

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 4, 1175 – 1185

<http://dx.doi.org/10.11594/ijmaber.05.04.05>

Research Article

English Reading Performance and Metacognitive Strategies: Implications for Students' Academic Success

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Article history:

Submission April 2024

Revised April 2024

Accepted April 2024

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ABSTRACT

Education is not a privilege; it is a human right. In response, Sustainable Development Goals' "Let Me Learn" stated that nearly two-thirds of 10-year-olds can hardly read nor perceive and simplify a text, which is even more severe in the Philippines, where reading is in English. Thus, this research sought to examine the relationship between English reading performance and the metacognitive strategies of the grade 7 students on their word recognition and reading comprehension through the Philippine Informal Reading Inventory to determine their reading profile. In correlation, the Metacognitive Reading Strategies Questionnaire was used to self-assess reading strategies. The quantitative-descriptive correlational research design revealed no significant relationship between English reading performance and metacognitive strategies. However, a significant but weak relationship was seen between oral reading and pragmatic-behavioral strategies. It signifies that they can read some words but can hardly comprehend the reading text. The study's product mainly suggested that the variables do not correlate, concluding that to move toward equitable educational outcomes for an increase in their reading level, reimagining how to foster and reinforce the students to discover and strengthen their gradual progress in reading must at least be achieved to meet the expectations and specifications throughout the act of reading.

Keywords: *Academic success, English reading performance, Metacognitive strategies*

How to cite:

Mercado, J. C. Y. & Manzano, B. A. (2024). English Reading Performance and Metacognitive Strategies: Implications for Students' Academic Success. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(4), 1175 – 1185. doi: 10.11594/ijmaber.05.04.04

Introduction

Every human being has the right to quality education. It is one of the powerful tools to level inequalities, alleviate poverty, and ensure sustainable development. According to the assessment by the United Nations Educational, Scientific and Cultural Organization (UNESCO) assessment, 264 million individuals cannot still attend school, although it is the most sustainable investment and contributes to other fundamental human rights. It has been declared that these out-of-school children and youth are suffering from social, economic, and cultural crises. The situation has been even worse for youth living in lower-income countries, who have less access to the internet, a lack of equipment, and sometimes a lack of space at home — disrupting or ending the education of many children.

Harun and Pillai (2021) supported this conclusion that in the case of English language educators, other challenges involving the status of English and its varieties, attitudes, and perceptions towards learning and using English may correspond to the changing language and language education policies and not solely to students having to learn it as a second or foreign language.

The COVID-19 pandemic has deepened a global learning crisis, even though education systems failed our children before the pandemic. COVID-19 has exacerbated this learning crisis, and children in almost every country have fallen behind in their learning. Prominent to this is Krashen, whose input hypothesis profoundly influenced Second Language Acquisition (SLA). According to his input hypothesis, SLA occurs when the learner understands input containing grammatical forms at 'i+1', where he pertains to the proper input level, which is automatic when interlocutors succeed in making themselves understood in communication. Hence, the Input Hypothesis is central to all acquisition and learning (Krashen, 1985, as cited in Schutz, 2019).

Thus, in response to one of the United Nations Sustainable Development Goals (SDG) goal of not letting it become a generational catastrophe, "Let Me Learn" is a campaign stating that nearly two-thirds of 10-year-olds are presumed to read nor perceive and simplify a text

hardly. Consequently, the problem of reading is even more severe in the Philippines, where reading is in a foreign language recognized worldwide as one of society's foremost media of instruction and communication tools. Among thousands of languages worldwide, English is considered the lingua franca for communication, business, and education.

