# Vietnamese High School Students' Perceptions And Practices Of Metacognitive Reading Strategies: A Case Study

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*Abstract-* Metacognitive reading strategies, which are documented to be beneficial to the EFL readers, have been constantly applied to many educational settings but not many in the Vietnamese high school contexts. The researcher, accordingly, introduced and trained how to use these strategies to 11th graders at a Vietnamese public high school. To check how these students perceived the benefits and challenges of their use of metacognitive reading strategies, the researcher carried out a survey using the questionnaire copies on 124 11th graders from four English reading classes. Based on the findings, it is indicated that the participants displayed their positive perceptions of using metacognitive strategies in their reading process; besides, their limited declarative, procedural, and conditional knowledge hindered their willingness and effectiveness in utilisation of these target strategies. Regarding their self-reported actual practice, problem-solving strategies were more favored than other groups namely global strategies and supporting strategies. The paper was concluded with some practical implications in the field of reading comprehension instruction.

*Index Terms*- Metacognitive reading strategies, perceptions, practices, 11th graders, Vietnam

## I. INTRODUCTION

According to Carrell (1984), "for many students, reading is by far the most important of the four macro skills, particularly in English as a second or a foreign language" (p. 1); however, teaching reading has not been concerned appropriately at many high schools in Vietnam. In fact, the process of teaching and learning reading comprehension at many Vietnamese high schools still implemented in conventional ways, teacher mainly asked students to do the task in textbook without check students' achievement after reading text. In particular, these activities usually ask students to respond to a worksheet or to answer a list of comprehension questions without making sure all students can comprehend the information in the passage. Sometimes teachers translate the text into Vietnamese without students' contribution. This teaching approach has been focused on the product rather than on the process of learning and limited the students'

involvement. It is opposite to the purpose of reading strategy is to develop comprehension skills. In addition, students in EFL reading classrooms often confront with some possible problems such as limited vocabulary range, lexical and syntactic knowledge, inefficient reading skills, and low motivation (Ismail & Tawalbeh, 2015; Kasim & Raisha, 2017), which may derive from ineffective teaching instructional methods (Nguyen, 2020). Thus, it is necessary to add the alternative teaching reading methods in order to provide students with instructional activities in understanding the texts effectively. In other words, teaching reading strategies is one of the most effective means which help students to tackle the problems (McNamara, 2009); therefore, teachers need to consider teaching students reading strategies, especially showing them how to utilize the skills and knowledge that help them to overcome the challenges in reading process. By this way, students can read effectively and enhance their comprehension competence.

Among numerous reading strategies, metacognitive strategies are believed to strengthen EFL readers' meaning construction, reading comprehension and help them to avoid reading problems (Israel, 2007; Nguyen, 2020). These strategies involve planning one's text move, monitoring the power of any action, reviewing and assessing one's strategies for reading (Brown, 1994). Similarly, metacognitive reading strategies as planned, deliberate, goal-directed, and future-oriented mental activities that support readers think about and inspect how they go on in accomplishing a reading task (Pintrich, Wolters & Baxter, 2000). Johansen (2013) advocates that good readers are strategic and active participants in their reading process; in contrast, weak readers having a passive tendency is to just read with suffering a severe lack of basic foundations, and they do not understand what they read. briefly, "students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress or review accomplishments and future directions" (O'Malley & Chamot, 1990, p. 8). In these days, metacognitive strategies have been largely introduced into reading classes in the Vietnamese context but primarily for tertiary settings (e.g., Do & Nguyen, 2014; Do & Phan, 2021; Nguyen, 2018; Nguyen, 2020; Tran, 2012; Vo, 2013). Given the aforementioned benefits, these strategies needs to be extensively applied across different educational settings in Vietnam. In fact, the researcher

