

Research Article

AN INVESTIGATION INTO LEARNERS' ATTITUDES TOWARDS TRAINING
METACOGNITIVE STRATEGIES IN READING COMPREHENSION

Huynh Thi Hau

University of People's Security, Vietnam

Corresponding author: Huynh Thi Hau – Email: jennyhuynh2311993@gmail.com

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ABSTRACT

Training metacognitive strategies to enhance English reading comprehension have been conducted around the world since 1990s. However, in Vietnam, there is a lack of research investigating learners' attitudes towards applying a specific model of metacognitive strategy instructions in reading, which contributes clearly to the success of teaching metacognitive strategies. This work aims to investigate learners' attitudes towards explicit integration of metacognitive strategies in reading. To this aim, a descriptive inquiry method was employed with 102 non-English major participants at the University of People's Security. The main research tool used was an attitudinal questionnaire. The findings of this study indicated that the employment of an explicit strategy training model in teaching metacognitive strategies received positive attitudes from most of the participants. In addition, there was a statistical difference between the attitudes of learners with high-level and those with low-level reading proficiency.

Keywords: metacognitive strategies; reading comprehension; explicit training; attitudes; learners

1. Introduction

Reading ability is a main aspect of literacy and is usually stuck to academic success. The core target of reading process is to comprehend or understand the required texts. According to Grabe (2009), reading is considered as an interactive cognitive process in which readers' interaction is associated with texts and author's perspectives. Thus, in order to comprehend reading texts successfully, readers should employ a variety of skills or strategies at both cognitive and metacognitive levels. At the higher level, the metacognitive one requires learners to have groups of strategies regarding planning before reading, monitoring while reading and evaluating reading experience (Carrel, Gajdusek, & Wise, 1998; Paris & Myers, 1981). The important role that metacognition takes in reading comprehension in both L1 and L2 was confirmed by Grabe (2009) and Pressley and Afflerbach (1995). However, the application of metacognitive strategies in reading are different because of the diversity of learners' notion of strategy instruction.

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Numerous papers have discussed the effectiveness of metacognitive strategy training on reading comprehension. Hence, the topic of efficient ways to train metacognitive strategies has been paid much attention to. Especially, explicit strategy training has been emphasized in various studies (Wichadee, 2011; Dabarera, Renandya & Zhang, 2013; Tavakoli & Koosha, 2016) because of its outstanding advantages. Following that, the attitudes of learners towards a specific training model should be investigated for further adjustment in teaching methodology in practice. In Vietnam, although the employment of metacognitive strategies can be found in different subjects, its contribution to reading is still limited. Therefore, there exists a gap in understanding learners' attitudes towards metacognitive strategy training.

Objectives of the study

This study aims at exploring learners' attitudes towards metacognitive strategy instruction in the Vietnam context. This study also aims at comparing between attitudes of learners at different reading proficiency levels. The study will suggest solutions to improve learners' strategies in learning reading.

Research questions

1. What are learners' attitudes towards teaching metacognitive strategies in reading lessons?
2. Are there any differences between the attitudes of learners at high-level and low-level reading competence?

2. Literature review

Definitions of learners' attitudes

Attitude plays an important role on language learning process because of different components. Firstly, affections present the students' state of liking an object as well as its influence on their learning process. Not only students but also teachers would benefit from it for further modification in teaching activities (McKenzie, 2010). Secondly, in terms of cognition related to learners' beliefs about the knowledge they acquire and their comprehension process, when learners has good beliefs on what they get from the lesson, they will be motivated in their learning for better performance. Finally, regarding behaviors, Kara (2009) claimed that favorable attitudes of learners can be used to predict for their favorable behaviors. Thanks to that, positive thinking and active engagement are also established for better results. Furthermore, the application of new knowledge in real life easily happens.

