



RE-ENGINEERING LEARNING: EXAMINING METACOGNITIVE STRATEGIES OF ESL STUDENTS

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ABSTRACT

This study described metacognitive strategies for learning English along with the proposed course of action to encourage students in learning English. It determined the respondents' variables: sex, socio-economic status, academic performance in English, metacognitive strategies, their relationship to the profile, and the course of action to encourage students to employ metacognitive strategies. The questionnaire was used to gather data and was grouped according to responses with the descriptive-correlational method as the research design. When the respondents employed metacognitive strategies in English it was paired with personal variables such as socio-economic status and academic performance in English. It was recommended that the students must be given classroom practices to bring out, unfold and enhance their metacognitive strategies in learning English and must be involved in the learning process to exercise actively the use of metacognitive strategies. Also, it makes the students aware of their metacognitive strategies in learning English to improve their oral and written skills which might help in enhancing academic performance.

Keywords: metacognitive strategies, academic performance, making predictions, relating ideas, classroom practices