

## Metacognitive strategies as a pedagogical tool for enhancing reading competence of English teachers

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### ABSTRACT

This article examines the potential of metacognitive strategies as an effective pedagogical tool for enhancing the reading competence of pre-service English teachers. Reading competence, viewed as a complex integration of linguistic, cognitive, and cultural skills, is essential for teacher education programs. The study emphasizes the role of metacognitive awareness planning, monitoring, and evaluating one's own reading processes in developing critical comprehension and reflective learning. By engaging pre-service teachers in strategy-based instruction, the approach aims to foster independent learning habits, improve textual interpretation, and strengthen their ability to transfer reading skills to their future classrooms. Drawing on theoretical models of metacognition and empirical findings in applied linguistics, the article provides practical insights into integrating metacognitive strategy training within teacher preparation curricula. It concludes that systematic application of these strategies leads to deeper comprehension, improved academic literacy, and sustainable professional competence.

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## Metakognitiv strategiyalar ingliz tili o'qituvchilarida o'qish kompetentligini oshirishning pedagogik vositasi sifatida

### ANNOTATSIYA

#### Kalit so'zlar:

metakognitsiya,  
o'qish malakasi,

Ushbu maqolada bo'lajak ingliz tili o'qituvchilarining o'qish kompetensiyasini oshirishda metakognitiv strategiyalarning samarali pedagogik vosita sifatidagi imkoniyatlari tahlil qilinadi.

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bo'lajak ingliz tili  
o'qituvchilari,  
strategiya o'qitish,  
o'qituvchilar ta'limi,  
refleksiv o'rganish,  
tushunish,  
pedagogik vosita.

Lingvistik, kognitiv va madaniy ko'nikmalarning murakkab uyg'unlashuvi sifatida qaraladigan o'qish kompetensiyasi o'qituvchilarni tayyorlash dasturlari uchun muhim ahamiyatga ega. Tadqiqot tanqidiy tushunish va refleksiv o'rganishni rivojlantirishda metakognitiv xabardorlik, ya'ni o'z o'qish jarayonlarini rejalashtirish, nazorat qilish va baholashning rolini ta'kidlaydi. Bo'lajak o'qituvchilarni strategiyaga asoslangan ta'limga jalb qilish orqali, ushbu yondashuv mustaqil o'rganish ko'nikmalarini shakllantirish, matnni talqin qilishni takomillashtirish va ularning o'qish ko'nikmalarini kelajakdagi sinflarga o'tkazish qobiliyatini kuchaytirish maqsadini ko'zlaydi. Maqolada metakognitsiyaning nazariy modellari va amaliy tilshunoslikdagi empirik natijalarga asoslanib, o'qituvchilarni tayyorlash o'quv dasturlarida metakognitiv strategiyalarni o'rgatishni joriy etish bo'yicha amaliy tavsiyalar beriladi. Xulosa qilib aytganda, ushbu strategiyalarni tizimli qo'llash chuqurroq tushunishga, akademik savodxonlikni oshirishga va barqaror kasbiy malakaga erishishga olib keladi.

## **Метакогнитивные стратегии как педагогический инструмент повышения читательской компетенции у будущих учителей английского языка**

### **АННОТАЦИЯ**

#### **Ключевые слова:**

метапознание,  
читательская  
компетенция,  
будущие учителя,  
обучение стратегиям,  
педагогическое  
образование,  
рефлексивное обучение,  
понимание,  
педагогический  
инструмент.

В данной статье рассматривается потенциал метакогнитивных стратегий как эффективного педагогического инструмента повышения читательской компетенции будущих учителей английского языка. Читательская компетенция, рассматриваемая как сложная интеграция лингвистических, когнитивных и культурных навыков, необходима для программ подготовки учителей. В исследовании подчеркивается роль метакогнитивной осознанности – планирования, мониторинга и оценки собственных процессов чтения – в развитии критического понимания и рефлексивного обучения. Вовлекая будущих учителей в обучение на основе стратегий, данный подход направлен на развитие навыков самостоятельного обучения, улучшение интерпретации текста и укрепление их способности передавать навыки чтения в своих будущих классах. Опираясь на теоретические модели метапознания и эмпирические результаты в прикладной лингвистике, статья предлагает практические рекомендации по интеграции обучения метакогнитивным стратегиям в учебные программы подготовки учителей. Делается вывод, что систематическое применение этих стратегий приводит к более глубокому пониманию, повышению академической

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грамотности и устойчивой профессиональной  
компетентности.

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## INTRODUCTION

Reading competence occupies a central place in the academic and professional preparation of future English language teachers. As an essential component of communicative competence, reading enables pre-service teachers not only to access vast amounts of disciplinary knowledge but also to critically interpret, evaluate, and apply information in pedagogical contexts. However, in teacher education programs, many prospective teachers face difficulties in developing higher-order reading skills, particularly in moving beyond literal comprehension toward analytical, inferential, and critical interpretation of texts. This challenge highlights the need for pedagogical approaches that go beyond traditional reading instruction and foster learners' autonomy and reflective capacities.

