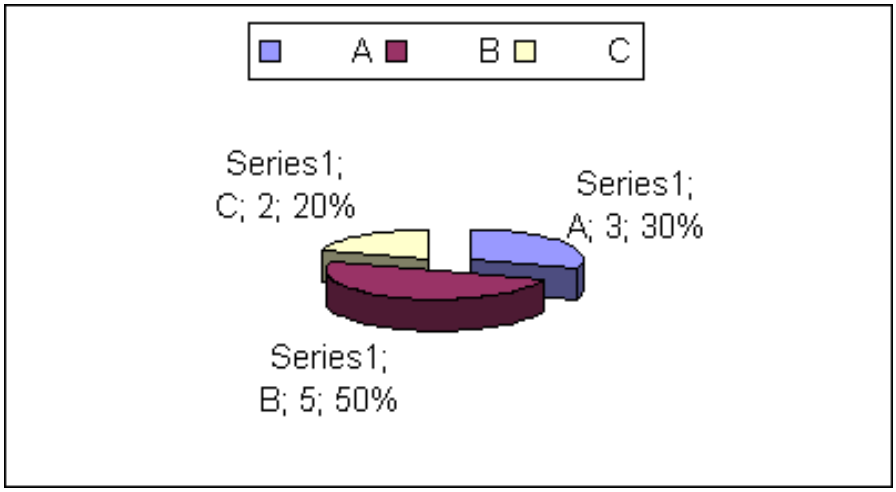
Step 1

Names	**Sco.**	
Salgado Anibal	**18**	H
Perez Julio	**19**	H
Pacheco Luis	**14**	L
Davalos Luis	**15**	M
Jimenes Jorge	**18**	H
Gladys Mora	**16**	M
Pantoja Sonia	**15**	M
Perez Ivan	**14**	L
Davalos Juan	**17**	M
Pacheco John	**16**	M

Step 2

OPTIONS	FREQUENCY	PERCENTAGE
A	3	30%
B	5	50%
C	2	20%
TOTAL	10	100%

Step 2



Step 4

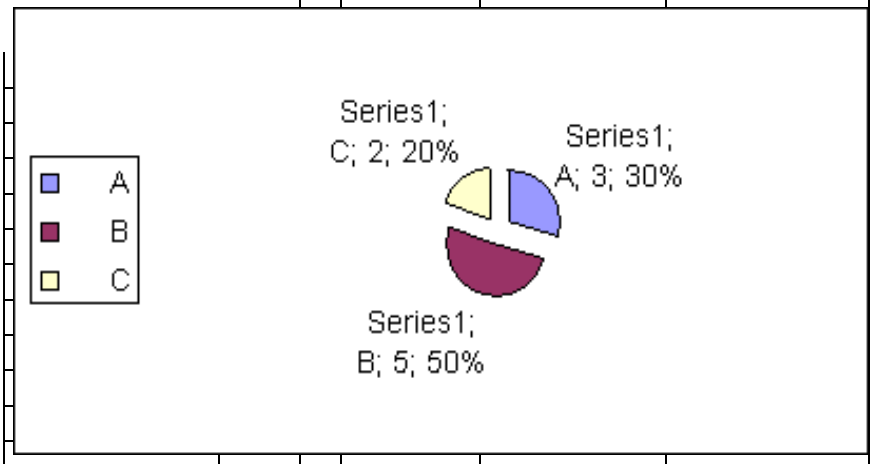
ANALYSIS
QUESTION 1

Step 5

SCORES	**OPT**		**FREQ…**	**PERCENT..**	**LEVEL**
18-19-18	A		3	30%	HIGH
15-16-15-17-16	B		5	50%	MIDDLE
14-14	C		2	20%	LOW

Question 2 . …she enjoy in the party last night ?

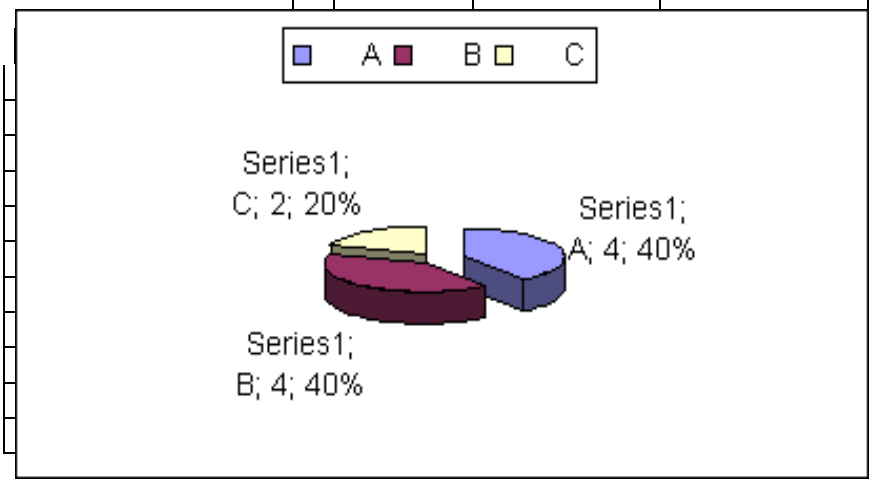
Step 1					
Names	**Sc**				
Salgado Anibal	17	M		**Step 2**	
Perez Julio	17	M			
Pacheco Luis	17	M			
Davalos Luis	18	H			
Jimenes Jorge	18	H	OPTIONS	FREQUENCY	PERCENTAGE
Gladys Mora	18	H	A	3	30%
Pantoja Sonia	16	M	B	5	50%
Perez Ivan	14	L	C	2	20%
Davalos Juan	17	M	**TOTAL**	**10**	**100%**
Pacheco John	14	L			
				Step 3	