has introduced the metacognitive reading strategies into 11th-grade reading lessons at Linh Trung high school (Vietnam) for two academic years (2021-2022 and 2022-2023). Undoubtedly, it is not easy to utilize metacognitive strategies successfully since it demands readers' declarative, procedural, and conditional knowledge about cognition (Ahmadi, Ismail, & Abdullah, 2013). It means that when conquering a reading text, student readers need to pose cognitive questions as what strategies to utilize, where, when, how, how much, how often, and why to use them so that they can monitor their reading behaviors effectively (Mokhtari & Reichard, 2002). Henceforth, there always exist main differences between good and weak readers, between skilled and unskilled readers regarding metacognition level in reading strategies. For instance, skilled readers often engage in purposive activities that demand careful thinking, flexible strategies, and regular self-monitoring, while unskilled readers often seem inaccessible to these metacognitive strategies (Zare & Othman, 2013). Together taken, the study aimed at investigating how the 11th graders at Linh Trung high school of Vietnam perceived about benefits and challenges of use of metacognitve reading strategies, and how they utilised these strategies in reality. The findings of the study were practically advantageous for the language teachers in determining and reshaping their pedagogical thoughts and behaviors of EFL reading instruction and reading strategy training as well. In response to the reasearch aims above, two research questions were addressed as following.

1. *How do the 11th graders perceive about the benefits and challenges of using metacognitive strategies during their reading learning?*
2. *What is the 11th graders' actual use of metacognitive reading strategies?*

## II.   METHOD

### Research Setting and Participants

Purposely, the study was conducted in a Vietnamese public high school. Convenience sampling was employed to choose case study participants based upon their availability, accessibility, and willingness (Creswell, 2012). The study recruited a sample of 124 11th graders whose age ranged from 16 to 18 years old, including 79 female students (63.7%) and 45 male students (36.3%). All 124 participants came from four 11th-grade classes at this research site, who were equally introduced and trained how to utilise metacognitive reading strategies for the whole academic year. 108 out of 124 students (87.1%) showed their preference for reading learning, and 115 students (92.7%) recognised the importance of reading strategies to their reading comprehension. Hence, their responses were believed to be reliable, valid, and relevant.

### Research Design

The current study adopted features of a survey research design, "in which [the researcher] administer[ed] a survey to a sample […] of people to describe the attitudes, opinions, behaviors, or characteristics of the population." (Creswell, 2012, p. 376) through use of questionnaires which will be described below.

### Questionnaire: Definition, Rationale, Description

In definition, questionnaires are "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (Brown, 2001, p. 6). In this study, the researcher decided to exploit this quantitative tool owing to two main reasons; first, it is time economical as compared to other tools, and second, the easiest method to manage with large numbers of subjects (Dörnyei, 2007).

As Creswell (2012) suggests, "the participant chooses answers to questions and supplies basic personal or demographic information" (p. 382) on a questionnaire, thus the 38-item questionnaire used for this study included three key parts as in Table 1 below.

### Table 1. Description of the Questionnaire

| Aspect | Description | | |
|---|---|---|---|
| Aims | -To probe the students' demographic profile (**Part 1**)<br>-To explore the students' perceptions and practices of metacognitive reading strategies (**Part 2**)<br>-To explore the students' practices of metacognitive reading strategies (**Part 3**) | | |
| Content | **Part 1**: A set of questions of gender, age, preference of English reading learning, overall perception of importance of reading strategies to reading comprehension | **Part 2.** Perceptions<br>-Benefits (5 items, I1-I5)<br>-Challenges (3 items, I6-I8) | **Part 3.** Actual use<br>-Global group (13 items, I9-I21)<br>-Problem-soving group (8 items, I22-I29)<br>-Supporting group (9 items, I30-I38) |
| Source | **Part 1**: Self-designed<br>**Part 2**: Self-designed based on the relevant literature<br>**Part 3**: Adapted from SORS (Survey of Reading Strategies) developed by Mokhtari & Sheorey (2002) | | |
| Scale | **Part 1:** Multiple-choice<br>**Part 2** and **Part 3**: Five-point Likert scale: *1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree* (**Part 2**), *1=never, 2=rarely, 3=sometimes, 4=usually, 5= always* (**Part 3**) | | |

