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Background knowledge and academic achievement in third grade students of English

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To my children

Acknowledgement

I thank God for giving me health and time to finish this research work. I also want to

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Tables of contents

List of tables

List of figures

List of Acronyms

All acronyms are defined as they first appear in the text. The most common acronyms are listed below.

EFL	English as a foreign language.
ELT	English Language Teaching.
OTP	Orientation for the pedagogical work.
MED	Ministry of Education.
DCN	National curricular Design.
EBR	Basic Regular Education.
ESL	English as a Second Language.
PREP	Pre reading Plan.
K-W-L	Accessing What I know, determining what I Want to find out and recalling what I learned.
L1	First Language or Mother Tongue.
L2	Second Language.
CAI	Computer-assisted instruction.
K-W-L charts	What I "Know"/what I "Want" to know/what I've "Learned".
ELL	English Language Learners.
MT	Mother Tongue.
FL	Foreign Language.
ICT	Information and communication technology.

Resumen

La presente investigación trata sobre la relación de los conocimientos previos y el rendimiento académico en los estudiantes de tercer grado de nivel secundaria en el contexto local peruano del distrito de Santa Anita, Provincia y Departamento de Lima, Perú. El propósito de este estudio fue determinar si existe o no relación entre los conocimientos previos y el rendimiento académico en los estudiantes del tercer grado del nivel secundaria de la Institución Educativa Daniel Alcides Carrión. El enfoque de investigación fue cuantitativo de tipo no experimental con diseño correlacional. El método utilizado fue el descriptivo. Los instrumentos de investigación fueron un cuestionario y un registro de notas que se aplicaron al tema de estudio de los estudiantes. La población y muestra estuvo conformada por 69 estudiantes de tercer grado. Como resultado después de realizar el trabajo de campo hemos concluido que los conocimientos previos se relacionan significativamente con el rendimiento académico en los estudiantes de inglés del tercer grado de secundaria de la Institución Educativa Daniel Alcides Carrión, Santa Anita en el año 2017. Es decir, cuanto mejores sean los conocimientos previos , mayor será el rendimiento académico. Además, según la correlación de Spearman de 0,826, esto representa una correlación positiva muy alta.

Palabras clave: *conocimientos previos y rendimiento académico.*

Abstract

This research is about the relationship of background knowledge and academic achievement in third grade students of secondary level in the Peruvian local context of the district of Santa Anita, Province and Department of Lima, Peru. The purpose of this study was to determine whether there was or not relationship between background knowledge and academic performance in third grade students of secondary level at Daniel Alcides Carrion High School. The research approach was quantitative of non-experimental type with correlational design. The method used was the descriptive one. The research instruments were a questionnaire and a score register that were applied to the students' subject of the study. The population and sample were made up of 69 students third grade. As the result after doing the field work we have concluded that background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita in the year 2017. That is to say, the better the background knowledge, the higher the academic achievement. Also, according to the Spearman correlation of 0,826, this represents a very high positive correlation.

Keywords: *background knowledge and academic achievement.*

Introduction

This research work on previous knowledge and academic achievement tries to picture what may happen during the course of our lives when we store a lot of information in our brain: data, figures, memories, thoughts, ideas and dreams that although they seem to be unrelated, observing in retrospect the line that unites them seems clear. In fact, various investigations have shown that our memory is a great web in which background knowledge is interconnected with new knowledge. This important reason motivated us to run this research work that has been divided into five chapters, each one referring to an aspect of the development of the topic.

Chapter I comprises the statement of problem that contains the determination of problem, formulation of problem, objectives, scope and relevance of problem and limitations of research. The main point of the statement of the problem lies on the lack of information related to the topic in our environment. Chapter II has to do with theoretical framework that contains research background, theoretical bases and definition of key terms where we develop the theory behind the topic in order to establish the foundations of background knowledge and Chapter III develops everything related to hypothesis and variables where we formulate the general and specific hypothesis and the operationalization of variables.

Chapter IV has to do about methodology where we develop research approach, research type, research design, population and sample, techniques and instruments of data collection, and statistical treatment. Chapter V refers to results that contain the

development of the validity and reliability of instruments, presentation and analysis of results, discussion of results, conclusions and recommendations.

To sum up, we have arrived at the conclusion that background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita in the year 2017. That is to say, the better the background knowledge, the higher the academic achievement. Also, according to the Spearman correlation of 0,826, this represents a very high positive correlation.

Chapter I. Research problem

1.1.   Determination of problem

In the United States, several studies have been carried out on the role of background knowledge in the acquisition of new knowledge since the 60s of the last century. It was clear to them that the acquisition of new information depends, to a large extent, on relevant ideas that already exist in the cognitive structure and significant learning of human beings occurs through an interaction of new information with relevant ideas that already exist in the cognitive structure of man. Background knowledge is understood as information about a person's reality stored in memory. Undoubtedly, for the teacher, it is necessary to know the background knowledge that students have built, whether they are correct or not, because it is from them that the new concepts will be developed. There is a need to know what our students know or believe about concepts that are linked to new ones that will be taught.

Background knowledge must be handled through meaningful learning. The essential idea for a significant learning is to take into account the factual and conceptual knowledge (also the attitudinal and procedural) which will interact with the information given by the teacher through materials and explanations by him. For Ausubel, the key to meaningful learning is in the relationship of information or new materials and ideas already existing in the cognitive structure of the student or person. For this achievement is to obtain meaning and not a memory technique.

In Peru, the Ministry of Education (MINEDU) has taken into account the role of background knowledge in the learning of students, so that by promoting the development of meaningful learning, takes into account the contributions of cognitive psychologists to

the proposed National Curriculum (2016, p.97) since it states that "students can relate their background knowledge to the new situation".

At the Daniel Alcides Carrión High School, the National Curricular Design was implemented since 2009 and the national curriculum that is similar to the previous one is currently being implemented, but its impact has not yet been evaluated, so the this research aims to collect the first data to then present the necessary proposals for the improvement of English language teaching.

1.2. Formulation of problem

1.2.1. General problem.

To what extent is background knowledge related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017?

1.2.2. Specific problems.

SP1. To what extent is conceptual knowledge related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017?

SP2. To what extent is linguistic knowledge related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017?

SP3. To what extent is metacognitive knowledge related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017?

1.3. Objectives

1.3.1 General objective.

To establish the relationship between background knowledge and academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

1.3.2 Specific objectives.

SO1: To establish the relationship between the conceptual or world background knowledge and academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

SO2: To establish the relationship between the linguistic background knowledge and academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

SO3: To establish the relationship between the meta-cognitive background knowledge and academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

1.4 Scope and relevance of problem

Theoretical relevance

After obtaining the results of hypothesis testing, we got the conclusions and those conclusions are the theoretical contribution of the thesis to science in the context of English language teaching and learning.

Practical relevance

The results of this research can be applied to practical classroom situations to the population that participated in this work in order to relate background knowledge and reading comprehension to help solve the problems of language teaching.

Methodological relevance

During the development of the research process, we built a new instrument in order to gather information from the informers. The instrument was validated and can be used for future research.

1.5 Limitations of the research

According to Bernal (2010) limitations in a research project may refer to three main aspects: time limitation, geographic limitation and resources limitation.

The time limitation defines the period that the study was carried out and the characteristic of the population involved in the research. In this specific case, this thesis took place throughout the year 2017 and the students from Daniel Alcides Carrion High School were the population involved for this research.

The geographic limitation defines the geographical space where the research has been taken place. This study took place in Lima at Daniel Alcides Carrion High School in Santa Anita.

In the resource's limitation, Bernal (2010) proposed to mention all the financial sources of the research thesis. This research was financed by the author's own expenses. No public or private institution financed this investigation.

Chapter II. Theoretical Framework

2.1   Research Background

2.1.1.   International background.

Onkova (2014) developed the investigation *Correlation between reading comprehension practices and academic performance: a case study of class three pupils in Westlands sub-county, Kenya.* The purpose of the study was to investigate the relationship between reading comprehension practices and academic performance. The population was formed by fifty-seven learners of Primary School. The results of the research confirmed that reading comprehension practices have an influence on academic performance and therefore there is a significant correlation between reading comprehension practices and academic performance. The findings also confirmed that there is a relationship between reading difficulties and academic performance.

Guamán (2017) developed a research entitled *Background knowledge and its relationship with the learning of electrostatics in second year students bachelor of the Educational Unit Riobamba.* The main objective of this study was to analyze the relationship between background knowledge and the learning of electrostatics students of the second year of baccalaureate of the Riobamba Educational Unit in the academic period September 2016 - March 2017. The design was quasi-experimental and had a population made up of 26 students. The results of the research showed that there is a positive average relationship between the two variables. Therefore, background knowledge is related to the learning of electrostatics since it helps to improve the academic performance to the students who attend this subject.

Khabbazbashi (2017) in the article *Topic and background knowledge effects on performance in speaking assessment.* The population was made up of 81 speakers of

English as a Foreign Language aged between 18 and 40. There were 41 females and 40 males. The present study has contributed to an understanding of the role of topic and Background of topics in second language performance assessment. The results also suggested a statistically significant effect for Background, where low levels of Background posed the greatest level of challenge for test takers while high levels of background were shown to have a facilitative effect on performance.

Calabor (2015) developed the research *Background Knowledge of the learning method in Management Accounting, of the University of Valencia (Doctoral Thesis)*, with the aim of contributing to demonstrate the effectiveness of the game as a pedagogical tool in the subject both for his previous attitude and for his own perception of what learned. For this, we worked under a quasi-experimental design of explanatory and descriptive scope that included the application of a program based on the technique of the game, as well as a written evaluation, in an experimental group of 40 students, compared to a group of control of 40 students. The analysis of the results allowed concluding that the group in which performed the experiment achieved significantly better results than those of that control group. In the same way, it was found that the students of the experimental group that had better knowledge of Accounting Basic staff achieved the best qualifications regarding their abilities to management of main and auxiliary accounting books, which proves the existence of a high and positive correlation.

2.1.2 National background.

Castro (2017) in her study *Relationship between previous knowledge in mathematics and academic performance of the students of subject Accounting I of the accounting career at Autonomous University of Ica, 2017*. The research was descriptive, non-experimental, quantitative and correlational, the population and sample were made up of 30 students. The instrument used was a survey technique applied with a questionnaire

for the variable background knowledge. The author concluded that 43,3% of the students have little previous knowledge and 76,7% of the students have a regular academic performance. In relation to the general objective when applying the Spearman rho correlation, she found a value for r = 0,314 that represents a mean positive correlation with a level of significance 0.001, which indicates that previous knowledge is significantly related to academic performance in students of accounting subject - I of the accounting career at Autonomous University of Ica in the year 2017.

2.2. Theoretical bases

2.2.1. Background Knowledge

2.2.1.1. Conceptualization of background knowledge

Bruner (2001) said that to build a new knowledge the subject approaches it through a process of categorization. This is achieved through the construction of categories using concepts, objects, events that the person already has in his experience. Background knowledge is then what the human categorizes in order to be able to construct the new learning.

Coll (1996) stated that:

Background knowledge may be the result of educational experiences (school or not), or spontaneous learning: likewise, can be more or less adjusted to the demands of new situations of learning and being more or less correct. In any case, of what there is no doubt is that the student who starts a new school learning does it from concepts, conceptions, representations and knowledge that has built on their previous experience and use them as instruments of reading and interpretation that condition the learning achievement (p. 157).

On the other hand, Espinoza, Jara, & Enríquez (2013, as cited in Castro, 2017) said that "the concept of prior knowledge is all the cultural baggage that brings the student

from their family education and training in school closely linked to the psychogenetic theory of Piaget and constructivism" (p. 19).

Background knowledge is configured from experiences, information, feelings or knowledge that people have experienced. Reference is made to the term "previous" because it indicates that it has arisen prior to the new knowledge that it is intended to acquire, in this sense, the antecedent may occur in the family, community or school.

In addition, Novak (1998) explained the background knowledge as: "The meaning of a fact that depends on what we already know about it" (p. 57). From the perspective of this author, it can be deduced that for him, it is a fact the existence of previous knowledge and these depend, to a great extent, on the significance that each one assigns him.

McKeown (1992) stated that "by building students' background knowledge teachers might also help to counteract the detrimental effects that incoherent or poorly organized texts have about comprehension" (p.23).

Dochy, Segers & Buehl (1999) state that "background knowledge has a large influence on student performance explaining up to 81% of the variance in post-test scores" (p.89).

Pearson (1992) concluded after many researches about previous knowledge made in adults, children, competent readers and initial readers "The new information is learned and it is remembered well when it is integrated with the previous relevant knowledge acquired or with the existent schemes" (p.112).

Richards (1997) defined background knowledge as "the process of making meaningful associations between existing knowledge, experience and new material will lead toward better long-term retention than rote learning of material in isolated pieces" (p.109).