The Philippine educational system has adopted English as one of the primary media of instruction since Filipinos observed that this is the business and tourism language in Western countries, thus making it an advantage to consider. As well as that, the Philippines is one of the Southeast Asian countries aiming to further progress transnational education through the K to 12 curriculum program. However, it has been monitoring an erratic drop since 2016 through the English Proficiency Index (EPI) ranking. For the past few years, it placed 14th in 2018, 20th in 2019, 27th in 2020, 22nd in 2022 and 20th in 2023. A similar report from the Test of English for International Communication conducted by Hopkins International Partners showed that Filipino learners daily in English performance. In line with this, the Programme for International Student Assessment (2018) results showed that 80% of Filipino students, mostly fifteen years old, scored lower than the participating countries. This means that these students still needed to reach the minimum level of proficiency in reading, which led to a significant rate of poor scores, reflecting that the students lacked essential reading and comprehension abilities.

As a response, the Department of Education (DepEd) launched the 2019 "Hamon: Bawat Bata Bumabasa" (3Bs Initiatives) to strengthen its commitment and initiative of making every learner a reader at a particular grade level. Public schools assess the learners' reading ability and determine their reading profile through the Philippine Informal Reading Inventory (Phil-IRI), similar to the private schools where purchasing assessment tools to determine the student's performance level was an option. Despite this call for an action, PISA in 2022 revealed no significant improvement, and the Philippines remained among the world's weakest in reading.

Several initiatives were adopted before and after the profiling of the students to enrich reading skills; meanwhile, such initiatives still need to be improved and strengthen the reading performance of every learner as remediation for the poor results of student learning. To address these gaps, achieving a culture of reading that serves as a requisite skill in most, if not all, learning areas is encouraging. Furthermore, the intervention needs to consider the specific nature of the challenges, particularly the diversity in students' reading backgrounds, and interventions alone may only fully address learners' specific reading needs if they assess their interest in learning a skill.

With the facts stated, the research locale administered the Performance Assessment of Standards and Skills (PASS) administered by Global Resources for Assessment Curriculum and Evaluation (GRACE), which revealed that 132 out of 246 students, or 53.66%, are approaching proficiency. However, they still need little guidance to acquire fundamental knowledge and skills in English. In detail, a low rating was obtained for the student's reading performance, with a significant difference at 0.05 level. A more thorough analysis of results must be supported by supporting assessment tools to contribute to the student's learning at least significantly. Oxford (1990) dives into the implications of language learning strategies as the actions taken at ease by the learner to intensify their commitment to learning. Moreover, among the six language learning strategies of the students, it has been predetermined that the students preferred metacognitive strategies when learning the language; therefore, presuming that at early grade levels of the high school department, this issue must be addressed immediately.

The pressing issue to be addressed here is to form the appropriate reading techniques and put them in a reading environment that eliminates students' reading difficulties and stimulates their willingness to express themselves. The educational context in which the act of reading takes place should be considered because emotional factors interact with cognitive processes during reading instruction, and these emotional factors can be leveraged to

encourage children to engage in literacy activities (Vaknin-Nusbaum & Tuckwiller, 2022)

Relatively, Kung and Aziz (2020) conducted action research to investigate the effects of metacognitive reading strategies on students' reading comprehension. The calculated mean for the overall items showed increased participants' awareness of metacognitive reading strategies following the intervention. Nonetheless, Meniado (2016) attempted to prove the preceding claim about reading strategies and performance through descriptive surveys and descriptive correlational methods. It revealed that metacognitive reading strategies and reading comprehension do not correlate as well as between reading interest/ motivation and reading comprehension. On the other hand, a positive correlation was obtained between reading strategies and reading motivation.

Thus, this investigation invited a more thorough analysis along the same line of inquiry since it contradicted the previous findings of most studies. This research focused on more than just identifying the students' English reading performance but attempted to find the correlation and exploration of metacognitive reading strategies, particularly the two constructs: analytic cognitions aimed at reading comprehension and pragmatic behaviors aimed at studying and academic performance.

