

Artículos científicos

Estrategias cognitivas y meta- cognitivas de comprensión lectora del inglés como segunda lengua

Cognitive and metacognitive strategies for reading comprehension of English as a second language

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Resumen

La presente investigación tiene como objetivo identificar y analizar las estrategias cognitivas y meta-cognitivas de comprensión lectora del inglés como segunda lengua, en estudiantes universitarios de nivel A2 (de acuerdo al Marco Común Europeo de Referencia para las lenguas, MCER) con el fin de determinar el uso de dichas estrategias para alcanzar la comprensión del texto.

La investigación fue dirigida con un enfoque cualitativo se aplicó a 20 estudiantes de una universidad localizada en el sur este del país, se implementó como técnica de recolección de datos un cuestionario con preguntas abiertas y de opción múltiple, y una entrevista personalizada al docente a cargo del grupo, del cuestionario surgieron cuatro categorías, referentes a 1) la percepción de la comprensión lectora por parte de los estudiantes, 2) el uso de estrategias lectoras, 3) dificultades lectoras e 4) interferencia pedagógica. Se concluyó que los estudiantes tiene un conocimiento claro del termino comprensión lectora sin embargo no es lo suficientemente preciso, en función de los momentos de la lectura propuestos en el enfoque meta-cognitivo de la comprensión de textos, se concluyó que lo mayoría estudiantes implementan de manera consiente algunas de las estrategias cognitivas a partir de la segunda fase de comprensión de textos, sin embargo estudiantes optan por la traducción literal, a consecuencia de la deficiencia en el conocimiento lingüístico de la lengua meta L2 por

último, se sugirió aplicar actividades pedagógicas para incrementar la comprensión lectora de textos en inglés.

Palabras clave: Comprensión lectora, meta-comprensión, aprendizaje lingüístico del inglés.

Abstract

This research aims to identify and analyze cognitive and meta-cognitive reading comprehension strategies of English as a second language, in university students with an A2 level (according to the Common European Framework of Reference for Languages, CEFR) to identify the use of these strategies to achieve text comprehension. Qualitative approach research was conducted on a 20 student population from a Southeastern Mexico university, with a data collection technique relying on an open and multiple-choice questions questionnaire, and a personalized interview with the teacher in charge of the group. Four categories emerged from the questionnaire, referring to 1) the perception of the reading comprehension by students, 2) the use of reading strategies, 3) reading difficulties, and 4) pedagogical interference. It was concluded that the students have a clear knowledge of the term reading comprehension, however, it is not precise enough. Based on the reading moments proposed in the meta-cognitive approach to text comprehension, it was determined that most students consciously implement some of the cognitive strategies, starting for the second phase of the 3 stages of the reading comprehension however the students opted for a literal translation as a consequence of the deficiency in the linguistic knowledge of the target language L2. In The End, suggestions concerning the implementation of pedagogical activities were developed to increase reading comprehension of texts in English.

Keywords: Reading comprehension, meta-cognition, English linguistic learning.

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Introduction

Nowadays learning English plays a leading social and cultural role as it has become the global language of communication par excellence. The evaluation of reading comprehension in university students is of vital importance in the educational field for the teaching of English as a second language (L2), since the functioning of cognitive and metacognitive strategies is implemented for the assimilation of a new language and its linguistic context, thus achieving a relationship of learning and knowledge through reading.

According to the Common European Framework of Reference for Languages: learning, teaching, evaluating (CEFR), it establishes sets of common elements to be achieved in the different stages of learning, such as oral expression skills, written expression, listening comprehension, and comprehension of reading, (Clouet, 2010) which determines the linguistic ability and command of a foreign language. In the perspective of Guevara Benítez, Y., Guerra García, J., Delgado Sánchez, U. & Flores Rubí, C. (2014) The use of reading comprehension is essential from the initial to higher level. This is why it is indispensable to have a conscious and reflective reading training capable of establishing linguistic, lexical and grammatical tools in students that allow communication in a second language. However, students show difficulties in their reading skills throughout their academic training, both students and teachers support the implementation of many teaching-learning techniques through exercises to comprehensively develop the four skills of this language.