Diaz & Hernandez (1999) defined background knowledge like "the stored information in the student's cognitive scheme. Without previous knowledge, it will be impossible to find any kind of meaning to texts; to have elements for the appropriate interpretation or to build any kind of representation" (p.122).

For these authors, the concept of prior knowledge is presented as the frames of knowledge that the student has in memory, based on the experiences previously lived by the subject. Prior knowledge is acquired through different means, such as: participation in diverse experiences, observing others and establishing relationships. The Prior knowledge become an essential component of the learning process and function as a frame of reference that helps the student to understand and understand the new information

For this reason, it is important to establish the level of relationships that learners can establish for each new knowledge, since the attribution of meanings and representations that are reached for each new knowledge depends on this. The amount of previous knowledge that the learner has to relate to new knowledge determines the level of success that students achieve in their learning-teaching process.

The terms previous knowledge, prior knowledge and background knowledge will be used in this thesis indistinctly because they refer to the same thing as synonyms.

a)   **World and Conceptual knowledge**

Conceptual Knowledge

Díaz & Hernández (1998) affirmed that:

Conceptual knowledge is constructed from the learning of concepts, principles and explanations, which do not have to be learned in a literal way, but by abstracting the essential meaning or identifying the defining characteristics and the rules that compose them. The conceptual contents correspond to the area of knowledge, that is, the facts, phenomena and

concepts that students can learn. These contents can be transformed into

learning if it is based on the previous knowledge that the student possesses,

which in turn are interrelated with the other types of content. In the

development of conceptual content, it is not enough to obtain information

and have knowledge about the things, facts and concepts of a certain

scientific or daily area, it is also necessary to understand them and establish

meaningful relationships with other concepts, through an interpretation

process and taking into account the previous knowledge they possess

(p. 29).

In the educational context it can be seen that among the pedagogical tendencies that

pay special attention to the problem of the formation of concepts are cognitivism and the

historical-cultural approach. Both, from their respective scientific perspectives, offer a set

of evaluations that can be analyzed and evaluated in a profitable manner to improve both

the understanding of the teaching-learning process and its implementation.

Ausubel, Novak & Hanesian (1997) mentioned that:

The assimilation of concepts is interpreted as that form of learning that

occurs from the last years of primary school onwards, where the criteria

attributes of the concept are presented, by definition or based on the context,

and then they are related directly to the cognitive structure of the student

(p. 86).

Ausubel et al. (1997) expressed that:

Therefore, this author understands by concept the objects, the events, the

situations, the properties, the attributes of the common criteria and the

design by means of a symbol or sign. Consider what is important and

necessary to study the concepts because, in his opinion, "Man lives in a

world of concepts instead of objects" (p.105).

On the other hand, Vygotsky (1991) conceived the concept as:

A qualitatively new formation that cannot be reduced to the most

elementary processes that characterize the development of the intellect in its

early stages, it is a new form of intellectual activity and a new mode of

behavior of which one is conscious. The operations of our intellectuals as a

result of substantial authentic changes, encompass both the content and the

way of thinking. In his view, this occurs in a truly complete way in the

adolescent stage and he values it as a primordial phenomenon of the entire

transition age. In this sense, he considers that "the formation of concepts is

precisely the fundamental nucleus that brings together all the changes that

occur in the thinking of the adolescent (p. 59).

"Knowledge in the true sense of the word, science, art, the various spheres of

cultural life can be correctly assimilated only in concepts" (Vygotsky, 1991, p. 64).

Therefore, for the author, knowledge in the true sense of the word is science, art, the

different spheres of cultural life can only be assimilated correctly in concepts. That is to

say, the concepts are the knowledge about a reality that science has created to typify them

and distinguish them from other elements or phenomena of nature or thought.

This type of knowledge allows us to perceive reality through a conceptual filter,

which allows us to acquire abstract ideas without empirical, concrete experience that is

used to categorize new situations within the fields of knowledge, serves as a basis for

consolidation, assimilation and the discovery of new knowledge. Likewise, the conceptual

knowledge is developed by obtaining information and having knowledge about facts and

concepts in order to understand them and to establish a relationship with concepts, through reading and taking into account the knowledge acquired.

World knowledge (acquired)

This dimension has awakened interest recently. Increasingly aware that learning another language is ultimately learning to relate to another reality, another significant universe, specialists in language teaching have redefined the concept of communicative competence as intercultural communicative competence (Byram, 1997) and have assumed that the objective of the second language class consists of the development of intercultural knowledge and skills. However, we found significant differences in the way of understanding the intercultural and the didactic proposals for their treatment in class have been very varied.

Guilherme (2000) defined competence knowledge of the world as "the ability to interact effectively with people of other cultures that we recognize as different from the own" (p.297).

Linguistic Knowledge

It refers to use of language as instrument of oral and written communication, as an instrument of representation, interpretation and understanding of reality, as an instrument of construction and communication of knowledge and as an instrument of organization and self-regulation of thought, emotions and conduct, and has as its final objective the oral and written proficiency language in many contexts.

The knowledge, skills and attitudes that suppose the competence in linguistic communication allows to express thoughts, emotions, experiences and opinions, as well as dialogues, forming a critical and ethical judgment, generating ideas and structuring knowledge, as well as giving cohesion to discourse and to one's own actions and tasks and

adopting decisions. Likewise, also enjoy listening, reading, speaking and written expression.

Linguistic knowledge of language facilitates participation in society, as it receives information about the outside and mutual knowledge of people, which allows the exchange of ideas and a better understanding.

Rojas (2002) stated that "Thinking emerges from perception and abstraction of the reality through language. This capacity is conceived like an integral part of a human development: The cognitive faculty" (p.98).

According to Chomsky (1965) the human being has the capacity to produce and understand, potentially, sentences with a finite number of elements. This ability allows you to determine if certain sentences are part of your language, heard or never heard.

Conejo (2015) in his research indicated that "Language became the identity of a people in it accumulates the set of knowledge and knowledge throughout its history. How to use? The oral and written use of the language more than anything in the student population" (p. 23).

In summary, the linguistic knowledge at the end of basic education implies the mastery of oral and written language in multiple contexts, and the functional use of at least one foreign language.

Knowledge of the mother tongue

Ringbom (1987) said that:

It was also called first language because children acquire it naturally when they are developing their speech. The mother tongue is the language spoken by the mother, or by the circle of closest kin. However, two or more languages can be acquired at the same time and from birth. The ability to know the mother tongue is essential for further learning of other languages and the mother tongue is considered the basis of

thought. However, the influence of the mother tongue in the learning of a foreign language is related to the perception of similarities between the two languages (p.50).

When we speak of the mother tongue we are referring to the language that the human being acquires from his parents or within his family cell; in that immediate environment is acquired naturally, without pedagogical intervention or conscious linguistic reflection and, in general, it is the one in which you have greatest degree of linguistic competence when others are known or mastered languages The process of acquiring the mother tongue starts from the age very early and continues throughout the life of the human being, while is immersed in the community of speakers that allow it Provide yourself with more linguistic data.

The mother tongue is, then, a very important element in the process of education because it allows us to capture the essence of knowledge schoolchildren and reach real and critical understanding of the knowledge that they transfer and learn at school.

Knowledge of the foreign language

"The learning of a foreign language can be considered as the acquisition of a complex cognitive ability, which is done through a processing of new information" (McLaughlin, Rossman and McLeod, 1983, p.135).

"Among the cognitive processes involved is the transfer, which is defined as the use of prior linguistic knowledge to facilitate the understanding or production of language" (O'Malley & Chamot, 1990, p.138).

Bernard (1991) states that "Researches about knowledge of linguistic system of the foreign language are centered in concrete levels. Thus, there is a few researches about the impact of the syntactic knowledge in the skill of comprehension texts"

Nayar (1997) stated that:

Foreign language contexts are those in which students do not have ready-made contexts for communication beyond their classroom. They may be obtainable through language clubs, special media, opportunities, books or an occasional tourist, but efforts must be made to create such opportunities. The seemingly clear dichotomy between ESL and EFL has been considerably muddied in recent years with the increasing use of English worldwide for a variety of purposes.

Brown (2007) stated that:

ESL contexts vary from an American or British context, where monolingual native speakers abound, to countries such as India or Singapore, where English is a widely used second language for education, government and commerce, to Scandinavian countries, where English has no official status but is commonly spoken by virtually every educated person (p.44).

Gower (1994) pointed out that when one learns the mother tongue, one learns by listening, then by speaking, then one learns to read and finally one learns to write. When learning English or any other language it is necessary to develop those four skills, listening, speaking, reading and writing. English language skills are the basic principles for the acquisition of the foreign language. These skills are: reading, speaking, listening and writing.

Listening

It is the skill by means of which the student listens and understands the information received in aural form, and reacts according to the circumstances, expressing their action through the two productive skills writing and speaking. The audio plays a very important role here understanding that plays two main roles in the process of the teaching of a

language the first is the end of teaching that is the understanding of spoken English (by different means: television, radio, etc.) or simply to communicate with other people.

Listening is an active process in which the listener, with the help of their linguistic knowledge and of the formulated conjectures, it captures and decodes the speaker's words, interprets them and gives them meaning through knowledge previous that he owns. Once the oral text is interpreted, the listener responds, verbally or no, based on what you have understood.

The auditory ability is the first fundamental step in the effective communication in the learning of the English language. Since you have greater ability for the student, to better understand the language, improve your capacity for use and production, develop the rest of the other skills. Because we record these closely related job skills. That is why activities such as listening to a song, listening to dialogues and reading aloud are important activities that are part of learning

Woolfolk (2006) was redirected to the native language, similar to the native language. That is why we can say that childhood is the best period to develop our auditory ability in learning the English language.

Celce-Murcia, Brinton & Snow (2014) present a guide for English language teachers "as a guide for teachers to plan listening tasks, Vandergrift and Goh (2012) identify six core skills that are integral to the listening process" Celce-Murcia, Brinton & Snow (2014, p.78); these are:

- Listen for details

- Listen selectively

- Listen for global understanding

- Listen for main ideas

- Listen and infer

- Listen and predict

Speaking

It is the ability by which the student can articulate and pronounce words correctly and thus actively participate in several conversations spontaneous dialogues to formulate questions according to communicative circumstances and to finally relate facts that have occurred or that he can imagine.

According to the Common European Framework of Reference for Languages, oral expression is the linguistic ability related to the production of oral discourse. It is a communicative capacity that not only covers a domain of pronunciation, the lexicon and grammar of the target language, but also sociocultural and pragmatic knowledge.

The skill of speaking consists of expressing in an oral way what we want to say, through well-defined sounds, identifiable through the ear. According to the Ministry of Education (2015), expressing oneself orally implies being clear in expressing our ideas, using various expressive resources strategically, reflecting and adapting on the content and form before expressing the oral texts and finally interacting with the interlocutor while maintaining coherence.

There are some necessary sub-skills or also called micro skills that should be worked in order to achieve speaking skills, language learners should be helped to develop these sub-skills into the classroom due to the fact that it is really difficult to acquire them out of academic settings. Some of the sub-skills can be:

- Express orally with gestures, gestures, eye contact, body postures and cultural norms.

- Uses varied and relevant vocabulary.

- Participates in interactions with questions, clarifications or complements in a timely and relevant manner.

- Keeps the interaction developing His/her ideas from the points of view of the interlocutor.

- Cooperates, in their interactions, in a courteous and empathetic manner.

Reading

It is a skill through which the reader is confronted with a text to understand its full meaning and react to the same. For them it is conceived as a tool for the development of thinking and to access information. By means of reading, the contextualization and extension of the vocabulary; students can create a mental image of the correct spelling of words; the texts also constitute models for written work and, in this way, students develop an interest in English.

Dominguez (2008) said that reading is important because it consolidates and extends the vocabulary already learned and to be able to read in a second language it is essential to have a reading competence that is formed by prior knowledge and strategies.

Macceca (2007) said that:

Comprehension and reading go hand in hand, reading comprehension is defined as the ability to understand and decode what has been read. To understand what is read, readers must be able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the author's message (p.87).

Reading comprehension is an active process that readers infer the writer's intention by using their own prior knowledge. Comprehension involves the meaning of words as they are related to each other; it requires both right vocabulary and words in order to be effective.

Lakshmi (2006) asserted that reading with understanding is a relationship between the conscious and subconscious; like mother and child.

Hammer (2001) suggested the following skills:

- Identifying the topic

- Predicting and guessing

- Reading and listening for general understanding

- Reading and listening for specific information

- Reading and listening for detailed information

- Interpreting text

Writing

It is the skill by which students can express themselves with other people using different media such as letters, messages, stories, etc. The written expression must provide the student with ways to practice the language and help them remember phrases, words, etc. of what they are learning. By doing writing tasks students will be involved closely with the tongue and by doing so simultaneously develop the domain of it.