### Collection and Analysis Procedures

Before the questionnaire copies were sent to the official participants of the study, the researcher had carried out a pilot study on 22 11th graders who would not participate in the main study to testify their reliability and relevance. Positively, the results of this pilot study produced a good Cronbach's Alpha value

of 0.821 greater than 0.700, indicating that the questionnaire was highly reliable and valid. On the pre-arranged dates, the researcher sent the questionnaire copies to 124 participants of four 11th classes. Based on the preliminary results, the researcher concluded that all of the 124 questionnaire copies were valid and acceptable. For analysis, the researcher used Statistical Package for the Social Sciences (SPSS) version 20.0 to run the descriptive statistics of the garnered questionnaires to describe the target phenomenon.

## III. RESULTS AND DISCUSSION

**The 11th Graders' Perceptions about Benefits and Challenges of Metacognitive Reading Strategy Use**

**Table 2.** The 11th Graders' Perceptions about Benefits of Metacognitive Reading Strategy Use

| No. | Statement | N | M | S.D. |
|---|---|---|---|---|
| 1 | Metacognitive strategies made my reading more purposely via self-planning. | 124 | 3.92 | 1.17 |
| 2 | Metacognitive strategies helped me to solve comprehension breakdown. | 124 | 3.79 | 1.14 |
| 3 | Metacognitive strategies enhanced my reading motivation. | 124 | 3.85 | 1.00 |
| 4 | Metacognitive strategies enabled me to be aware of how to identify reading objectives and reading behaviors. | 124 | 3.94 | 1.05 |
| 5 | Metacognitive strategies made my reading more strategic via self-monitoring and self-evaluating. | 124 | 4.05 | 0.98 |

From Table 2, many students considered that metacognitive strategies made their reading more purposely with self-planning (Item 1, M= 3.92, S.D.= 1.17) along with more strategic with self-monitoring and self-evaluating (Item 5, M= 4.05, S.D.= 0.98). More specifically, according to the majority of the students, these target strategies enabled them to be aware of how to set reading objectives and reading behaviors (Item 4, M= 3.94, S.D.= 1.15). Also, a big part of the students revealed that the metacognitive strategies were a useful tool in solving their comprehension deficits (Item 2, M= 3.79, S.D= 1.14) as well as accelerating their reading motivation (Item 3, M= 3.85, S.D= 1.00).

**Table 3.** The 11th Graders' Perceptions about Challenges of Metacognitive Reading Strategy Use

| No. | Statement | N | M | S.D. |
|---|---|---|---|---|
| 6 | Effective use of metacognitive strategies requires me to grasp knowledge of reading strategies *(what)*. | 124 | 4.33 | 0.84 |
| 7 | Effective use of metacognitive strategies make me to grasp how to apply different reading strategies *(how)*. | 124 | 4.20 | 0.98 |
| 8 | Effective use of metacognitive strategies make me to know time *(when)* and reasons *(why)* for using specific reading strategies. | 124 | 4.44 | 0.68 |

As Table 3 indicates, some challenges of using metacognitive reading strategies were also admitted by the target response community. Firstly, a large number of the student readers realized difficulties regarding declarative knowledge which refers to knowledge of reading strategies (Item 6, M= 4.33, S.D.= 0.84). Secondly, many students (Item 7, M= 4.20, S.D.= 0.98) acknowledged that effective exertion of these strategies asked them to grasp how to apply different reading strategies (i.e., procedural knowledge). Lastly, most of the respodents perceived that effective use of the target strategies demanded them to know 'when' and 'why' when using specific reading strategies in relation to conditional knowledge (Item 8, M= 4.44, S.D.= 0.68). The first research question "*How do the 11th graders perceive about the benefits and challenges of using metacognitive strategies during their reading learning?*" was extensively revealed by the quantitative findings. Overall, both benefits and challenges of using metacognitive reading strategies were acknowledged by the 11th graders at Linh Trung high school, Vietnam.