Academic success is necessarily complex and broad, so research can encapsulate which parameters are generally effective. On this wise, this research can serve as an input to the call for a global effort to help every child gain basic reading skills and unlock their potential that promotes and sustains a culture of reading. In whatever way, only individual teachers can ultimately determine what is most effective for them and the particular group of students they are teaching. Alleviating quality and tremendous implications in the educational sector of the Philippines can be gleaned as being of high importance, as most of the students and teachers have much work to do.

The study examined the relationship between English reading performance and metacognitive strategies of Grade 7 students to imply significant findings for students' academic success.

Specifically, the study intended to answer the following questions:

1. What are the Grade 7 students' levels of English reading performance along areas of word recognition and reading comprehension?
2. What metacognitive reading strategies are used by the Grade 7 students concerning analytic cognition and pragmatic behavior?
3. Is there a significant relationship between English reading performance and the students' metacognitive reading strategies?
4. What are the implications of the study for students' academic success?

Methods

Conceptual Framework

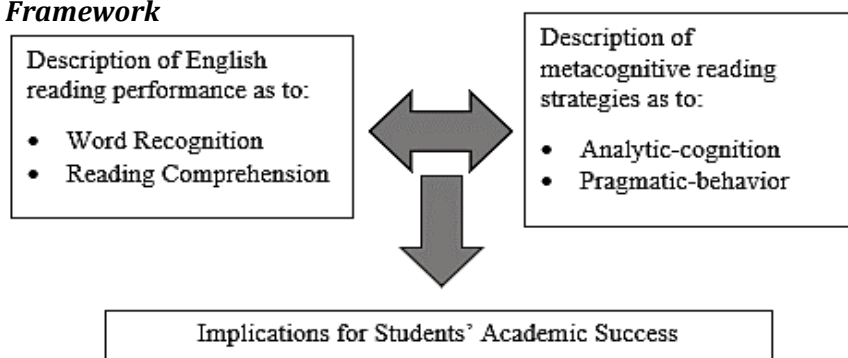


Figure 1: Paradigm of the Study

Research Design

This study used the quantitative-descriptive correlational research design, which revealed relevant results concentrating on the numerical data and discovered an overall summary of the significant findings and implications of the variables. Thus, the research questions sought an objective stance, including measures of averages to visualize data and check for any trends or outliers in a succinct and precise format.

Respondents of the Study

The respondents selected in this study include a complete enumeration of Grade 7 students who determined the extent to which there was a correlation between English reading performance and their metacognitive reading strategies. The study population comprised 62 enrolled students in 2022-2023 under the pedagogical instruction of only one English subject teacher.

Research Instrument

Two sets of questionnaires were needed to obtain the data for the first two research questions, specifically, the Philippine Informal

Reading Inventory (Phil-IRI), which indicated the English performance level of the students. At the same time, the Metacognitive Reading Strategies further examined learning strategy.

Particularly, word recognition and reading comprehension of students in English and Filipino are being measured and are classified into frustration, instructional, or independent based on their performance during the individual and group assessments. Moreover, Metacognitive Reading Strategies (MRSQ) uncover learners' strategies when reading.

Data Gathering

The researcher sought permission from the school head to conduct a study and utilize the data gathered from a pre-assessment tool that served as a backgrounder in the study. In addition, the researcher secured permission from the proponents of MRSQ through email. The research instruments were validated by experts from the research locale and a statistician using Cronbach Alpha from the pilot testing.

After the researcher completed the administration, the accomplished Phil-IRI result and MRSQ rating scales were to be collected, and the researcher analyzed the results.

Statistical Tools

Frequency distribution tallied the recognized words, correct answers in reading comprehension, and metacognitive reading strategies. Then, the mean summarized the data presented in both tests, similar to the metacognitive strategy. Lastly, to justify the extent to which there was a correlation between English reading performance and metacognitive reading strategies, the Pearson correlation coefficient (r) was utilized.