Writing is a fundamental and necessary skill when learning a second language. It is the ability to express in writing ideas, thoughts, conclusions, fundamentals taking into account the vocabulary, rules, spelling and grammar. Therefore, writing is a means for students to practice their language skills. Also, when working on writing, the student practices and associates the vocabulary and phrases that will be useful when communicating.

According to the Common European Framework of Reference for Languages, written expression is a linguistic skill that refers to the production of written language. The skill of written expression also includes verbal language, non-verbal elements such as maps, graphics, mathematical formulas, etc. One of its functions is to record events that have occurred or events that are going to occur. The development of this linguistic ability in a second language implies, by the way, a complex and sometimes extensive process in which students must know how to express ideas in a clear and coherent way, to involve linguistic aspects of each language that must be used correctly to achieve its ultimate goal which is the assertive communication of ideas.

In this skill, the student puts into play different kinds of knowledge and resources from his experience with written language and the world around him. He uses the alphabetic system and a set of conventions of writing, as well as different strategies to broaden ideas, emphasize or clarify meanings in the texts he writes.

Students should be trained to deal with the following assessment criteria:

- Spelling: write words respecting the rules of the language.

- Coherence: write words in their logical relationship.

- Unit: write coherently on the same topic.

- Creativity in oral and written expression: write with original ideas

Therefore, everyone who wants to learn a second language needs necessarily the command and development of the four skills already mentioned.

Meta-cognitive knowledge

It is knowledge about knowledge that aims at automate knowledge management, that is, to guide the planning and application of knowledge in the environment of a system. This type of knowledge, therefore, includes information about the knowledge of definitions, procedures, objects and facts that a system has. This term determines the

existence of a level of abstract knowledge that identifies the implicit and explicit

foundations of knowledge in a system. It refers to the knowledge we have about what and

how we know it, as well as the knowledge we have about our processes and cognitive

operations when we learn, remember or solve problems.

Gombert (1990) said that "metalinguistic activities are an integral part of meta-

cognitive knowledge "metacognition includes: metacognitive knowledge and meta-

cognitive experience" (p.20). And in the interaction that takes place between metalinguistic

activities and metacognitive pragmatics which refer to the knowledge of the rules to use

the language; this knowledge may be declarative or procedural.

Flavell (1978) defined meta-cognition as "knowledge that takes as its object or

regulates any aspect of any cognitive endeavor" two clusters of activities are included in

that statement: knowledge about cognition and regulation of cognition. (p. 232). That is,

metacognition is a process that requires the monitoring and regulation of information in

order to meet a specific objective. Metacognitive process can be activated, consciously and

unconsciously, through a series of variables involved in the process of cognitive regulation. Now we present the central structure of the metacognitive model (Figure 1).
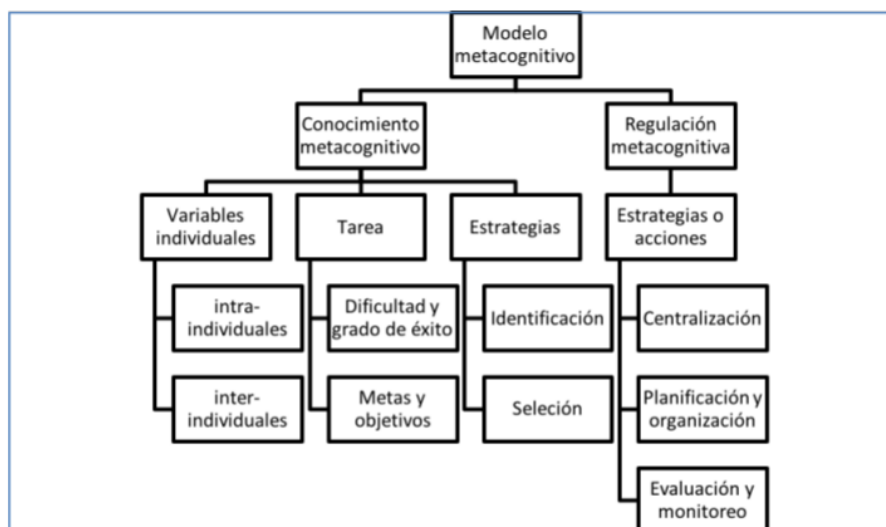
Figura 1. Meta-cognitive model of Flavell (1979), O'Malley and Chamot (1990) y Oxford (1990).

According to this model, metacognition is the ability of subjects to regulate their own process of learning, considering two levels: metacognitive knowledge and cognitive regulation.

The first level of the model is **metacognitive knowledge**, defined as the information that the subject he has about his own cognitive processes. Consider the individual, task and strategy variables. Flavell (1979) subdivided individual variables into intra-individual variables, corresponding to knowledge or beliefs about one's own interests, aptitudes, abilities and tastes; and interindividuals, referred to the comparisons that are established with other individuals. Regarding the variables of the task, they imply the knowledge about the degree of success or difficulty that the individual may experience in doing a homework. The strategy variables include the identification and selection of cognitive processes to meet a certain objective.

On the second level, there is metacognitive regulation that includes the metacognitive strategies of centralization, planning and organization, and evaluation and monitoring. The centralization of learning requires an awareness of what is learned, by

associating the new information with the existing one. Planning and organization involve establishing the goals and objectives of the task to be performed, know the difficulty of the task, as well as the mechanisms that the subject requires to carry it out. Evaluation and monitoring are part of the introspection about progress, understanding, success or failure, frustration or satisfaction during the completion of a task (Flavell, 1979). It is necessary to explain that none of the levels or categories proposed in this model should be seen separately, since they are in constant direct interaction between them.

In summary, metacognitive knowledge, metacognitive evaluation and metacognitive training can become key mechanisms for improving the learning of a second language acquisition, because they make the student aware of the mental processes involved in their learning. Metacognition has been analyzed as a possible tool to help improve the teaching and learning process of a second language however, the research in these regulatory processes, in specific age groups, has been scarce to date, and becomes a challenge for future research.

2.2.2 Academic achievement.

2.2.2.1 Conceptualization of academic achievement.

Academic achievement represents the result that the student must reach at the end of the course, the anticipated result of course, the aspirations, objectives, goals, the expected learning of the students, the desired state, the model to be achieved, both from the point of view of cognitive as practical and affective - motivational (knowing or thinking, knowing how to do or act and being or feeling). Under these conditions the academic achievement represents the set of knowledge, skills and values that should be similar to the

student in the pedagogical process. It is formulated through a skill, a knowledge associated with it and the values associated with those skills and knowledge.

The academic achievement of students is normally related to the evaluation of knowledge at an educational institution. A good student obtains good grades in exams, which denote a measurement of the percentage of themes learnt.

According to the valid social model (Diaz, 2010) although academic achievement is complex in its definition and in the way to approach it. The approach can be ample or limited. Studies about academic performance permit three ways to see it.

- As expressed, result and interpreted quantitatively.

- As evaluative judge-quantifier not on the academic formation. It means, for the process carried for the student.

- In a mixed way assuming the performance as process and result evidencing as in the numerical rating as in the value judgments about the capacities and the "know how to do" of the student from the process and in turn, having in mind institutional, social and family aspects and personal aspects too of the student which affects and are affected in the dichotomy: success or academic failure.

Baltazar (2010) who define academic performance as the demonstrate level of knowledge in an area or subject, evidencing through the quantitative indicators. According to this characterization, it is inferred that academic performance understood only as result, not always can account of the learning and comprehension achievements accomplished in the process for a student. The effort level is not directly proportional with the result of it, thus as the quality of the process carried for the student cannot be seen reflected in the obtained marks. There lies the importance of having a wider definition, which corresponds and involves the students' process and their conditions. In the second type of studies are the authors Reyes (2002) and Diaz (2010) who take into account the process which risks

students 'aptitudes linked to volitional, affective, and emotional factors. Besides the effort to get preset objectives or institutional purposes. That technical-pedagogical process of instruction-formation has its own objective in a resulting rating expressed qualitatively. Others authors assess some conscious and unconscious aspects that influence in student's performance.

2.2.2.2. Factors determining academic achievement.

Once defining the concept of academic achievement and having in mind the revision of studies made, several aspects can be considered that influence in this performance and include from personal aspects to sociocultural aspects. Between these aspects can contain one to the others or join. Many researchers consider mostly to economical and family factors as determiners of academic achievement.

These dimensions and their variables can be related between them in a direct and evidenciable way or conversely if it is possible to do it adding effects along of a chain of interactions between them. The demonstrable observable effects of the variables which influence in students' academic achievement are mediated for the quantitative approach or the qualitative one of the research in this research by the instruments used to collect information and the procedures used to measure and interpret the level of its effect or the magnitude of its incidence.

Economical dimension

Economical dimension is related to the conditions that students have to satisfy needs that raise to survive while studying his/her academic program: house, food, clothing, transport, study material expenses in entertainment activities, etc. If these aspects are favorable, it is expected the students to develop their academic activities with success and autonomy.

The importance to taking into account the economical dimension is sustained in the results of research's as in Baltazar and others (2010) who point out that material comfort and capacity of parents to destine more and better resources to their children, influence significantly on their academic performance.

Family dimension

This is understood as the familiar environment where a person grows and develops himself. This environment can favor or limit his/her, potential. Besides of having social and personal effects, in the attitude that the person assumes towards his/her academic formation and expectations.

2.2.2.3. Measurement of Academic achievement

Table 1

Evaluation in Peruvian Education

Grades	Evaluation of the Learning Achievement
15 – 20	Good
11 – 14	Regular
10 - 0	Deficient

Note: Ministry of Education. Direction of Basic and Regular Education (DIGEBARE): Guide of Educator Assessment. Lima, 1980. (Own translation)

Scale of qualification of learning in Basic Regular Education. (secondary level)

Outstanding achievement (18-20)

When students show achievements of the predicted learning evidencing a solvent command and very satisfactory in all proposal tasks. Students command with more facility the topics which are going to be treated evidencing knowledge clearly. Students achieve satisfactorily learning topics, songs, vocabularies in the English language.

Expected achievement (14-17)

When students show achievement of previous learning in the programmed time that students manage the topic a little easy but always knowing the previous knowledge. They use grammar as help to be able to develop sentences with facility the achieved a previous learning where they only can unfold.

In process (11-13)

When the student is on the way to achieve previous learning. To get it he or she requires accompaniment during a reasonable time to achieve it and he needs support of teachers and their parents.

In beginning (10-00)

When students are beginning to develop previous learning or show difficulties to develop them and need more time of accompaniment and intervention of teachers according to his/her timing or learning style.

Literal and descriptive evaluation

Table 2.

Aspects suggested for the behavior evaluation

	Behavior	Scale
Punctuality and assistance Personal presentation Care del patrimony of the school Order Cleaning	Very good	AD
	Good	A
	Regular	B
Respect towards	Deficient	C
Rules of coexistence		

Fuente: 71/escala-calificaciones-evaluacion.

Table 3.

Numeral and descriptive evaluation

Educative level type of qualification	Scale of qualification	Description
Secondary Education Numerical and descriptive	20 – 18 AD	When students shows achievement of the predicted learning evidencing a solvent command and very satisfactory in all proposal tasks.
	17 - 14 A	When students show achievement of previous learning in the programmed time that students command the topic a little easy but always knowing the previous knowledge.
	13 – 11 B	When the student is on the way to achieve previous learning. To get it he or she requires accompaniment during a reasonable time.
	10 – 00 C	When students are beginning to develop previous learning or show difficulties to develop them and need more time of accompaniment.

2.3. Definition of keys terms

Background knowledge: They are ideas or previous knowledge. They are part of the group of knowledge that the student possesses and can hinder or facilitate the integration of new knowledge to existing ones. The previous knowledge is the information that the individual has stored in his memory, due to his past experiences. It is a concept that comes from the meaningful learning theory postulated by David Ausubel, therefore it is also related to cognitive psychology. It is widely used in pedagogy, since it helps a lot in the teaching-learning process.

Foreign language: Foreign languages are those that are not spoken within the community in which the speaker lives -beyond certain very small communities.

Linguistic knowledge: It is the knowledge that has about mother tongue and foreign language that is part of the human beings' lives.

Language skills: Are those that allow us to communicate one another. They are listening, speaking, reading and writing.

Academic achievement: It is the measurement of results that a student acquire at the end of a period of time as a consequence of the application of an instructional program. It is

also known as the acquisition of competencies, skills, capacities and attitudes in the process of learning for life.