Therefore, in the university environment the problem of this research arises from the poor reading performance that university students have shown, specifically in the domain of reading ability of texts in English, unfortunately, students mostly know how to read, but they do quite certainly not understand what they read even texts written in their mother tongue, (Spanish). This leads to poor reading comprehension that affects understanding texts such as books, articles, essays, short novels etc., written in English. In effect, these deficiencies in reading comprehension represent an obstacle in the learning process and mastery of the language together with the three written, oral, and listening skills thus the problem becomes even more acute if it is taken into account that students face more complex readings of an academic nature such as essay articles among others, where a higher level of English is required accordingly that the texts become more complex to understand, therefore it is vital to apply strategies cognitive strategies functions that allow to reduce this complexity and thus achieve the desired level of compression.

On the other hand, diverse studies have focused on evaluating students' reading performance from a broader context in this sense, the Program for International Student Assessment (PISA, 2018) dictates that Mexican students obtained scores below From the OECD average specifically in reading, the (Organization for Economic Cooperation and Development [OECD], 2019) noted that 55% of students reached at least level 2 proficiency in reading, these students can identify the idea in a text of moderate length, while around 1% of the students can only understand long texts, which suggests that the percentage is well below that of students from China and Singapore who reached or exceeded this level (OECD, 2019) Meanwhile, according to Guevara Benítez et al. (2014) points out in his research that the problem of low reading comprehension persists at various levels of basic education, it is logical to assume that students who enter university may lack some reading skills therefore it may even imply that students who graduate they may have obstacles to successfully inserting themselves into the competitive job market(pp. 113-121). There is no adequate instrument to measure the levels of reading comprehension in the mother tongue within the university context. Consequently, the problem transcends when it comes to learning a second language.

In the case of higher-level students, there are lines of studies that have focused on the analysis of the complexity of reading comprehension texts written in English, one of the most significant points to a linguistic domain of the target language (L2), Knowledge of vocabulary is a critical skill that affects the processes of reading comprehension and, in particular higher linguistic processes such as grammatical processing and the construction of textual structures and schemes (Jiménez & O'Shanahan Juan, 2010) However, many of the failures in understanding a foreign language text are due to the lack of linguistic keys, vocabulary or handling of grammatical structures, which would undoubtedly facilitate the relationship between the reader and the text .Considering the above, this research aims to identify reading comprehension strategies and analyze how university students make use of cognitive and metacognitive reading strategies for texts in English as a second language.

Literature review

Reading comprehension

The acquisition of knowledge in the field of study and education is achieved through reading, therefore it is important to be clear about the concept of reading, Saravia, G., de Escudero, E. C., de Decavi, S. F., & de Arechaga, G. M. (2018) This refers to a complex process of interaction between the reader and the written text aimed at building the meaning of it. A more significant concept such as reading comprehension, reading is understanding, understanding is above all a process of construction of meanings about the text to be understood. Saravia et al., (2018) On the other hand, there is the role of the reader where Palincsar & Brown (1997) indicate that a good reader is a person who has a creative capacity, where these cognitive strategies serve in a way of support and critical and reflective analysis, during reading (Yana, Arocutipa, Alanoca, Adco, & Yana., 2019) Given this assertion, it is necessary to promote this exercise, being part of a cognitive and meta-cognitive process that in the case of this present study refers to the students, thus they can adapt his reading strategies in effect having a harmonious interaction between the reader and the text, depending on the needs that are required to achieve successful results.

It should be noted that, in line with this research teacher mediation takes an important role in the application of pedagogical strategies for the effective development of reading comprehension. The pedagogical strategies are defined as the actions carried out by the teacher to facilitate the training and learning of the different disciplines of the students (Paya, 2017)

Cognitive Reading Strategies

From the perspective of Leonor Casas Paya (2018) The conscious use of cognitive strategies helps the reader a lot since it is an organized way of approaching the text and allows the student to activate linguistic keys to construct meanings, be autonomous and efficient is part of their reading comprehension process. Hence to achieve this process according to the Socio-Psycholinguistic-Transactional model of reading (Goodman, Kenneth, 1996; Rumelhart, David E., 1985, Cit.,in Paya, 2018) Some cognitive strategies in reading comprehension are a) recognition, which activates the schemes or previous knowledge for the reader to recognize and locate themselves in the text; b) sampling, where the reader identifies the linguistic signs and the structure of the text to choose which ones consider relevant to the text; c) prediction, in which the reader builds ideas based on what he knows.