In terms of approaches to investigating learners' attitudes, McKenzie (2010) stated that there are two approaches: the behaviorist and the mentalist. The behaviorist defined that attitudes are out of outer behaviors which can easily observed and measured. Hence, the results can only inferred from their behaviors and actions. Two viral emotional elements called feelings and beliefs are not investigated (Baker, 1992). In contrast, according to the mentalists, the attitudes of learners cannot be divided, which includes affective, cognitive, and conative or behavioral components. Affective factors deals with feelings. The cognitive gives information about learners' belief system, knowledge and

perceptions. The last factor, the conative or behavioral works on learners' condition to act, behavioral intentions and interest. Comparing the components of the two approaches, the mentalists require a more comprehensive and clearer frame for examining learners' attitudes. Thus, in this study, attitudes should be analyzed under three core factors, i.e. affections, cognitions and behaviors of McKenzie (2010) and Zimbardo and Ebbesen (1977). Zimbardo and Ebbesen (1977) defined the affective component as "a person's evaluation of, liking of, or emotional response to some object or person" and the cognitive component involves "a person's beliefs about, or factual knowledge of, the object or person" (as cited in Liu, 2009, p.102). Direct behaviors of a person towards the object or person are behavioral component of attitudes.

Metacognitive strategies in reading

The relationship between metacognition as well as metacognitive strategies and reading comprehension has been framed since Myers and Paris first introduced it in 1978 in the study on the metacognitive knowledge and awareness of children (as cited in Israel, 2007). Following this novel opening, more and more research on how teaching metacognition and metacognitive strategies were incorporated in the curriculum of reading training in order to boost their reading competence during the 1970s and 1980s. Thanks to that, the transition of metacognition in cognitive psychology to educational psychology to reading educational has been progressively marked. The influential role of metacognitive strategies in education has been emphasized by many distinguished scholars. For example, O' Malley and Chamot (1990) state that "Students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments and future directions" (p.561).

For such a long history of application in reading comprehension, the theory and practice of the deployment of metacognitive strategies in reading has collected varied evidence. In the milestone study of Pressley and Afflerbach (1995), they figured out that the expert and highly skilled readers employ a specific group of metacognitive strategies in the stages of before, during and after reading, which supports their comprehension as well as builds up the links between readers and the texts. The need to raise learners' metacognitive knowledge of reading and reading strategies has been noted by Sheorey and Mokhtari (2001).

Strategy instruction



Figure 1. Conceptual framework of the study

Regarding training, there proposes two ways to train a strategy related to raising learners' awareness. Strategy instruction could be delivered directly and indirectly to learners in terms of explicit and implicit instruction. There remain some arguments about which approach is better at supporting the strategy acquisition of the learners. Implicit instruction was firstly introduced to students with the hope to help students realize and apply the strategies they need in specific situations. However, the awareness of learners was a real challenge to the instructors. It urges that explicit instruction should be demonstrated with clear steps to raise students' notice. In fact, significant achievements of learners instructed directly has been presented clearly in various studies (Ellis, Delton, & Bon, 2014).

CALLA is supposed to be a great presentative model of explicit instruction. To compare with other models for strategy instruction, CALLA is famous for the focus on the needs and the thoughts of students in this all 5-phase model (O'Malley & Chamot, 1990). It contributes to the development of learners' independence on applying learning strategies. The model of CALLA was updated in six steps by Chamot (2005), i.e. preparation, presentation, practice, self-evaluation, expansion and assessment.

Although enormous studies related to the effectiveness of metacognitive strategy training can be found, only some authors such as Widachee (2011) and Tavakoli and Koosha (2016) directly investigated the attitudes of learners who have been trained metacognitive strategies in reading in the setting of Asian countries. Thus, there is a gap in the understanding of the attitudes of learners in Vietnam, especially through CALLA model, which is hopefully fulfilled in this paper.

The conceptual framework of the study

3. Methodology

Participants

The participants of this study were non-English major second-year students from two intact classes from a government-run university in Hochiminh city. They were taking General English Course 1. The students were chosen from two classes at different levels, the highest and the lowest based on the results of an entrance exam. One class included 52 students (7 females and 45 males) while the other involved 50 students (10 females and 40 males), ranging from 19 to 25 years old. In total, there were 102 students taking part in this study.

Procedures

Learners were chosen by convenient sampling as the researcher was in charge of those classes. The CALLA model with six scaffolding steps was employed to instruct the metacognitive strategies explicitly in every 50-minute reading period each week. This model presents the gradual transition from the mode of teacher-centered to student-centered. Because of limited time for teaching reading, the researcher-teacher decided to divide three main groups: planning, monitoring and evaluating into smaller groups. Besides instructing each group, four practice sessions were added to support learners' practice when finishing each big group of strategies.

In the last session, the students were given an attitudinal questionnaire to answer. The survey was distributed in paper with a sufficient amount of time for completion.

