

Author	Pasana, Sheena Mae C.
Title	"Effects of Metacognitive Strategy Instruction on the Metacognitive Awareness and Reading Comprehension Performance of Beed Students
Year	2014
Program	Master of Arts in Education (Language and Literacy Education)

ABSTRACT

Reading is a complex activity, and its most obvious goal is comprehension. As students progress through school, they are asked to read increasingly complex graphical and informational texts in their courses (Think Literacy, 2007). The reading process for managing these information-getting tasks is typically highly complex and requires both cognitive and metacognitive processing (Magliano & Trabasso, 1999; Wade & Reynolds, 1989 as cited in Hong-Nam & Leavell, 2011). Ideally, students that reach university level would be aware of using effective reading strategies, but it is observed that many students do not read analytically and cannot adjust their reading to the different materials they encounter (Gaerlan, 2012). Nevertheless, students can overcome their difficulties when they receive appropriate training on reading strategies and introduced to the concept of metacognition.

The present study aimed at examining the effects of metacognitive strategy instruction on the metacognitive awareness and reading comprehension performance of BEEd students and if there was a relationship between metacognitive awareness and reading comprehension. Metacognitive reading strategies (planning, monitoring, and evaluating) were taught to 45 students for five weeks using the Gradual Release of Responsibility model of instruction. Data were gathered through the use of the Gray Silent Reading Tests (GSRT), the Metacognitive Awareness Inventory (MA), and students' reading logs. Pre-test and post-test scores were compared using T-test for paired samples, and the relationship between the two variables was tested using Spearman's rho. A frequency test was also done to find out which metacognitive reading strategies were learned more after the intervention.

Results showed that explicit instruction of metacognitive reading strategies improved students' reading comprehension performance and metacognitive awareness and that there was a moderate positive relationship between the two variables. Frequency tests also revealed that students learned a number of metacognitive strategies after the intervention. These results were supplemented by students' answers to reflective questions in their reading logs.

The results have implications for reading instruction at the tertiary level, teacher education, and future research. It has been shown in the study that metacognition plays a vital role in enhancing students' reading abilities and it can be effectively taught and developed in tertiary level students.