Step 4					
ANALYSIS					
QUESTION 2					
Step 5					
SCORES	**OPT.**		**FREQ…**	**PERCENT--**	**LEVEL**
18-18-18	A		3	30%	HIGH
17-17-17-16	B		5	50%	MIDDLE
17	C				
14-14			2	20%	LOW

Question 3 **We……tennis in the school yesterday.**

Step 1					
Names	**Sc**				
Salgado Anibal	17	M		**Step 2**	
Perez Julio	19	H			
Pacheco Luis	16	M			
Davalos Luis	15	M			
Jimenes Jorge	18	H	**OPTIONS**	**FREQUENCY**	**PERCENTAGE**
Gladys Mora	18	H	A	4	40%
Pantoja Sonia	16	M	B	4	40%
Perez Ivan	18	H	C	2	20%
Davalos Juan	14	L	**TOTAL**	**10**	**100%**
Pacheco John	13	L			
				Step 3	



Step 4

ANALYSIS

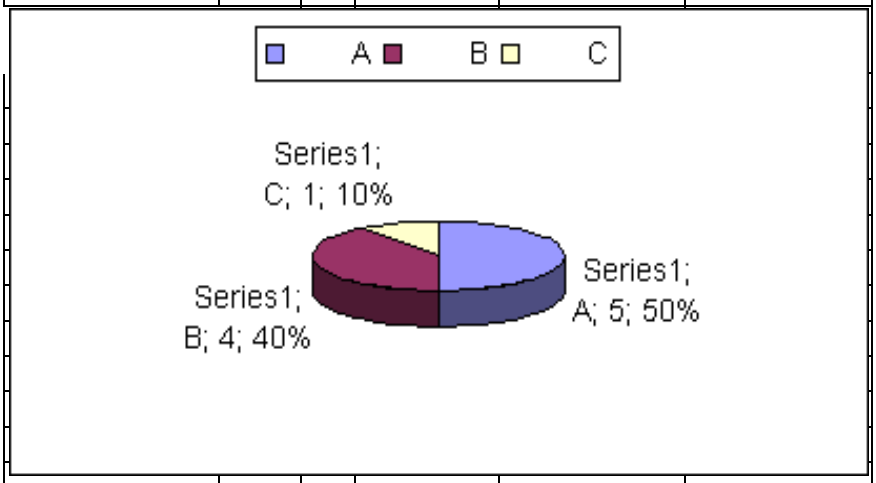
QUESTION 3

Step 5

SCORES	**OPT**		FREQ…	PERCENT	LEVEL
19-18-18	A		4	40%	HIGH
17-16-15-16-	B		4	40%	MIDDLE
14-13	C		2	20%	LOW

Question 4 **This is the ……day of my life.**

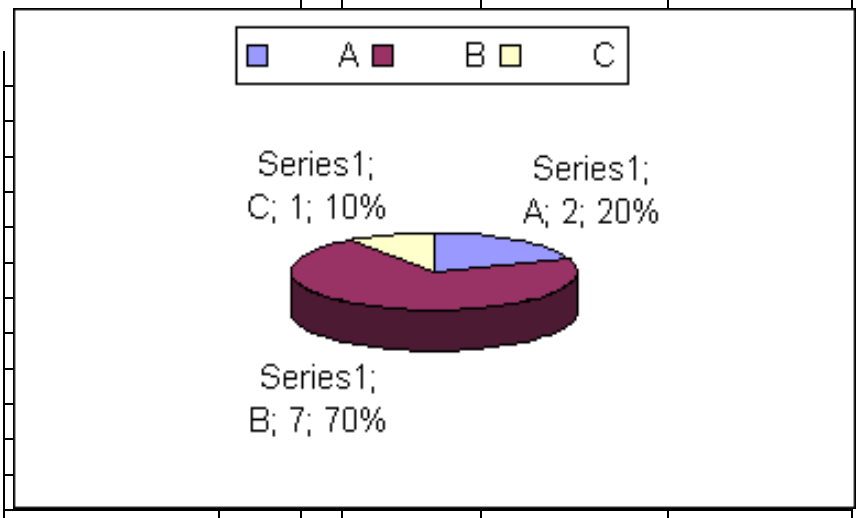
Step 1					
Names	Scor				
Sagado Anibal	16	M			
Perez Julio	18	H		**Step 2**	
Pacheco Luis	14	L			
Davalos Luis	15	M			
Jimenes Jorge	18	H	**OPTIONS**	**FREQUENCY**	**PERCENTGE**
Gladys Mora	18	H	A	5	50%
Pantoja Sonia	18	H	B	4	40%
Perez Ivan	16	M	C	1	10%
Davalos Juan	15	M	**TOTAL**	**10**	**100%**
Pacheco John	16	M			
				Step 3	



Step 4					
ANALYSIS					
QUESTION 4					
Step 5					
SCORES	**OPT-**		**FREQ…**	**PERCENT**	**LEVEL**
18-18-18	A		5	50%	HIGH
16-15-16-15-16	B		4	40%	MIDDLE
14	C		1	10%	LOW

