

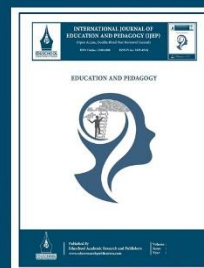


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## Reading Comprehension Strategy Use among English-Major Students: A Case Study in a Vietnamese University

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### Abstract

Reading comprehension plays a critical role in EFL learning, yet many learners struggle to apply strategies effectively when constructing meaning from texts. This study examines the use of reading comprehension strategies among second-year English-major students at a Vietnamese university, addressing the limited empirical evidence on strategy use in local tertiary English language education settings. It explores both the overall frequency of strategy use and students' preference for specific strategy categories. Fifty-nine English majors participated in the study. Data were collected through a 30-item questionnaire and analyzed using descriptive statistics. The results indicate that the participants used reading strategies at a slightly above-average level ( $M = 3.45$ ). Cognitive strategies were used most frequently, followed by metacognitive strategies, whereas social-affective strategies were the least employed. These patterns suggest a strong reliance on cognitive processing, with comparatively limited engagement in collaborative or affective support mechanisms during reading. The study highlights the need for instructional practices that promote strategic awareness, reflective reading behaviors, and a more balanced use of strategy types in university-level English language learning.

**Keywords:-** Reading Comprehension Strategies, Cognitive Strategies, Metacognitive Strategies, Social-Affective Strategies, EFL Learners, Vietnamese Tertiary Education, English Majors.

## I. INTRODUCTION

Among the four language skills, reading holds a central role in academic contexts, enabling learners to access information, engage with scholarly texts, and build disciplinary knowledge. As Wei (2005) notes, enabling students to read and comprehend texts effectively is one of the core goals of English language education. For university English majors, reading is especially significant, yet reading comprehension in a foreign language remains highly challenging. Factors such as limited vocabulary, insufficient background knowledge, and ineffective strategy use can heavily impede comprehension (Carrell & Floyd, 1987). Because reading is a cognitively demanding activity, the ability to select, apply, and regulate appropriate strategies is essential for achieving deeper levels of understanding.

In Vietnam, reading comprehension continues to be a major difficulty for many tertiary learners. Classroom instruction often remains traditional and teacher-centered, emphasizing direct vocabulary explanation and comprehension questions, which severely limits opportunities for students to develop autonomy and employ a broader range of reading strategies. Recent local studies show that Vietnamese learners tend to rely heavily on translation and individual work while significantly underusing metacognitive and social-affective strategies (Nguyen & Tran, 2021; Le & Nguyen, 2023).

Although strategy-based instruction has gained attention internationally, empirical research examining the specific strategic behaviors of English-major university students in Vietnam remains limited. Most existing studies focus on general reading proficiency rather than detailing how learners engage with academic texts at the strategic level. Understanding these specific strategic patterns can better inform instructional practices, promote greater strategic awareness, and support more effective reading behaviors in tertiary EFL programs. Accordingly, the present study examines the frequency and patterns of reading comprehension strategy use among second-year English-major students at a Vietnamese university.

## II. LITERATURE REVIEW

### 2.1. The Nature of Reading

To fully understand how learners adopt reading strategies, it is essential to first define the nature of reading as a cognitive and linguistic process. Rather than being a passive activity, reading is a dynamic, complex, and interactive process between the reader and the text.

According to Urquhart and Weir (1998), reading is defined as the process of receiving and interpreting information encoded in language form via the medium of print. This definition highlights the decoding aspect of reading, where visual stimuli are translated into linguistic meaning. Expanding on this view, Grabe and Stoller (2011) conceptualize reading as the ability to draw meaning from the printed page and interpret this information appropriately. They emphasize that reading is inherently purposeful, requiring the simultaneous activation of multiple cognitive processes, including automatic lexical access, syntactic parsing, and semantic integration. Consequently, reading comprehension is not merely about recognizing individual words but involves constructing a coherent mental representation of the text. For foreign language (EFL) learners, this process becomes doubly demanding as they must manage both linguistic deficiencies and cognitive processing loads concurrently.