Chapter III. Hypothesis and variables

3.1.   Hypothesis

3.1.1   General hypothesis.

Background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

3.1.2   Specific objectives.

SH1. The conceptual or world background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

SH2. The linguistic background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

SH3. The meta-cognitive background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

3.2   Variables and operationalization of variables

Variable 1: Background knowledge

Variable 2: Academic achievement

3.3   Operationalization of variables

Table 1

Operationalization of variables

Variables	Dimensions	Indicators	items
Variable 1: Background knowledge	Conceptual or world knowledge	Share ideas and experiences. Make conceptual schemes in base to previous knowledge. Express opinions and concepts. Show interest in texts	1 2 3 4
	Linguistic knowledge	Knowledge of mother tongue. Use wide range of vocabulary. Understand meaning. Make coherent sentences. Express needs emotions, thoughts and feelings. Interact with their partners. Knowledge of foreign language. Know the basic uses of the language. Be Communicative.	5 6 7 8 9 10 11
	Meta-cognitive Knowledge	Use strategies of self-learning. Use the ICT. Use strategies of reading. Make self-evaluation about learning.	12 13 14 15

Variables	Dimensions	Indicators	items
Variable 2: Academic achievement	Outstanding achievement	De 18,19 y 20	Students Grades
	Expected achievement	De 17, 16,15 y 14	
	In process	De 11,12,y 13	
	In beginning	De 10 a 00	

Chapter IV. Methodology

4.1.   Research approach

This research is of quantitative approach. Quantitative research is one in which quantitative data on variables are collected and analyzed and studies the properties and quantitative phenomena.

4.2.   Research type

According to Hernandez, Fernandez and Baptista (2014), this research is descriptive, because descriptive studies give information about properties and important characteristics of any phenomenon that is analyzed. It describes trends of a group or population. This is a type of research that proposes a question, design, and data analysis to study a certain phenomenon. In this type of research, we use a descriptive statistic that tells us what the phenomenon is.

4.3.Research design

This study is of correlational design. Referring to this work Hernandez, Fernandez and Baptista (2014) stated that correlation studies associate variables through a predictable pattern for a group or population.

The diagram is as follows:

$$
\begin{array}{c}
O_1 \\
M \quad\nearrow\quad\downarrow \\
\quad\searrow\quad r \\
O_2 \quad\uparrow
\end{array}
$$
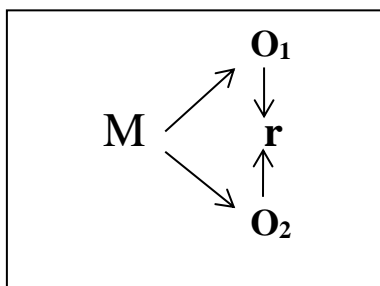
Where:

M   : sample

01   : observation of variable, Background knowledge

02   : observation of variable, Academic achievement

r   : relationship of both variables

4.4.   Population and sample

The population was composed by 90 English students of Third grade at Daniel Alcides Carrion School. The sample comprised 69 English students of third grade at Daniel Alcides Carrion High School, Santa Anita. Thus, the sample was non-probabilistic and according to the intentions of the researcher.

4.5.   Techniques and instruments of data collection

4.5.1   Techniques.

A survey was used to collect information. In this regard Mejia (2005) stated that this type of technique is given through the construction of questions that the researcher formulates with respect to its variables and dimensions. It collects, attitudes, interests, perceptions, interests among other personal behaviors.

4.5.2   Instrument

The instruments were selected in accordance with the design and purposes of the research. This research used two questionnaires as instruments that are for the variable 1 "background knowledge", and for the variable 2, "academic achievement". Both of them are analyzed below:

a) Instrument for the variable: Background knowledge

Data sheet

Name   : Questionnaire Background knowledge

Author   : Lidia INFANZON CAPCHA

Origin   : Santa Anita, Lima - Perú

Administration   : Individual and collective

Duration   : Between 10 and 15 minutes

Application   : Third grade at Daniel Alcides Carrion High School, Santa

Anita, Lima, 2017.

Mark   : Manual qualification.

Significance   : Evaluates the characteristics of the previous knowledge of

the students

Typification   : Scales for the individual or group form

Age   : 15 to more

Level   : Secondary

Usage   : Educational research.

Objective

The questionnaire is part of this study and its purpose is to obtain information about

the background knowledge of third grade students of English at Daniel Alcides Carrion

High School, Santa Anita, Lima, 2017.

Structure:

The dimensions that evaluate the Background knowledge are the following:

a) Conceptual or world knowledge

b) Linguistic knowledge

c) Meta-cognitive Knowledge

Table 2
Scale for the group evaluation of the dimensions of previous knowledge.

Levels	Too law	Law	Medium	High	Very high
Conceptual or world knowledge	[4-6]	[7]	[8-9]	[10]	[11-12]
Linguistic knowledge	[7-10]	[11-13]	[14-15]	[16-18]	[19-21]
Meta-cognitive Knowledge	[4-6]	[7]	[8-9]	[10]	[11-12]
background knowdledge	[15-21]	[22-27]	[28-33]	[34-39]	[40-45]

b) Instrument for the variable: Academic achievement

Data sheet

Name	: Academic achievement
Author	: Lydia Infanzon Capcha
Origin	: Santa Anita, Lima - Perú
Administration	: Individual and collective
Duration	: Between 40 and 50 minutes
Application	: Third grade at Daniel Alcides Carrion High School, Santa Anita, Lima, 2017.
Grade	: Manual grading.
Significance	: To evaluate the development of Academic achievement
Typification	: Scales for the individual or group form
Age	: 15 to more
Level	: Secondary

Objective:

This instrument is part of this study that aims to obtain information about the academic achievement of third grade students at Daniel Alcides Carrion High School, Santa Anita, Lima, 2017.

Table 3
Scale for the report card of academic achievement

Levels	In beginning	In process achievement	Expected achievement	Outstanding achievement
Academic achievement	[0 - 10]	[11 - 13]	[14 - 17]	[18 - 20]

4.6.   Statistical treatment of data

The data have been analyzed with the technical support of SPSS version 21, whereby the statistical presentation of the central tendency and variability is presented, as well as the inferential statistics for the respective hypothesis test. Once the database has been elaborated, the processing will proceed, for which it will be used in a PC and the SPSS software, version 25.0 for Windows. The analyzes are carried out with a level of statistical significance of $p < .05$ and will be the following: Grouping by levels or categories of data of the two general variables, for their descriptive analysis. Likewise, the normality test was carried out to know the distribution of the data, and in this way use parametric and non-parametric tests. Finally, see the Spearman correlation test, for the contrast of hypotheses and the analysis of the relationship between variables. Spearman's Rho statistician

According to Carrasco (2009) the Spearman correlation coefficient (Rho) is a non-parametric test that measures the association or interdependence between two measured discrete variables, at least one of them, on an ordinal scale (p.104).

It is advisable to use the Spearman correlation coefficient when the data present extreme values, since these values greatly affect the Pearson correlation coefficient or non-normal distributions. The interpretation of Spearman's Rho coefficient is the same as that of Pearson's correlation coefficient with values that oscillate between -1 and +1. Values close to 1 indicate a strong and positive correlation. Values close to -1 indicate a strong and negative correlation. Values close to 0 indicate that there is no linear correlation.

Spearman's Rho Formula

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Where:

ρ = Spearman's Rho

N = Sample

D = Differences between variables

Table 4
Correlation indexes

r = 1	Perfect correlation
0,8 < r < 0,9	Very high correlation
0,6 < r < 0,79	High correlation
0,4 < r < 0,59	Moderate correlation
0,2 < r < 0,39	Low correlation
0 < r < 0,2	Very low correlation
r = 0	Null correlation

Note: Bisquerra (2008)

Chapter V. Results

5.1. Validation and reliability of instrument

5.1.1. Validity of instruments.

Hernández, Fernández and Baptista (2010) conceived validity as the level of a data collection instrument, in which a variable can really measure. The validity of the data collection instrument of this investigation was carried out through the content validity, that is, it was determined to whether the items contained in the instrument were representative of the domain or the universe contained in what we want to measure or not.

Table 5
Validity of the instruments

Experts	Background knowdledge		Academic achievement	
	Percentage	Opinion	Percentage	Opinion
Mg. Miguel Oré de los Santos	85.00%	Applicable	85.00%	Applicable
Mg. Jean Pierre Mendoza Tomaylla	85.00%	Applicable	85.00%	Applicable
Mg. Yeny Rivera Melgarejo	85.00%	Applicable	85.00%	Applicable

As can be seen in table 5, the instrument is relevant, relevant and has sufficiency to be applied to students of English of the third grade of secondary level at Daniel Alcides Carrion High School, Santa Anita, 2017.

5.1.2 Reliability of instruments.

According to Hernández, Fernández and Baptista (2010), the reliability of a measurement instrument is determined by various techniques, and refers to the degree to which it is applied, repeated to the same subject, produces the same results. Therefore, Hernández, Fernández and Baptista (2010), reliability consists of "the degree to which an instrument produces a consistent and coherent result" (p 324).

a) **Reliability of the instrument: Background knowledge**

To measure the level of reliability of the measurement instrument, it was carried out through the Cronbach's Alpha test in order to determine the degree of homogeneity that the items of the measurement instrument have and the Likert scale with five categorical values where anyone is the correct answer.

Table 6
Reliability of Background knowledge instrument

Reliability	Nº de Cases	Ítems	Cronbach's Alpha
Background knowledge	10	15	0,914

According to the Cronbach's Alpha reliability indices, it is now found that the instrument has strong reliability.

In conclusion, it can be seen that the instrument has validity and reliability, being suitable for application in English students of the third grade of secondary level Daniel Alcides Carrion High School, Santa Anita, 2017

5.2 **Presentation and analysis of results**

5.2.1 Descriptive level.

a) Description of the variable and dimensions: background knowledge

Table 7
Level of background knowledge

Levels	Range	Frequency	Percentage
Very high	40 – 45	5	7,2%
High	34 – 39	37	53,6%
Medium	28 – 33	15	21,7%
Low	22 – 27	8	11,6%
Very low	15 – 21	4	5,8%
Total		69	100,0%
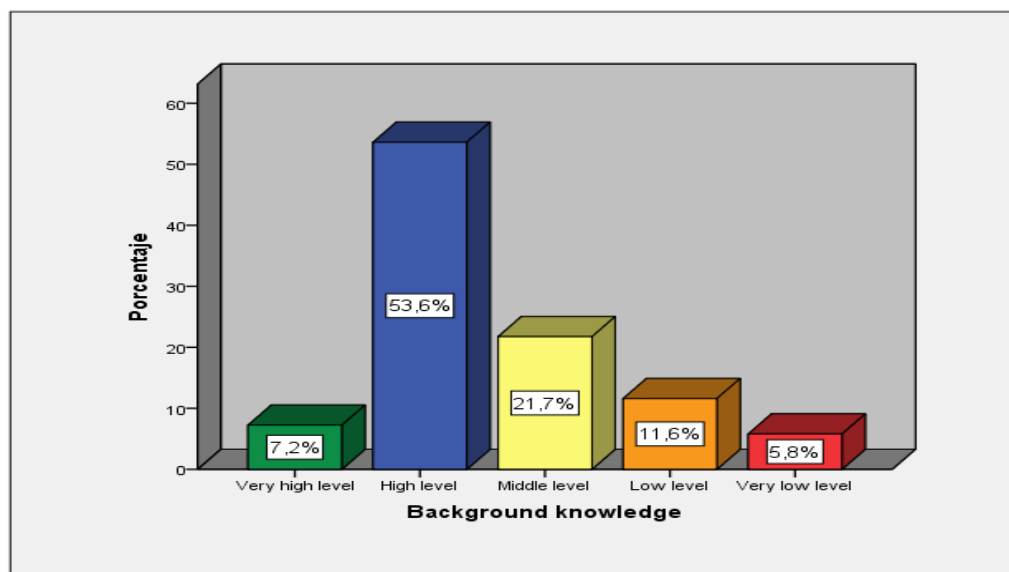
Figure. 1 Level of background knowledge

It is observed that 53.6% (37) of the students have prior knowledge of high level,

followed by 21.7% (15) who show a medium level, another 11.6% (8) have a low level,

7.2% (5) shows a very low level, and finally only 5.8% (4) shows a very low level. The

average is 34.06 which indicates that the respondents have previous high-level knowledge.

