



**TEACHERS' AND LEARNERS' EXPERIENCES ON THE USE OF
METACOGNITIVE READING STRATEGIES: BASES FOR
IN-SERVICE TRAINING**

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ABSTRACT

This qualitative research was conducted to find out the experiences of teachers and learners in using metacognitive reading strategies as bases for in-service training. The result showed that teachers' view metacognitive reading strategies as: used to develop reading comprehension, tools to enhance learners' active involvement in learning, and techniques in monitoring and problem solving. On the other hand, learners' view metacognitive reading as: techniques to widen comprehension, for self- evaluation, reading, and memory enhancement. Teachers use metacognitive reading strategies by letting students read and answer comprehension questions, think aloud, and do active thinking; by giving pre-reading questions; and by asking prior knowledge. Learners use metacognitive reading by repetitious reading, asking help, note taking, summarizing, memorizing, and silent reading. Teachers' experiences in using metacognitive reading strategies are to enhance reading comprehension and to help students become independent readers. Learners' experiences in using metacognitive reading strategies are

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to deepen understanding and enhancing independent reading skills. As a result, an in-service training program is proposed.

INTRODUCTION

Reading is a difficult process because it involves a variety of reading strategies, including metacognitive reading strategies and cognitive reading techniques (such as goal-setting and planning, using past knowledge, forming questions and predictions, constructing a summary, monitoring, revising meaning, reflecting, and relating) that can be utilized to help with text comprehension that include problem-solving reading strategies, global reading strategies, and support reading strategies. Despite the fact that there are researches focusing on the obstacles and difficulties experienced by students, reading still appears difficult to most of them; and one of the causes can be connected to the reading instruction given to the students.

In terms of comprehension, metacognitive strategies are those activities that make learners aware of their thinking as they read. Metacognitive reading strategies are increasingly being recognized and utilized in the Philippines as a means to enhance students' reading comprehension and critical thinking skills. Educators in the Philippines are incorporating metacognitive reading strategies into their instructional practices to empower students to become more strategic and independent readers.

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ISSN: 2704-3010

Volume V, Issue III

February 2024

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In the Philippine context, metacognitive reading strategies are often integrated into the teaching of both English and Filipino languages. Teachers are exploring various approaches to explicitly teach students how to monitor their understanding of texts, regulate their comprehension processes, and apply specific strategies to enhance their understanding of written materials.

Furthermore, the Department of Education in the Philippines has been emphasizing the importance of developing higher-order thinking skills, including metacognition, as part of the K-12 curriculum. This focus on metacognitive reading strategies aligns with the broader educational goals of promoting critical thinking, analytical skills, and deep comprehension among students. Additionally, there is a growing body of research and professional development initiatives in the Philippines that aim to support teachers in effectively integrating metacognitive reading strategies into their classroom instruction. These efforts are geared towards equipping educators with the knowledge and tools to scaffold students' development of metacognitive reading skills across different grade levels and subject areas.

Overall, the adoption of metacognitive reading strategies in the Philippines reflects a commitment to nurturing students' ability to think critically and engage with texts in a more intentional and strategic manner. This approach aligns with global trends in education that emphasize the importance of metacognition in fostering deep understanding and meaningful learning experiences for teachers and students.

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Students need to employ metacognitive reading skills in all learning environments. For students to excel in their studies and occupations in the future, they must be able to read and comprehend a wide range of reading materials. So, English teachers play a vital role in employing metacognitive reading strategies in delivering the lessons. That is why the researcher, as an English teacher, is interested in ascertaining experiences of teachers and learners on the use of metacognitive reading strategies.

MATERIALS AND METHODS

Research Method

The study utilized a qualitative research design using in-depth interviews. Through open-ended interview questions and verbally stated observations, a greater knowledge of the effects of metacognitive reading strategies on the effectiveness of English teachers in the city of Iloilo was sought.

According to Denzin and Lincoln (2000) and Bogdan and Biklen (2003), the qualitative research approach is useful for gathering detailed information about the beliefs, attitudes, actions, experiences, and social settings of certain populations. An interview with a person that goes beyond asking basic questions and getting a person's surface-level responses is called an in-depth interview. The researcher employed face-to-face interview with the participants. Due to the number of participants, the researcher presented the questions and the participants wrote their

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responses as requested. The aim was to get their views and experiences through their vivid responses to the questions.