When it comes to the benefits of using these strategies, a large number of the students espoused that metacognitive strategies made their reading more purposely through self-planning and more strategic through self-monitoring and self-evaluating. Theoretically, metacognitive reading strategies as planned, intended, goal-directed, and future-oriented mental activities and processes that support readers think about, monitor and examine how they go on in completing a reading task (Pintrich, Wolters & Baxter, 2000). Accordingly, students without metacognitive approaches are "essentially learners without direction, or opportunity to plan their learning, monitor their progress or review their accomplishments and future directions" (O'Malley & Chamot, 1990, p. 8). Briefly saying, these strategies enable the students to be consciously aware of how to set reading objectives and how to be effective and independent in their reading learning. In other words, the maneuvering of metacognitive reading strategies triggers readers' thinking and contributes to more thoughtful learning and better reading comprehension performance. In addition, the findings of this study showed that the metacognitive strategies also acted as a functional tool in remediating their comprehension decifits and boosting their reading motivation. In fact, metacognitive reading strategy awareness is higher order performance strand that necessitates remediation of breakdowns of comprehension failure or evaluating the success of a reading activity (Ahmadi, *et al.*, 2013). In addition to these found benefits, some challenges of exploiting these metacognitive reading strategies were also traced among the target students, including declarative knowledge, procedural knowledge, and conditional knowledge. The first challenge was labeled to declarative knowledge which refers to knowledge of reading strategies. Academically, reader learners need to prepare themselves with their individual knowledge of various reading strategies which can assist their reading process (Liu, 2013). When they sufficiently possess this knowledge source, they may select appropriately their decoding and comprehending path. The second challenge was due to procedural knowledge, in which an efficient user of these strategies forced them to capture how to treat

diversifying reading strategies. In reality, reader learners must reinforce their procedural knowledge because readers with a high level of procedural knowledge can utilize reading strategies more automatically and effectively to compensate for reading problems (Ahmadi, *et al.*, 2013). The third problem in using metacognitive reading strategies was related to conditional knowledge, in which an efficient user of the target strategies asked them to know time and reason for employing particular reading strategies. In academia, conditional knowledge refers to "knowing when and why" to apply different strategies or actions appropriately and effectively for their reading (Liu, 2013). Readers must choose various strategies most suitable for each given situation in an attempt to better regulate their reading process (Ahmadi, *et al.*, 2013). In a nutshell, skilled readers are those who possess all declarative, procedural, and conditional knowledge about cognition. Readers need to make cognitive questions as what strategies to utilize, where, when, how, how much, how often, and why to utilize them in approaching different texts. Accordingly, Mokhtari and Richard (2002) that "awareness and monitoring of one's comprehension processes are critically important aspects of skilled reading" (p. 249).

**The 11th Graders' Actual Use of Metacognitive Reading Strategies**
**Table 4.** The 11th Graders' Actual Use of Global Reading Strategies

| No. | Statement | N | M | S.D. | Frequency Level |
|---|---|---|---|---|---|
| 9 | Setting reading aims | 124 | 4.33 | 0.84 | High |
| 13 | Skimming text characteristics (length, organization) | 124 | 3.99 | 0.92 | High |
| 15 | Using tables, figures, and pictures | 124 | 3.94 | 0.88 | High |
| 17 | Using typographical aids (bold face and italics) | 124 | 3.87 | 0.91 | High |
| 11 | Previewing the text content | 124 | 3.79 | 1.18 | High |
| 12 | Linking text content to reading aims | 124 | 3.67 | 1.00 | Medium |
| 14 | Deciding what to read | 124 | 3.58 | 0.92 | Medium |
| 19 | Checking conflicting information | 124 | 3.50 | 0.97 | Medium |
| 10 | Activating prior knowledge | 124 | 3.05 | 1.20 | Low |
| 16 | Using context clues | 124 | 2.95 | 1.14 | Low |
| 20 | Guessing the text content | 124 | 2.90 | 1.21 | Low |
| 21 | Checking guess | 124 | 2.80 | 1.15 | Low |
| 18 | Critically analyzing and evaluating | 124 | 2.66 | 1.32 | Low |

