



Reading Comprehension Performance of Grade 11 Students Before and After Reciprocal Teaching

¹Jefferson D. Lumibao

¹Senior High School, Wesleyan University-Philippines

jeffersonlumibao297@gmail.com

Abstract

How to cite this paper.

Lumibao, J.D. 2025. Reading Comprehension Performance of Grade 11 Students Before and After Reciprocal Teaching 3(2).

Received: September 24, 2025

Reviewed: October 1, 2025

Accepted: November 30, 2025

Published: December 4, 2025

Copyright © 2025 Wesleyan Scientific Review.

<https://www.wesleyan.edu.ph/journals/index.php/WSR/index>
[x](#)

When a student reads a book, it shouldn't just be about decoding words on a page. It is about a conversation of a genuine connection with the ideas and stories within the text. Yet, for many Filipino students, this conversation feels one-sided. They struggle to extract meaning, analyze information, and engage critically, a challenge highlighted by international tests like PISA and national assessments. This isn't just a number; it's a silent academic struggle that can hold students back. To address this, a new approach is needed as one that actively teaches them how to have that conversation with the text.

This study explored the effectiveness of the Reciprocal Teaching Approach (RTA). The researcher worked with 25 Senior High School students from the STEM section Galileo at Wesleyan University-Philippines. This research used a pretest-posttest design, where the students were introduced to the Reciprocal Teaching Approach's four core strategies: predicting, questioning, clarifying, and summarizing. This approach wasn't just abstract ideas; it is an active tool the students learned to use. The sessions, guided by the researcher, were structured to foster a dynamic, collaborative environment.

The results showed a significant improvement in students' reading comprehension scores. The pretest mean score was 12.64 (Satisfactory), while the posttest mean increased to 18.88 (Very Good), with a mean gain of 6.24 points. A paired t-test confirmed the significance of this improvement ($t = 9.26$, $p < 0.01$), indicating that the observed gains were statistically significant. Beyond the numbers, students demonstrated increased engagement, collaborative learning, and metacognitive awareness. Reciprocal Teaching not only enhanced comprehension scores but also empowered students to actively participate in discussions, clarify difficult concepts, and critically analyze texts.

This study confirmed that the use of Reciprocal Teaching Approach immerse value as a tool for bridging persistent literacy gaps. The researcher recommended integrating the Reciprocal Teaching Approach into Senior High School English instruction, turning reading from a chore into a skill for a lifetime.

Keywords: Reciprocal Teaching, Reading Comprehension, Pre-test, Post – test, Senior High School, Philippines



INTRODUCTION

Reading comprehension is not just about reading words on a page—it's about understanding, connecting, and making sense of what's in front of you. Honestly, it can be tricky. It's a process that many students struggle with, even though it's often overlooked. It involves linking what you already know with new information, thinking critically, and figuring out how ideas fit together. Think about it: there's a huge difference between a student who just memorizes facts from a paper and one who really understands how concepts in literature, history, or even grammar rules connect to each other.

In the Philippines, many Senior High School students still face serious challenges with this skill. And it's not just because they're not trying—it's a bigger, systemic problem that affects learning and personal growth. Students who struggle with comprehension often feel frustrated, and that frustration can shake their confidence. Over time, they might start to tune out or feel like they just can't keep up with the class.

The 2018 PISA results made this problem very clear. Filipino students ranked among the lowest in reading literacy worldwide. Those numbers are scary, but they only tell part of the story. Behind them are students staring at paragraphs in a science textbook about climate change, reading every word but still confused about how human activity affects the planet. They can say "carbon emissions" and "greenhouse gases," but the connection—that one causes the other—remains a mystery. This isn't just about failing a test; it's about struggling every day to make sense of what they read.

National assessments show similar patterns. In a Grade 11 English class, a student might correctly point out who the characters are in a story but completely miss the theme or the author's message. In Science, they might memorize chemical reactions without really understanding the rules behind them. Even in Math, reading struggles make it hard to solve word problems or interpret data. The impact isn't just academic—it affects lifelong learning, job readiness, and even how students participate in society.

