

Implementing Model-Practice-Reflect (MPR) Strategy to Foster Students' Metacognitive Awareness in Public Speaking Course

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ABSTRACT

Speaking in public, especially in English, is considered as one of the most horrifying activities by students. The reasons are various from limited of vocabulary, messy grammar, having no idea to talk about, afraid of being judged to feeling anxious of being in the spotlight. Metacognitive awareness is then thought-out to be essential in public speaking training for it allow students to monitor, manage and adjust their cognitive and emotional delivery in the real time. Model-Practice-Reflect strategy seemed to be one of comprehensive strategies that appropriate to foster students' metacognitive awareness in public speaking course. The strategy cycle begins from letting students observe the expected public speaking competencies, followed by giving students opportunity to practice their public speaking skill whilst reflecting in and on their action and also receiving feedback from the lecture and classmates. This research aims to find out how the implementation of Model-Practice-Reflect strategy in fostering students' metacognitive awareness in public speaking course. This study employed descriptive qualitative research using reflection notes as the instrument. Metacognitive awareness theory that covers knowledge of cognition and regulation of cognition and Model-Practice-Reflect strategy theory are used to guide the study. The finding found that implementing Model-Practice-Reflect strategy positively fostering students' metacognitive awareness in public speaking course. 5 out of 15 students need only one MPR strategy cycle to fully metacognitively aware about their knowledge and regulation cognition. 10 out of 15 students need two cycles. Deals with the core dimension of metacognitive knowledge, all students have come to declarative knowledge, most have come to procedural knowledge but few were still struggling to conditional knowledge. And deals with metacognitive regulation, most students can plan, monitor and evaluate their performance, and only few students still struggling with the regulation cycle. Thus, it can be concluded that MPR strategy can be implemented as an attempt to foster students' metacognitive awareness in public speaking course because it also in line with the students' improvement in their performance.

Keywords: *Metacognitive Awareness, public speaking, Model-Practice-Reflect strategy*

INTRODUCTION

Public speaking has become one of the most critical core competencies for higher education students. Directly impacting their academic success and future career readiness. Effective public speaking goes beyond mere verbal delivery; it requires emotional control, audience analysis, and real time adaptiveness. However, despite its importance, public speaking remains one of the most daunting challenges for university students. Anxiety, lack of confidence, and poor self-regulation frequently hinder students from delivering impactful speeches. Many students struggle not because they fail to monitor and regulate their own cognitive processes during the preparation and delivery phases.

This pedagogical gap highlights the critical role of metacognitive awareness in communication

studies. Metacognitive awareness defined as the ability to think about one's own thinking (Flavell, 1979). It allows students to plan, monitor and evaluate their learning strategies. In a public speaking context, metacognitively aware students can identify their weaknesses, adjust their anxiety-management techniques, and intentionally deploy communication strategies. Unfortunately, traditional public speaking instructional designs often overemphasize the final performance, leaving little room for systematic self-regulation. Students are rarely thought *how* to consciously orchestrate their thoughts before and during a speech, leading to superficial learning and repetitive mistakes.

To bridge this gap, an intentional, structured pedagogical framework is urgently needed. The Model-Practice-Reflect (MPR) strategy

emerges as a promising instructional design to systematically cultivate this cognitive control. The MPR strategy operates on three continuous phases including modelling, practice and reflect. While the individual components of modelling, practicing, and reflecting are widely recognized in education, their integrated implementation as a cohesive triad, specifically tailored to foster metacognitive awareness in public speaking remains under-researched. Most existing literature focuses on generic public speaking anxiety or isolated feedback mechanisms, without tracing how a structured cyclical strategy can transform a students' underlying cognitive self-regulation.

Therefore, this study aims to fill the empirical gap by investigating the implementation of the Model-Practice-Reflect strategy in a university public speaking course. By examining how this structured approach affects students' metacognitive awareness, this research seeks to provide actionable insights for educators aiming to develop not just fluent speakers, but self-directed, reflective communicators.

Research Question

1. How is the implementation of Model-Practice-Reflect strategy in fostering students' metacognitive awareness in public speaking course?
2. To what extent implementing Model-Practice-Reflect Strategy positively foster students' metacognitive awareness?

THEORETICAL FRAMEWORK

Public Speaking

Public speaking skills are one of the top skills that college graduate found useful in business, work and social life (Zekeri, 2004). Public speaking also expected to give benefits for students to increase their personal and social values in interactions, improving academic and professional opportunities (Hartatik, 2021). Because we live in a world when we are overwhelmed with content, communicating information in a way that is accessible to others is more important today than ever before. However, whether we have spoken in public often or are just getting started, most people experience some anxiety when speaking in public. By taking public speaking course or training may help us to become better acquainted with the public speaking process, making us more confident and less apprehensive (Rose & Rancer, 1993). In addition, we are also

taught specific strategies for overcoming speech-anxiety challenges.

