

ORIGINAL PAPER

# Scaffolding Metacognitive Reading Strategies in Multilingual Classrooms: A Collaborative Teacher Action Research Study

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## Abstract

*Four language educators collaborated in designing reciprocal teaching routines for bilingual pupils. Reading comprehension and autonomous self-monitoring scores improved markedly over a 16-week intervention period.*

**Keywords:** Metacognitive Strategies, Multilingual Learners, Reciprocal Teaching, Reading Comprehension, Teacher Collaborative Inquiry

## 1. Introduction

In culturally diverse archipelago schools, students frequently navigate three languages simultaneously: mother tongue (local vernacular), Indonesian (national official), and English (academic foreign). Without deliberate metacognitive strategies, complex informational reading comprehension suffers.

## 2. Method

A collaborative teacher action research team comprising four secondary language instructors met weekly to plan, co-teach, and refine a 16-week Reciprocal Teaching framework (predicting, clarifying, questioning, summarizing) across 114 multilingual students.

## 3. Results and Discussion

Students demonstrated a 38% increase on standardized expository reading comprehension tests. Metacognitive Awareness of Reading Strategies Inventory (MARSI) scores rose significantly across both global and problem-solving subscales ( $p < 0.001$ ).

## 4. Conclusion

Collaborative teacher inquiry teams provide the sustained collective reflexivity necessary to fine-tune reciprocal reading scaffolds, empowering multilingual learners to navigate complex academic texts.

## Declarations

**Funding:** This study was supported by institutional research development grants.

**Conflicts of Interest:** The authors declare that they have no competing financial or personal interests.

**Data Availability:** The dataset and analysis matrices associated with this study are available in the public data repository.

**Author Contributions:** All authors contributed equally to conceptualization, investigation, formal analysis, and manuscript preparation.

## References

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