There are many reasons for this reading challenge. For a long time, Philippine schools have emphasized memorization and direct instruction over critical thinking. This means students can recall facts but often aren't trained to analyze, question, or connect ideas on their own. Socioeconomic factors make it worse: students from lower-income families might not have many books at home, which limits vocabulary and exposure to new ideas. Without this "background knowledge," or schema, understanding complex texts becomes much harder. Reading comprehension doesn't happen in isolation—it depends on what you already know and your ability to actively make sense of new information.

Effective comprehension doesn't happen by accident—it requires a deliberate and thoughtful approach. Cognitive strategies are the mental tools readers use to make sense of a text, like picking out main ideas, drawing inferences, or summarizing important points. At the same time, metacognitive strategies act like an internal "GPS" for the reader. They help students plan their reading, check whether they're understanding the material, and adjust their approach when things get confusing (Duke & Pearson, 2016). For instance, a student reading a newspaper article about climate change might highlight key points and supporting evidence using cognitive strategies, while also pausing to ask themselves. It is this inner dialogue that this self-awareness that separates a skilled reader from a struggling one. Without these strategies, reading becomes a passive, frustrating experience. Schema Theory further underscores this dynamic, explaining that comprehension is a two-way street, occurring through the interaction between a reader's existing knowledge and the text itself (Anderson, 2016). For learners in Philippine classrooms with limited exposure to this kind of strategy-based instruction, connecting new ideas to prior knowledge becomes a fragmented and often impossible task.



To address this pressing need, educational researchers and practitioners have increasingly emphasized the importance of explicit strategy instruction that actively fosters cognitive, metacognitive, and collaborative learning (Afflerbach et al., 2018; Oczkus, 2018). One of the most well-researched and effective methods for improving reading comprehension is the Reciprocal Teaching Approach (RTA), developed by Palincsar and Brown (1984). At its heart, the Reciprocal Teaching Approach gives students the chance to take charge of their own reading process. It does this by focusing on four main strategies: predicting what will happen next, asking questions about the text, clarifying confusing parts, and summarizing the key ideas. The Reciprocal Teaching Approach provides learners with structured guidance, but it gradually transfers the responsibility of these strategies from the teacher to the students themselves through a collaborative, dynamic dialogue. In a practical classroom setting, this means students work in small groups and take turns leading discussions, ensuring that every member is an active participant in the meaning-making process. The teacher's role in this process is vital but shifts from being a knowledge dispenser to a facilitator and coach, modeling the behaviors and gradually fading their support as students become more proficient. This structured rotation not only enhances comprehension but also builds crucial collaborative and communication skills.

Each of the four Reciprocal Teaching Approach strategies serves a distinct and vital purpose. Predicting is the entry point, activating a reader's prior knowledge and setting a purpose for reading. It encourages learners to become intellectual detectives, using a text's title, headings, or images to anticipate what information might follow. This simple act turns passive reading into a proactive search for confirmation or new knowledge (Oczkus, 2018). Questioning promotes deeper engagement and critical thinking. It allows students to interrogate the text, identify gaps in their understanding, and formulate questions that can guide the group's discussion and clarification efforts. This isn't just about asking simple recall questions; it's about training the mind to become a detective, seeking out the implicit, the unstated, and the underlying purpose of the text. Clarifying is the strategy of resolution. Reciprocal Teaching empowers students to spot and work through the roadblocks they inevitably encounter in a text—whether it's an unfamiliar word, a tricky sentence, or a complex idea. For example, a student might ask, "Can we clarify what 'inertia' means here?" and then collaborate with classmates to clear up the confusion. This way, a single misunderstanding doesn't derail their entire comprehension. Summarizing, the final strategy, helps consolidate understanding. This approach encourages students to identify the main ideas, filter through supporting details, and explain the content in their own words. In doing so, they do more than just read—they develop a deeper understanding and retain the key messages of the text (Afflerbach et al., 2018).