Instruments

The main instrument employed in this study is an attitudinal questionnaire, which was carefully designed to ensure the validity and reliability of the results.

Design and construct

Regarding the application of teaching metacognitive strategies explicitly in reading, the attitudes of the learners should be considered an important source of data. The questionnaire involves four sections, i.e. (A) respondents' background information, (B) their learning of reading, (C) their attitudes towards incorporating explicit metacognitive strategies in reading comprehension lessons and (D) their opinions and suggestions for improvement. The time for completing this questionnaire was around 10 minutes.

Section A required some respondents' information related to gender, age, English learning experience (items A.1, A.2, A.3). The information collected was used to build up participants' profile as well as ensure their homogeneity in terms of the aspects above. With a view to investigate learners' opinions on teaching and learning reading, section B involves three open-ended multiple choice questions (B.1, B.2, B.3) regarding the important roles of learning reading, the necessity of teaching reading strategies and their overall feeling about the instruction of reading in the past two months.

The fundamental part of this questionnaire placed on part C which examined learners' attitudes related to the research question. As mentioned, the attitudes of learners towards the incorporating explicit metacognitive strategy instruction in reading were investigated in terms of affections, cognitions and behaviors. The researcher designed the items involving (1) learners' feeling towards incorporation of explicit metacognitive strategy instruction in reading comprehension (affective aspect) (C.1.1-C.1.4), (2) learners' opinions about the benefits and drawbacks of teaching metacognitive strategies (cognitive aspect) (C.2.1-C.2.15), (3) their reactions to the incorporation (behavioral aspect) (C3.1-C3.4). All items in Section C were designed in the format of closed-ended questions using a 5-point Likert Scale. Brown (2001) stated that it is one of the most commonly accepted and employed rating scales in educational research, and this is "effective for gathering respondents' views, opinions, and attitudes about various language-related issues" (p. 41). The scale in this research ranged from strongly agree to strongly disagree or from never to always, with 1 for Strongly disagree, 2 for Disagree, 3 for Uncertain, 4 for Agree, and 5 for Strongly agree, and 1 for Never, 2 for Rarely, 3 for Sometimes, 4 for Very often, and 5 for Always respectively. The respondents selected one of these alternatives for each item. Section C also involves three sub-sections regarding three components of attitudes discussed above. Especially, in the first sub-section related to benefits of the incorporation between metacognitive strategies and reading, the items were organized following the strategies instructed in phases of reading. At the end of each sub-section, there was one open-ended question to discover some extra ideas or opinions that Likert's scale might not cover.

Section D includes one open-ended question aiming at giving the respondents opportunities to express their ideas and suggestions for the improvement of teaching metacognitive strategies in reading comprehension.

The questionnaire was written in both English (Appendix) and Vietnamese. However, to ensure the learners' full comprehension of all elements mentioned, only the Vietnamese version was sent for data collection. For clearer demonstration, the table of the questionnaire construct was presented below (Table 3.1).

Table 3.1. *Distribution of the questions in the attitudinal questionnaire*

Main themes	Sub-sections	items	Format	
A. Demographic information	gender	A.1	Multiple choice	
	age	A.2	Open-ended	
	English learning experience	A.3		
B. General opinions towards teaching and learning reading	importance of learning reading	B.1	Likert scale	
	necessity of teaching reading	B.2		
	overall feeling about reading instruction	B.3		
C. Attitudes towards incorporating metacognitive strategies in reading	Affections	liking	C.1.1	Likert scale
		confidence	C.1.2- C.1.3	
		satisfaction	C.1.4	
		others	C.1*	Open-ended
	Cognitions	benefits	C.2.1- C.2.11	Likert scale
		others	C.2*a	Open-ended
		drawbacks	C.2.12- C.2.15	Likert scale
		others	C.2*b	Open-ended
		Behaviors	paying attention	C.3.1
	engaging		C.3.2	
	applying		C.3.3- C.3.4	
	learning more		C.3.5	
	others		C.3*	Open-ended
	D. Suggestions	suggestions for further improvement	D.1	Open-ended

Validity and reliability

With the aim to assess the validity of the questionnaire, firstly, the researcher asked for help from her colleagues to check whether the items in the questionnaire adequately described the concept or construct and to compare English and Vietnamese version to ensure full and clear understanding from the respondents. To prepare for the actual operation of this instrument, copies of the piloted questionnaire were delivered to the students in the pilot group of 27 participants. Cronbach alpha values for the whole items, and each of the three main themes of learners' attitudes are shown in the following table (Table 3.2).