### 2.2. Classifications of Reading Comprehension Strategies

In the field of second language acquisition, reading strategies are generally understood as deliberate, goal-directed plans and behaviors that learners use to manage and regulate their text comprehension. To operationalize these behaviors, researchers have proposed various taxonomies, among which the triarchic classification by O'Malley and Chamot (1990) and Oxford (1990) is most widely adopted in EFL contexts. This framework divides strategies into three core domains: cognitive, metacognitive, and social-affective.

- Cognitive strategies involve direct manipulation of the language material itself. In reading, these include actions such as translating into the native language (L1), guessing word meanings from context, note-taking, skimming for main ideas, and scanning for specific information to facilitate direct comprehension.
- Metacognitive strategies refer to higher-order executive processes that involve planning, monitoring, and evaluating one's own reading comprehension. Strategic behaviors in this domain include setting reading goals, previewing text structures, checking understanding during reading, and assessing whether reading objectives have been met.
- Social-affective strategies encompass interactive behaviors and emotional regulation techniques. These involve cooperating with peers to clarify ambiguous points, asking instructors for assistance, and employing self-talk to reduce anxiety during challenging reading tasks.

### 2.3. Previous Empirical Studies on Reading Strategy Use

Empirical research investigating reading strategy use has consistently shown that strategic awareness is closely linked to reading proficiency and pedagogical contexts. Globally, studies indicate that while proficient readers tend to employ metacognitive strategies to orchestrate their reading process, less proficient language learners rely heavily on localized cognitive and bottom-up text processing (Carrell, 1989; Anderson, 1991). For instance, Hsu (2016) observed that Asian EFL learners frequently underutilize metacognitive evaluation, remaining overly dependent on immediate textual cues and repetitive reading.

In the Vietnamese tertiary context, empirical attention has increasingly focused on how university students engage with academic texts. Earlier local studies (Nguyen, 2018; Lac et al., 2019) reported a strong, pervasive reliance on cognitive and translation-based strategies among EFL learners. More recently, Nguyen and Tran (2021) as well as Le and Nguyen (2023) confirmed that Vietnamese university students demonstrate a moderate awareness of reading strategies but exhibit limited use of collaborative, social-affective, and self-regulatory mechanisms. Most of these local studies, however, targeted general English proficiency groups. Empirical insights examining the specific, detailed strategic behaviors of English-major students who face higher academic text demands - remain limited, creating a distinct gap that the present study aims to address.

### 2.4. Contextual and Cultural Factors in EFL Reading

Beyond individual cognitive factors, strategy deployment is profoundly shaped by the educational and cultural environments of the learners. In many Asian EFL contexts, particularly in Vietnam, traditional instructional norms heavily dictate how students engage with texts.

Confucian heritage cultures often promote a high respect for authority, leading to teacher-centered classrooms where the instructor is viewed as the primary source of knowledge. In these settings, reading lessons frequently default to intensive reading, vocabulary memorization, and word-for-word translation. This product-oriented approach fosters passive learning habits, as students focus on finding the "correct" answers to pass high-stakes, exam-oriented assessments rather than developing process-oriented skills. Furthermore, cultural values such as modesty and the fear of "losing face" or making mistakes significantly discourage social interaction and collaborative learning in the classroom. Consequently, learners frequently develop individualistic reading habits, relying almost exclusively on bottom-up cognitive strategies while rarely engaging in cooperative or metacognitive behaviors.

## III. METHODOLOGY

### 3.1. Research Design

This study employed a descriptive quantitative design to investigate the frequency and patterns of reading comprehension strategy use among second-year English-major students. The research was executed in four successive stages: (1) adapting and synthesizing the questionnaire tool; (2) conducting a pilot study (N = 61) to verify instrument reliability; (3) administering the validated questionnaire to the target cohort (N = 59); and (4) coding and analyzing the dataset using SPSS.

3.2. Research Questions and Hypothesis

The study addressed two central research questions:

- To what extent do English-major students use reading comprehension strategies?
- Which types of reading comprehension strategies are most frequently used?

Hypothesis: Students would report using reading comprehension strategies at approximately an average level, with a potential preference for metacognitive strategies over cognitive and social-affective ones.