When applied consistently, these strategies help learners build skills that transfer across subjects and develop metacognitive awareness they can use with any text, anytime. Unlike methods such as guided reading or silent sustained reading, the Reciprocal Teaching Approach emphasizes social interaction and self-regulation, which makes it particularly effective in classrooms where students have varied levels of proficiency (Lin et al., 2016; Tsai & Huang, 2017). The collaborative aspect also provides social and emotional benefits, as students learn to support one another and take shared responsibility for learning, which can boost motivation and engagement.

However, implementing the Reciprocal Teaching Approach in Philippine Senior High Schools can present challenges. Large class sizes, limited instructional time, and the range of student abilities can make applying the approach consistently more difficult (Valdez et al., 2019). Teachers may also need specialized training to effectively model, support, and monitor the strategies and group interactions that make the Reciprocal Teaching Approach successful.



Nevertheless, a growing body of evidence suggests that even partial or adapted implementation of the Reciprocal Teaching Approach has the potential to yield measurable gains in comprehension performance (Oczkus, 2018). The approach aligns perfectly with Vygotsky's sociocultural theory, which posits that learning occurs most effectively through social interaction and scaffolding (Vygotsky, 2017). In practice, this means that learners benefit from peer support and teacher guidance, performing tasks within their "zone of proximal development"—skills they can't yet do alone but can with help, thereby enhancing both comprehension and learner confidence.

Previous studies, both internationally and locally, reinforce the effectiveness of the Reciprocal Teaching Approach. Students exposed to reciprocal teaching consistently demonstrate higher accuracy in identifying main ideas, making inferences, and synthesizing information than their counterparts who are taught using conventional teacher-centered approaches (Oczkus, 2018; Lin et al., 2016). In the Philippine context, structured interventions incorporating reciprocal teaching have already shown promising results, significantly improving comprehension, analytical skills, and engagement among high school learners (Gonzales & Reyes, 2020). Beyond the metrics, real classroom scenarios reveal that students actively enjoy taking turns leading discussions. This sense of ownership enhances their motivation, fosters a cooperative peer learning environment, and encourages risk-taking without the fear of making a mistake in front of the entire class. The approach shifts the locus of control from the teacher to the students, empowering them to become active participants rather than passive recipients of knowledge.

Given these considerations, the present study investigates the effectiveness of the Reciprocal Teaching Approach in enhancing the reading comprehension skills of Grade 11 STEM learners at Wesleyan University-Philippines during School Year 2024–2025. Using a one-group pretest-posttest study which investigates whether structured Reciprocal Teaching Approach sessions can produce measurable improvements in students' reading comprehension. The research looks at the cognitive, metacognitive, and social aspects of learning to fill in an important vacuum in local studies and give both practical and theoretical ideas on how to teach literacy in Senior High School classes.

But this study does more than just look at numbers. The goal is to provide a viable, long-term solution to a national academic problem while also helping Filipino students become confident and skilled readers. The Reciprocal Teaching Approach gives students an organized, evidence-based way to learn how to interact with texts in a meaningful way. The Reciprocal Teaching Approach enhances comprehension and cultivates critical thinking, metacognitive awareness, and collaborative learning through prediction, questioning, clarification, and summarizing. It does this by addressing long-standing literacy issues in Senior High School classrooms and getting pupils ready for a world where being able to read and write is becoming more and more important.

METHODOLOGY

Research Design and Participants

For this study, the researcher used a one-group pretest-posttest design. The goal was to explore how the Reciprocal Teaching Approach (RTA) affects reading comprehension by observing the same students before and after the intervention. This design was chosen because it allowed for a clear comparison of progress within the same group over time. The participants were 25 Grade 11 students from the STEM section Galileo at Wesleyan University-Philippines. They were selected intentionally, based on their availability and eligibility for the study. Looking at the group as a whole, the researcher noticed a wide range



of reading abilities—some students were already fairly confident readers, while others struggled with comprehension. This diversity made the group especially useful for understanding how the Reciprocal Teaching Approach works across different skill levels.