Table 8
Level of the conceptual or word knowledge dimension

Levels	Range	Frequency	Percentage
Very high	11 - 12	9	13,0 %
High	10	15	21,7%
Medium	8 - 9	23	33,3%
Low	7	9	13,0%
Very low	4 - 6	13	18,8%
Total		69	100,0%
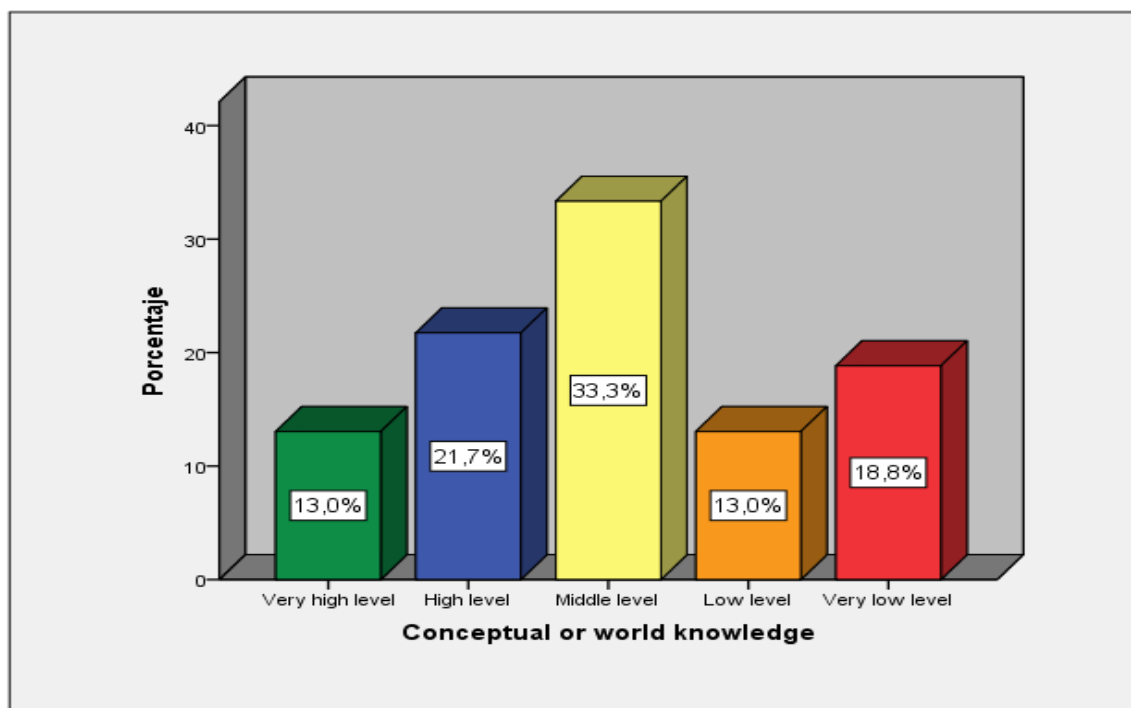
Figure 1. Conceptual or world knowledge level

It is observed that 33.3% (23) of the students were based on a conceptual

knowledge or world of the middle level, followed by 21.7% (15) who show a high

level, another 18.8% (13) they have a very low level, 13.0% (9) show a very high

level, and finally only 13.0% (9) show a low level. The average is 8.49, which

indicates that the respondents demonstrate a conceptual knowledge or world of the

middle level.

Table 9
Level of the linguistic knowledge dimension

Levels	Range	Frequency	Percentage
Very high	19 - 21	10	14,5 %
High	16 - 18	31	44,9%
Medium	14 - 15	15	21,7%
Low	11 - 13	10	14,5%
Very low	7 - 10	3	4,3%
Total		69	100,0%
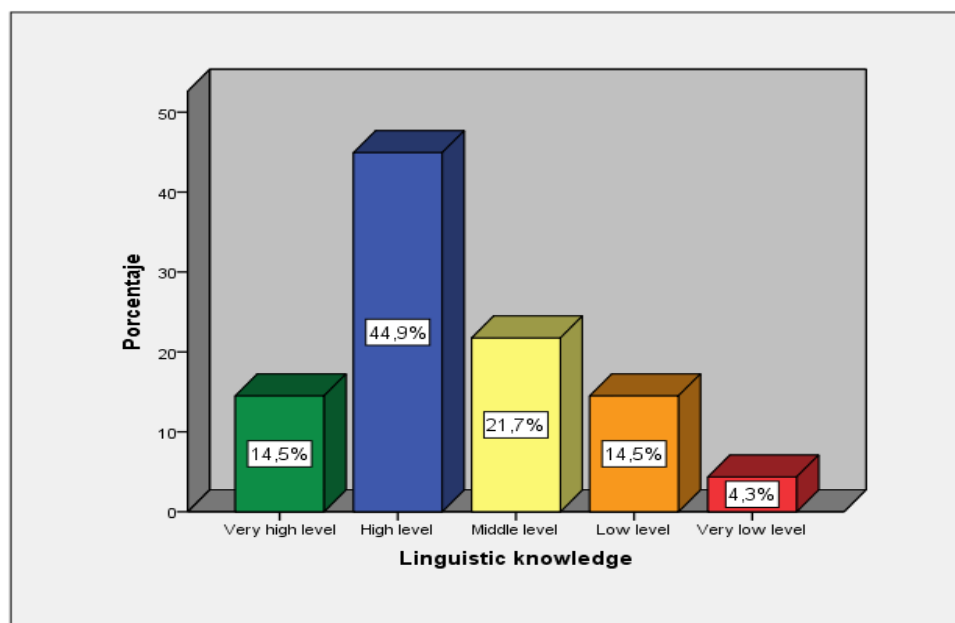
Figure 2. Linguistic knowledge level

It is observed that 44.9% (31) of the students show high level linguistic knowledge, followed by 21.7% (15) who show a medium level, another 14.5% (10) have a very high level of knowledge. The 14.5% (10) show a low level, and finally only 4.3% (3) show a very low level. The average is 15.90, which indicates that the respondents show high level linguistic knowledge.

Table 10
Level of the meta-cognitive knowledge dimension

Levels	Ranges	Frequency	Percentage
Very high	11 - 12	13	18,8%
High	10	14	20,3%
Medium	8 – 9	25	36,2%
Low	7	5	7,2%
Too low	4 – 6	12	17,4%
Total		69	100,0%
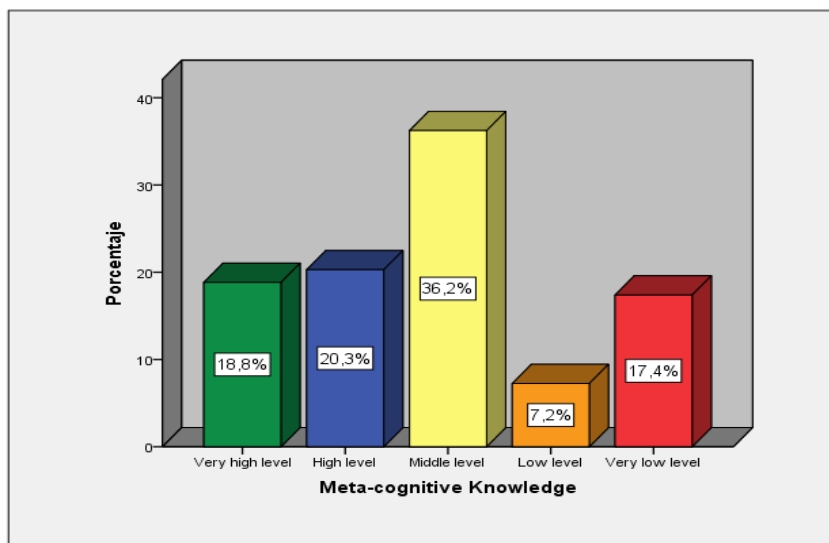
Figure 4. Meta-cognitive knowledge level

It is observed that 36.2% (25) of the students show a medium level metacognitive knowledge, followed by 20.3% (14) who show a high level, another 18.8% (13) have a very high level of knowledge. The 17.4% (12) show a very low level, and finally only 7.2% (5) show a low level. The average is 8.67 which indicates that the respondents demonstrate a metacognitive knowledge of a regular level.

Table 11
Distribution of frequencies of Academic achievement

Levels	Ranges	Frequency	Percentage
Outstanding achievement	18 - 20	4	5,8%
Expected achievement	14 – 17	45	65,2%
In process	11 – 13	15	21,7%
In beginning	0 – 10	5	7,2%
Total		69	100,0%
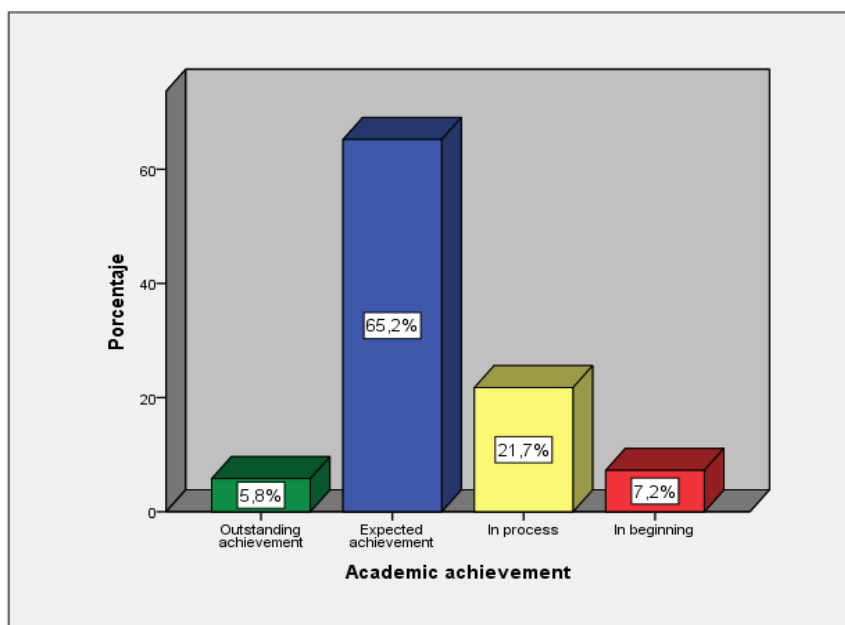
Figure 3. Academic achievement level

It is observed that 65.2% (45) have an expected learning achievement, followed by 21.7% (15) that show an achievement in process, another 7.2% (5) show an achievement at the beginning, and finally, 5.8% (4) show a remarkable achievement. The average is 14.20 which indicates that students have an expected learning achievement.

Result of general objective

Table 12
Distribution of comparative levels between background knowledge and academic achievements

			Academic achievements				
			In beginning	In process	Expected achievement	Outstanding achievement	Total
Background knowledge	Very high	Re-count	0	0	1	4	5
		% of the total	0,0%	0,0%	1,4%	5,8%	7,2%
	High	Re-count	0	1	36	0	37
		% of the total	0,0%	1,4%	52,2%	0,0%	53,6%
	Medium	Re-count	0	7	8	0	15
		% of the total	0,0%	10,1%	11,6%	0,0%	21,7%
	Low	Re-count	1	7	0	0	8
		% of the total	1,4%	10,1%	0,0%	0,0%	11,6%
	Too low	Re-count	4	0	0	0	4
		% of the total	5,8%	0,0%	0,0%	0,0%	5,8%
Total		Re-count	5	5	15	45	4
		% of the total	7,2%	7,2%	21,7%	65,2%	5,8%
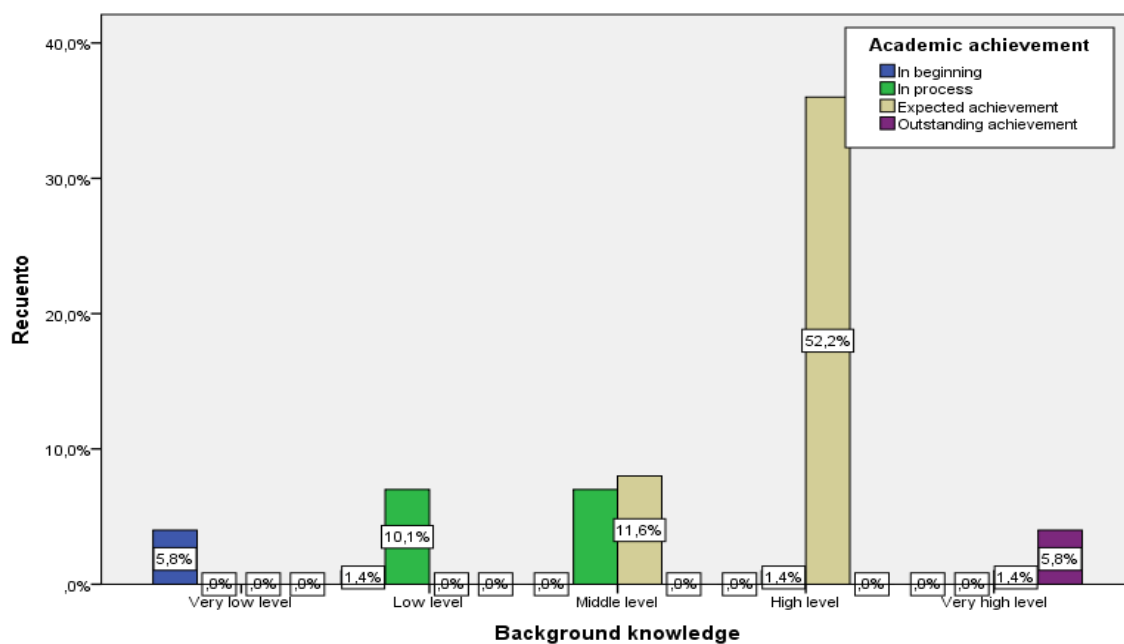
Figure 6. Distribution of comparative levels between background knowledge and

academic achievements

When the respondents show that they have background knowledge of a very high

level, 5.8% have an outstanding achievement, and 1.4% have an expected achievement;

Then, when the respondents show high level background knowledge, 52.2% have an

expected achievement, and 1.4% have an achievement in process; On the other hand, when

the respondents show background knowledge at the middle level, 11.6% have outstanding

achievement, and 10.1% have an achievement in process; also when the respondents show

background knowledge of low level, 10.1% have an achievement in process, and 1.4%

have an achievement in the beginning; and finally when the respondents show previous

knowledge of very low level, 5.8% have an achievement in beginning.