3.3. Participants

The main participants comprised 59 second-year English-major students from two classes (Class 1: n = 31; Class 2: n = 28) at a Vietnamese university. The sample demonstrated a diverse range of English proficiency, with a predominant concentration at the average level: participants ranged from 19 to 22 years old, shared approximately nine years of English education, followed an identical curriculum, and were instructed by the same faculty. To ensure the readability and internal consistency of the research instrument, a pilot study was conducted prior to the main data collection with a cohort of EFL students (N = 61) from a comparable tertiary institution. No data from this pilot phase were pooled with the main study sample (N = 59) for the final analyses.

A descriptive overview of the main participants’ specific reading proficiency, categorized based on their official semester grades and instructor evaluations, is provided in **Table 1**.

Table 1. Descriptive Overview of Participants’ Reading Proficiency

| Reading Proficiency Level | Description                                                                                     | Approximate proportion |
|---------------------------|-------------------------------------------------------------------------------------------------|------------------------|
| Lower                     | Students occasionally struggle with academic texts and need frequent teacher support.           | 27.1%                  |
| Average                   | Students can comprehend general texts with moderate vocabulary and structural support.          | 50.8%                  |
| Relatively Good           | Students demonstrate consistent comprehension with occasional difficulties in complex passages. | 11.9%                  |
| Good                      | Students read academic texts independently with minimal assistance.                             | 10.2%                  |

3.4. Research Instrument

A structured questionnaire was deployed as the primary research tool to map large-scale language learning behaviors and identify strategic trends (Cohen, 1998; Oxford & Crookall, 1989). Divided into two sections, the survey first gathered demographic background data (class and years of English study). The second section contained 30 strategy items adapted from Fotovatian (2006) and Marzban (2006), utilizing the frameworks of O’Malley and Chamot (1990) and Block (1986).

The items measured three core operational domains evaluated on a 5-point Likert scale (1 = never, 5 = always): 18 cognitive items, 10 metacognitive items, and 2 social-affective items. The overall instrument demonstrated adequate internal consistency, yielding an acceptable Cronbach’s alpha of 0.77 in the pilot phase and 0.76 in the main study. Analysis of individual subscales revealed Cronbach’s alpha values of 0.75 for cognitive strategies (18 items), 0.71 for metacognitive strategies (10 items), and 0.48 for the 2-item social-affective strategies during the pilot phase. In the main study, the subscale alphas were 0.74 (cognitive), 0.70 (metacognitive), and 0.46 (social-affective). The lower coefficient for the social-affective subscale is an expected statistical consequence of its brief 2-item length rather than poor item quality (Streiner, 2003).

3.5. Data Collection Procedures

The study was conducted in strict accordance with ethical research standards involving human subjects. Because the research involved non-invasive educational questionnaires with minimal risk, it was granted an institutional ethical exemption by the academic administration of the host institution. Prior to data collection, formal administrative permission was obtained from the participating university’s leadership. The data collection was completed within one week during regular academic periods under the researchers’ direct supervision. To mitigate social desirability bias and encourage honest self-reporting, participants were fully briefed on the scholarly purpose of the project, and participation was entirely voluntary. Written informed consent was obtained from all students prior to their participation, and they were guaranteed total grading anonymity and data confidentiality. The administration required approximately 15 minutes per student, resulting in a 100% retrieval rate (N = 59).

3.6. Data Analysis

The quantitative data were coded and processed using SPSS software. Descriptive statistics, including mean (M), standard deviation (SD), minimum, and maximum values were computed to determine overall strategic frequency and

variance. Mean scores across the three main domains (cognitive, metacognitive, and social-affective) were compared to define structural preferences. Finally, a One-sample T-test evaluated whether the students' aggregate mean score ( $M = 3.45$ ) significantly deviated from the scale's theoretical average midpoint (3.0), providing empirical data to address the proposed hypothesis.

IV. RESULTS

4.1. Overall Strategy Use

Descriptive statistics revealed that the general mean of the 30-item questionnaire answered by 59 students was 3.45, indicating a moderate level of reading strategy use. To determine whether this mean significantly differed from the scale's midpoint (3.0), a one-sample t-test was conducted (see Table 2).

Table 2. One-Sample T-Test

|      | t     | df | Sig. (2-tailed) | Mean   |
|------|-------|----|-----------------|--------|
| MEAN | 8.506 | 58 | 0.000           | 0.4508 |

Note: Test Value = 3.0.