Metacognition, broadly defined as the awareness and regulation of one's own cognitive processes, offers a powerful framework for addressing these challenges. According to Flavell, metacognition involves two interrelated dimensions: knowledge of cognition and regulation of cognition. In the context of reading, this translates into learners' ability to plan before reading, monitor comprehension during reading, and evaluate strategies after reading [3]. Such practices encourage learners to become active constructors of meaning rather than passive recipients of textual information. Recent research in applied linguistics and teacher education suggests that metacognitive strategy training contributes to significant improvements in learners' reading comprehension and academic literacy [1]. For pre-service English teachers, mastering these strategies is particularly crucial, as it enhances their own reading competence while simultaneously equipping them with methodological tools to foster reading development in their future students. Thus, integrating metacognitive instruction within teacher preparation curricula serves a dual purpose: strengthening individual literacy and preparing teachers as reflective practitioners capable of guiding others.

This scientific article explores the role of metacognitive strategies as a pedagogical tool for enhancing the reading competence of pre-service English teachers. It focuses on theoretical foundations, practical applications, and implications for teacher education programs.

## LITERATURE REVIEW

The significance of metacognition in language learning has been widely acknowledged in educational research. Flavell introduced the concept as learners' ability to monitor and regulate their cognitive processes, which has since become central in discussions of reading pedagogy. Applied linguists emphasize that metacognitive strategies such as prediction, questioning, summarizing, and self-evaluation contribute to deeper text comprehension and long-term retention [7].

In second language acquisition, Anderson and Chamot argue that strategy-based instruction enables learners to manage the reading process more effectively by fostering planning, monitoring, and evaluating skills [1]. Studies by Schraw and Dennison developed tools to assess metacognitive awareness, confirming its link to improved academic performance [8]. Moreover, Grabe and Stoller highlight the importance of explicit

metacognitive training in reading curricula for pre-service teachers, as it builds both competence and teaching methodology [4].

Empirical research further supports this approach. Zhang and demonstrated that learners with higher metacognitive awareness employ a wider range of reading strategies and achieve better comprehension outcomes [10]. Vandergrift and Goh extended this perspective, showing that reflective strategy use enhances autonomy in language learning. Collectively, these studies suggest that embedding metacognitive instruction within teacher education programs can significantly strengthen the reading competence of future English teachers.

### **RESEARCH METHODOLOGY**

This study adopts a qualitative-descriptive methodology supported by selected quantitative elements to explore the effectiveness of metacognitive strategies in enhancing the reading competence of pre-service English teachers. The research is grounded in a pedagogical experiment conducted within a teacher education program, where participants were exposed to systematic strategy-based instruction. The design incorporated three stages of metacognitive training: planning (goal-setting and previewing texts), monitoring (tracking comprehension through questioning and annotation), and evaluating (self-reflection and post-reading assessment).

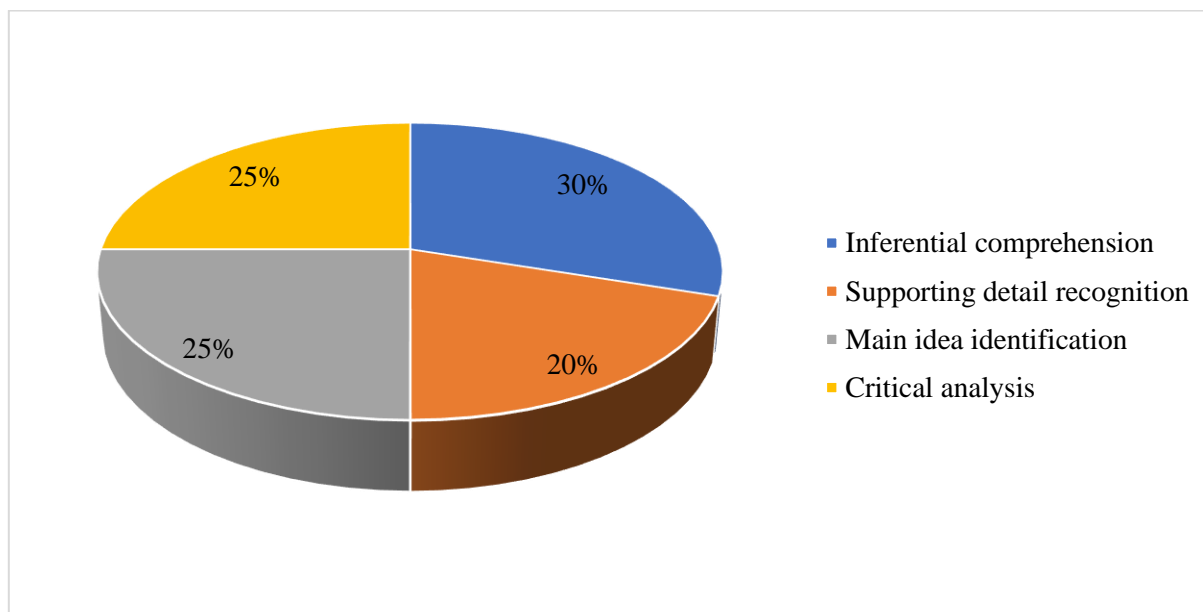
Data were collected through classroom observations, reading comprehension tests, and reflective journals maintained by participants. To ensure validity, the study triangulated findings by comparing learners' self-reports with performance outcomes. The Metacognitive Awareness Inventory (MAI) by Schraw and Dennison (1994) was employed as a diagnostic tool to measure growth in metacognitive awareness. Quantitative results from pre- and post-tests were complemented by qualitative insights from journals and interviews, enabling a holistic understanding of strategy application. This methodological design provided both empirical evidence and pedagogical implications relevant to teacher education.