Result of specific objective 1

Table 13

Distribution of comparative levels between conceptual or world knowledge and academic achievements

			Academic achievements				
			In beginning	In process	Expected achievement	Outstanding achievement	Total
Conceptual or world knowledge	Very high	Re-count	0	1	6	2	9
		% of the total	0,0%	1,4%	8,7%	2,9%	13,0%
	High	Re-count	0	0	13	2	15
		% of the total	0,0%	0,0%	18,8%	2,9%	21,7%
	Medium	Re-count	0	0	23	0	23
		% of the total	0,0%	0,0%	33,3%	0,0%	33,3%
	Low	Re-count	0	7	2	0	9
		% of the total	0,0%	10,1%	2,9%	0,0%	13,0%
	Too low	Re-count	5	7	1	0	13
		% of the total	7,2%	10,1%	1,4%	0,0%	18,8%
Total		Re-count	5	15	45	4	69
		% of the total	7,2%	21,7%	65,2%	5,8%	100,0%
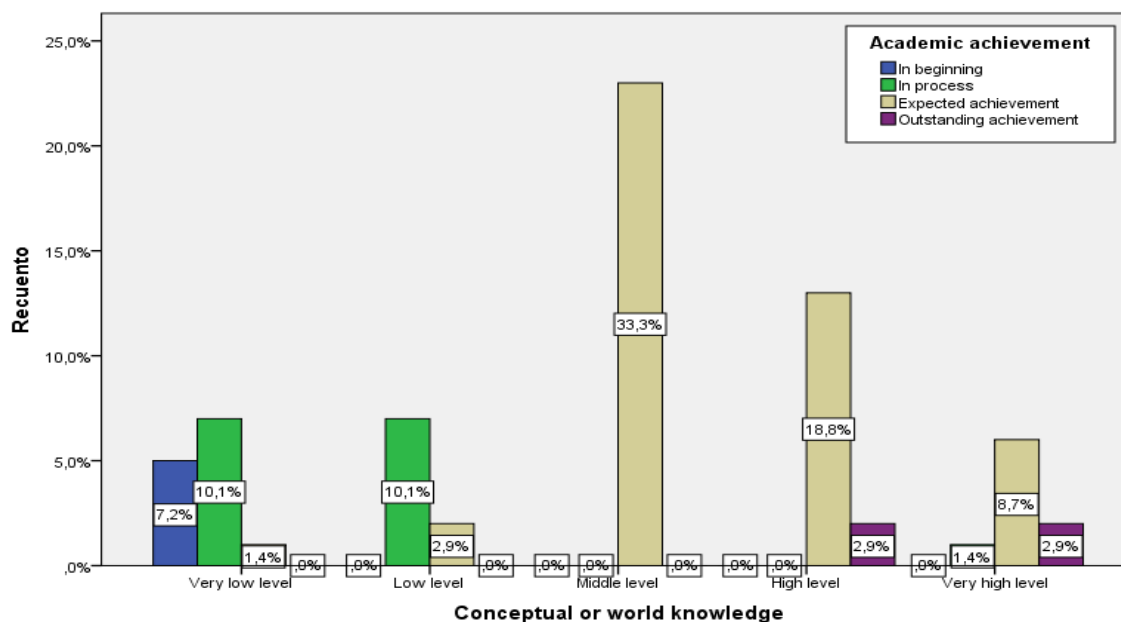
Figure 7. Distribution of comparative levels between conceptual or world knowledge

and academic achievement

When the respondents demonstrate a conceptual or world knowledge of a very high

level, 2.9% have an outstanding achievement, 8.7% have an expected achievement, and

1.4% have an achievement in process; Then, when the respondents show a high level

conceptual or world knowledge, 2.9% have outstanding achievement, and 18.8% have an

expected achievement; On the other hand, when the respondents show a conceptual or world level knowledge, 33.3% have an expected achievement; also when the respondents show a conceptual or world knowledge of low level, 2.9% have an expected achievement, and 10.1% have an achievement in process; and finally when the respondents show a conceptual or world knowledge of very low level, 1.4% have an expected achievement, 10.1% have an achievement in process, and 7.2% have an achievement at the beginning.

Result of specific objective 2

Table 14
Distribution of comparative levels between linguistic knowledge and academic achievements

			Academic achievements				
			In beginning	In process	Expected achievement	Outstanding achievement	Total
Linguistic knowledge	Very high	Re-count	0	0	7	3	10
		% of the total	0,0%	0,0%	10,1%	4,3%	14,5%
	High	Re-count	0	4	26	1	31
		% of the total	0,0%	5,8%	37,7%	1,4%	44,9%
	Medium	Re-count	1	9	5	0	15
		% of the total	1,4%	13,0%	7,2%	0,0%	21,7%
	Low	Re-count	1	2	7	0	10
		% of the total	1,4%	2,9%	10,1%	0,0%	14,5%
	Too low	Re-count	3	0	0	0	3
		% of the total	4,3%	0,0%	0,0%	0,0%	4,3%
Total		Re-count	5	15	45	4	69
		% of the total	7,2%	21,7%	65,2%	5,8%	100,0%

Figure 4. Distribution of comparative levels between linguistic knowledge and

academic achievements

When the respondents show a linguistic knowledge of a very high level, 4.3% have

an outstanding achievement, and 10.1% have an expected achievement; Then, when the

respondents show a high level of linguistic knowledge, 1.4% have an outstanding

achievement, 37.7% have an expected achievement, and 5.8% have an achievement in

process; On the other hand, when the respondents show a medium level linguistic

knowledge, 7.2% have an expected achievement of learning, 13.0% have an achievement

in process, and 1.4% have an achievement in the beginning. Also, when respondents show

low level linguistic knowledge, 10.1% have an expected achievement in learning, 2.9%

have an achievement in process, and 1.4% have an achievement in the beginning; and

finally, when the respondents show a very low level of linguistic knowledge, 4.3% have an

achievement in the beginning of learning.

Result of specific objective 3

Table 15

Distribution of comparative levels between Meta-cognitive knowledge and academic achievements

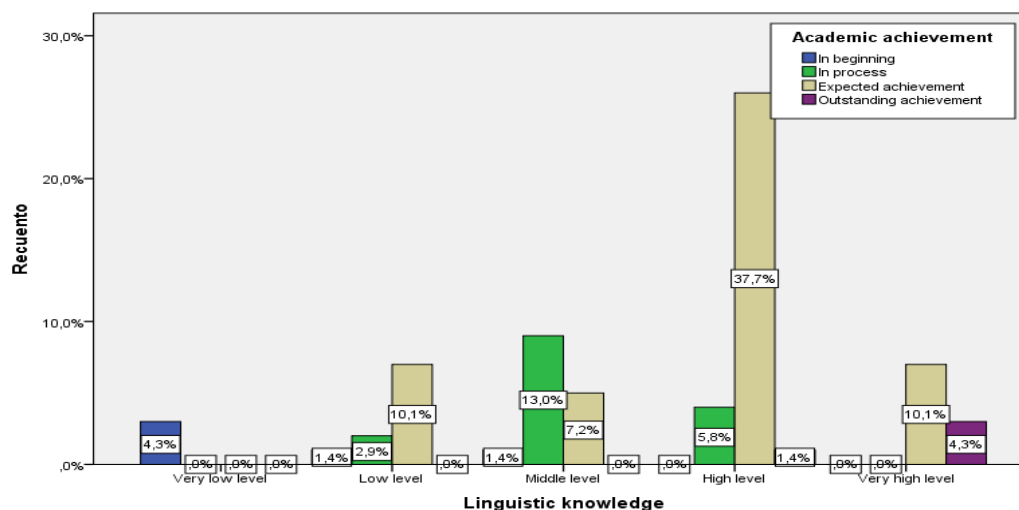|			Academic achievements				
			In beginning	In process	Expected achievement	Outstanding achievement	Total
Meta-cognitive knowledge	Very high	Re-count	0	0	10	3	13
		% of the total	0,0%	0,0%	14,5%	4,3%	18,8%
	High	Re-count	0	1	12	1	14
		% of the total	0,0%	1,4%	17,4%	1,4%	20,3%
	Medium	Re-count	0	6	19	0	25
		% of the total	0,0%	8,7%	27,5%	0,0%	36,2%
	Low	Re-count	0	2	3	0	5
		% of the total	0,0%	2,9%	4,3%	0,0%	7,2%
	Too low	Re-count	5	6	1	0	12
		% of the total	7,2%	8,7%	1,4%	0,0%	17,4%
Total		Re-count	5	5	15	15	45
		% of the total	7,2%	7,2%	21,7%	21,7%	65,2%
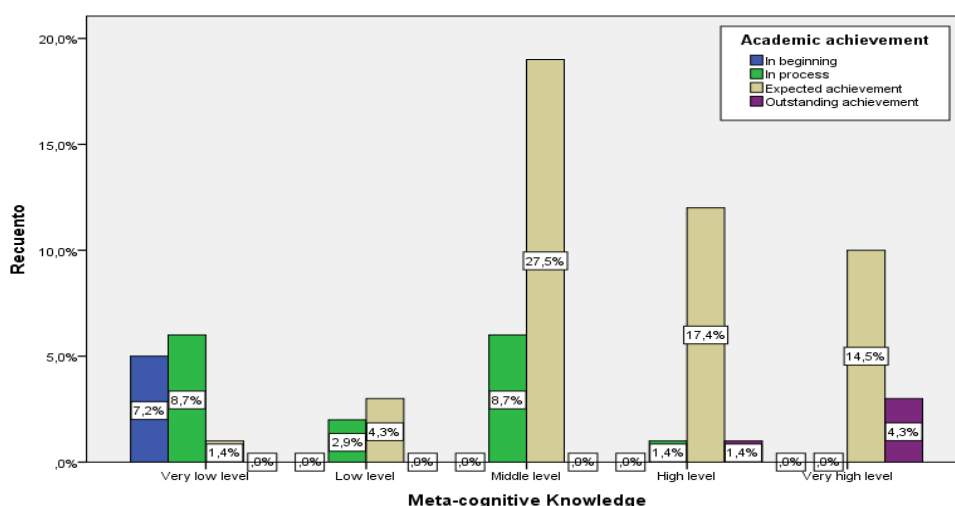
Figure 9. Distribution of comparative levels between Meta-cognitive knowledge and

academic achievements

When the respondents show a metacognitive knowledge of very high level, 4.3%

have outstanding achievement, and 14.5% have an expected achievement; Then, when the

respondents show a high level metacognitive knowledge, 1.4% have outstanding learning

achievement, 17.4% have an expected achievement, and 1.4% have an achievement in

process; On the other hand, when the respondents show a medium level metacognitive

knowledge, 27.5% have an expected achievement of learning, and 8.7% have an

achievement in process; also when the respondents show a metacognitive knowledge of low level, 4.3% have an expected achievement of learning, and 2.9% have an achievement in process; and finally when the respondents demonstrate a very low level metacognitive knowledge, 1.4% have an expected achievement of learning, 8.7% have an achievement in process, and 7.2% have an achievement in the beginning.

5.2.2. Inferential level

5.2.2.1 Statistical test for the determination of normality

H0: The sample data come from a normal distribution

H1: The sample data does not come from a normal distribution

Significance level: 0.05

Test statistic:

If Sig > 0.05; The null hypothesis is accepted.

If Sig < 0.05; The null hypothesis is rejected

Table 16
Tests of normality

	Kolmogorov-Smirnov		
	Statistical	gl	Sig.
Background knowledge	,175	69	,000
Academic achievement	,175	69	,000

a. Correction of significance of Lilliefors

The table shows that the values of sig <0.05, therefore, H0 is rejected, it is accepted that the data of the sample do not come from a normal distribution, therefore to test the hypotheses proposed will be used the Spearman's Rho.

5.2.2.2 Hypothesis testing.

General Hypothesis

Background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

Step 1: Statement of the null hypothesis (Ho) and alternative hypothesis (H 1):

Null Hypothesis(H_0):

Background knowledge is not significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

Alternative Hypothesis (H_1):

Background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

Step 2: Select the level of significance

The level of significance consists in the probability of rejecting the Null hypothesis, when it is true, this is called Type I Error, some authors consider that it is more convenient to use the term Risk Level, rather than significance. At this level of risk, it is denoted by the Greek letter alpha (α).