As can be seen in Table 4, in this group of reading strategies, "setting reading aims" (Item 9, M= 4.33, S.D.= 0.84),

"skimming text characteristics" (Item 13, M= 3.99, S.D.= 0.92), "using tables, figures, pictures" (Item 15, M= 3.94, S.D.= 0.88), "using typographical aids" (Item 17, M= 3.87, S.D.= 0.91), and "previewing the text content" (Item 11, M= 3.79, S.D.= 1.18) were the most frequently practiced strategies, respectively. However, "critically analyzing and evaluating the text information" (Item 18, M= 2.66, S.D.= 1.32), "checking guessing" (Item 21, M= 2.80, S.D.= 1.15), "guessing the text content" (Item 20, M= 2.90, S.D.= 1.21), "using context clues" (Item 16, M= 2.95, S.D.= 1.14), and "activating prior knowledge" (Item 10, M= 3.05, S.D.= 1.20) were the least frequently practiced reading strategies in the global group. Besides, a certain part of the total sample also utilized some other global strategies to some extent; for instance, "linking text content to reading aims" (Item 12, M= 3.67, S.D.= 1.00), "deciding what to read" (Item 14, M= 3.58, S.D.= 0.92), and "checking conflicting information" (Item 19, M= 3.50, S.D.= 0.97).

**Table 5.** The 11th Graders' Actual Use of Problem-Solving Reading Strategies

| No. | Statement | N | M | S.D. | Frequency Level |
|---|---|---|---|---|---|
| 28 | Re-reading (when the texts become difficult) | 124 | 4.35 | 1.10 | High |
| 26 | Stopping to think | 124 | 4.30 | 0.81 | High |
| 22 | Reading slowly and carefully | 124 | 4.21 | 0.89 | High |
| 23 | Getting back (when losing concentration) | 124 | 4.00 | 1.04 | High |
| 25 | Paying closer attention (when the texts get difficult) | 124 | 3.91 | 1.02 | High |
| 29 | Guessing unknown vocabulary meaning | 124 | 3.70 | 1.15 | Medium |
| 24 | Adjusting reading speed | 124 | 3.52 | 1.21 | Medium |
| 27 | Visualizing information | 124 | 3.50 | 1.17 | Medium |

As displayed in Table 5, almost all problem-solving strategies were frequently exploited by the majority of the 11th graders, proven by all the mean values greater than 3.40. In specific, "re-reading" (Item 28, M= 4.35, S.D.= 1.10), "stopping to think" (Item 26, M= 4.30, S.D.= 0.81), "reading slowly and carefully" (Item 22, M= 4.21, S.D.= 0.89), "getting back when losing concentration" (Item 23, M= 4.00, S.D.= 1.04), and "paying closer attention when the texts become more difficult" (Item 25, M= 3.91, S.D.= 1.02) were the most frequently experienced strategies among the response community. Moreover, some other reading strategies in this group were preferred at medium level including "guessing unknown vocabulary meaning" (Item 29, M= 3.70, S.D.= 1.15), "adjusting reading speed" (Item 24, M= 3.52, S.D.= 1.21), and "visualizing the text information" (Item 27, M= 3.50, S.D.= 1.17).