Table 3.2. Reliability of the main themes in the attitudinal questionnaire

Affections		Cognitions		Behaviors	
N of items	Cronbach's Alpha	N of items	Cronbach's Alpha	N of items	Cronbach's Alpha
4	.818	15	.882	5	.822
<i>Average Cronbach Alpha: .841</i>					

The alpha values of each main theme and the whole items are higher than 0.7, the value required for reliability satisfactory suggested by Dörnyei and Taguchi (2010).

Data analysis

The authorized SPSS (Statistical Package for Social Sciences) program was employed to analyze data. Descriptive statistics were computed to assess the participating samples' perspectives. In the analysis process, the mean, maximum, minimum for each item were calculated as well as the standard deviation. In order to analyze the Likert scale data for the items in the questionnaire, there is a requirement to establish the ranges of their mean scores for calculating. The range was formed by having $5 - 1 = 4$; which was then divided by 5 to produce an interval 0.8

The lengths of the range is determined as follows:

From 1 to 1.8 represents Never/ Strongly disagree

From 1.8 to 2.6 represents Only Occasionally/ Disagree

From 2.6 to 3.4 represents Sometimes/Uncertain

From 3.4 to 4.2 represents Usually/ Agree

From 4.2 to 5 represents Always / Strongly agree

Regarding comparing the attitudes of different groups of learners, the Independent Sample T-test was employed.

The optional qualitative data from open-ended questions were analyzed based on themes for extra information and suggestions.

4. Results

4.1. Learners' attitudes towards the incorporating metacognitive strategies in reading comprehension

4.1.1. General opinions about learning and teaching reading comprehension

Regarding the learners' attitudes towards the metacognitive strategy instruction, their general opinions on learning and teaching reading comprehension are considered basic criteria which should be firstly explored in the questionnaire.

Table 4.1. Learners' general opinions about learning and teaching reading

Item	N	Min	Max	Mean (M)	Std. Deviation (SD)
B.1 Importance	102	2	5	3.50	.841
B.2 Necessity	102	1	5	3.61	.935
B.3 Overall feeling	102	2	5	3.85	.837

As presented in Table 4.1, most learners agreed with the importance of reading ($M=3.50$, $SD=.841$). Related to teaching reading, they all emphasized the need to teaching reading strategies in reading comprehension at the level equivalent with the importance ($M=3.61$, $SD=.935$). The third item mentioning their overall feelings towards the instruction they experienced over the past three months received a mean of 3.85 ($SD=.837$).

For CALLA model of teaching metacognitive strategies, the learners' attitudes were deeply investigated. The aspects chosen include specific feelings, opinions about the benefits and drawbacks of the instruction and their reactions in response to the incorporating metacognitive strategies in reading lessons, which are in line with the three main components of attitudes, i.e. affections, cognitions and behaviors.

4.1.2. Learners' feelings towards the incorporation of metacognitive strategies into reading comprehension (Table 4.2)

Table 4.2. Learners' feelings

Item	N	Min	Max	Mean	Std. Deviation
C.1.1 I find the metacognitive strategy instruction interesting	102	1	5	3.50	1.069
C.1.2 I feel confident in my ability to understand reading texts with the help of metacognitive strategies.	102	1	5	3.41	.988
C.1.3 I feel confident in using metacognitive strategies to understand reading texts.	102	1	5	3.54	1.050
C.1.4 I feel satisfied when learning reading comprehension with the explicit incorporation of metacognitive strategies.	102	1	5	3.64	1.003

To specify the overall feelings of the participants, Table 4.2 states four items related to the interest, confidence and satisfaction that the instruction brought. All items received an agreement from the learners with the means of over 3.4. In each item, there was a strong agreement from the learners, which showed positive results for the aspect of feelings. The item that the learners feel most satisfied with the explicit incorporation of metacognitive strategies is item C.1.4 ($M=3.64$, $SD=1.003$). However, the opinions of the respondents were diverse with much opposition. There was even a strong opposition in terms of positive and negative feelings in both items.