The Reciprocal Teaching Intervention

The intervention focused on the four main strategies of the Reciprocal Teaching Approach: predicting, questioning, clarifying, and summarizing. At the beginning, the researcher modeled these strategies in class, showing the students exactly how to engage with a text. This included thinking out loud, making predictions based on prior knowledge, asking questions about confusing points, clarifying difficult words or ideas, and summarizing the main ideas. Watching this in action seemed to help students see how skilled readers approach a text, which made the strategies feel more approachable and less abstract. After the modeling phase, students rotated as discussion leaders in small groups. Each student had a turn practicing all four strategies, sometimes guiding their peers, sometimes working independently. This rotation appeared to encourage ownership of learning, as students were responsible for helping their peers understand the material. At the same time, it gave them a chance to reflect on their own thinking, which is a key component of metacognitive development. The researcher noticed that even students who were usually hesitant to speak began to engage more, asking questions and clarifying points with their peers.

Data Collection and Analysis

To collect data, the researcher used two teacher-made comprehension tests that aligned with the Department of Education's learning standards. The pretest was given before the intervention to see where each student was starting from, and the posttest was administered afterward to measure improvement. The tests were designed to measure the reading comprehension of the students. The students were tested for their reading comprehension, which reflects higher-order reading skills.

For analysis, the researcher used descriptive statistics such as mean scores and standard deviation for both pretest and posttest results. The paired t-test was also used to see whether the changes in the scores of students were statistically significant. This combination of methods showed a clear sense of how the Reciprocal Teaching Approach impacted the reading comprehension of students and allowed the researcher to evaluate the effectiveness of this approach in an evident way.

RESULTS AND DISCUSSION

The analysis of pretest and posttest scores reveals a compelling story of how students' reading comprehension developed following the implementation of the Reciprocal Teaching Approach (RTA). While the numerical data show a clear shift from initial difficulties to increased proficiency, the deeper significance lies in the students' experiences behind these numbers. This examination not only demonstrates measurable improvements but also provides meaningful insights into the benefits of a strategy-based approach to reading instruction.

The pretest results, in particular, offered a vivid snapshot of students struggling with the fundamental demands of academic reading. As shown in Table 1, a stark reality emerged: a significant portion of the Grade 11 learners entered the study with notable reading comprehension difficulties. The purpose of this table is to show how the students performed in their pre-test.



Table 1. Distribution of Students' Pre-Test Scores

Scores	Frequency	Percent	Verbal Description
21–25	2	8.00	Outstanding
16–20	6	24.00	Very Good
11–15	7	28.00	Satisfactory
6–10	9	36.00	Poor
0–5	1	4.00	Did Not Meet Expectations
Total	25	100.00	

The majority of the students, a combined 64%, performed at the Poor (36%) to Satisfactory (28%) levels. This suggests that before the intervention, many learners were likely engaging with texts in a superficial manner. For them, reading was a fragmented process where they struggled to move beyond the literal words on a page. They may have been able to identify a few key terms or a main character, but they found it incredibly difficult to piece together supporting details, discern the main idea of a complex paragraph, or make logical inferences about unstated information. These are the students who might read a scientific article on genetics and memorize the word "DNA" without understanding the intricate process of heredity it represents. The data further revealed that only a small minority of the participants (8%) were performing at an Outstanding level, confirming that high-level reading proficiency was not a widespread skill among the cohort. These pretest results were not a surprise; they provided empirical evidence that corroborated long-standing concerns voiced in national diagnostic assessments regarding the persistent gap in Filipino learners' reading proficiency. The initial scores served as a clear and urgent call for a targeted, strategic, and effective intervention to bridge this gap. The numbers also represented a human struggle: a student feeling a knot of anxiety in their stomach when presented with a long text, or a sense of frustration when they realized they had read an entire page without absorbing a single key concept.