Decision rule: If p < 0,05 then the null hypothesis is rejected

Table 17
Correlation and significance level between background knowledge and academic achievements

			Background knowledge	Academic achievement
Spearman's Rho	Background knowledge	Correlation coefficient	1,000	,826[**]
		Sig. (bilateral)		,000
		N	69	69
	Academic achievement	Correlation coefficient	,826[**]	1,000
		Sig. (bilateral)	,000	.
		N	69	69

**. The correlation is significant at the level 0,01 (bilateral)

Step 3: Decision making

In Table 17, the results are presented to test the general hypothesis: a Spearman's Rho correlation coefficient = 0.826 ** was obtained, which is interpreted at 99.99% ** the correlation is significant at the 0.01 bilateral level, interpreted as a very high positive relationship between the variables, with a p = 0.00 (p <0.01), rejecting the null hypothesis.

It is also observed that background knowledge is directly related to academic achievement, that is to say, the better the background knowledge, the higher the academic achievement, also according to the Spearman correlation of 0.826, this represents a very high positive correlation.
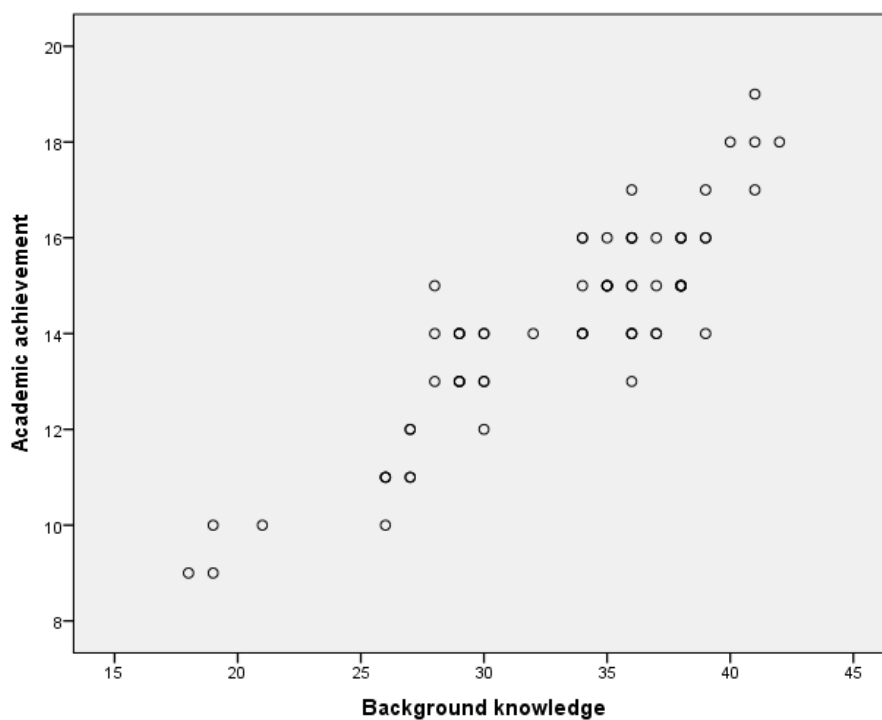

Figure 5. Scatter diagram Background knowledge vs Academic achievements

Specific Hypothesis 1

The conceptual or world background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

Step 1: Statement of the null hypothesis (Ho) and alternative hypothesis (H 1):

Null Hypothesis(H$_0$):

The conceptual or world background knowledge is not significantly related to the

academic achievement in third grade students of English at Daniel Alcides Carrion High

School, Santa Anita, 2017.

Alternative Hypothesis (H$_1$):

The conceptual or world background knowledge is significantly related to the

academic achievement in third grade students of English at Daniel Alcides Carrion High

School, Santa Anita, 2017.

Step 2: Select the level of significance

The level of significance consists in the probability of rejecting the Null hypothesis,

when it is true, this is called Type I Error, some authors consider that it is more convenient

to use the term Risk Level, rather than significance. At this level of risk it is denoted by the

Greek letter alpha (α).

Decision rule: If p < 0,05 then the null hypothesis is rejected

Table 28
Correlation and significance level between conceptual or world knowledge and academic achievements

			conceptual or world knowledge	Academic achievement
Spearman's Rho	conceptual or world	Correlation coefficient	1,000	,740**
		Sig. (bilateral)		,000
		N	69	69
	Academic achievement	Correlation coefficient	,740**	1,000
		Sig. (bilateral)	,000	.
		N	69	69

**. The correlation is significant at the level 0,01 (bilateral)

Step 3: Decision making

In Table 18, the results are presented to test the general hypothesis: a Rho correlation

coefficient of Spearman = 0.740 ** was obtained, which is interpreted at 99.99% ** the

correlation is significant at the 0.01 bilateral level, interpreted as a high positive

relationship between the variables, with a p = 0.00 (p <0.01), rejecting the null hypothesis.

It is also observed that the conceptual or world knowledge is directly related to the academic achievement, that is to say, the better the conceptual or world background knowledge will be higher the academic achievements, also according to the Spearman correlation of 0.740 represents a high positive correlation.
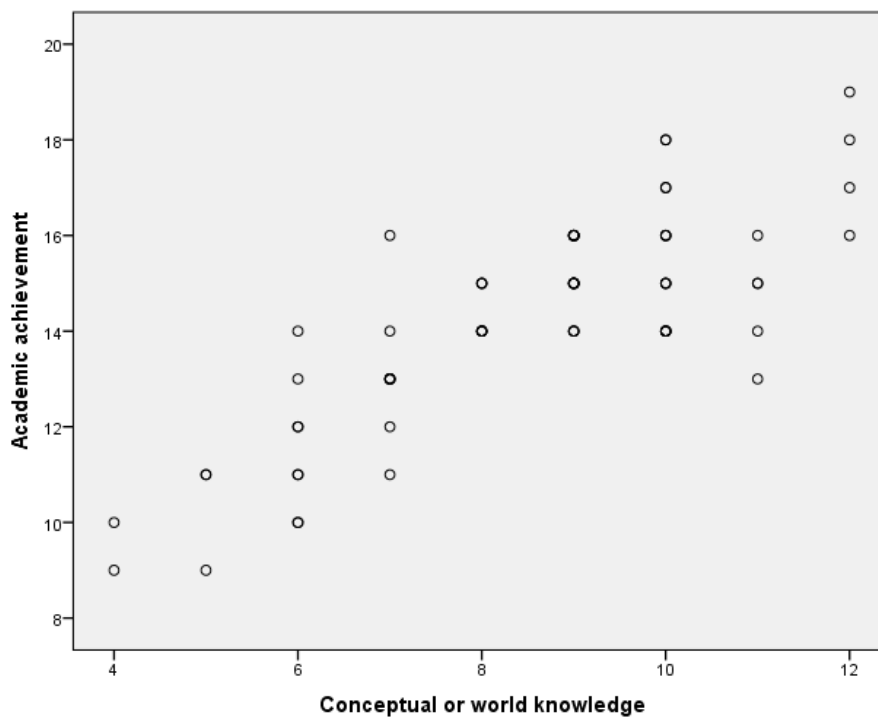
Figure 6. Scatter diagram Conceptual or world knowledge vs Academic achievements.

Specific Hypothesis 2

The linguistic background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

Step 1: Statement of the null hypothesis (Ho) and alternative hypothesis (H 1):

Null Hypothesis(H_0):

The linguistic background knowledge is not significantly related to the academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

Alternative Hypothesis (H₁):

The linguistic background knowledge is significantly related to academic

achievement in third grade students of English at Daniel Alcides Carrion High School,

Santa Anita, 2017.

Step 2: Select the level of significance

The level of significance consists in the probability of rejecting the null hypothesis,

when it is true, this is called Type I Error, some authors consider that it is more convenient

to use the term Risk Level, rather than significance. At this level of risk it is denoted by the

Greek letter alpha (α).

Decision rule: If p < 0,05 then the null hypothesis is rejected

Table 39
Correlation and significance level between linguistic knowledge and academic achievements

			Linguistic knowledge	Academic achievement
Spearman's Rho	Linguistic knowledge	Correlation coefficient	1,000	,727**
		Sig. (bilateral)	.	,000
		N	69	69
	Academic achievement	Correlation coefficient	,727**	1,000
		Sig. (bilateral)	,000	.
		N	69	69

**. The correlation is significant at the level 0,01 (bilateral)

Step 3: Decision making

In Table 19, the results are presented to test the general hypothesis: a Spearman's

Rho correlation coefficient = 0.727 ** was obtained, which is interpreted at 99.99% ** the

correlation is significant at the 0.01 bilateral level, interpreted as a high positive

relationship between the variables, with p = 0.00 (p <0.01), rejecting the null hypothesis.

It is also observed that linguistic knowledge is directly related to academic

achievement, that is to say, the better the linguistic knowledge will be higher the academic

achievements, and according to the Spearman correlation of 0,727 this represents a high positive correlation.

Figure 72. Scatter diagram Linguistic knowledge vs Academic achievements

Specific Hypothesis 3

The meta-cognitive background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

Step 1: Statement of the null hypothesis (Ho) and alternative hypothesis (H 1):

Null Hypothesis(H_0):

The meta-cognitive background knowledge is not significantly related to the academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

Alternative Hypothesis (H_1):

The meta-cognitive background knowledge is significantly related to the academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

Step 2: Select the level of significance

The level of significance consists in the probability of rejecting the null hypothesis, when it is true, this is called Type I Error, some authors consider that it is more convenient to use the term Risk Level, rather than significance. At this level of risk it is denoted by the Greek letter alpha (α).

Decision rule: If p < 0,05 then the null hypothesis is rejected

Table 20
Correlation and significance level between meta-cognitive knowledge and academic achievements

			Meta-cognitive knowledge	Academic achievement
Spearman's Rho	Meta-cognitive knowledge	Correlation coefficient	1,000	,624[**]
		Sig. (bilateral)	.	,000
		N	69	69
	Academic achievement	Correlation coefficient	,624[**]	1,000
		Sig. (bilateral)	,000	.
		N	69	69

**. The correlation is significant at the level 0,01 (bilateral)

Step 3: Decision making

In Table 20, the results are presented to test the general hypothesis: a Spearman's Rho correlation coefficient = 0.624 ** was obtained, which is interpreted at 99.99% ** the correlation is significant at the 0.01 bilateral level, interpreted as a high positive relationship between the variables, with p = 0.00 (p <0.01), rejecting the null hypothesis.

It is also observed that meta-cognitive knowledge is directly related to learning achievements, that is to say, the better the meta-cognitive knowledge will be higher the academic achievements, and according to the Spearman correlation of 0.727 this represents a high positive correlation.
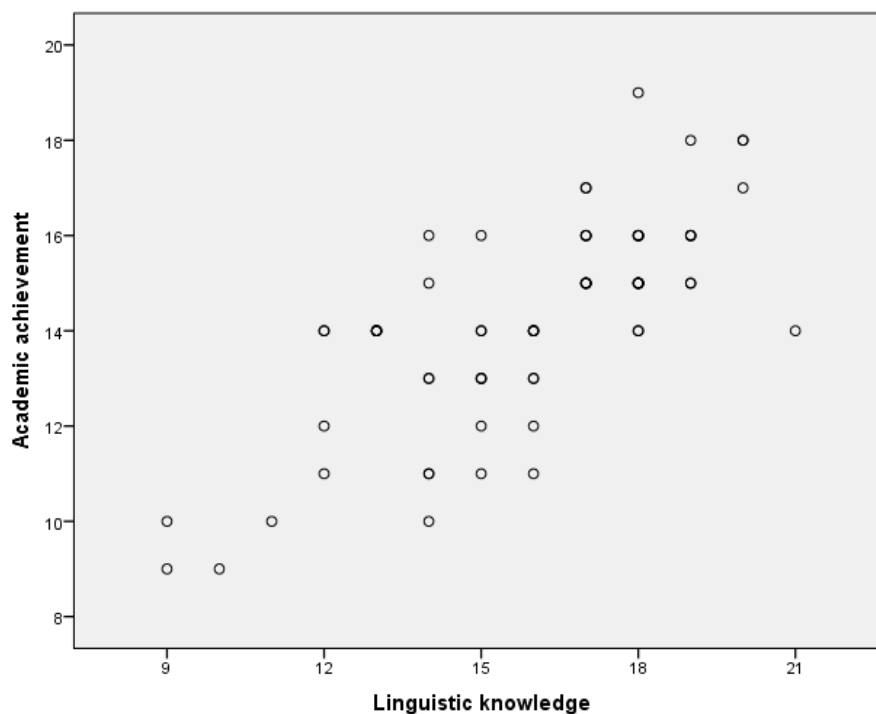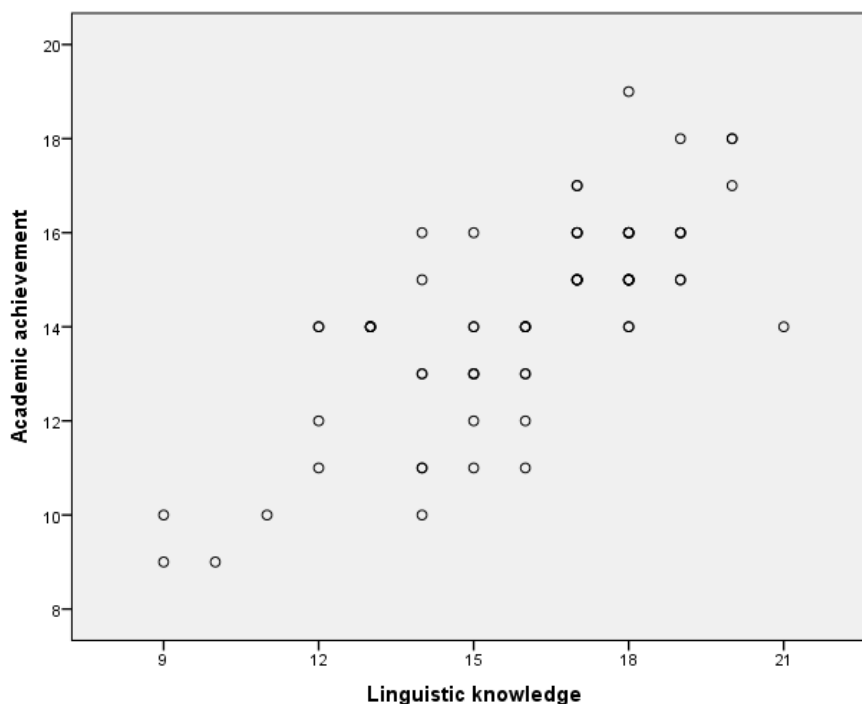
Figure 83. Scatter diagram Meta-cognitive knowledge vs Academic achievements