Therefore, it is necessary to adapt these dimensions of reading in the curriculum as a feasible strategy to improve reading comprehension in university students progressively, without the risk of having a retrospective in their learning process.

Meta-cognitive Reading Strategies

According to Bećirović, Brdarević-Čeljo & Sinanović (2017) retake in his research, the term meta-cognition first introduced by Flavell (1971), "and defined as one's knowledge concerning one's own cognitive processes and products or anything related to them" (Flavell, 1976: 232), deal with 'planning, monitoring, and evaluation of language learning activities' They include the awareness and conscious control of the learning process and are believed to be the most important factor in facilitating reading comprehension" (Senad Bećirović, 2017) Indeed (García, 2003) also retake that theoretical part where Flavell addresses the following in the regulation of cognitive processes, three factors are generally taken into account: planning, verification, rectification and review of the strategy (s) used and; finally the evaluation, which consists of evaluating the strategies used to know if they have been effective. (Ramírez Peña, Rossel Ramirez, & Nazar Carter, 2015) mention that both the use of cognitive and metacognitive strategies determines the process of meta-comprehension of a text, whose basic objectives are summarized in: The awareness of reading as a strategic process and its implications in the processes of understanding texts and learning from them. Self-control and self-regulation of the process during it and its evaluation after its execution.

English as a second language

On the other hand, research on reading comprehension in English opens even greater gaps for its study as the intention to teach and learn a second language increases. Therefore, in the case of young university students, they are in constant relationship with the language, exposed to lead with the learning of linguistic components, prioritizing learning related to grammatical, semantic, and pragmatic rules of the (L2). From the perspective of Villegas, J. D. C. S., García-Santillán, A., & Escalera-Chávez, M. E. (2016). The ease or difficulty of learning a second language depends on both individual and social variables. Attitudes towards the language are of particular importance, as the greater the student's interest in the language and its culture, the easier it will be to learn. Indeed, affective factors are related to cognitive factors in the learning process of a second language co-relatively regulated by the use of strategies. Villegas, J. D. C. S. et al., (2016) Learners' language proficiency is

correlated with their pre-knowledge activation when it comes to repairing their deficit to read in an L2 this shows that L2 proficiency plays an important role in learners' reading strategy use (behavior) that further influences their deep-level reading comprehension. (Birch, 2014). Added to this the availability of time the student has to learn, and the social context inside and outside the classroom. Faced with this assertion, Krashen (1985) theory on comprehensible input takes on relevance "Everyone has a natural order in the process of learning acquisition, by comprehensible input", Krashen meant that one level beyond the level of competence, the learner needs to get a wide variety of language input for better acquisition, because it is characterized by exposing learners to the language in an authentic way but also in function of the communicative activities, deliberate mainly on the part of the teacher inside and outside the classroom in the effect of forming autonomous students.

In addition to the fact that learning a second language through reading is relevant, the purpose of this research is to highlight and make known how the development of cognitive and metacognitive strategies for reading texts in English in university students is persisted. It should be noted that an investigation equal or similar to this investigation has not been carried out in the academic field of the university where the study was accomplished. Besides, it is intended that both the teachers of the English academy and the language students are a fundamental part of the adequate development of these strategies.

From this perspective, the research was oriented to answer the following questions: What is the perception of students about reading comprehension? How do students use read comprehension strategies? What are the possible language difficulties at the time of reading? It's important to mention that this research specifically focused on studying how university students approach the reading of texts in English, concerning the use of cognitive and metacognitive strategies and their perceptions about reading comprehension.

Data collection procedures

Methodology

A qualitative methodology refers in the broadest sense to research that produces a descriptive date. (De Steven J. Taylor, 2015) the qualitative study was carried out where the research design was directed towards a case study. This research was focused on university students around 18 and 21 ages, of the first semester of the degree in languages, specifically studying the subject of basic English level A2 (according to the Common European Framework of

Reference for Languages, CEFR). whose purpose was to know the use and the implementation of cognitive and metacognitive reading strategies.

Material

A questionnaire approved by two research professors of the language academy was implemented, which was formed with eight questions was applied to 20 students from the same group, the questionnaire contained open and multiple-choice questions. This research also attends a personal interview with the teacher in charge of the group, considering as a mediator of reading.

