

Metacognitive Reading Strategies in the Filipino ESL Classroom: Use and Instruction

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This article reports on a study that examined the use and instruction of metacognitive reading strategies in Mindanao rural secondary schools. Using mixed-methods research, through the use of a survey questionnaire and semi-structured interview, student (N = 408) and teacher (N = 20) participants reported utilizing problem-solving more frequently than global and support types of reading strategies. The findings also revealed that, in terms of global strategies, there was no significant difference between students' strategy use and teachers' instruction. Rural Mindanao students who learned English as a second language faced various challenges in reading. The teachers reported that these challenges partially explained why many of their students were unmotivated and frustrated readers. Interestingly, this study also disclosed a number of teachers' lack of awareness of metacognitive reading strategies, which has implications for pre- and in-service teacher development programs.