4.1.3. The learners' opinions about the benefits and drawbacks of teaching metacognitive strategies in reading

Table 4.3 reveals the learners' opinions about the benefits and drawbacks of the training metacognitive strategies through the CALLA model. The benefits the learners perceived were divided into three groups according with different stages of reading they experienced.

Table 4.3. Benefits of teaching metacognitive strategies in reading comprehension

Item	Benefits	N	Min	Max	Mean	Std. Deviation
C.2.1	I can set reading goals.	102	1	5	3.41	.968
C.2.2	I can identify reading task expectations.	102	1	5	3.65	.919
C.2.3	I can plan steps to complete the reading tasks.	102	2	5	3.72	.813
C.2.4	I can activate my prior knowledge related to the content of the texts.	102	3	5	4.23	.612
C.2.5	I can overview the texts or reading tasks.	102	1	5	3.42	.969
C.2.6	I can check if my comprehension occurs.	102	1	5	3.30	.952
C.2.7	I can check my comprehension when coming across new information.	102	1	5	2.94	1.106
C.2.8	I can control my concentration or attention.	102	1	5	3.33	.937
C.2.9	I can double-check my comprehension when encountering ambiguous information.	102	1	5	3.05	1.038
C.2.10	I can assess the difficulty level of the texts and reading demands.	102	1	5	3.53	.951

As indicated in Table 4.3, a large percentage of the learners showed their agreement on the benefits in the pre-reading stage of the application of the model to teach metacognitive strategies (the means are higher than 3.4). However, there existed a minority of the learners strongly disagreeing on some examined benefits (item C.2.1, C.2.2 and C.2.5). The benefit was most selected was the support of activating prior knowledge related to the content of the text with the mean of 4.23, which means strong agreement (item C.2.4). The second most agreed benefit in the pre-stage of reading was planning steps to complete reading tasks (item C.2.3) with the high mean difference with the first in mean difference ($MD=0.51$). Besides that, the strong agreement could be found in the answers of items C.2.1 to C.2.5.

Table 4.3, regarding while reading, also showed that a major of respondents were not sure that the teaching of metacognitive strategies through CALLA supported them in checking comprehension with or without new information, controlling concentration and double-checking comprehension with ambiguous information (items C.2.6 to C.2.9) with the means between 2.6 and 3.4. The most perceived benefit was controlling attention (item C.2.8) with the mean ($M=3.33$, $SD=.937$) nearly approaching the standard value of agreement (3.4). The mean difference between the items was not significant. The opinions of the learners were rather diverse from strongly disagree to strongly agree. Specially, all items received strong opposition.

Two clear benefits the respondents could have in the stage after reading are clearly presented in the table. All the learners agreed on them with the mean of each item presented over the standard value of 3.4 (items C.2.10 and C.2.11). However, the learners' opinions covered a large scale from "strongly disagree" to "strongly agree."

Table 4.4. *The drawbacks of teaching metacognitive strategies in reading comprehension*

Item	Drawbacks	N	Min	Max	Mean	Std. Deviation
C.2.12	I think metacognitive strategy instruction was so new, causing difficulty at the beginning since it.	102	1	5	3.10	.960
C.2.13	I think metacognitive strategy was complicated.	102	1	5	3.30	.942
C.2.14	I think metacognitive strategy instruction was time-consuming.	102	1	4	2.53	.671
C.2.15	I think metacognitive strategy instruction increased memory load.	102	2	4	2.67	.708

The disadvantages that the learners could have are just at the level of uncertainty with the means between 2.6 and 3.4. (items C.2.12, C.2.13, C.2.14, C.2.15). The second drawback related to the complication of the instruction was agreed the most ($M=3.30$, $SD=.942$). Both items C.2.14 and C.2.15 did not receive a strong agreement from the respondents. However, the means of those items did not emphasize or refuse the drawbacks of the instruction.