Procedures

The instruments were applied in the classroom between the evaluation periods of the first months of last year, the objective of the research and the instructions were written in the questionnaire, the professor in charge of the group was informed of the objective of the research and the procedures for the application of the instruments, in the same way, the space between his class hours was requested for the application of the questionnaire to the students, the questionnaire criteria were based on one chapter from a specific book which was selected by the teacher of the English class, as part of the final quarterly evaluation.

This research also attends to a personal interview; as a complement to analyze in-depth the important aspects related to this research, the teacher was asked for his vital participation for the semi-structured interview with a duration of ten minutes. The questions were: 1- What Reading strategies do you suggest to your students and why? 2.- How do you measure the level of reading comprehension in your students? Some relevant aspects of the teacher are the following: he is 44 years old, he is an experienced ESL professor and he has been teaching English for more than 15 years in the same institution.

A fuzzy transcription approach was used. No notes were taken during the interviews. Instead, a digital voice recorder from a cell phone was used and roughly transcribed the interview. This method differs from detailed transcription. The goal of rough transcription is simply to capture the essence of what is said during the interview.

Analysis of the instrument results

The instrument was used to gather data about the reading strategies the teacher provides to the students and how effective they are. The interview was therefore semi-structured and a Grounded Theory approach based on Corbin & Strauss (2008) was employed. Thus a data collection analysis was carried out to analyze the information that was collected from the questionnaire and the interview, from which four categories emerged referring to reading perception, the use of reading strategies, the difficulties that students present in reading, and the end pedagogical interference. The analysis presented below in table N°1, was structured through content analysis which contains a detailed description of the reading stages process, where the use of strategies aimed at meta-understanding is determined by the moment of reading, which is divided into 3 stages determined by Flavell (1971).

Table 1. Categorizing concept stages of reading comprehension

	Conscious and intentional processes	
Category	Sub-categories	Stages of reading comprehension
Planning stage	It consists of recognizing or identifying the words and their meanings. Decoding gives way to a quick "word recognition." The Good coding is characterized by being fast, correct, and fluid, which indicates that it is based on automation processes.	A) Pre-reading cognitive strategies This is the initial stage and is characterized by a period in which the reader prepares to understand the written text. At this time the reader makes inferences or predictions <i>based on the characteristics of the text or using his previous knowledge when reading the title or observing an image. At this stage, it is necessary to prepare the reader about possible linguistic difficulties to address the text in a better way.</i>
Supervision stage	The strategies using in this stage are based on the control of the	b) Strategies during- reading Identify words that need clarification. At

	<p>process, organizing strategies.</p>	<p>this point, we refer to those strategies that could facilitate the reader access to the meaning of keywords.</p> <p><i>-The exercise of taking notes, the use of dictionaries, underlining in text fragments, re-reading, Paraphrase, and Summarize Textual Entities are strategies base on the supervision process.</i></p>
<p>Evaluations stage</p>	<p>Comprehension - in this last stage the reader checks whether or not he has understood the text, self-evaluation Also, helps students determine the achievements obtained in relation to the objectives established in the previous stages.</p>	<p><i>C) After-reading</i></p> <p><i>Detect relevant information</i></p> <p><i>some ideas are main, others are secondary and others are irrelevant.</i></p> <p>This process will facilitate them to relate a set of key propositions and build a global representation of the text. (Pérez, 2012)</p> <p>The teacher can promote in the students the <i>realization of questions</i> that allow the reader to return to the written text and self-evaluate their reading experiences. (Paya, pág. 73)</p> <p>Global construction of mental representation: expressive purpose. The reader must use strategies that facilitate him to create a <i>global idea of the text, through visual representations, complete and hierarchical summaries, and synthesis.</i></p> <p>it is appropriate to represent global textual information through the <i>use of concept maps and graphic organizers</i></p>

		<p><i>can also be a valuable strategy for organizing and representing the text content. All these are strategies aimed at evaluating the quality of reading.</i></p>
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Source: own elaboration

Interpretive analysis of results

The data was processed through the triangulation analysis of the different instruments used, in effect the questionnaire and the semi-structured interview, to identify similitude and different aspects in the data collected. From which different categories emerged to answer the research questions. Taking into account the cognitive and metacognitive functioning through which it is known as an intentional exercise in which the reader uses planning, supervision, and finally an evaluation of their strategies before during, and after the reading.