**Table 6.** The 11th Graders' Actual Use of Supporting Reading Strategies

| No. | Statement | N | M | S.D. | Frequency Level |
|-----|-----------|---|---|------|-----------------|
| 35 | Using reference materials (e.g. dictionary) | 124 | 4.24 | 0.83 | High |
| 31 | Reading aloud | 124 | 4.15 | 0.98 | High |
| 34 | Underlining or circling information | 124 | 3.87 | 1.07 | High |
| 30 | Taking notes while reading | 124 | 3.74 | 1.16 | High |
| 37 | Going back and forth to find idea relationships | 124 | 3.44 | 1.28 | Medium |
| 32 | Summarizing information | 124 | 3.35 | 1.14 | Medium |
| 33 | Discussing with others | 124 | 2.95 | 1.05 | Low |
| 38 | Asking myself questions | 124 | 2.52 | 1.19 | Low |
| 36 | Paraphrasing | 124 | 2.20 | 1.32 | Low |

From Table 6, "using reference materials like dictionary" (Item 35, M= 4.24, S.D.= 0.83), "reading aloud" (Item 31, M= 4.15, S.D.= 0.98), "underlining or circling information" (Item 34, M= 3.87, S.D.= 1.07), and "taking notes" (Item 30, M= 3.74, S.D.= 1.16) were the most frequently deployed by many 11th graders in their reading learning. Contrariwise, a big proportion of the response community neglected "paraphrasing" (Item 36, M= 2.20, S.D.= 1.32), "asking myself questions" (Item 38, M= 2.52, S.D= 1.19), and "discussing with others" (Item 33, M= 2.95, S.D.= 1.05). In addition, during reading time, a smaller part of the sample concerned "going back and forth to find the relationships among text ideas" (Item 37, M= 3.44, S.D= 1.28) and "summarizing information" of the reading texts (Item 42, M= 3.35, S.D= 1.14).

The second research question "*What is the 11th graders' actual use of metacognitive reading strategies?*" was answered by the quantitative obtained from the questionnaires. In overall, problem-solving strategies were remarkably utilized among the 11th graders at Linh Trung high school, Vietnam rather than other groups including global strategies and supporting strategies.

In the global reading strategy group, "setting reading aims", "skimming text characteristics" "using tables, figures, pictures", "using typographical aids", and "previewing the text content" were the most frequently used strategies among the big portion of these students. Theoretically, global reading strategies are a set of strategies used to establish the steps for the reading act (Mokhtari & Reichard, 2002), helping readers select appropriate strategies and allocating resources before reading (Zare-ee, 2008). It is a good signal that a majority of the 11th graders at Linh Trung high school purposely set their aims before reading. Thus, skimming text structures (Pressley & Afflerbach, 1995), as well as reviewing a title, picture, illustration, heading to grasp the overview of the text (Almasi, 2003) also contributed to their global understanding on the given texts. Yet, "using context clues", "guessing the text content", "checking guessing", and "critically analyzing and evaluating the text information" were the least frequently

practiced reading strategies in this group. This neglect may be due to many students were deficient in linguistic input and background knowledge; however, they should be trained that these strategies will benefit them a lot in response to their current linguistic and topical immaturity.

Most strikingly, almost problem-solving strategies were well practiced by the majority of the students. "Re-reading", "stopping to think", "reading slowly and carefully", "getting back when losing concentration", and "paying closer attention when the texts become more difficult" were the most frequently experienced strategies among the students. The results produced a positive signal that a large number of the 11th graders as readers emphasized monitoring strategies during their reading process, facilitating keeping the reading on track during reading, helping manage and know when things are going wrong (Ahmadi, *et al.*, 2013). In short, the favor in problem-solving strategies indicated that these reader students were highly aware of their reading practice and able to take action and regulate during reading so as to fix reading difficulties.

Finally, considering the supporting reading strategies, "using reference materials", "reading aloud", "taking notes", and "underlining or circling information" were the most frequently used by the large number of the 11th graders in their reading learning. In other words, these target readers were cognitively aware of supporting tools to sustain their flow of reading comprehension (Mokhtari & Reichard, 2002). However, many of them underscored "discussing with others", "asking myself questions", and "paraphrasing". It is inferentially explained that the high school students were unfamiliar with self-raising some relevant questions during their reading; at the same time, they were afraid that paraphrasing the whole text would cost much time. However, in order to understand the texts better, they should discuss with their classmates or teachers to clarify or exchange the answers in a comfortable way. During reading process, in addition, they need to pose questions on the texts by themselves and then find the answers or paraphrase the texts in their own words. Hopefully, when they deploy these strategies more often, their reading ability can be greatly enhanced.