Question 5 There …….anything intersting on the news

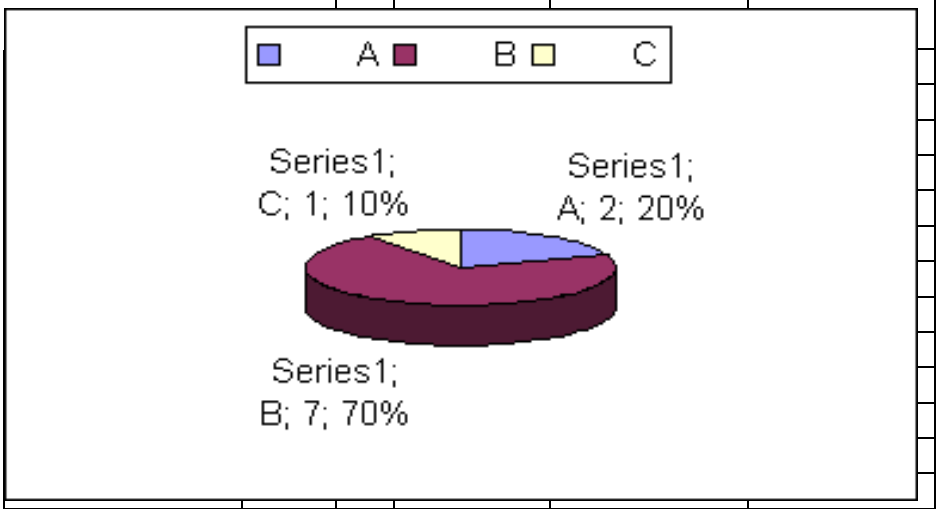
Step 1					
Names	Scor				
Sagado Anibal	17	M			
Perez Julio	16	M		**Step 2**	
Pacheco Luis	18	H			
Davalos Luis	15	M			
Jimenes Jorge	16	M	**OPTIONS**	**FREQUENCY**	**PERCENTGE**
Gladys Mora	17	M	A	2	20%
Pantoja Sonia	18	H	B	7	70%
Perez Ivan	14	L	C	1	10%
Davalos Juan	15	M	**TOTAL**	**10**	**100%**
Pacheco John	18	H			
				Step 3	



Step 4					
ANALYSIS					
QUESTION 5					
Step 5					
SCORES	**OPT-**		**FREQ…**	**PERCENT**	**LEVEL**
18-18	A		5	50%	HIGH
17-16--15-16-17	B		4	40%	MIDDLE
16-15	C				
14			1	10%	LOW

Questio 6 John……..studied English and French

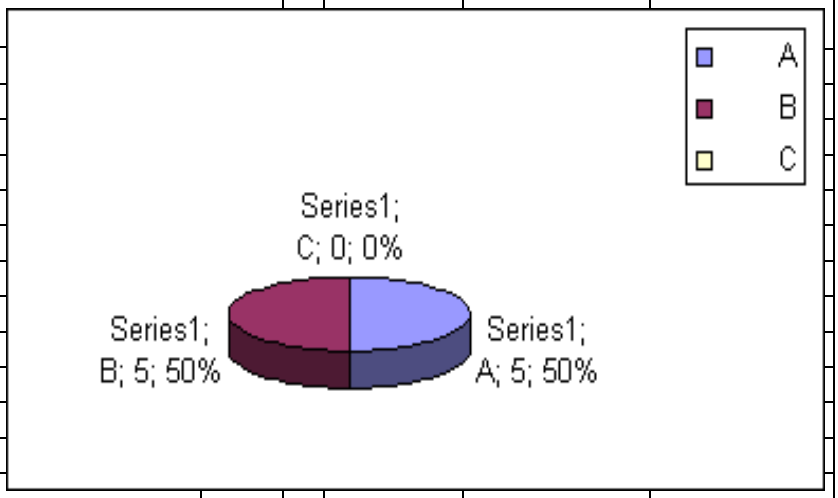
Step 1					
Names	Scor				
Sagado Anibal	15	M			
Perez Julio	16	M		**Step 2**	
Pacheco Luis	17	M			
Davalos Luis	16	M			
Jimenes Jorge	18	H	**OPTIONS**	**FREQUENCY**	**PERCENTGE**
Gladys Mora	17	M	A	2	20%
Pantoja Sonia	18	H	B	8	80%
Perez Ivan	16	M	C	0	0%
Davalos Juan	16	M	**TOTAL**	**10**	**100%**
Pacheco John	15	M			
				Step 3	



Step 4					
ANALYSIS					
QUESTION 6					
Step 5					
SCORES	**OPT-**		**FREQ…**	**PERCENT**	**LEVEL**
18-18	A		2	50%	HIGH
17-16--15-16-17	B		8	80%	MIDDLE
16-15-16	C				

Question 7 **They …….go to work in Canada next year**

Step 1					
Names	Scor				
Sagado Anibal	18	H			
Perez Julio	16	M		**Step 2**	
Pacheco Luis	16	M			
Davalos Luis	18	H			
Jimenes Jorge	18	H	**OPTIONS**	**FREQUENCY**	**PERCENTGE**
Gladys Mora	18	H	A	5	50%
Pantoja Sonia	18	H	B	5	50%
Perez Ivan	17	M	C	0	0%
Davalos Juan	16	M	**TOTAL**	**10**	**100%**
Pacheco John	16	M			
				Step 3	



Step 4					
ANALYSIS					
QUESTION 7					
Step 5					
SCORES	**OPT-**		**FREQ…**	**PERCENT**	**LEVEL**
18-18-18-18-18	A		5	50%	HIGH
16-16-17-16-16	B		5	50%	MIDDLE

Question 8 Susan and Mary ……sisters.