4.1.4. The learners' reactions in response to the incorporation of metacognitive strategies in reading

Table 4.5. *Learners' reactions to the incorporation of metacognitive strategies in reading*

Item	N	Min	Max	Mean	Std. Deviation
C.3.1 I pay close attention to metacognitive strategies instruction	102	1	5	3.43	.839
C.3.2 I actively engage in class activities related to reading comprehension with the help of metacognitive strategies	102	2	5	3.41	.813
C.3.3 I try to apply the metacognitive strategies instructed to understand the reading texts required	102	3	5	3.78	.669
C.3.4 I try to apply the metacognitive strategies instructed to understand new reading texts	102	1	5	3.55	1.021
C.3.5 I want to learn more metacognitive strategies in the future	102	2	5	3.96	.730

Table 4.5 reflects the learners' reactions belonged to the aspect of behaviors. As the result, all the means of the items were higher than the standard value of uncertainty of 3.4. Based on the means, they could be divided into two groups. The first one included items C.3.1, C.3.2, C.3.4 with the means around 3.4, and many contrast opinions. The highest mean belonged to wanting to learn more metacognitive strategies in the future (item C.3.5, $M=3.96$, $SD=.730$).

4.2. The difference of the attitudes of high-level and low level learners

To investigate whether the difference in the attitudes of learners in low-level and high-level groups is significant, an Independent-sample T-test was conducted. The results is shown in Table 4.6.

Table 4.6. Independent Sample T-test of different groups of learners

	Low-level (n=52)		High level (n=50)		<i>t</i> (102)	<i>p</i>	95%CI	
	M	SD	M	SD			LL	UL
Affections	3.0	1.03	3.99	.72	-5.23	.000	-1.272	-.574
Cognitions	3.08	.79	3.58	.65	-3.54	.000	-.79	-.22
Behaviors	3.38	.61	3.88	.47	-4.62	.001	-.709	-.282

According to Table 4.6, the sig. value of the Levene's test of the affections group was lower than .05 ($sig.=0.09$), which allows us to assume the equal variances of it. However, the sig. values of the Levene's test were respectively higher than .05, which led to the unequal variances assumption in cognition and behaviors.

For the affections, there was a significant difference in the means of the low-level ($M=3.07$, $SD=1.03$) comparing to the high-level ($M=3.99$, $SD=.716$) with the two-tailed sig. value lower than the standard value ($p=.000<.05$). The mean difference of this group was identified the most significant one among the three factors. Similarly, in terms of cognitions and behaviors, the mean difference of the low-level and high-level was significant ($p<.05$). The values of the mean difference of the two factors above were about .05.

To sum up, there was a significant difference between the attitudes of the low-level and high-level regarding the three factors, i.e. affections, cognitions and behaviors.

5. Discussions

The first research question seeks to investigate the attitudes of learners towards the metacognitive strategy instruction incorporated in reading lessons. The attitudes were evaluated in three components, i.e. affections, cognitions and behaviors. The statistics generally revealed that all the learners were aware of the importance of reading in their English learning. The equivalent percentage of respondents confirming the statement above agreed on the instruction of reading strategies to support reading learning. The participants mostly gave positive feelings towards the instruction they experienced, which lends support to previous research by Wichadee (2011) and Tavakoli and Koosha (2016).

Firstly, in terms of affections, the results figure out the agreement on the interest, confidence and satisfaction the participants got from the instruction. In fact, not all the learners found the reading instruction interesting. Some opinions even stated that the instruction was boring and not appropriate with their learning with lots of tasks. The same negative opinions above can be found in the study of Wichadee (2011) from the group of low-proficiency in reading. Besides that, a large percentage of learners feel more confident in understanding texts with the support of metacognitive strategies as well as using strategies trained, which can be explained due to the reasonable training duration for the participants to get familiar with strategies taught. Most importantly, they were satisfied

with the instruction, which is a profound base for deeper awareness of participants in the second factor, cognitions.

Benefits and drawbacks were reflected clearly according to the data collected. The learners mostly agreed on the benefits of the instruction. They were used to applying the strategies trained, which is in the support of the findings by Tavakoli and Koosha (2016). In the study, they found that the students' self-efficacy improved significantly as a consequence of the strategy instruction. The favorite benefit noted was activating prior knowledge with a strong agreement. It can be explained that this strategy is simple and very practical for most learners to get familiar with metacognitive strategies. The next one, planning steps for reading, was highly recommended for its implications. However, the learners were uncertain to get benefits from the strategies in while-reading stage such as checking comprehension with or without new information, controlling concentration and double-checking comprehension with ambiguous information. They were likely to have some problems with the strategies related controlling comprehension. Most benefits all received a strong disagreement from the participants. It means there are some learners in a need of help to understand and get benefits from the strategies instructed. It was also reflected in the suggestions for clearer practical application sections.