Ethical Considerations

The researcher ensured the extent of explaining the nature of the study. Since the students ranged from 13 to below, the researcher sought the parents' consent concerning their participation in the study, mainly the purposes, benefits, and risks as participants and their accessibility to opt-in or out of the study at any time. All information was confidential from everyone else and anonymized, so linkages to

other data by anyone else were strictly prohibited. In addition, all references were cited in the American Psychological Association (APA) 7th edition, with strict compliance ensuring the work is free of research misconduct.

Result and Discussion

Reading is a deliberate, active, and interactive process that occurs before, during, and after reading a text in which different tasks are performance-based (Aisyah & Yuliasri, 2019; Wiyaka et al., 2020; Salma & Prastikawati, 2021). Mostly, cliché goes with if one can see, one can read. Reading is more of the mere perception of typographical marks; instead, it is about creating meaning from symbols and is considerably more complex regarding linguistic, cognitive, and experiential abilities. It is a remarkable tool in the academic world because it entails most, if not all, activities in varied contexts, as Gunobgunob-Mirasol (2019) concluded.

Table 1. English Reading Performance

No.	Level	Word Recognition		Reading Comprehension		Reading Profile	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1.	Independent	24	38.70	5	8.06	1	1.60
2.	Instructional	33	53.20	19	30.65	21	33.90
3.	Frustration	5	8.10	38	61.29	40	64.50
Total		62	100	62	100	62	100

Table 1 presents the parameters of Phil-IRI. Regarding word recognition, the Independent level has a word reading score of 97% to 100%, the Instructional with 90% to 96%, while 89% and below is in the Frustration level. There were 33 out of 62 participants classified in the Instructional level, followed by the Independent level and Frustration level, with 24 and 5 participants, respectively. Once the learner has achieved word recognition, an explanation exists in the reading comprehension activity. Regarding reading comprehension, the Independent level means that a reader achieved an 80% to 100% score in comprehension, and the Instructional level is 59% to 79%. In comparison, the frustration level is at 58% and below. As shown in Table 1, 38 out of 62 participants are

frustrated, while instructional and independent levels have 19 and 5 participants, respectively.

Therefore, the participants in the frustration level of comprehension significantly show that their successive levels will be affected, validating that most Grade 7 participants were categorized in the frustration level with a frequency of 40 out of 62, while 21 participants were in the instructional level. This means that there was only 1 participant who obtained independence in reading. It can be justified that they refuse to read and find a reading text complex; hence, students at this level require extensive or even moderate assistance from the teacher to acquire fundamental knowledge and skills in English. Nevertheless, studies in

the field have yielded consistent results, indicating a need to examine this problem further. This is particularly urgent for grade-school students during the foundational years of learning critical academic skills, including reading.

Several studies show that good readers apply strategies more frequently and effectively

than poor readers, whose results indicated that reflecting upon their reading increased awareness of strategies. (Kucugoglu, 2013; Banditvili, 2020) Therefore, metacognition is simultaneously related to following and controlling cognition as it is any process or product stimulated by the brain, as seen in Tables 2 and 3.

Table 2. Metacognitive Reading Strategies as to Subscale

No.	Indicator	Mean	Verbal Interpretation
1.	ANALYTIC-COGNITIVE	3.36	Sometimes Use
	Evaluate	3.50	Often Use
	Anticipate	3.31	Often Use
	Draw	3.03	Sometimes Use
	Back	3.13	Sometimes Use
	Revise	3.24	Sometimes Use
	Consider	3.53	Often Use
	Distinguish	3.48	Often Use
	Infer	3.31	Sometimes Use
	Reading Goals	3.50	Often Use
	Search	4.08	Often Use
	Present later	2.63	Sometimes Use
	Meaning	3.65	Often Use
	Current information	3.03	Sometimes Use
	Strengths	3.65	Often Use
	Visualize descriptions	3.48	Often Use
	Hard	3.26	Sometimes Use
2.	PRAGMATIC-BEHAVIOR	3.53	Often Use
	Notes	3.15	Sometimes Use
	Highlight	4.06	Often Use
	Margin	2.50	Sometimes Use
	Underline	3.60	Often Use
	Read More	3.60	Often Use
	Re-read	4.29	Always Use