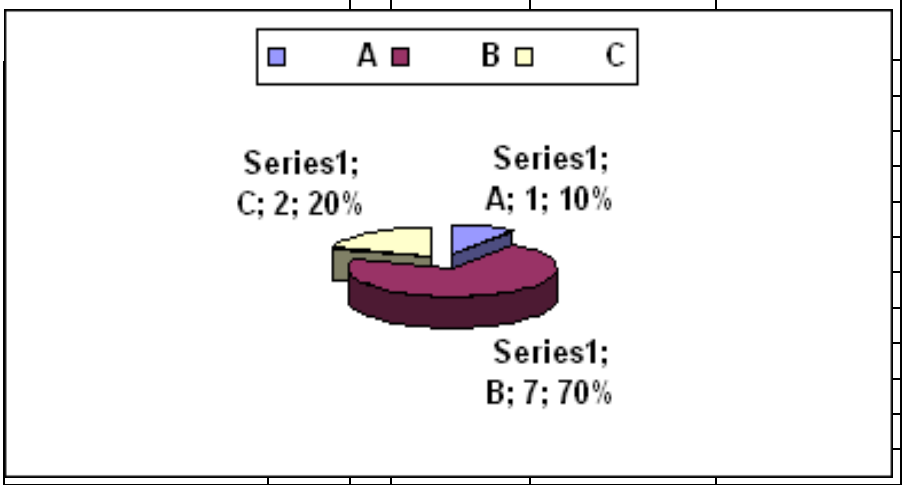
Step 1

Names	Scor		
Sagado Anibal	16	M	
Perez Julio	18	H	
Pacheco Luis	17	M	
Davalos Luis	16	M	
Jimenes Jorge	15	M	
Gladys Mora	14	L	
Pantoja Sonia	14	L	
Perez Ivan	17	M	
Davalos Juan	16	M	
Pacheco John	16	M	

Step 2

OPTIONS	FREQUENCY	PERCENTGE
A	1	10%
B	7	70%
C	2	20%
TOTAL	**10**	**100%**

Step 3



Step 4

ANALYSIS

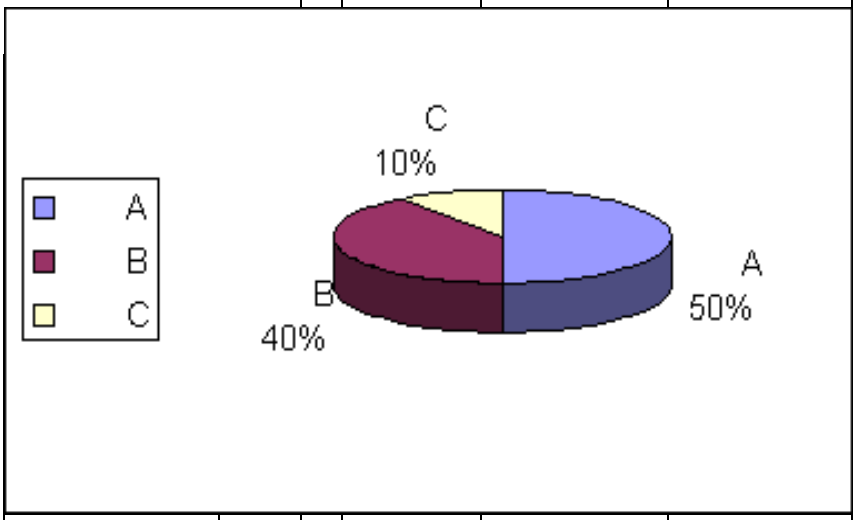
QUESTION 8

Step 5

SCORES	OPT-		FREQ…	PERCENT	LEVEL
18	A		1	10%	HIGH
16-17-16-15-17-16-16	B		7	70%	MIDDLE
14-14			2	20%	LOW

Question 9 Edith is …….intelligent that Susan

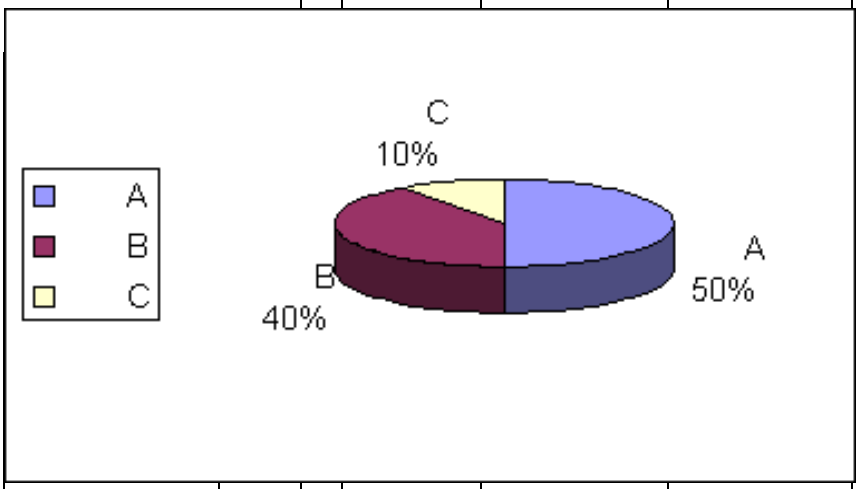
Step 1					
Names	Scor				
Sagado Anibal	19	H			
Perez Julio	18	H		**Step 2**	
Pacheco Luis	18	H			
Davalos Luis	16	M			
Jimenes Jorge	15	M	**OPTIONS**	**FREQUENCY**	**PERCENTGE**
Gladys Mora	18	H	A	5	50%
Pantoja Sonia	18	H	B	4	40%
Perez Ivan	17	M	C	1	10%
Davalos Juan	14	L	**TOTAL**	**10**	**100%**
Pacheco John	16	M			
				Step 3	



Step 4					
ANALYSIS					
QUESTION 9					
Step 5					
SCORES	**OPT-**		**FREQ…**	**PERCENT**	**LEVEL**
19-18-18-18-18	A		5	50%	HIGH
16-16-17-16	B		4	40%	MIDDLE
14			1	10%	LOW