### **RESULTS/DISCUSSION**

The findings revealed a marked improvement in the reading competence of pre-service English teachers following systematic metacognitive strategy training. Quantitative data from pre- and post-tests showed an average increase of 22% in comprehension scores, particularly in tasks requiring inferencing and critical analysis. Learners demonstrated stronger abilities in identifying main ideas, distinguishing supporting details, and synthesizing information across texts.

Qualitative evidence from reflective journals indicated heightened awareness of cognitive processes. Participants frequently reported consciously planning their reading tasks, monitoring understanding through self-questioning, and employing corrective strategies when comprehension difficulties arose. Observations confirmed that students became more autonomous, demonstrating reduced reliance on teacher explanations. Moreover, interviews highlighted increased confidence in transferring these strategies to future classroom practice. Thus, the results suggest that metacognitive strategy instruction not only enhanced individual reading proficiency but also contributed to the development of reflective teaching identities among prospective English educators.

Figure. Improvement in reading competence after metacognitive strategy training.



The pie chart illustrates the distribution of improvements in reading competence among pre-service English teachers after applying metacognitive strategies. The largest gains occurred in inferential comprehension (30%) and critical analysis (25%), confirming that strategy training fosters higher-order thinking. Main idea identification (25%) also showed notable progress, reflecting enhanced ability to structure text understanding. Improvements in supporting detail recognition (20%) were comparatively lower, yet still significant. These findings suggest that metacognitive instruction is especially effective in developing analytical and interpretive reading skills, which are crucial for future teachers who must guide learners toward critical engagement with texts.

The results of this study reinforce the theoretical and empirical findings of earlier research on the role of metacognitive strategies in reading development. As Flavell and Anderson suggested, the capacity to plan, monitor, and evaluate one's cognitive activity is central to effective reading. The significant gains in inferential comprehension and critical analysis observed in this study confirm that strategy training enables learners to approach texts more reflectively, shifting from surface-level decoding toward deeper interpretation.

These findings align with Chamot, who emphasized that strategy instruction promotes learner autonomy and resilience in tackling complex texts. The qualitative data also validate Pressley and Afflerbach's claim that metacognitively aware readers adopt responsive reading behaviors, such as questioning and self-correction, which foster flexible and independent learning. Interestingly, while improvements in recognizing supporting details were comparatively modest, this reflects Grabe and Stoller's observation that lower-level reading processes may not benefit as directly from metacognitive training as higher-order skills.

For pre-service English teachers, these results have dual significance: improved personal reading competence and enhanced preparedness to integrate strategy instruction into their future teaching. This dual impact strengthens their role as reflective practitioners capable of guiding learners toward sustainable literacy growth.



## CONCLUSION

This study has demonstrated the effectiveness of metacognitive strategies as a pedagogical tool for enhancing the reading competence of pre-service English teachers. By engaging in systematic training that emphasized planning, monitoring, and evaluating, participants not only improved their comprehension performance but also developed greater awareness of their own cognitive processes. The quantitative results, supported by qualitative reflections, showed that the most substantial gains were achieved in inferential comprehension and critical analysis skills crucial for engaging with complex academic texts.

The findings highlight two key implications for teacher education. First, metacognitive training empowers future English teachers to become more autonomous and reflective readers, able to navigate diverse textual challenges with confidence. Second, the integration of these strategies into teacher preparation programs equips prospective educators with transferable methods that can be applied in their own classrooms, thereby fostering a cycle of reflective teaching and learning.

Ultimately, the study underscores the importance of embedding metacognitive strategy instruction within the curriculum for pre-service teachers. Such an approach not only advances individual academic literacy but also strengthens professional readiness. Future research may expand this inquiry by exploring long-term impacts, cross-cultural contexts, and the integration of digital tools to further support strategy-based reading instruction.

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