1. Perceptions about reading comprehension

This category refers to how students perceive reading comprehension, take into account the importance to develop reading skills, that it can increase the learning of a second language. The students had a different perception, the majority of students defined reading comprehension as a capacity to understand a text, focalizing their own judgment of the text through reasoning.

Therefore, they punctuate that they enjoy reading, because this capacity helps them to build a vocabulary bridged, and increasing the lexical knowledge, it also depends on how they administer the *time to read*, almost four and five hours, are implemented by the students, inside and outside of the classroom, nearly 15 hours by week. However, more than half of the students said that they don't like to read because is boring and in some cases could be stressful. As recently researches on reading motivation summarizes that, reading in terms of De Zubiría (1995) people's preference in their free hours, is located in the last place in the list of activities that citizens carry out in a fun way and for many readers is a tedious activity. Therefore, it is confirmed that motivation can act in both parts both positively and negatively in the reading process, therefore a not very encouraging motivational influence on the part of university students can be noticed.

The use of Reading comprehension strategies result was based on the category of Planning, supervision, and evaluation were divided into three groups of the reading stage, *Pre-reading- During the reading, and after reading*, as indicated in table N°1. They were related to the students' responses and the multiples choices of the questionnaires, were focus on A) *Identification of words that are not understood* B) *Use of graphic Organizer* C) *Re-read or paraphrase the text being read*, and D) *summaries*. E) *Others*

Based on the above it was found that the students implemented the use of graphic organizers and summaries strategies in the evaluation stage after reading, thus exercises such as the identification of words that are not understood and, re-read or paraphrase the text, were the most successful strategies using by the student. Nevertheless, the category of other options: such as the use of the dictionary and translators was selected by the minority of the students. On the stage of planning in pre-reading, most of the students did not show any application of the strategies whose category in table N°1 is based on *automation processes, making inferences and predictions about the purpose of reading based on prior knowledge and approach through the title of the reading, including the creation of images on the text*. Only the minority showed interest in the title of the reading and later associated it with an image, which would give them an estimated prediction of the purpose of the reading, as well as the linguistic difficulty that could occur in the following stages. On the other hand, it can be related to the following category where students make references to the difficulties that persist during reading in English.

C)Reading difficulties

At this stage it is necessary to prepare the reader about possible linguistic difficulties. Recognizing the diversity of linguistic signs (punctuation, morphemes, syllables, words, grammatical phrases, etc.) present in the text. Reading difficulties were presented in the stages of the process before, during, and after reading, thus it is emphasized on the supervision stage as indicated in table N°1, properly vocabulary to identify the context about reading, because students are more exposed to read, short novels, books, papers, scientific articles even newspaper where the level of vocabulary is highest. Focus on the pre-reading they have *linguistic difficulties* to address the text in a better way. That means different repercussions among, pronunciation, grammatical phrases, accordingly the problem persists after and during the process of reading. Among the difficulties that emerge in these stages, the majority of the students affirmed that they frequently resort to the literal translation of

words, implementing the use of dictionaries and translators to facilitate the exercise of comprehension about what they had read.

1. *Pedagogical interferences*

This section seeks to answer the questions from the semi-structured interview that was made to the teacher in charge of the group, to deepen the aspects related to the pedagogical intervention. Regarding the reading comprehension strategies that he implements in class and the reason why he implements them. To which he mentioned.

First of all, we start with the concept of what reading comprehension is.

It's not the same to teach how to comprehend a text and read or use strategies to read. In my perception reading comprehension strategies is more difficult than just read...

in effect, it should be noted that the teacher has his conception of reading comprehension and the importance of the use of strategies.

When you teach reading comprehension in a class or the classroom. You need to know exactly how to do it. It's necessary to analyze how the student can comprehend some specific information, that can give you a general picture of the text that they are reading...

According to the above, the teacher is aware that it is necessary to know the question of the teaching strategies to guide the student in the process of reading.

What I do is use with them an analysis of the different sections of the book and I teach them how to classify the information, that is why we madly do, besides that, I suggest some strategies for instance one of them would be classifying the information headlight, the most important ideas of the text when the student classified they infer the information they'll read in the reading process...

starting from the literature, the teacher is aware that the search for information in the text is a fundamental part of the strategies in the reading process from the stage of reading planning.