5.3 Discussion of results

We formulated as the general objective to establish the relationship between

background knowledge and academic achievement in third grade students of English at

Daniel Alcides Carrion High School, Santa Anita, 2017. After the corresponding

hypothesis testing, we concluded that background knowledge is significantly related to

academic achievement in third grade students of English at Daniel Alcides Carrion High

School, Santa Anita, 2017. That is to say, the better the background knowledge, the higher

the academic achievement. Also, according to the Spearman correlation of 0,826, this

represents a very high positive correlation. This result has coincidence with the ones

obtained by Guamán (2017) in the research entitled Background *knowledge and its*

relationship with the learning of electrostatics in second year students bachelor of the

Educational Unit Riobamba., who concluded that the results of the research showed that

there is a positive average relationship between the two variables. Therefore, background

knowledge is related to the learning of electrostatics since it helps to improve the academic

performance to the students who attend this subject. Also, this result has coincidence with the results obtained by Castro (2017) in her study *Relationship between previous knowledge in mathematics and academic performance of the students of Accounting I subject of the accounting career at Autonomous University of Ica, 2017.*, who concluded that 43,3% of the students have little previous knowledge and 76,7% of the students have a regular academic performance. In relation to the general objective when applying the Spearman rho correlation, she found a value for r = 0,314 that represents a mean positive correlation with a level of significance 0,001, which indicates that previous knowledge is significantly related to academic performance in students of accounting subject - I of the accounting career at Autonomous University of Ica in the year 2017.

We formulated as the specific objective 1 to establish the relationship between the conceptual or world background knowledge and academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. After the corresponding hypothesis testing, we concluded that conceptual or world background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. That is to say, the better the conceptual or world background knowledge will be, the higher the academic achievement. Also, according to the Spearman correlation of 0,740, this represents a high positive correlation. To this respect, Díaz & Hernández (1998) affirmed that conceptual knowledge is constructed from the learning of concepts, principles and explanations, which do not have to be learned in a literal way, but by abstracting the essential meaning or identifying the defining characteristics and the rules that compose them. The conceptual contents correspond to the area of knowledge, that is, the facts, phenomena and concepts that students can learn. These contents can be transformed into learning if it is based on the previous knowledge that the student possesses, which in turn are interrelated with the other

types of content. In the development of conceptual content, it is not enough to obtain

information and have knowledge about the things, facts and concepts of a certain scientific

or daily area, it is also necessary to understand them and establish meaningful relationships

with other concepts, through an interpretation process and taking into account the previous

knowledge they possess. In addition, Guilherme (2000) defined competence knowledge of

the world as "the ability to interact effectively with people of other cultures that we

recognize as different from the own" (p.297).

We formulated as the specific hypothesis 2 to establish the relationship between the

linguistic background knowledge and academic achievement in third grade students of

English at Daniel Alcides Carrion High School, Santa Anita, 2017. After the sorresponding

hypothesis testing, we concluded that linguistic background knowledge is significantly

related to academic achievement in third grade students of English at Daniel Alcides

Carrion High School, Santa Anita, 2017. That is to say, the better the linguistic knowledge

will be, the higher the academic achievement, and according to the Spearman correlation

of 0,727, this represents a high positive correlation. This can be explained in the sense that

linguistic knowledge of language facilitates participation in society, as it receives

information about the outside and mutual knowledge of people, which allows the exchange

of ideas and a better understanding. In this direction, Rojas (2002) stated that "Thinking

emerges from perception and abstraction of the reality through language. This capacity is

conceived like an integral part of a human development: The cognitive faculty." In

addition, Chomsky (1965) pointed out that the human being has the capacity to produce

and understand, potentially, sentences with a finite number of elements. This ability allows

you to determine if certain sentences are part of your language, heard or never heard.

Among the cognitive processes involved is the transfer, which is defined as the use of prior

linguistic knowledge to facilitate the understanding or production of language (O'Malley and Chamot, 1990, p.138).

We formulated as the specific hypothesis 3 to establish the relationship between meta-cognitive background knowledge and academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. After the corresponding hypothesis testing, we concluded that meta-cognitive background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. That is to say, the better the meta-cognitive knowledge will be, the higher the academic achievement, and according to the Spearman correlation of 0,727 this represents a high positive correlation. Metacognitive knowledge is about knowledge that aims at automate knowledge management, that is, to guide the planning and application of knowledge in the environment of a system. This type of knowledge, therefore, includes information about the knowledge of definitions, procedures, objects and facts that a system has. This term determines the existence of a level of abstract knowledge that identifies the implicit and explicit foundations of knowledge in a system. It refers to the knowledge we have about what and how we know it, as well as the knowledge we have about our processes and cognitive operations when we learn, remember or solve problems. We can assert that Flavell (1978) defined meta-cognition as "knowledge that takes as its object or regulates any aspect of any cognitive endeavor" two clusters of activities are included in that statement: knowledge about cognition and regulation of cognition. (p. 232). That is, metacognition is a process that requires the monitoring and regulation of information in order to meet a specific objective.

Conclusions

1. Background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. That is to say, the better the background knowledge, the higher the academic achievement, also according to the Spearman correlation of 0,826, this represents a very high positive correlation.

2. The conceptual or world background knowledge is significantly related to the academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. That is to say, the better the conceptual or world background knowledge will be, the higher the academic achievement. Also, according to the Spearman correlation of 0.740, this represents a high positive correlation.

3. The linguistic background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. That is to say, the better the linguistic knowledge will be, the higher the academic achievement, and according to the Spearman correlation of 0,727, this represents a high positive correlation.

4. The meta-cognitive background knowledge is significantly related to the academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. That is to say, the better the meta-cognitive knowledge will be, the higher the academic achievement, and according to the Spearman correlation of 0,727 this represents a high positive correlation.

Recommendations

1. We recommend to teachers of English at Daniel Alcides Carrion High School to take into account the role of background knowledge of their student in order to plan their class sessions to make them more productive, for that they must possess tools that can take them to extract that background knowledge to make them profitable for the classroom and highlight student's participation in the entire process of learning.

2. We recommend to teachers of English at Daniel Alcides Carrion High School to take into consideration conceptual or world knowledge that their students bring to class in order to construct new knowledge by means of preparing a variety of activities for the cognitive development of their students.

3. We recommend to teachers of English at Daniel Alcides Carrion High School to take into account the basic skills developed previously by their students in order to develop new skills (listening, speaking, reading and writing) and make learning more significant for real life situation in the use language in context.

4. We recommend to teachers of English at Daniel Alcides Carrion High School to promote in their students the necessary reflection of their learning process, have control of their learning, be more critical and be aware of their responsibility in society.

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Appendices

Appendix A. Quetionnaire

Estimado estudiante,

A continuación te presentamos diferentes enunciados, los mismos que debes contestar marcando con un aspa (X) la respuesta que consideres apropiada, para esto debes tener en cuenta los criterios señalados en la tabla de puntaje. Tus respuestas servirán para mejorar la enseñanza del área de inglés en tus clases.

1	2	3
Nunca	A veces	Siempre

Nº	Variable 1 :Conocimientos previos	1	2	3
	Dimensión: Conocimiento conceptual del mundo.			
1	Comparto mis ideas y experiencias personales en la clase de inglés.			
2	Tengo nociones claras sobre lo que estoy aprendiendo en base a lo que ya conozco en inglés.			
3	Expreso mis opiniones y nuevos conceptos con facilidad en inglés.			
4	Muestro interés por la lectura en inglés.			
	Dimensión: Conocimiento de la lengua materna y lengua extranjera.			
5	Tengo un amplio vocabulario en castellano.			
6	Entiendo el significado de las palabras con facilidad en el castellano.			
7	Elaboro oraciones coherentes en base a mis experiencias previas en castellano.			
8	Expreso con facilidad mis necesidades, emociones y sentimientos en castellano.			
9	Aprendo más el inglés cuando interactuó con mis compañeros en clase.			
10	Utilizo el inglés básico para elaborar oraciones sencillas en inglés Organizó mi propio aprendizaje del inglés mediante el esfuerzo, la dedicación,la concentración ,la responsabilidad, la puntualidad, etc.			
11	Intento comunicarme en Ingles con mis compañeros en clase.			
	Dimensión: Conocimiento Meta-cognitivo.			
12	Organizo mi propio aprendizaje del inglés mediante el esfuerzo, la dedicación ,la concentración ,la responsabilidad, la puntualidad, etc.			
13	Utilizo la tecnología (internet, aula virtual, radio-grabadora, y otros) para mejorar el proceso de la comprensión de textos en inglés.			
14	Uso estrategias de lectura como: lectura silenciosa, el subrayado, comparaciones, resúmenes, etc. para comprender un texto en inglés			
15	Elaboro una autoevaluación (evaluación personal) sobre mis aprendizajes.			

Responda por escrito. ¿Cuál fue la nota que usted obtuvo en el curso de inglés? _____

Appendix B: Consistency Matrix

Background knowledge and academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.

Formulation of the problem	Study objectives	Research hypothesis	Study variables	Methodology	Population and sample
General problem To what extent is background knowledge related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017? **Specific problems** 1. To what extent is conceptual knowledge related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017? 2. To what extent is linguistic knowledge related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017? 3. To what extent is metacognitive knowledge related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017?	**General objective** To establish the relationship between background knowledge and academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. **Specific objectives** 1. To establish the relationship between the conceptual or world background knowledge and academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. 2. To establish the relationship between the linguistic background knowledge and academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. 3. To establish the relationship between the meta-cognitive background knowledge and academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.	**General hypothesis** Background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. **Specific hypothesis** SH01: The conceptual or world background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. SH02: The linguistic background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. SH03: The meta-cognitive background knowledge is significantly related to academic achievement in third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017.	**Variable 1:** Background knowledge **Variable 2:** Academic achievement	**1) Research approach** Quantitative **2) Research type** Descriptive research **3) Research design** Correlational design **4) Research method** Descriptive research method **5) Techniques and instruments of data collection** Documentary analysis Survey Questionnaire Score register	**Population and sample** The population will be 70 third grade students of English at Daniel Alcides Carrion High School, Santa Anita, 2017. The sample will be the same as the population.

Appendix C: Operationalization of variables

Variables	Dimensions	Indicators	items
Variable 1: Background knowledge	Conceptual or world knowledge	- Share ideas and experiences. - Make conceptual schemes in base to previous knowledge. - Express opinions and concepts. - Show interest in texts	1 2 3 4
	Linguistic knowledge	- Knowledge of mother tongue. - Use wide range of vocabulary. - Understand meaning. - Make coherent sentences. - Express needs emotions, thoughts and feelings. - Interact with their partners. - Knowledge of foreign language. - Know the basic uses of the language. - Be Communicative.	5 6 7 8 9 10 11
	Meta-cognitive Knowledge	- Use strategies of self-learning. - Use the ICT. - Use strategies of reading. - Make self-evaluation about learning.	12 13 14 15
Variable 2: Academic achievement	Outstanding achievement	- De 18,19 y 20	Students Grades
	Expected achievement	- De 17, 16,15 y 14	
	In process	- De 11,12,y 13	
	In beginning	- De 10 a 00	