In public speaking, we need to pay attention on several important things such as clear structure, ideas organization, audience engagement and non-verbal delivery. When planning a public speaking, we have to consider every single thing from opening, delivering to closing. We have to decide our public speaking style. We have to think about how to grab audience attention early. During the delivery, we need to keep our mindfulness, keep controlling every part of our body from top to toe, maintaining communicative eye contact, managing our voice rate, making sure the clarity of our articulation, and what most important is leaving our speaking meaningfully.

Metacognitive Awareness

Metacognitive awareness is broadly defined as thinking about thinking (Flavell, 1979) or the knowledge and control a person has over their own cognitive processes. Flavell originally conceptualized metacognition as consisting of interactions among four major classes of phenomena; metacognitive knowledge, metacognitive experiences, metacognitive goals and Actions/strategies.

Most account of metacognition make basic distinction between metacognitive knowledge which refers to what one knows about cognition and metacognitive control processes which refers to how one uses that knowledge to regulate cognition. Brown (1987) and Baker (1991) distinguish knowledge cognition from regulation of cognition.

Knowledge of cognition refers to what individuals know about their own cognition. It includes three different kinds of metacognitive awareness; declarative, procedural, and conditional knowledge (Brown, 1987). Declarative knowledge includes knowledge about oneself as a learner and about what factors influence one's performance. Procedural knowledge refers to knowledge about the execution of procedural skills. Individuals with high degree of procedural knowledge use skills more automatically (Stanovich, 1990). Conditional knowledge refers to knowing when and why to apply various cognitive actions (Garner, 1990).

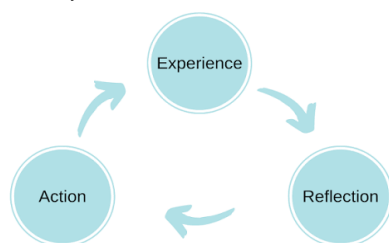
Another part of metacognitive awareness is regulation of cognition. It refers to metacognitive activities that help control one's thinking or learning. The essential skills in regulation of cognition are

planning, monitoring and evaluating. Selecting appropriate strategies and the allocation of resources that affect performance are things belongs to planning. While, monitoring refers to one's awareness of comprehension and task performance. Last, evaluating refers to appraising the product and regulatory processes of one learning.

Reflective Practice

According to Schon (19..), reflective practice is the ability to reflect on one's actions so as to engage in a process of continues learning. There are many models can be used to guide our reflection. Among of the models proposed are ERA Cycle and Kolb's Experiential Learning Cycle.

1. ERA Cycle

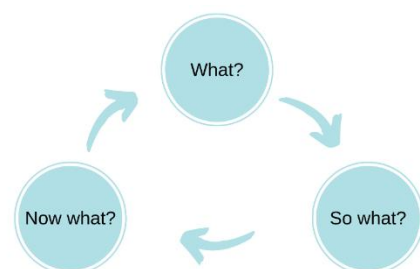


Jasper, M. (2013). *Beginning Reflective Practice*. Andover: Cengage Learning.

ERA Cycle (Jasper, 2013) is one of the most simple models of reflection and contains only three stages: Experience, Reflection, Action

The cycle shows that it begins with experience, either something we have been through before or something completely new to us. Once something has been experienced, we will start to reflect on what happened. This will allow us to think through the experience, examine our feelings and decide on the next step. This will lead to the final element of the cycle – taking action. What we do as the result of the experience will be different depending on the individual. This action will result in another experience and the cycle will continue.

2. Driscoll's What Model

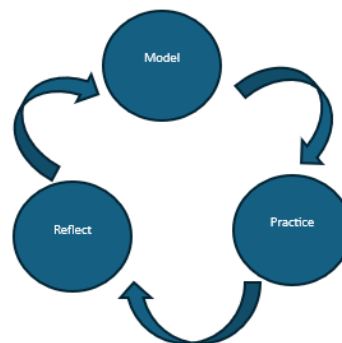


Driscoll, J. (ed.) (2007) *Practicing Clinical Supervision: A Reflective Approach for Healthcare Professionals*. Edinburgh: Elsevier

Another simple model was developed by Driscoll in the mid-1990s. Driscoll based his model of the 3 What's on the key questions asked by Terry Borton in the 1970s: What? So what? Now what?