Table 3. Metacognitive Reading Strategies as to Overall Scale

No.	Indicator	Frequency	Percentage	Mean	Verbal Interpretation
1.	Analytic-Cognitive	23	37.10	3.36	Sometimes Use
2.	Pragmatic-Behavior	39	62.90	3.53	Often Use
	Total	62	100		

As to analytic cognition, the indicator Search obtained the highest mean of 4.08, meaning students often search out information relevant to their reading goals. This study revealed that students often search for information relevant to their reading goals. It is even supported in the article of the University of the People (2023), where cognitive analytics are said to be analytics with human-like intelligence; therefore, a neurobiological process works the brain muscles and searches out information to slow down cognitive decline and increases memory. On the other hand, present later got the lowest mean, which signifies that participants are unlikely to anticipate the

information presented later in the text. Meanwhile, Grade 7 students use rereading as a pragmatic behavioral strategy with the highest mean of 4.29. Furthermore, using this strategy means that participants strategize best when they reread the text if they experience difficulty comprehending it. In this case, it can be specified that repetitive reading outscored notetaking, outlining, or summarizing, proving that rereading is a powerful study technique despite the lack of attention. The students must comprehend textual material and rapidly find essential information within the text, with sufficient time to reread, eliminate unnecessary information, and select the critical information to

concentrate on. Hence, educators can investigate this pacing where the quality of reading is a priority over its quantity.

This is also supported by its overall justification, displaying that 39 out of 62 participants strategize best when employing the pragmatic-behavioral system, while 23 prefer analytic-cognitive. In pragmatic behavior, readers include making notes, highlighting important information, writing questions and notes in the margin, underlining when reading, and rereading more than once or when a text is complex. It is the practical method for finding and remembering information from the text to different circumstances attached to the social norms when interaction occurs. In addition, no participants were tagged for not using metacognition or thinking about their thinking when reading. More precisely, this awareness of the learning process for planning, monitoring, and assessing one's understanding and performance allows one to be a thinker and learner who enhances control over one's learning.

Moreover, Table 4 indicates the relationship between English reading performance and

metacognitive reading Pearson Correlation Coefficient. The p-values of the subscales, oral reading as to analytic cognition, reading comprehension as to analytic cognition, and reading comprehension as to pragmatic behavior, are 0.127, 0.158, and 0.014, respectively. So, the null hypothesis is accepted at a 95% confidence level with Pearson's r statistics of 0.326, 0.220, and 0.913, respectively. On the other hand, oral reading as to pragmatic behavior has a weak relationship but is significant in terms of its p-value of 0.038 and Pearson's r of 0.264. In general scales, both oral reading and reading comprehension as to metacognitive reading strategies have p-values greater than 0.05, which are 0.146 and 0.330, respectively. Therefore, it signifies no significant relationship between English reading performance and metacognitive reading strategies. It can denote that when one variable increases, the other variable does not move in the same direction. Statistics Solution (2023) discussed that potential reasons must be considered to dive into what caused the results to turn out differently than expected.

Table 4. Pearson Correlation Coefficient between English Reading Performance and Metacognitive Reading Strategies

No.	Indicator	Pearson's r	P-value	Interpretation
1.	SUBSCALES			
	Oral Reading Analytic Cognition	0.127	0.326	Accept
	Oral Reading Pragmatic Behavior	0.264	0.038	Reject
	Reading Comprehension Analytic Cognition	0.158	0.220	Accept
	Reading Comprehension Pragmatic Behavior	0.014	0.913	Accept
2.	OVERALL SCALES			
	Oral Reading Metacognitive Reading Strategies	0.187	0.146	Accept
	Reading Comprehension Metacognitive Reading Strategies	0.126	0.330	Accept
	Number of Valid Cases	62		

**The hypothesis is at a 0.05 level of significance*

It is then labeled as a type II error since the null hypothesis is rejected and accepted the research hypothesis, but the other way around occurs. It is called beta, which is the probability of committing a type II error. It assumes that a relationship does not exist when the evidence shows it does. Tests for statistical significance are precise numbers; however, the relationship

to the practical significance of the research findings must be considered. It is a great avenue to pose new questions and hypotheses that future researchers can explore and reconcile.

