

Internet in the Digital Age Exposure, Reading Habits, and Metacognitive Awareness of Reading Strategies

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Abstract— This study delved into the internet in the digital age exposure, reading habits, and metacognitive awareness of reading strategies of the fifty (50) graduating Bachelor or Arts in English Language (AB-EL) students at the Visayas State University (VSU). Data were gathered using a survey questionnaire on the internet in the digital age exposure and reading habits adopted from Chauhan and Lal (2012), and another survey questionnaire adopted from Mokhtari and Reichard (2002) on the Metacognitive Awareness of Reading Strategies Investigation (MARSII). This study used a descriptive survey research design. Data were analyzed using descriptive statistics. To determine relationships among variables, the Pearson chi-square method was used. Results showed that the reading habits of the students had shifted from paper-based reading to internet-based reading as students read online information than in newspapers. Results further showed that students' other online activities included looking at photos and chatting with friends which could also serve as factors in developing their reading habits. Facebook as the content usually clicked by the respondents was considered a tool for educational purposes that helped them access online information and news in the digital format. Reading materials related to the habits and interests of the students served as motivating factors in developing their reading habits. Moreover, there is a significant relationship between the contents usually clicked by the students when online and their techniques to develop their reading habits. This implies that the development of technology along with the internet in the digital age exposure helped develop the reading habits of the respondents. Thus, the study suggests that respondents make use of the application in the internet digital format to enhance their reading habits. On the other hand, among the respondents' metacognitive awareness of reading strategies, 66% of them got "high" score, 14% got "extremely high" score, 18% got "moderate", and only 2% got "extremely low" score. This implies that majority of the respondents were highly exposed to the different metacognitive reading strategies. Findings also revealed that among the 22 strategies indicated, the respondents "usually" and "sometimes" do these strategies. This means that the metacognitive reading strategies helped them evaluate and comprehend the text easily. Since majority of the students had a high percentage of the metacognitive awareness of the reading strategies, this study suggests that they continue to make use of these reading strategies for easier comprehension and foster knowledge acquisition toward reading proficiency. It is also advisable to come up with more reading strategies for smooth learning such as familiarization, memorization, and reading comprehension to improve one's level of intelligence.

Keywords— Internet, digital age, exposure, reading habits, metacognitive awareness, reading strategies.

I. INTRODUCTION

The internet has changed the world in an incalculable number of ways (Verma and Malviya, 2009). It has changed the way people communicate, the way business is done, and the way information is shared and received. The internet has also had a great effect on people's reading habits, as it has changed the way people expect to receive both information and entertainment. Younger generations have grown up with computers (Franklin and Plum, 2006). Digital resources are more frequently used by younger readers than older ones. It is believed that digital resources decrease the quality and rigor of research literature searches. According to Palani (2012), reading habit is an essential aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods and creates new ideas. However, the developments in the mass media had continued to influence interest in reading hard copy of literatures such as books, magazines, and journals, among others. Meanwhile, metacognition is often referred to as "thinking about thinking" (Jaleel and Premachandran, 2016). Metacognition is a regulatory system that helps a person understand and control his or her own cognitive performance. Metacognition allows people to take charge of their own learning (Hacker, 2009). Sometimes people use the phrase 'going meta' when talking about metacognition, referring to

the process of stepping back to see what one is doing, as if he or she were someone else observing it. 'Going meta' means becoming an audience of one's own performance, in this case, one's own intellectual performance. Metacognition involves awareness of how they learn, evaluation of their learning needs, generating strategies to meet these needs, and then implementing the strategies. Because only few studies explored on the students' current reading habits as they are exposed in this internet digital age as well as assist the understanding of the students' reading problems, it is important to investigate their internet in the digital age exposure, reading habits, and metacognitive awareness of reading strategies.