Following this diagnostic phase, the Grade 11 learners were introduced to and participated in structured Reciprocal Teaching sessions. This was the heart of the intervention, a deliberate move away from traditional, teacher-centered instruction that often leaves students as passive recipients of information. The sessions were meticulously designed to immerse students in a collaborative, active, and metacognitive approach to reading. The teacher began by modeling each of the four core strategies such as predicting, questioning, clarifying, and summarizing so that students could literally hear and see what a skilled reader's internal thought process sounds like. This initial modeling phase was crucial, as it demystified the often-invisible cognitive work of a proficient reader. After this guided introduction, the students, working in small, cooperative groups, took turns assuming the roles of discussion leaders. This was a crucial shift. Before the implementation, the researcher used a traditional way of teaching; though this is a student-centered classroom presentation, the students have struggles and difficulties to understand the text specially when it is a complex text, students are also passive in learning because they keep on understanding the literature knowing that the teacher will help them. Instead of passively waiting for the teacher to provide answers, students were empowered to take ownership of their own and their peers' understanding. A student, initially shy, might find confidence as the "clarifier," empowered to stop the group to look up a difficult word, while another, more outspoken learner, might take on the role of "questioner," prompting their peers to think more deeply. This peer scaffolding and shared responsibility created a supportive environment where risk-taking and active engagement were not just encouraged but were an integral part of the process.

The posttest results, presented in Table 2, serve as a testament to the transformative power of the Reciprocal Teaching Approach. The data show a marked and undeniable improvement across the board.



Table 2. Distribution of Students' Post-Test Scores

Scores	Frequency	Percent	Verbal Description
21–25	8	32.00	Outstanding
16–20	11	44.00	Very Good
11–15	6	24.00	Satisfactory
6–10	0	0.00	Poor
0–5	0	0.00	Did Not Meet Expectations
Total	25	100.00	

The dramatic shift from the initial pretest scores is staggering: a full 76% of students moved into the top two performance categories, Very Good (44%) and Outstanding (32%). Perhaps the most impactful finding is that no student scored below a Satisfactory level. The results of this study are particularly significant because they suggest that the intervention benefited all learners, not only high achievers. Every participant reached at least a basic level of reading comprehension competency. For instance, the one student who initially “Did Not Meet Expectations” and the nine students classified as “Poor” all moved into the Satisfactory, Very Good, or Outstanding categories. This represents a major achievement in inclusive learning, showing that a strategic, structured approach can meet diverse learning needs. The change from a bell curve skewed toward lower scores to one concentrated at the higher end provides a clear visualization of the intervention’s success. Students were no longer merely reading words; they were constructing meaning with confidence and purpose, a skill absent in the pretest. This absent skill plays a vital role for the student to engage themselves accurately in class.

The statistical data reinforced these qualitative observations. The pretest mean was 12.64, which fell in the “Satisfactory” range, representing performance that barely met expectations. In contrast, the posttest mean increased to 18.88, firmly in the “Very Good” category. This mean gain of 6.24 points is substantial, indicating a significant improvement in students’ overall reading abilities. A paired t-test confirmed that this gain was not due to chance, with a t-value of 9.26, well above the critical values for both $\alpha = 0.05$ (2.06) and $\alpha = 0.01$ (2.78). These findings demonstrate that the Reciprocal Teaching Approach had a clear, measurable, and positive effect on the Grade 11 learners’ comprehension.

Several factors tied to the Reciprocal Teaching Approach’s design likely contributed to this outcome. First, the collaborative aspect encouraged active engagement. Shifting from passive, individual reading to a structured, group-based approach fundamentally changed the learning experience. As students switched between being the predictor, questioner, clarifier, and summarizer, they slowly gained charge of their own learning. They got better at the tactics and more confident by doing each text over and over again. Not like reading in silence,

The Reciprocal Teaching Approach created a space for students to work together and learn from each other, with peers acting as both role models and sources of motivation. The social responsibility of this club made all the kids want to join in, and it was a secure place for them to take intellectual risks, where they could ask questions or admit they were confused without worrying about being judged.