Babayigit (2019) reconsidered the three main headings related to this study: plan, monitor, and evaluate. Firstly, the estimation stage is where considerations such as goals, time

spent, and assumption of the reading process fulfill the various estimations and inferences of reading. At this stage, the goal is to develop a metacognitive reading plan and implement decisions shaping the reading process. In addition, the reader can decide what intellectual sense and mental preparation are prerequisites and predetermined according to the schematic and content visualization of the text based on the text type—secondly, monitoring the validity of the estimation based on the reading plan. A realization rate of understanding secures the attention given to the structure of the text and intensifies the attention. These are the essential points to at least predict and connect the results appropriate to the text and try to analyze the complex expressions. In brief, it is designed to review the appropriate strategies to control the comprehension action and lead to the formation of structures. Lastly, it is about the reading and its activity that can determine the methodologies the reader adopts in future readings. In the evaluation stage, summarizing and checking validity in daily life and research are some strategies that require both mental activities and meaning structures to be active. For decades, strategies have been widely investigated in collaboration with mixed research methods to give a concrete analysis of the learning phenomenon and assist learners in achieving specific goals, particularly in reading.

In this current study, thoroughly examining the student's metacognitive strategies can be gleaned as an excellent foundation of knowledge, particularly in using prior knowledge and critical questions to anticipate how it will be used to gain knowledge from the reading text. This independence in reading, in support of the related studies, reconsiders and revises between prior and new information and could contribute to a learner becoming a better reader, higher scorer in achievement tests, and more outstanding student of content knowledge than those of the other levels.

Despite the correlations being steady in research, the interpretation of the relationships between reading performance level and metacognitive strategies still needs to be made available. In the review of the related literature, it has been seen that this is the second assessment of the students that generated the same

results—the Grade 7 students are categorized under frustration level. It signifies that they can read and recognize some words but can hardly comprehend the reading text. The study's product was the students' reading profile and the preferred metacognitive reading strategies, which are a reasonable basis for developing or progressing the participants' reading skills, mainly suggesting that the variables do not correlate and work independently. Thus, before these students can maximize their metacognitive reading strategies, they must first increase their reading level to at least achieve the expectations and specifications of these strategies.

Reading theories have transitioned from a text-focused approach to acknowledging the reader's role. Caraig and Quimbo (2022) mentioned that the deficit attributions of readers with a low reading performance level are caused by having no practice in reading. It includes the failure to decode texts, poor vocabulary, poor memorization, lack of a learning strategy, lack of motivation to read, and difficulty integrating information. Additionally, it has been reported that most students are from the modular learning modality during the COVID-19 pandemic; hence, it is reasonable to assume that students spent less time dedicated to reading. As an intervention, Lai and Mukundan (2024) investigated the impact of graphic-organizer instruction on the reading comprehension performance of ESL learners where it was revealed that using GOs (post-reading activities) significantly positively impacted the reading comprehension scores of ESL learners compared to those who did not use GOs. It was also signified that these materials helped direct attention to essential elements of the reading material, promoted cognitive and language activities, and integrated new information with prior knowledge. In addition, the number of reluctant readers can decrease if fundamentals for academic development and success are uninterrupted and remain stagnant during any modality if the number of books available to readers is an important environmental variable in supporting literacy skills. It can also ignite an improvement to the statement of the Philippine Institute for Development Studies report, where students in the senior high school department could hardly construct a decent

English sentence, signifying that the latter years of high school are living below minimum expectations. Students who do not master reading by the time they enter the next grade when word problems are more complex, reading comprehension is more critical, might be set up to fail, and so on. It is with caution to note that researchers' cumulative reports must build practices that accelerate learning for students still at the lowest reading level. Reading gaps were pointed out even before the pandemic; however, up to this time, the concern about inadequacies in reading instruction and strategies contributes to the cascading effects for years to come.