By asking ourselves these three simple questions we can begin to analyse and learn from our experiences. Firstly, we should describe what the situation or experience was to set it in context. This gives us a clear idea of what we are dealing with. We should then reflect on the experience by asking 'so what?' - what did we learn as a result of the experience? The final stage asks us to think about the action we will take as a result of this reflection. Will we change a behavior, try something new or carry on as we are? It is important to remember that there may be no changes as the result of reflection and that we feel that we are doing everything as we should. This is equally valid as an outcome and you should not worry if you can't think of something to change.

3. Model-Practice-Reflect Strategy



The Model-Practice-Reflect strategy is a systematic strategy that involves three key phases: model, practice and reflection. In modelling phase, teacher or instructor or expert demonstrate the target skill. This includes providing clear examples and explanation of how to use the strategy effectively. In the phase of practice, students have opportunity to practice the skill. In the reflect phase, students reflect on their performance, the challenges they face, the strategy they use to cope with and finding out what need to be anticipated for the next performance.

RESEARCH METHODOLOGY

This study employed a descriptive qualitative design to find out how Model-Practice-Reflect strategy implemented to foster students' metacognitive awareness in public speaking course. The study also focused whether the implementation positively foster students' metacognitive awareness dimension.

The data was taken from 15 English Teaching and Education study program students from one class of public speaking course using iterative students' reflection and feedback note as the instrument. The reflection and feedback notes then categorized according to metacognitive awareness and the number of Model-Practice-Reflect Strategy cycles taken by the students.

Table 1. Theoretical Framework of Metacognitive Awareness

Metacognitive Dimension	Metacognitive Categories	Theoretical Source
Metacognitive Knowledge	Declarative Knowledge	Flavell (1979)
	Procedural Knowledge	Brown (1987) Baker (1989)
	Conditional Knowledge	Stanovich (1990)
		Garner (1990)
Metacognitive Regulation	Planning	Miller (1985)
	Monitoring	Glenberg (1987)
	Evaluation	Baker (1989)

Table 2. Theoretical Framework of Reflective Practice

Reflective Practice	ERA Cycle	Experience Reflection Action
	Driscoll's What Model	What? So what? Now What?
	Model-Practice-Reflect Strategy	Model, Practice, Reflect

RESULT AND DISCUSSION

Based on systematic categorization and coding, the study found the cycles frequency of Model-Practice-Reflect Strategy needed by students to foster their metacognitive awareness and identified the students' metacognitive awareness dimension enhanced after implementing the strategy.

Table 3. The Model-Practice-Reflect Strategy Cycle
Frequency Needed by Students

No. of Frequency	Student
1 Cycle	1, 2, 6, 10, 13
2 Cycles	3, 4, 5, 7, 8, 9, 11, 12, 14, 15

The strategy cycle begins from letting students observe videos showing professional public

speakers deliver their speech and presentation then discuss the expected public speaking competencies (Model), followed by giving students opportunity to practice their public speaking skill (Practice) whilst reflecting in and on their action (Reflect). The finding found that implementing Model-Practice-Reflect strategy positively fostering students' metacognitive awareness in public speaking course. 5 out of 15 students need only one MPR strategy cycle to get metacognitively aware about their knowledge and regulation cognition. 10 out of 15 students need two cycles. It means that it need only at most two cycles for students to implement the strategy and constantly build their metacognitive awareness.

Table 4. Students Metacognitive Awareness Category Enhancement

Metacognitive Dimension	Metacognitive Categories	Students	Summary from Reflection Note
Metacognitive Knowledge	Declarative Knowledge	S1	Declaring Weaknesses - I feel lack of vocabulary - I speak very fast, very slow, very soft when getting nervous - I am a shy person - I am afraid of making mistakes
		S2	
		S3	
		S4	
		S5	
		S6	

	S7	• I am nervous of being in the spotlight
	S8	• I have no idea to talk about
	S9	• I cannot maintain eye contact
	S10	• I cannot organize the ideas well
	S11	• I cannot make/maintain engagement with audience
	S12	
	S13	• I cannot make good opening/closing
	S14	• I cannot deliver the presentation smoothly
	S15	• I often forget what I want to say
	Declaring Strengths	
	S1	• I am a well-prepared person
	S2	• I am a fast thinker
	S4	• I have enough vocabulary
	S6	• My grammar is acceptable
	S7	• I am confident person
	S8	• I know what I should and should not do during the presentation
	S10	• I easily understand every instruction
	S12	• My pronunciation is okay
	S13	• I always able to control my thought, my body language, eye contact and voice.
	S14	• I can design helpful PPT for my presentation
	S15	• I can manage my time quite well
Procedural Knowledge	S1	• To build confidence, I plan and practice my presentation many times
	S2	• I do a lot of research and provide reliable evidence to support my presentation
		• I ask my friend if I forget my vocabulary
	S3	• I breathe slowly to overcome my fear
		• I smile to hide my nervousness
	S4	• I choose the topic that I like or I know
	S5	• I look at my best friend to create eye contact
	S6	• I try to remember the points of my presentation
	S7	
	S8	• I do time gaining to remember what I want to say
		• I ask questions to build engagement with audience
	S9	• I think positive when I make mistake
	S10	• I do many simulations before presentation
	S11	• I ask my friend to give feedback during simulation so I can improve my performance
	S12	• I try to stay calm when I make mistake
	S13	• I make some secret note so I can see it when I forget
		• I pretend no body see my presentation
	S14	
	S15	
Conditional Knowledge	S1, S2, S6, S10, S13	• I always know appropriate strategies to cope with public speaking problem