The Reciprocal Teaching Approach also provided scaffolding that was in line with Vygotsky’s sociocultural theory, which says that learning happens best when people are together. The scheduled sessions let kids work in their Zone of Proximal Development (ZPD).

For example, a student who is having trouble understanding a complicated statement in a physics book could ask a classmate to explain it to them. This guided practice helped students do things they couldn’t do on their own, which helped them learn more about the subject and improve mentally. The Reciprocal



Teaching Approach promoted higher-order thinking skills such as inference, synthesis, and evaluation by directly instructing students to monitor their understanding and implement methods. The improvements seen in the posttest show that the students not only learned new things, but they also learned abilities that would let them read on their own in diverse areas.

The intervention also changed pupils from being passive receivers of information to engaged, strategic readers. Pretest data indicated a deficiency in these skills; however, posttest results showed significant improvement. Focusing on metacognition made students ask themselves, "Does this make sense?" What should I do if it doesn't? This self-monitoring is very important for doing well in school since it lets students find gaps, use techniques, and fix their own mistakes. The research emphasizes the necessity of transcending mere memory to foster analytical, strategic, and collaborative cognitive habits, which are vital in the contemporary information-saturated environment.

In general, these results strongly support the Reciprocal Teaching Approach as a good way to help Senior High School students understand what they read better. The substantial advancements, coupled with noticeable enhancements in engagement, strategic application, and metacognitive awareness, illustrate the intervention's practical and profound influence.

These findings respond to deficiencies identified in national and international literacy evaluations and present a feasible framework for incorporating strategy-based instruction within the English curriculum.

Using the Reciprocal Teaching Approach in real classrooms reveals that it is more than just a theory; it is a useful, people-centered approach. The accomplishments recorded in this study demonstrate that, given suitable supervision and organized tactics, each student possesses the ability to evolve into a confident, analytical, and proficient reader. When they are taught how to use this method correctly, the students' reading comprehension skills improve. This method gets individuals to get involved and stay motivated in a class where many people have trouble speaking and reading English. This method is not simply a theory; it is a way to teach that can help pupils learn better.

CONCLUSION

The findings of this study give strong support to the effectiveness of the Reciprocal Teaching Approach (RTA) in improving the English-speaking skills of Grade 11 students. Before the intervention, results showed that many students had difficulty with fluency, accuracy, and vocabulary challenges that are common among English as a Second Language (ESL) learners. While they often understand the rules of language, applying them in real communication can be more difficult. After the intervention, however, the post-test results showed a marked improvement. Students achieved higher scores in their speaking performance, and the t-test confirmed that the gains were statistically significant. These results point to RTA as a practical and effective method for building communicative competence.

One of the most important contributions of this study is its illustration of RTA's flexibility. Although it is most often applied to reading comprehension, this research shows that the four main strategies predicting, questioning, clarifying, and summarizing can be used in ways that move learners beyond surface-level reading. For example, predicting possible outcomes encouraged students to think ahead and connect prior knowledge with new information, building both confidence and engagement with texts. Questioning and clarifying gave them the opportunity to pause, analyze ideas, and resolve areas of difficulty, which sharpened comprehension and strengthened vocabulary in context. Summarizing, while often the most demanding step, required students to identify main points, combine details, and explain them clearly, which



proved to be a valuable exercise in processing and retaining information. These outcomes highlight a key insight: the skills cultivated through Reciprocal Teaching are not only useful for immediate comprehension but are also transferable strategies that help students become more independent and reflective readers.