Objectives of the Study

Generally, this study aimed to know the graduating AB-EL students' internet in the digital age exposure, reading habits, and metacognitive awareness of reading strategies. Specifically, the study aimed to:

1. Determine the respondents' reading habits;
2. Survey the respondents' use of the internet and other alternative multimedia resources in reading habits;
3. Determine the respondents' other online activities;
4. Determine the content the respondents usually click when online;

5. Determine the respondents' techniques to develop their reading habits when they go internet surfing;
6. Determine the relationship between the contents usually clicked by the respondents when online and their techniques to develop their reading habits;
7. Determine the students' level of metacognitive awareness of reading strategies; and
8. Determine the respondents' dominant indicators of metacognitive awareness of reading strategies.

II. MATERIALS AND METHODS

This study followed a descriptive survey research design. Respondents were composed of fifty (50) graduating AB-EL students at VSU SY 2018-2019. The study made use of two survey questionnaires. One was adopted from Chauhan and Lal (2012) on the internet in the digital age exposure and reading habits, and the other one was adopted from Mokhtari and Reichard (2002) on Metacognitive Awareness of Reading Strategies Investigation (MARSII). Data were analyzed using descriptive statistics. To determine the relationship between the contents usually clicked by the respondents when online and their techniques to develop their reading habits, the Pearson chi-square method was used.

III. RESULTS AND DISCUSSION

Majority of the participants (26) spend 1-3 hours in a day. Ten (10) of them use the internet 3-6 hours a day, while eleven (11) of them use the internet more than six (6) hours a day. Only three (3) among the respondents go online in less than an hour everyday. This implies that the students clearly do not spend much time online every day without knowing what they want to know. Thus, accessing the internet is considered one of the ways to acquire online information. When it comes to the number of magazines and novels the students read in a year online, results indicated that most of them (42%) read 6-10, 26% read 1-5, and 22% read more than 10. Only 10% indicated that they do not find time to read novels or magazines online. For the frequency of items read by the respondents when online, the range of mean values is 2.54 to 4.26. Findings revealed that the least item read by the respondents was the newspaper and the most frequent was online information. The number of respondents who read magazines or e-mails were included into the level of "sometimes" while textbooks and novels were into the level of "frequently". Furthermore, stories and novels were prioritized more by the respondents among other reading materials online. The most common activity done by the respondents when they are online are looking at photos and chatting with friends followed by listening to the music. When it comes to the contents usually clicked by the students when they go online, the most frequent site that usually catch their interest is the Facebook followed by entertainment articles, and finally, news and media. This implies that their purpose when they go online was basically to be entertained. When it comes to the respondents' techniques to develop their reading habits, results showed that they were into reading materials about hobbies and interests. It was followed by studying to improve vocabulary knowledge and then the book reading. Daily

reading the newspaper and visiting libraries online were the techniques with the lowest frequency percentage among the others. Finally, there is a significant relationship between the contents usually clicked by the respondents when online and the techniques to develop their reading habits. This implies that students will get more interested throughout their reading using the digital format as they practice reading materials related to their hobbies and interests which can result to the development of their positive reading habits. This result is in consonance with Verma and Malviya's study (2014) which found out that the internet enables people to learn something through rapid process and expect the contents in a concise and easy way to digest format. On the other hand, results of the respondents' level of metacognitive awareness of reading strategies indicated that 14% of the respondents' population gained "extremely high", 66% "high", 18% "moderate", and 2% "extremely low". This implies that the respondents were basically aware of the metacognitive reading strategies. Findings also revealed that among the 22 reading strategies indicated, the respondents "usually" and "sometimes" do their strategies. This means that reading strategies helped them evaluate and comprehend the text easily.

IV. CONCLUSION AND RECOMMENDATIONS

This study has come to conclude that majority of the respondents prefer using gadgets to read information everyday. The respondents used the internet for different purposes helping them to develop their reading habits while chatting, thus nurturing their visual intelligence when looking at photos and other images. For this, the study suggests the use of application in the digital format to enhance their reading habits. Furthermore, the respondents are highly aware of the reading strategies indicated in the study. Thus, the study also suggests to make use of these metacognitive reading strategies for easier comprehension and foster knowledge acquisition toward reading proficiency. It is also advisable to come up with more reading strategies for smooth learning such as familiarization, memorization, and reading comprehension to improve one's level of intelligence.

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