In addition, there are some authors that I have read and they suggest that is necessary, show the student where the keywords are to take note of the main ideas of the text, they also suggest, when you are reading it is also to a good idea to guess or inferring meanings of the words that you don't understand, because you don't have time to check it at dictionary all the words that probably you don't understand, therefor my recommendation is to read, guess and infer that

why the students unconditionally do and you as a teacher has to tell them that Is Ok, it is a good strategy...

concerning the above, this figure answers the question on the suggestions of certain strategies and the importance of them concerning the stages of supervision so that students follow the process of organizing their strategies to approach the text.

On the order side how I do measure the reading comprehension, well in my students, what I usually do is to ask questions through a questionnaire relating to the most important ideas in the texts and I also ask them to write a brief summary of the document, well that is a good way to check if they have understood or not, that is mainly what I do. because it is important to keep a level of reading achievement through this exercise.

It should be noted the importance of the teacher to guide students, suggesting and applying techniques for measuring the levels of reading comprehension through the reading evaluation stage to find a way for the student to practice the language and its linguistic components

On the other hand, the students specified the importance of achieving success in the reading process, to which they attributed the teacher's work as a mediator in the teaching and application of pedagogical strategies to have a better understanding of texts in English. Who should actively participate with the students in reading activities such as the creation of graphic organizers, concept maps, and summaries were the most mentioned by the students, during the post-reading evaluation process.

Discussion

According to the results obtained, it was stated that the four categories that emerged from the analysis of the instruments were of vital importance to give a final result to this research, regarding the reading perception, the use of reading strategies, the difficulties that students present in reading, and the end pedagogical interference.

however, three of the four categories had a much more significant scope based on the results; The sub-categories depend on the category referring to the use of strategies for reading comprehension, to which the findings respond that most students consciously use the strategies of identifying words in the text and re-reading or paraphrasing of the paragraph, according to the reading stages determined by Flavell (1971) between the planning and supervision stage, in effect, students organize their strategies, decoding unknown words, linguistic signs in order to make sense of the text and extract the idea The main part of the text, all based on the linguistic model of (Goodman, Kenneth, 1996; Rumelhart, David E.,

1985, Cit.in Paya, 2018) to achieve a greater breadth of understanding during the reading process, as part of these strategies the students also determined the use of graphic organizers and summaries, at the stage of self-evaluation, for which coincidences were identified regarding the perpetual interview with the teacher, who affirmed that The use and application of these strategies is able to measure the level of understanding that the students have reached.

On the other hand, according to the sub-category (others), it has an impact on the category of reading difficulties, in which students often make use of translators and dictionaries, seeking to translate word by word, as a result of having a deficient linguistic ignorance of the second language (L2), taking up the literature from the point of view of (Barnett, Marva, 1989; Yang, Leanrui, and Wilson, Kate, 2006) regarding the lack of linguistic keys such as vocabulary and handling of grammatical structures. What is discussed is the main reason that students fail to achieve a satisfactory understanding of the text, consequently, these difficulties appear from the early planning stage to the final evaluation stage. It is worth mentioning a significant finding around the use of dictionaries and translators, it considerably helps the student in the recognition of unknown words, however, students prioritize their use and choose to translate the words and even the entire text, giving a literal meaning only to the lexical units of what they are translating consequently, the students lose the main message of the text, and it does not adapt to the context of reading. Therefore, according to the lines parallel to the use of reading comprehension strategies, it was found that the majority of students can consciously address cognitive and meta-cognitive strategies in the reading process, however, the counterpart indicates that the minority of students do not achieve this scope, despite the teacher's applications of pedagogy strategies, by showing and suggesting to students to infer the textual content and measure their levels of understanding using a questionnaire with questions regarding the text. In effect, these are not enough to achieve and maintain the desired level of reading comprehension in students, primarily as a consequence of linguistic ignorance and the constant use of the translator as an alternative substitute for the comprehension process.

On the other hand, this leads to the perception of students about reading, where it was determined that the majority of students have a clear but not precise concept about reading comprehension, the most relevant findings focused on the environment, that is, time the available to students to read and put into practice the English language, thus retake the perspectives of Villegas, J. D. C. S., García-Santillán, A., & Escalera-Chávez, M. E. (2016).

about the ease or difficulty of learning a second language depends on both individual and social variables. Attitudes towards the language are of particular importance, as the greater the student's interest in the language and its culture, the easier it will be to learn.