Metacognitive Regulation		S3, S4, S5, S7, S8, S9, S11, S12, S15	I sometimes know appropriate strategies to cope with public speaking problem
		S14	I hardly know appropriate strategies to cope with public speaking problem
	Planning	S1, S2, S3, S6, S7, S8, S9, S10, S11, S12, S13, S15	I always plan my public speaking performance carefully
		S4, S5, S14	I sometimes plan my public speaking performance carefully
	Monitoring	All Students	I always monitor my public speaking performance
	Evaluation		I always Evaluate my public speaking performance

The table shows that after implementing Model-Practice-Reflect Strategy, students gradually build their metacognitive awareness. Following all the cycles from identifying the expected public speaking competence by viewing professional public speakers to constant practice dan self-reflection students able to recognize their weaknesses and strengths which categorized into declarative knowledge. The weaknesses and strengths mentioned mostly about the speaker's parts such as language, manner, eye contact, voice, communication strategies, ideas organization, delivery, time management, visual aid and understanding of subject.

In procedural knowledge which refers to knowledge about the execution of procedural skills, all students have their own strategy to cope with their public speaking problems. The procedures they employ deal with communication strategies, language barriers, mental issues, manners, ideas organization and preparation.

In term of conditional knowledge which refers to knowing when and why to apply various cognitive actions, five students stated that they always have appropriate strategy to cope with public speaking issues and know why and when to apply them. Nine of students stated that they are sometimes know why and when to apply the strategy while only one student still struggling and most of

time feeling overwhelmed since she admitted that she has very limited knowledge about the strategy.

About metacognitive regulation which deals with planning which involves the selection of appropriate strategies and the allocation of resources that affect performance, twelve students stated that they always try to prepare their performance carefully. The planning includes choosing and organizing idea, designing the style of delivery from opening to closing, making time management, anticipate any possibilities like vocabulary, prospective question and answer, and doing countless rehearsals.

Monitoring in term of metacognitive regulation refers to one's on-line awareness of comprehension and task performance. All fifteen students admitted that they always do monitoring their public speaking performance. The students build awareness on progress they made, errors they make even confusion they face during the performance.

Finally, related with evaluation in metacognitive regulation, it refers to reflecting on the final outcome to see what worked and what need to be improved. To see whether the result has achieved the expected target or whether some attempts or strategies need to be changed. All students stated that they always make self-

evaluation even though some students tend to underrate their own performance.

CONCLUSION

Implementing Model-Practice-Reflect Strategy significantly fosters students' metacognitive awareness and overall performance in public speaking course. The study consistently shows that collaborating explicit modelling, structured behavioural practice, and deliberate reflection bridges the gap between public speaking theory and mastering actual delivery. The Model-Practice-Reflect Strategy framework directly targets the core pillars of metacognition which covers planning, monitoring and evaluating. In the model phase (planning), when students viewing experts or professional public speakers, students build strategic knowledge that allowing them to set concrete delivery goals and anticipate structural or linguistic challenges. In the phase of practice (monitoring), during speech execution, students develop real-time comprehension and problem-solving monitoring, adjusting pacing, tone, eye contact, and body language dynamically. In the reflect phase (evaluating), students can recognize their personal strengths and distinct areas of weakness. The data result also demonstrates a strong positive correlation between heightened metacognitive awareness and active speaking skills. Students who systematically move through modelling and reflection do not just memorize rules. They also actively adjust their execution, yielding marked improvements in verbal fluency, ideas organization, vocabulary choices, and audience engagement. Integrating Model-Practice-Reflect Strategy provide students with predictable, self-regulatory framework. Students use reflection to normalize errors yet strategically adjust their next practice session. That way, the students' self-efficacy increases, learner autonomy improves and performance anxiety significantly decreases.

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