In brief, to move toward equitable educational outcomes for learning English, reimagining how to foster academic success in the classroom through reading performance can document students' growth. There must be a shift in building academic success, thus requiring teachers to take responsibility for their student's learning. It may be through creating and sustaining learning partnerships with students and families and building students' agency in their learning. At its core, the source of the barriers is rooted institutionally and must be taken up to pave the way for necessary change, such as the standard English norms, lack of relevant and authentic teaching materials, lack of teacher awareness, teacher education as well as language assessment.

Fortunately, determining the best ways to help learners achieve academic success does not rest with the teacher alone. In the expanded version, as cited in McClure (2023), the focus of research is to explain the structure of knowledge and identify factors affecting expertise and competence to take the lead in academic success and, firstly, organizing and retaining when knowledge is relevant—secondly, relating new knowledge to new tasks and making it usable. Thirdly, it enables learners to think concerning problem-solving, make inferences, and draw conclusions by quickly accessing, influencing, and using the knowledge with which the learner represents a problem. Next is knowing the content and the organization of properties in a different discipline, and lastly, understanding how to adjust strategies to meet new needs and operating tools in specific

contexts. Therefore, a student's skill, competence, and point of view affect academic success. The task is to permit and reinforce the students to discover and strengthen their gradual progress in reading when they are given the opportunities and involvement throughout the act of reading.

Limitations of the Study

The study reveals several noteworthy limitations. Firstly, it acknowledges students' potential lack of preparation, particularly in online education during the pandemic, highlighting a need for further investigation into online instructional effectiveness. Secondly, concerns arise about the reliability of the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment in capturing English reading performance nuances amid the "New Normal" setting. Updating assessment tools and incorporating metacognitive reading strategies could enhance future assessments. Lastly, the study's limited generalizability to Grade 7 students in a single grading period calls for broader, longitudinal research involving diverse participant pools to grasp reading performance implications across various educational settings.

Conclusion and Recommendations

In light of the initial findings and conclusions of the study, the following recommendations are hereby proposed:

1. The students can be exposed to strategic exercises and drills in rereading activities, such as the scaffolding techniques of graphic organizers, and achieve higher, if not the highest, level of reading according to standards set by the Department of Education.
2. Curriculum developers and teachers can glean the constraint that there is a lack of an appropriate standardized tool to accurately assess reading performance and similar macro skills. Thus, developing a standardized reading test at the teacher's training level is an imperative and essential next step to curriculum innovation since it is also the perfect opportunity to carry out key experiments.

3. Pedagogical experts and implementers can be encouraged to provide individualized and experiential instruction in self-paced learning while maximizing their potential through their strategies. The educational context in which the act of reading takes place should be considered as emotional factors can be leveraged to encourage readers to engage in literacy activities.
4. Future researchers and educational experts can obtain a more explicit description from the Metacognitive Reading Strategies Questionnaire data if incorporated with other instruments such as observation, structured interviews, protocols, checklists, and other reliable instruments.
5. Future research, curriculum developers, and pedagogical experts can note an essential discussion that the metacognitive reading strategies' mean ratings show minor differences in the decimal points and appear nearly identical. Hence, a natural pause and prudent decision in designing an intervention program can be considered.
6. Future research may explore and reconcile what lies in considering how a learner can be assisted in improving the student's academic success. It must highlight a framework to teach reading that meets and demands the best parameters of this skill.

Acknowledgement

The researcher is highly indebted to Tarlac State University, NU Clark Inc. and M.R.C. for the technical support, to the validators for reviewing the questionnaire and to all the respondents for their kind cooperation to complete the research on time.

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