Question 10 Peter has a new computer more……than yours

Step 1					
Names	Scor				
Sagado Anibal	18	H			
Perez Julio	16	M		**Step 2**	
Pacheco Luis	17	M			
Davalos Luis	16	M			
Jimenes Jorge	16	M	**OPTIONS**	**FREQUENCY**	**PERCENTGE**
Gladys Mora	17	M	A	1	10%
Pantoja Sonia	17	M	B	9	90%
Perez Ivan	17	M	C	0	0%
Davalos Juan	16	M	**TOTAL**	**10**	**100%**
Pacheco John	16	M			
				Step 3	



Step 4					
ANALYSIS					
QUESTION 10					
Step 5					
SCORES	**OPT-**		**FREQ…**	**PERCENT**	**LEVEL**
18	A		1	10%	HIGH
16-17-16-16-16	B		9	90%	MIDDLE
17-17-16-16-				0%	LOW

ANALYSIS OF RESULTS

PERFORMANCE

ANALYSIS OF THE RESULTS

SIGNIFICANCE OF THE DIFFERENCES between PRE-TEST : AND EXPERIMENTAL POST-TEST.

Table 1 Calculate of the Median of the sample values

Group 1 : Control Group 2 : Experimental

Pre-test

X	x	x^2
16	+ 2	4
16	+ 2	4
15	+ 1	1
15	+ 1	1
14	0	0
14	0	0
13	- 1	1
13	- 1	1
12	- 2	4
150/10		20
Mean = 15		

Post-test

X	x	x^2
18	+ 3	9
17	+ 2	4
16	+ 1	1
16	+ 1	1
15	0	0
15	0	0
15	0	0
14	- 1	1
12	- 3	9
140/10		25
Mean=14		

$$S_{X1 \_ X2} = \sqrt{\frac{\Sigma X1^2 + \Sigma X2^2}{n_1 + n_2 - 2}} \left(\frac{1}{n} + \frac{1}{n} \right)$$

$$Sx1 - x2 = \sqrt{\frac{25 + 20}{10 \quad 10 - 2}} \left(\frac{1}{10} + \frac{1}{10} \right)$$

$$Sx1 - x2 = \sqrt{\frac{45}{18}} \quad \frac{(2)}{20}$$

$$Sx1 - X2 = \sqrt{\frac{90}{180}}$$

$$Sx1 - x2 = \sqrt{0.5}$$

$$Sx1 - X2 = 0{,}70$$

$$T = \frac{\bar{X}1 - \bar{X}2}{}$$

$$T = \frac{SX1 - X2}{0.70} = \frac{15 - 14}{0.70} = 1.42$$

$$gdl = n1 + n2 - 2$$

$$gdl = 10 + 10 - 2$$

$$gdl = 18$$

Reason $t = 1.734$

Calculate

Reason $1.42 > 1,1.73$ reason t

One tail

The null hypothesis
Is accepted.

ANALYSIS OF THE RESULTS

Summary

During previous studies in the Pre-Test both groups demonstrated the existence of a relation between patterns of attachment and their abilities and knowledge on the English Language.

The objective of the study were:

a) To investigate the relation between patterns of attachment and the abilities focused in grammar process.

b) To explore the existence of trend in the development of abilities Actually, several studies demonstrate that students show an interesting abilitie in understanding other's minds. The test, the effects of a specific process.

I have made the project of metacognition as strategy in reading skills. As an innovative new subject in English Language..

c) To test both "A" and "B" the effects of training were received first in a pre-test, after a post-test, in both cases the scores were accepted having advantage in metacognition process..

Final Results

We analysed data from both the system of traditional English learning and metacognition version. Our data showed a relation between patterns of attachment and abilities .Having secure attachment advantage can be predictive in the development of metacognition.

Data underlines the existence of a trend in the development of abilities in Metacognition, the significant different between traditional procedures and metacognition develop students' knowledge and e improved their understanding and comprehension as a specific training

One of the innovative work is to learn about many different English language teaching methods . Techniques and principles in Language teaching using cognitive strategies and monitoring comprehension which allows students to evaluate how well they are understanding the metacognitive process while they are engaged in doing it. These activities allow students to reflect on their understanding of the article at different stages predicting what may come out next and drawing on previous cultural and personal exprerience. All of which help in detecting comprehension about the Metacognition processes.

Another innovation is to help students uncover the thoughts that guide their own actions as a link between thought and action., Where a method is a coherent set of such links in the sense that there should be some theoretical or philosophycal comparatibility among the links. In the different fields of metacognition, which variously refers to the study of memory- monitoring and self- regulation, metareasoning, consciousnes and awareness and uconsciousness and self awareness.

In practice these capacities are used to regulate one's own cognition to maximize one's potential to think, learn and to the evaluation of proper ethical or moral rules.

The introduction of Metacognition as an imporant subject in the educational processes is to encourage students to assume control of comprehension of metacognition monitoring by learning step –by-step the metacognitive strategies to develop different activities to cover their goals. In monitoring of one's thinking about one's backgroung knowledge assumptions, and the auxiliary hypotheses (observing work) and assessing their validity as well. Students should pèrform the task under observation. Then we wil have a great opportunity to learn with simultaneously explaining what are they are doing .

CONCLUSION

CONCLUSIONS

1.- In the previous teaching program we had the opportunity of observing the attitude in student groups, who have come to the Institute to study the English., language. Teachers have always known that their students have different strengths. and they should be prepared to resolve any student requirement.

2, Initially, the students are oriented in something about the teaching procedures: they will learn, strategies, techniques and principles of language learning . .They are oriented too,in how they will be evaluated and the activities of the class how the learning materia will be used ect.

3, In the language teaching field, some of the different learning levels amongs students have been attributed to students' having different learning or cognitive styles. Now the teachers is to be able to transmite new knowledge, exploring language teaching methodology innovations.