In a nutshell, readers need to engage in purposive reading actions with the concentration and caution at a high level. This strategic cognitive capacity enables them to plan, monitor, control, regulate, and evaluate their reading comprehension performance. Zare and Othman (2013) believe that readers can become skilled readers and upgrade their reading comprehension in case they are consciously aware of different reading strategies, how and when to use them appropriately, of the good reader features.

## IV. CONCLUSION AND LIMITATIONS

The findings showed that the 11th graders at Linh Trung high school displayed their positive perceptions of using metacognitive strategies in their reading process; for example, these strategies made their reading more purposely via self-planning and more strategic via self-monitoring and self-evaluating, making them more active, independent, engaged and conscious in reading process as they acted as directions in reading process helping reading process more directive and strategic and purposeful. On the other hand, some challenges of utilizing metacognitive reading strategies were recognized among the

students, including declarative knowledge, procedural knowledge, and conditional knowledge. In specific, they faced difficulties in identifying, selecting, and practicing appropriate reading strategies. In addition, the students also eagerly used metacognitive reading strategies, proved by the questionnaire data. Generally speaking, problem-solving strategies were prominently exploited among the 11th graders at Linh Trung high school rather than other groups namely global strategies and supporting strategies. Evidently, nearly all problem-solving strategies were favorably practiced by a majority of the students like "re-reading", "stopping to think, reading slowly and carefully", "getting back when losing concentration", and "paying closer attention". Additionally, "setting reading aims", "skimming text characteristics", and "previewing the text content" were the most frequently practiced global strategies, whereas "using context clues, guessing the text content, and "critically analyzing and evaluating the text information" were the least frequently practiced reading strategies of this group. In another point, "using reference materials", "reading aloud", "taking notes", and "underlining or circling information" were the most frequently used supporting strategies in lieu of "discussing with others", "self-questioning", and "paraphrasing".

Although the researcher endeavored to achieve the success of the study, there still remained drawbacks. Firstly, the study employed the reliable questionnaire to address the Vietnamese high school students' perceptions and practices of metacognitive reading strategies, but it would be better if classroom observation and interview were made to increase reliability and triangulation of the data collection instruments. Secondly, time limit affects most of the research studies, this one included. The real shortage of time experienced was during the data collection stage, as the research was bound by fixed start and end dates of the term. The time limit inevitably affected the choice of data collection tools, data analysis procedure as well as access to participants. Thirdly, the number of participants was limited. However, because of the condition of current research site, the sample was not able to be bigger. As a result, these findings are just meaningful for the research site with the same population and would not be generalized.

## V.   IMPLICATIONS

As the teachers play a key role in training reading learning strategies to enhance their students' decoding and comprehending outcomes, the present study has brought some implications for English teachers at Linh Trung high school. First, English high school teachers have to make sure that students understand fully and exactly about metacognitive reading strategy types, so they can apply these strategies to read appropriately and flexibly. Accordingly, the teachers should train their students with various reading strategy groups consciously following each stage of reading (pre-reading, while-reading, and post-reading). Second, the teachers need to modify reading tasks in the textbooks or supplement a variety of reading tasks so that the students vary their use of metacognitive reading strategies. Especially, at the end of the reading lessons, the teachers need to reinforce their students' understanding and experience of the reading strategies during these reading tasks. From that, the students can self-regulate and moderate their reading actions for other times. Third, the teachers should let their students practice reading at home beforehand so

that they can feel comfortable in the class. At the same time, group work or pair work should be generated so that students can collaborate with others to reduce their anxiety.

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