Regarding disadvantages, the learners were uncertain about the disadvantages of the instruction. The most reported issue was related to the difficult feelings at first of the instruction. It can be from the instructor and materials. In the qualitative data, it was suggested that the instructor should use reading texts with familiar topics first.

In the third factor of behaviors, the learners largely agreed on paying close attention, actively engaging, applying texts required, applying new texts and expecting to learn more. The most expected reactions were wanting to learn more metacognitive strategies and applying those strategies to understand texts. This reflects the practical application of metacognitive strategies.

However, the findings also show some negative feedback from the respondents, which can be analyzed deeply in the second research question related to the different attitudes of learners regarding their language proficiency.

In the analysis of different attitudes of the learners at the high-level and low-level reading competence, the findings from the Independent Sample T-test was employed. The result showed that although both groups were aware of the importance of learning reading and teaching reading strategies to support learning. The high-level group had more positive feelings towards the instruction, which is consistent with the findings by Wichadee (2011), Zhang (2009) and Schunk and Zimmerman (1998). Particularly, the low-level and high-level, according to the statistics tests, were different in terms of all three aspects, i.e. affections, cognitions and behaviors. The difficulties the low-level group facing could be found in the qualitative data: the instruction is inappropriate, boring and abstract for application. In contrast, the high-level felt more confident with learning strategies. Despite the amount of time taken to follow the instruction, the high-level learners found it worth learning.

6. Conclusions and implications

The findings of the study reflected two main points. Firstly, the learners generally have positive attitudes towards the metacognitive strategy instruction incorporated in reading lessons through the CALLA model. However, the participants have some problems with the strategies related to controlling comprehension. Secondly, there are some differences in terms of affections, cognitions and behaviors between the low-level and high-level groups of learners in response to the metacognitive strategy instruction.

The findings of the present study have implications for both teachers and learners. For teachers, it is recommended that metacognitive strategy instruction should be considered and modified to be more appropriate with the learners. Strategies need to be taught over a sufficient duration to be effective and should be presented over a number of contexts with a variety of texts to make sure that the learners will be able to use the strategies automatically. Moreover, teachers should have some deeper investigations into the learners' favors and difficulties they are encountering. For learners, they should be get familiar with planning and self-evaluating steps in applying metacognitive strategies trained, which promotes metacognitive strategy application.

❖ **Conflict of Interest:** Author has no conflict of interest to declare.

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NGHIÊN CỨU THÁI ĐỘ CỦA NGƯỜI HỌC ĐỐI VỚI VIỆC GIẢNG DẠY CÁC CHIẾN LƯỢC SIÊU NHẬN THỨC TRONG ĐỌC HIỂU

Huỳnh Thị Hậu

Trường Đại học An ninh nhân dân, Việt Nam

Tác giả liên hệ: Huỳnh Thị Hậu – Email: jennyhuynh2311993@gmail.com

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TÓM TẮT

Việc giảng dạy các chiến lược siêu nhận thức nhằm nâng cao kỹ năng đọc hiểu tiếng Anh đã được tiến hành trên thế giới từ thập niên 90 của thế kỉ XX. Ở Việt Nam, những nghiên cứu về thái độ của người học đối với một mô hình cụ thể giảng dạy các chiến lược siêu nhận thức trong dạy đọc vẫn còn hạn chế. Nghiên cứu thái độ của người học góp phần vào thành công của việc giảng dạy các chiến lược siêu nhận thức. Công trình nghiên cứu này nhằm tìm hiểu thái độ của người học đối với việc kết hợp giảng dạy trực tiếp các chiến lược siêu nhận thức trong dạy đọc. Theo đó, phương pháp nghiên cứu mô tả theo hướng định lượng đã được áp dụng trên 102 học viên không chuyên Anh tại Trường Đại học An ninh nhân dân. Công cụ chính của công trình này là bảng khảo sát đã được kiểm tra độ tin cậy và độ chính xác. Kết quả nghiên cứu cho thấy việc vận dụng mô hình giảng dạy trực tiếp trong dạy chiến lược siêu nhận thức nhận được ý kiến tích cực từ người học; trong đó, có sự khác biệt về thái độ giữa nhóm người học có trình độ đọc thấp và cao.

Từ khóa: chiến lược siêu nhận thức; đọc hiểu; giảng dạy trực tiếp; thái độ; người học