4 Teachers will be able to check the students' understanding of **L**earning strategies, Cooperative Leraning and Multiple Intelligences, Applying adequate inteviewing procedures to t he group of students Incorporating the learning strategies which students should know.

..**5.** The teacher acceptes what each student says, sharing about **t**heir learning experiences allowing methodological innovation that have resolves around language learners.

Does it make sense to you that language teachers should think About teaching skills such as as working cooperatively that which is related directly to language.?.


RECOMMENDATION

RECOMMENDATIONS

1. The teacher should be able to understand what the students say The teacher should ask students to give them the respective Support with reflection in order help them..

2 Students learn best when they have a choice in what they Practice Students develop an inner wisdom about where they need to work If students feel in control, they can take more responsibility for their own learning.

3 Students need to learn and descriminate, for example in Perceiving the similarities and differences in the target language forms Students in groups an begin to feel a sense of community and can learn from each other as well cooperation,not competition is encouraged.

4, Developing a community among the class members builds confidense and can help to reduce the perceived of the new learning situation. In addition to reflecting on the language, students reflect on what they have experienced.

5 As a recommendation teachers and students should be **r**eady to understand .

PART 5

PROPOSAL

PART 5

THE PROPOSAL

SPECIAL TRAINING FOR TEACHERS

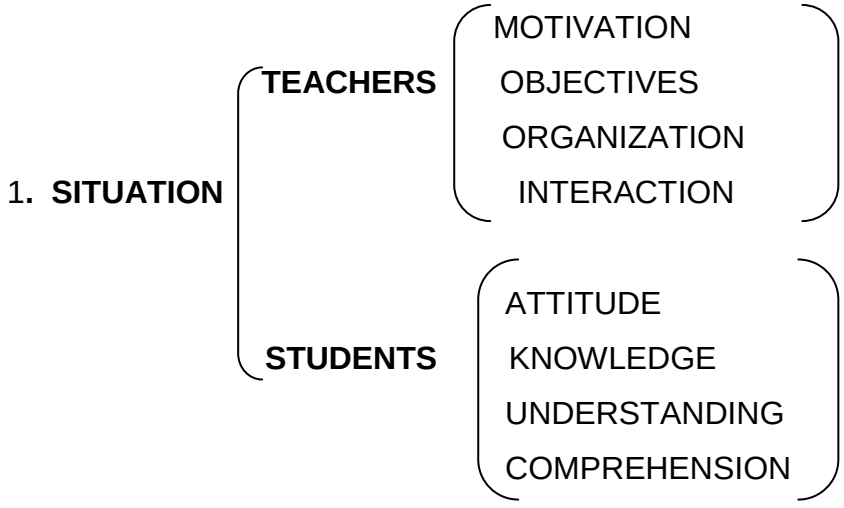
BASIC ASSUMPTIONS

A GOAL –REFERENCED INSTRUCTIONAL MODEL

INTRODUCTION

There are many ways of thinking about education. A beginning teacher, faced with the necessity of the deciding what will take place during his first session in the classroom, usually asks the following questions: ***What I shall do ?*** This is the realistics questions, for in most personal decisions people try to consider ***what they have to do***. Yet, in the case of education, it is the wrong question. The proper question that any teacher should ask himself is " ***What do I want my learners to become*** ?

Four stages should be considered to develop the proposal sedign. Five stages:



2. **MISSION** :

WHO ? TEACHERS
WHAT ? TEACHING SEMINAR
HOW ? DEVELOPING PLANNING
WHEN ? AS SOO AS POSSIBLE
WHERE?:TECHNICAL ENGLISH CENTER

3 EXECUTION : PROGRAMS AND PLANNING

4 **LOGISTICS** ECONOMICAL ORGANIZATION

5. **LEADERSHIP** liNSTRUCTORS.

In the case of the beginning teacher, it is possible that his / her selection will be guided by one overriding motive.-to fill time. Most beginning teachers fear the prospects of ending a class period twenty minutes early and then having nothing planned to do more than anything else. They will select almost any instructional activity that promises to " look instructional " and occupy time.

TEACHING EFFECTIVENESS

For many years educational researchers and theorists have attemted to reach a satisfactory conception of " the effective teacher " .Generally, approaches to this task have been too simplistic. There has been an attempt to identify the good teacher in terms of definite attributes he/she possessed or certain classroom procedures he /she employed teacher, dealing with particular learners, in a particular environment , as he/she attempts to achieve particular instructional goals.

DESCRIPTION

The intellectual decision making the teacher engages in prior to and after instructions and , as such, is scheme.
The major components of this instructional scheme are depicted diagrammatically in the flow chart.

Proposal

A five days, three hours daily Seminar for teachers on: Use of recreational English Teacching Techniques methods, strategies in : Metacognition and reading skills, in the TEC (Technical English Center) in the Magadalena Area. Quito City.

Objectives

- To show the importance of applying Metacognition Teaching as a strategy in reading skills.
- To show how metacognition help teachers and students reduce attrition and improve learning procedures.
- To realize that English can be learned and taught in a fun way.
- To understand that " ignorance of new teaching methods is not an excuse for not improving the way of teaching .

Pre- assessment

This seminar has the Objective to reach an exellent goal to teachers in the Methodological innovative subject of the Metacognition as a strategy in reading skills. This instructional model requires the teacher to identify the learner's entry behavior . The term pre- assessment is used rather than pre-testing only because pre-assessment may suggest more varied assessment procedures than the use of paper and pencil test.