The analysis allowed to highlight the most relevant activities that the students implemented in the reading comprehension process, rather than a process focused on the result of the implementation of the strategies, functioning as a set in which meta-understanding works independently but with the same goal to understand the text. In effect, most of the students enjoy reading in English so they distribute their time, however the minority of them affirmed they read 20 to 30 minutes a day in their free time, inside and outside the classroom, while the majority affirmed that only read about 15 minutes in the classroom, in effect to the stress that reading in English produces thus it was found that few students spend more time reading in order to seek linguistic benefits that bring them closer to the target language they are acquiring. Therefore, the effect produced by affective factors is related to cognitive factors in the learning process of a second language, which is why it is possible to see a negative effect on students by showing disinterest in the target language.

It should be noted that in relation to the findings, not all students feel relatively motivated to read in English. In effect the research of Raju, N., & Joshith, V. P. (2018) points out the analysis of Krashen's theories. (1982) maintains that the grammatical structure and use of language found in many textbooks are different from the authentic English that is used today; consequently, many students may find it difficult to adapt to English used in a more realistic context. Indeed, the motivation of university students is based on these affective factors by affirming the need for pedagogical strategies through small short reading clubs, the use of the web to download academic readings, as well as pleasure readings in the classroom during class hours, in order to feel motivated to read in English according to their preferences and conditions. On the other hand (Kung, 2017) mentions teaching an L2 based only on textbook, readings is not entirely beneficial for students if they want to interact with the language in an authentic context; as it relates to Krashen's theory on comprehensible input, based on interaction with authentic materials for language acquisition, it adapts itself as a learning strategy in the classroom based on the Theory in Second Language Classroom, in effect, it is necessary to specify an adjustment in the teaching-learning pedagogical techniques on the part of the teacher as the main transmitter of knowledge to the students to achieve the desired objectives.

Conclusions

As a conclusion to the research on the identification and analysis of cognitive and metacognitive reading strategies, largely achieved the student's interest in reading as a benefit in learning English as a second language, pointing out that to learn it is necessary to put into practice the four linguistic skills of the language such as reading, in a way that it is not only a process where the strategies are executed, it is also the result of the implementation of these strategies, how satisfactory it is for the student to understand a text in a language other than their mother tongue, in this case Spanish where it is known that there are different patterns between the first language and the target language, which can be on the one hand beneficial and on the other hand not too much if it is not counted with their knowledge of the language they are studying according to their disciplinary field.

The active management of strategies helps to organize and facilitate learning through the activities that are presented in the classroom, such as the teaching intervention analyzed in this study, it was very useful to determine that it is important for students to count on a mediator or guide in the execution of activities that promote reading, in this way feel motivated to read, even 15 or 30 minutes of reading in a group, attendance at reading clubs promoting interaction with the teacher and classmates.

The difficulties of reading comprehension were considerably analyzed and contrasted with other investigations addressed in this study, the result reflected a considerable deficit in the vocabulary, unknown words, and the grammatical structures of the language. This due to the linguistic ignorance of English. Despite this, most students are asked to read in English, as an authentic requirement of their level of proficiency seeking to develop their thinking and reflection skills.

The learning of a second language turns out to be a complex task by which it is essential to have basic teaching-learning strategies, besides the teaching practice of the career in languages has been adapted to the different approaches to teaching English, where it is sought to improve skills of students learning updating its methods for instance in task-based learning where the student regulates, builds and executes as part of the conscious theory of learning founded by Krashen.

The limitations in this research were the universe or sampling because it only focused on a limited group of students, it would be interesting to apply a methodology with the approach of meta-understanding of reading, directed at a larger universe of students of higher levels.

Specifically, in English subjects even others such as French and Italian, these as part of the university study program, however of course there is much to improve.

As future lines of research: Due to the scope of this research, it was possible to identify some significant aspects, through which, it was found that learning English as a second language is subject to multiple factors around cognitive and meta-cognitive strategies, of which affective aspects are displayed such as the motivation to learn a second language, the time that students spend to practice the language through reading and the type of reading to which they are exposed to read, but also anxiety as a trigger for the stress that the student may feel in the reading process, regarding the social aspect, students may need to verify if what they learn in the classrooms is good enough for them to read, write, listen to and speak the language in a real environment, whether traveling to English-speaking countries or being in direct contact with natives the language. Therefore, it is important to specify that starting from the particularity of this investigation, divergent lines are opened for other future researches.

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