Research Design

This study's design was a qualitative one that applied a phenomenological method. In order to comprehend the "lived" experiences of the participants, phenomenology is the study of shared meanings among individuals who encounter the same occurrence (Creswell, 2013; Merriam, 2009). "Phenomenology is the study of experience, particularly as it is lived and as it is structured through consciousness" (Henriksson & Friesen, 2012).

Participants in the Study

A method known as "purposeful selection" was used to choose the study's participants (Maxwell, 2005). The participants of this study were selected (12) English teachers in Jaro National High School in the city of Iloilo who teach English in Junior High School using metacognitive reading strategies, and 20 Junior High School learners. Participants who took into account these inclusion criteria were suitable for the study.

Sampling Design

The researcher used purposive sampling. This technique is widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). Finding and choosing people or groups of people who have particular expertise in or experience with an interest phenomenon entail doing this (Cresswell &

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Plano Clark, 2011). The twelve (12) purposely selected teachers were teaching English subject using metacognitive reading strategies and twenty (20) Junior High School learners with five (5) learners per grade level.

Research Instrument

The research instrument used in this study was a researcher- made interview guide. A panel of experts validated the researcher-made interview guide. The final edition took into account all opinions and ideas about the tool's validation and underwent face- and-content validation.

The interview guide had two (2) parts. Part I included the name of each participant on an optional basis; age was written in numbers; sex was categorized as male or female; year level was categorized as first to fourth year; teaching experience was written in number of years; and metacognitive reading strategies to be selected from the options, such as activating, summarizing, monitoring and clarifying, visualizing and organizing, searching and selecting, questioning, and inferring. Part II included a five-item questionnaire which allowed participants to answer freely.

Validity of the Research Instrument

The validity of the interview guide refers to whether or not it measures what it is supposed to measure (Britannica, 2008). The researcher-made interview guide was submitted to the adviser for review and revision. After the corrections were considered and acted upon, the prepared

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interview guide was then forwarded to the panel of experts for content and face validation. The guide was considered valid after it was checked by the panel of experts. Revisions were made after validation by the panel of experts and all of their suggestions and corrections were incorporated. The final draft was submitted again to the panel for approval.

Data-gathering Procedures

The researcher first secured a permit to conduct the study from the Dean of the Graduate School of the University of Iloilo. Then she asked permission from the principal of Jaro National High School in Iloilo City.

Once the permits were approved and the participants were identified, the researcher secured voluntary participation as evidenced by signing a consent form.

After obtaining the participants' written consent letters for the study, interviews with the participant were conducted at a convenient time for each participant and were done face-to-face. The participants were gathered in one room and the researcher conducted orientation before they answered the interview guide. When the written responses were completed, the researcher gathered them and consolidated all the information. Then, the responses were thematically analyzed.

Data Analyses

The information gathered was analyzed using thematic approach. Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire and

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Delahunt (2017), the aim of thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about the issue. These are summarizing, analyzing, and interpreting the data gathered and making sense of them.

RESULT AND DISCUSSION

This study was conducted to find out the experiences of teachers and learners in using metacognitive reading strategies in the District of Jaro, Schools Division of Iloilo City, Iloilo City.

The participants in the study were the 12 English teachers in Junior High School and 5 Junior High School learners from each grade level for a total of twenty. Individual interviews were used using face-to-face interactions to facilitate access and faster data gathering transactions. The study adopted a purposive sampling strategy and sought voluntary participation.

The research instrument used in the study was a researcher-made interview guide. This guide was subjected to validity test by experts. The data collected during the interviews were transcribed manually and then analyzed thematically.

Based on the data presented, the following are the findings:

The themes gathered from teachers' view on metacognitive reading strategies were: Strategies used to develop reading comprehension, Tools to enhance learners' active involvement in

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ISSN: 2704-3010

Volume V, Issue III

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learning, Techniques to monitor reading progress, and Techniques for Problem solving. For learners' view of metacognitive reading strategies, the themes gathered were: Techniques to widen and deepen comprehension, For self- evaluation of reading progress, and Focused reading and memory enhancement.