METACOGNITION

Considering the importance of the definition of Metacognition as a higher order of thinking and an active control over the cognitive processes engaged in learning. in other words it can be described as " thinking about one's thinking "

The Introduction of the term of Metacognition is most often associated with Flavell (1979) who says metacognition consist of :

* **metacognitive knowledge and**
* **metacognitve experiences or regulations**

Metacognition includes the ability to ask and answer the following types of questions. :

> **What do I know about this subject, topic, issue ?**
> **Do I know what do I need to know ?**
> **Do I know where I can go to get some information, knowledge ?**
> **How much time will need to learn this ?**
> **Did I understand what I just heard, read or saw ?**
> **How can I spot an error if I make one ?**

Introducing metacognition includes thoughts about what are we know or don't know and regulating how we go about learning it involves both the conscious awareness and the consciousness of one's learning, Leaning how to learn involves possessing or acquiring the knowledge and skills to learn effectively in whathever learning situation a learner encounters.

When reviewing progress we can establish evidence of achievements, and agree action for improving performance introducing the process in the metacognitive strategies combined with learning to learn means learners are able to :

- **Take control of their own learning plan**
- **Develop a personal learning plan**
- **Diagnose their own strenghs and weaknesses as learner.**
- **Chart and plan a programme of learning new concepts, skills, and ideas.**
- **Recognize and use experiences from everyday life as learning resources.**
- **Negotiate and survive educational bureaucracy**
- **Utilize modern technology as a learning resources.**
- **Understand the conditions under which they learn best.**

The theory that metacognition has a critical role to play in successful metacognitive or executive functions. It is important that it be demonstrated by both students and teachers. Students who demonstrate a wide range of metacognitive skills perform better in exams and complete work more efficiently .. They are self regulated learners who utilize the right tools for the job, and modify learning strategies and skills based on their awareness of effectiveness.

DEVELOPMENT OF THE WORKSHOP

DEVELOPMENT OF THE WORKSHOP

THEME:

METACOGNITION AS A STRATEGY IN READING SKILLS.

DAY 1

FOUR HOURS: 08:00 TO 12

* Goals / objectives of the Seminar
* Recreational Teaching Techniques
* Inductive plays
* Environments for learning
* Recreational Material and Graphic Tools.

DAY 2

FOUR HOURS : 80:00 TO 12

* **Attrition of English Learners**
* **Why to keep you students busy**
* **Interst and participation of students in the learning Process.**

DAY 3

FOUR HOURS. : 08:00 TO 12

* How to improve English learning on your students
* Questions from the teachers present
* Analisis of the grammar by the teachers present
* Comments and suggestions.

