INSTRUCTION AND READING STRATEGIES ON METACOGNITIVE SKILLS AND PERFORMANCE IN ENGLISH LANGUAGE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE, NIGERIA

BY

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DECEMDER, 2012

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CERTIFICATION

This is to certify that the thesis

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DEDICATION

This research work is dedicated to my mother

Mrs Patricia Udegbuna Ukachukwu. (JP)

Whose love, moral, financial and emotional commitment saw me all through my academic career. I will always remain grateful to you.

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ABBREVIATIONS

Abbreviation	Meaning
EOL	Ease-of-Learning
JOL	Judgments of Learning
FOK	Feeling of Knowing
EFL	English language as a Foreign Language
ESL	English language as a Second Language
IPT	Information Processing Theory
SMI	State Metacognitive Inventory
MARSI	Metacognitive Awareness Reading Strategies Inventory
ANCOVA	Analysis of Covariance
SEM	Structural Equation Modelling
MANOVA	Multivariate analysis of Variance
DISTAR	Direct Instruction Systems in Arithmetic and Reading

Abstract

This study investigated the effectiveness of explicit direct instruction and reading strategies on metacognitive skills and performance in English language among Senior Secondary Schools students in Anambra state. Metacognitive skills in this study are self-awareness, planning, and monitoring skills. The intervention programmes are direct explicit instruction and reading strategies. Descriptive survey and quasi-experimental pre-test, post-test control group design were adopted for the study. The initial sample consisted of 249 participants comprising male and female SS3 students drawn from three public schools in Onitsha, Umudioka and Okija in educational zones 2, 3 & 4 of Anambra state respectively. The final sample for experiment consisted of 144 male and female SS3 students. Seven research hypotheses were formulated and tested at 0.05 level of significance. Three major instruments were used to generate data, namely: 1.Achievement Test. 2.Metacognitive Awareness Reading Skills Inventory (MARSI). 3. State Metacognitive Skills Inventory (SMI). Data generated was analyzed using descriptive statistical method and Analysis of Covariance (ANCOVA). The results from the analysis of data indicated that the seven hypotheses tested were accepted. The study revealed that direct explicit instruction and reading strategies were efficacious in developing and enhancing metacognitive skills and in turn affecting the performance in English language among students. Further evidence revealed that direct explicit instruction was more effective in improving metacognitive skills and learning of English language. It is also apparent from the study that self- awareness skills, planning skills and monitoring skills were high among participants exposed to explicit instruction. Thus, there is the need to inculcate the development of metacognitive skills into the school curriculum. This is considered important because of its impact in improving reading and comprehension in English language among students.