These findings have important implications for teaching practice. Educators are encouraged to adopt interactive, strategy-based methods like the Reciprocal Teaching Approach to build both competence and confidence in English as a Second Language learners. Moving beyond rote memorization and isolated drills, teachers can create classrooms where students actively engage with texts and learn to monitor their own understanding. Structured, peer-led discussions provide learners with a supportive space to apply strategies, making reading a collaborative and purposeful activity. The results of this study advocate for curriculum reforms that prioritize student-centered, strategy-based instruction, demonstrating that approaches such as RTA can help transform traditional literacy instruction into more meaningful, sustainable, and empowering experiences for learners.

For future research, this study offers a strong foundation. Expanding the sample to include larger and more diverse groups would improve the generalizability of the results. Incorporating a control group would allow researchers to more clearly isolate the effects of the Reciprocal Teaching Approach, while longitudinal studies could explore whether gains in oral proficiency are maintained over time, providing insight into the long-term benefits of Reciprocal Teaching Approach-based instruction.

Ultimately, the findings position the Reciprocal Teaching Approach as a powerful and transformative tool, not only for reading comprehension but also for developing confident, capable, and effective communicators. By leveraging its core strategies, educators can equip English as a Second Language learners with the skills and confidence necessary to become competent and self-assured English speakers. This research offers a clear pathway forward for teachers committed to cultivating authentic reading comprehension and lifelong learning in their students.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding this study.

REFERENCES

- Afflerbach, P., Pearson, P. D., & Paris, S. G. (2018). *Handbook of reading research* (2nd ed.). Routledge.
- Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 255–291). Longman.
- Cain, K., & Oakhill, J. (2015). *Children's comprehension problems in oral and written language: A cognitive perspective*. Guilford Press.
- Delos Santos, J., Mendoza, R., & Villanueva, L. (2017). Reading comprehension and academic performance in Philippine secondary schools. *Philippine Journal of Education*, 92(3), 45–60.
- Duke, N. K., & Pearson, P. D. (2016). Effective practices for developing reading comprehension. In L. B. Gambrell, L. M. Morrow, & M. Pressley (Eds.), *Best practices in literacy instruction* (5th ed., pp. 161–180). Guilford Press.
- Gonzales, A., & Reyes, M. (2020). The impact of metacognitive reading strategies on Filipino high school learners. *Asian Journal of Education Research*, 8(2), 12–28.
- Lin, T., Li, S., & Tsai, C. (2016). The effects of reciprocal teaching on EFL learners' reading comprehension. *International Journal of English Linguistics*, 6(5), 45–55. <https://doi.org/10.5539/ijel.v6n5p45>



- Llego, M. A. (2018). Reading literacy and the Philippine educational system: Issues and challenges. *Philippine Journal of Curriculum Studies*, 7(1), 1–20.
- McKeown, M. G., Beck, I. L., & Blake, R. G. K. (2017). Rethinking reading comprehension instruction: A focus on strategy use. *Reading Research Quarterly*, 52(2), 135–153. <https://doi.org/10.1002/rrq.160>
- Oczkus, L. D. (2010). *Reciprocal teaching at work: Powerful strategies and lessons for improving reading comprehension*. International Reading Association.
- OECD. (2019). *PISA 2018 results (Volume I): What students know and can do*. OECD Publishing. <https://doi.org/10.1787/5f07c754-en>
- Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1(2), 117–175. https://doi.org/10.1207/s1532690xci0102_1
- Snow, C. E. (2016). *Reading for understanding: Toward a research and development program in reading comprehension*. RAND Corporation.
- Tsai, C., & Huang, Y. (2017). The role of reciprocal teaching in promoting EFL learners' reading comprehension and engagement. *Journal of Educational Research*, 110(6), 624–634. <https://doi.org/10.1080/00220671.2016.1257564>
- Valdez, P., Santos, E., & Cruz, J. (2019). Challenges in teaching reading comprehension in Philippine senior high school classrooms. *Philippine Journal of English Language Teaching*, 4(1), 23–41.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.