DAY 4

FOUR HOURS : 08:00 TO 12

Types ob knowledge

* **Metacognition Linkage to Intelligence**

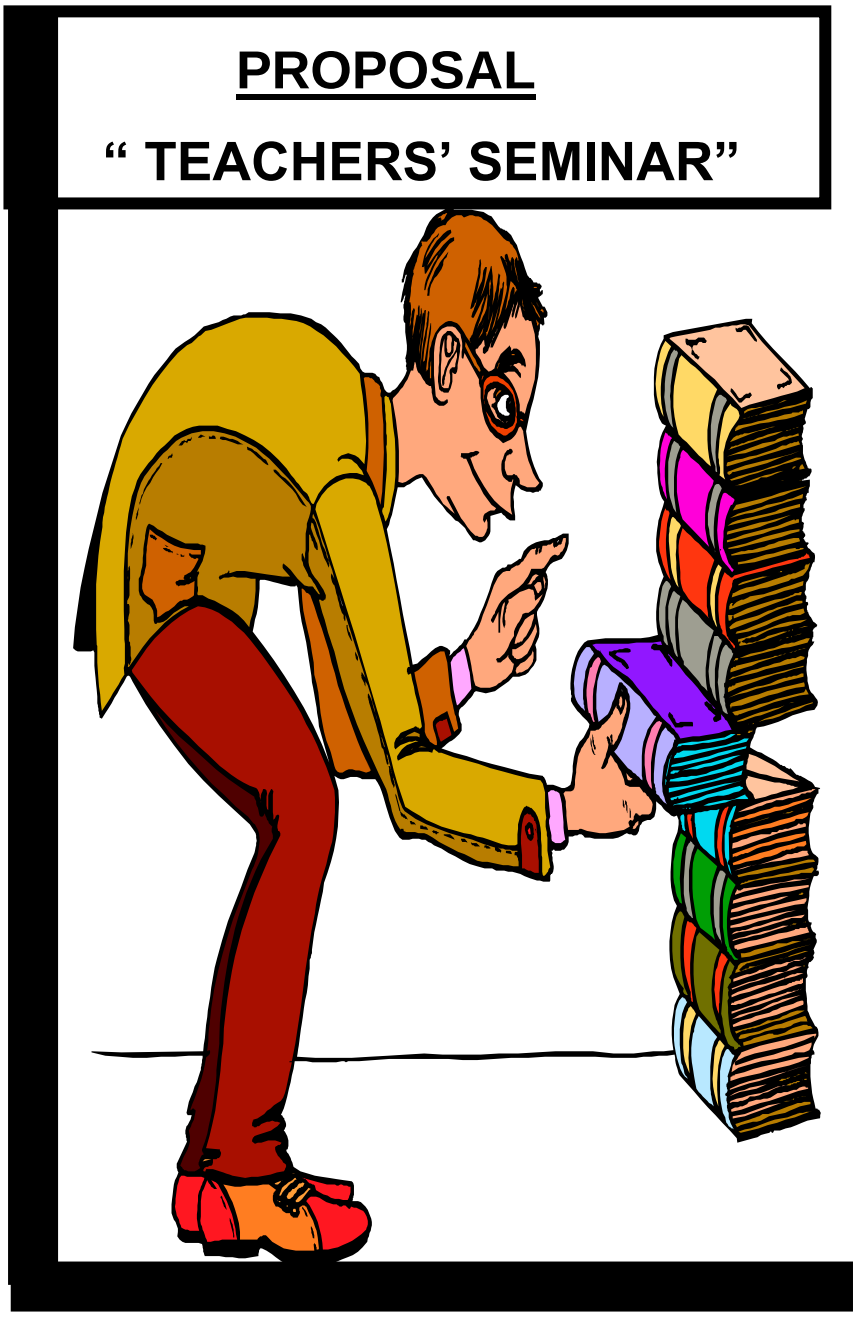
DAY 5

FOUR HOURS :08:00 TO 12

* Reading skills Definition. Examples: summary

PROPOSAL

“ TEACHERS’ SEMINAR”



SEMINAR FOR TEACHERS

THEME : METACOGNITION AS A STRATEGY IN READING SKILL ;

CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	TIME	EVAL.
➢ Attrition to Learning. ➢ Keeping Students Busy ➢ How to improve English learning ➢ Applying Metacognition Knowledge. ➢ Applying Strategies wth Students. ➢ Applying Reading skills	* know the Importance of metacognition as a strategy in reading skills * To show recreational activities in classroom Combined with metacognition knowledge. * Show students Definitions types and Specific subjects In metacognition	* Lecture * Workshow * teachers Participation * Role play * Comments * Interview * Sugestions *Recomendatio	* computers * Flash cards * Bibliogarphy * Pictures * Mameras * Film * CD player * Markers	4 h each day	tea-. chers criteria Group work Attitude Essay.

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5.3 BIBLIOGRAPHY

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Diane Larsen - Freman : OXFORD

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The impact of metacognition and problem solving strategies..
References : Bairm J. (1999) Self- regulated teaching for self-regulated language learning. Paper presented at the meeting of the Eigh European Conference for Research on Learning Instructions, Goteborg Sweden.

Developing Metacognition , ERIC Digest, By Author Blakey, Elaine Sheila. NY.

First meeting of the EARLI SIG on Metacognition : Amsterdan, the Netherland June 30-july 2.2004 , by: Santelli E. Pinelli, M.

Metacognition and Reading to learn By: Norma Decker Collins. And Dr. Carl B. Smith, Profesor.

5.4 GLOSSARY

Analysis of variance :

(ANCOVA) A more sophisticated version of ANOVA.

Analysis of variance

(ANOVA) A statistical procedures for testing the difference between two or more means.

Applied linguistics:

A broad field of inquiry concerned with the study of language use.

Case of study

The investigation of the way a single instance or phenomenon functions in context.

Central tendency:

The tendency of a set of scores to cluster around a particular value**.**

Elicitation:

A range of procedures for obtaining speech sample s and other data from subject

Hypothesis:

A formal statement about an expected relationship between two or more variables ehich can be tested through an experiment.

Mean :

The avarage of a set of scores, obtained by adding the the scores together and dividing by the total number of scores.

Media :

That value of a set of scores which has the same nember of observation above and below it when the observations are ranked from highest to lowest.

Quasi-experiment.

A procedure for testing an hypothesis by setting up a situation in which the strengh of the relationship between variables can be tested

Range:

The difference between the highest and lowest values in a set of scores.

Research :

A systematic process of inquiry consisting of three elements or components _(1) a question, problem, or hypothesis (2) data, and (3) analysis and interpretation od data.-

Standard deviation:

A measure of the dispersion of a set of scores from the mean of scores**,**

Statistics:

Sets of mathematical procedures for collecting, clasifying and anaysing quantitative data.

Competence :

Implict knowledge we have about the language

Rate :

The amout of time it takes children to learn a speak, sounds structure, or specific number of words.

5.5 ANNEX

.

* **Pre-test**
* **Post test**


P RE-TEST

PRE-TEST

Test 1

Intermediate.

Directions for items 1 to-10 select the correct answer and mark your answer , circle a, b , or c, just one letter is the correct answer.

1. I haven't ……..to the cinema since last year

a. go
b went
c. gone

2. I am……English Teacher Now

a. a
b. an
c. one

3. ……Susan like to cook fish ?

a. Do
b. Done
c. Does

4 **. Who was the woman ……. ?**

a. that you were speaking to.
b. That you spoke
c. That you speak

5 **They …….. the best .students last year**.

a was

b been

c. were

6 **Susan is ……than Mary**

a. more pretty.

b. pretier

c. more pretier.

7. There …… a good restaurant in this town

a, Isn't

b. aren't

c weren't

8. Peter didn't ……his English homework

a does.

b do.

c doing

9**. He …… to school by bus every day.**

a. go

b. goes

c gone

10. Susan has …….. her English homework.

a. do

b. does

c. done


POST- TEST

POST-TEST

1 Where …….. You yesterday ?.

b. is

c. aret

d. Were

2 ……she enjoy in the party last night ?.

a. Does

b. Do

c. Did

3. We……..tennis in the school yesterday.

a. play

b. played

c. playing

4**. This is ……day of my life.**

a. The best

b. The better

c the doodest

5 There _____ anything interesting on the news.

a. Isn't

b. was there

c. Wasn't there

6. John …….studied English and French .

a have
b. has
c. was

7 **They ……go to work in Canada .next year.**

a. going
b. gone
c. will

8**. Susan and Mary …….sisters**

a. wasn't
b. isn't
c. weren't

9**. Edith is……intelligent than Susan.**

a. .more
b. Nice
c. Small

10 Peter has a new computer more …..….than yours.

a. cheaper
b. expensive
b. big.

This is the end of Project