As to how metacognitive reading strategies were used by the teachers in teaching English class, the themes generated were: Let students read and answer comprehension questions, by letting students think aloud and apply active thinking, by giving pre-reading questions and letting them read for specific purpose, and activating prior knowledge first before reading. Furthermore, the following themes emerged on the learners' application of metacognitive reading strategies in English classes: reading the material again and again, asking help from teacher and classmates, noting important details, summarizing and memorizing concepts, and reading silently to enhance comprehension.

The gathered themes on experiences of teachers in teaching English using metacognitive reading strategies were: Enhance reading comprehension, and Metacognitive Reading Strategies help students to become independent readers. Furthermore, the following were the themes that came up from learners' experiences with metacognitive reading practices: help to deepen understanding on the reading material and enhance independent reading skills.

Based on the results, metacognitive reading strategies can help learners become more aware of their comprehension and understanding of the text. Likewise, by teaching students to

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use metacognitive reading strategies, educators can empower them to monitor their understanding, clarify confusing points, and evaluate their comprehension. These can lead to improved reading comprehension, critical thinking skills, and overall language proficiency.

In light of the findings, metacognitive reading strategies play a crucial role in enabling educators to gain insight into their students' cognitive processes and understanding of the reading materials assigned to them. By employing metacognitive reading strategies, teachers can observe how learners' approach, comprehend, and reflect on the text they are reading. This approach allows teachers to identify individual learner strengths and areas for improvement in their reading comprehension and critical thinking skills. Moreover, it equips educators with the tools to provide targeted support and guidance to enhance learners' overall reading abilities.

Metacognitive reading strategies are powerful tools that empower learners to take control of their reading comprehension, thus leading to improved understanding and critical thinking skills. Metacognitive reading techniques can assist students in becoming more conscious of how well they comprehend and grasp the material. Similarly, teachers can provide students with the ability to track their comprehension, elucidate unclear passages, and assess their understanding by teaching them how to apply metacognitive reading practices. Enhancing critical thinking abilities, reading comprehension, and general language ability can result from such.

Teachers and learners alike have found that incorporating metacognitive reading strategies into their practice has led to significant advancements in reading comprehension and

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critical thinking skills. Educators have reported that guiding students to monitor their understanding, set goals for comprehension, and employ strategies to clarify confusion has resulted in increased engagement and a deeper connection to the text. Students, on the other hand, have expressed a newfound sense of empowerment and autonomy in their reading process. By reflecting on their own thinking and learning processes, learners have discovered effective ways to approach complex texts, identify areas of difficulty, and ultimately enhance their overall reading proficiency. The shared experiences of both teachers and students underscore the transformative impact of metacognitive reading strategies on learning outcomes.

An in-service training was proposed as a result of the study.

CONCLUSION

Based on the findings and insights, the following recommendations are advised:

When using metacognitive reading strategies, it is important for learners to set clear goals for their reading, such as identifying key points, making connections, or understanding the author's purpose. Encouraging students to monitor their comprehension as they read, pausing to assess their understanding and identify confusing points, can help them employ strategies to clarify any areas of uncertainty. Additionally, activating prior knowledge before reading and making connections between existing knowledge and new information can enhance comprehension and aid in making meaningful connections.

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Prompting students to ask themselves questions before, during, and after reading fosters a deeper engagement with the text and promotes critical thinking. Visualizing the content as they read and creating mental images or diagrams can aid in comprehension and retention. Encouraging learners to summarize what they have read and reflect on the main ideas periodically promotes active engagement with the text and reinforces comprehension.

Learners should be reminded to seek clarification if they encounter challenging vocabulary or concepts, whether through context clues, reference materials, or by asking for assistance from peers or educators. By providing students with these recommendations, educators can support the development of metacognitive reading skills and empower learners to take control of their reading comprehension.

In addition, metacognitive reading strategies can form the foundation of in-service training for teachers by providing them with the tools to effectively support their students' reading comprehension and critical thinking skills. By integrating metacognitive strategies into their instructional practices, teachers can help students become more aware of their own thinking processes and gain a deeper understanding of the texts they encounter.

It is thus recommended that the proposed in-service training prepared by the researcher be implemented in schools in the Division of Iloilo City.

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Lastly, it is recommended that an education course in reading be included in the curriculum of College of Education and in graduate studies offered by colleges and universities.



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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



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