The t-test results ( $t = 8.506$ ,  $p < .001$ ) confirm that the overall mean score was significantly higher than the test value of 3.0, showing that the participants utilized reading comprehension strategies slightly above the average level.

Table 3. Summary of the Overall Use of Reading Comprehension Strategies

| Number of valid participants | Minimum | Maximum | Mean | S.D  |
|------------------------------|---------|---------|------|------|
| 59                           | 2.60    | 4.63    | 3.45 | 0.40 |

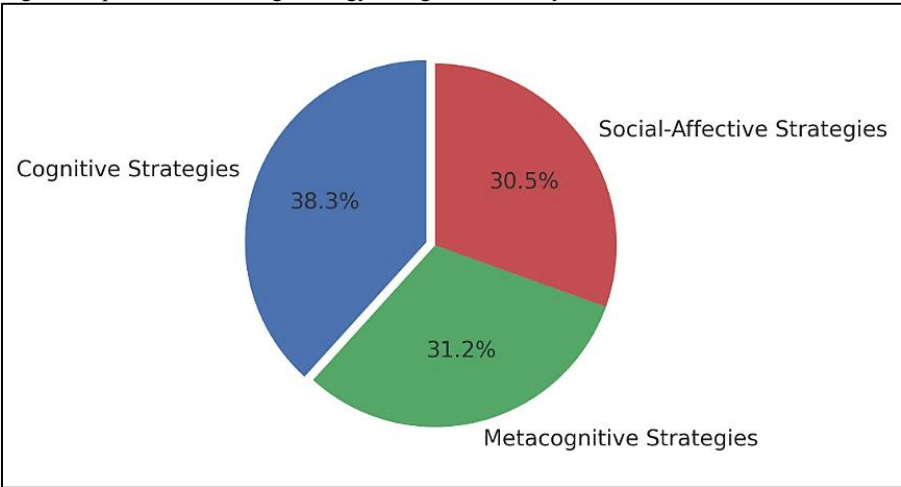
As summarized in Table 3, the low standard deviation ( $SD = 0.40$ ) indicates minimal variation among the participants, with most students utilizing strategies within a relatively homogeneous, moderate range.

4.2. The Most Frequently Used Reading Comprehension Strategies

To explore students' preferences, the 30 items were categorized into three core strategy domains. Overall, cognitive strategies were employed most frequently ( $M = 3.47$ ,  $SD = 0.44$ ), followed closely by metacognitive strategies ( $M = 3.45$ ,  $SD = 0.56$ ), whereas social-affective strategies were the least utilized ( $M = 3.37$ ,  $SD = 0.69$ ). This close distribution indicates a subtle variance in how learners allocate their strategic efforts during text processing. The moderately high mean score for cognitive strategies suggests that participants consistently engage in active, direct manipulation of the linguistic input to decode meaning. In contrast, the slightly lower placement of metacognitive and social-affective domains implies that higher-order regulatory oversight and collaborative language support mechanisms remain marginally secondary options for this cohort.

This distribution, visually illustrated in Fig. 1, demonstrates that the students showed a slight preference for direct, text-based cognitive operations rather than reflective or collaborative mechanisms during reading.

Fig. 1: Proportion of Reading Strategy Categories Used by Students



To identify specific strategic behaviors within these broad categories, individual questionnaire items were ranked by their respective mean scores, as presented in Table 4.

Table 4. Rank of Reading Comprehension Strategy Use

| Rank | Item | Strategy                                                                           | Mean | SD   |
|------|------|------------------------------------------------------------------------------------|------|------|
| 1    | 8    | While reading the text, I translate a phrase from English into Vietnamese. (COG)   | 4.08 | 0.93 |
| 2    | 5    | While reading the text, I use my own words to better understand what I read. (COG) | 3.98 | 1.04 |

|     |     |                                                                                                             |      |      |
|-----|-----|-------------------------------------------------------------------------------------------------------------|------|------|
| 3   | 26  | While reading the text, I focus on the main points of the text. (META)                                      | 3.90 | 0.99 |
| 4   | 3   | While reading the text, I repeat a word or a phrase in order to remember its meaning for a long time. (COG) | 3.90 | 1.04 |
| 5   | 10  | While reading the text, I use a dictionary to help me understand what I read. (COG)                         | 3.90 | 1.14 |
| 6   | 6   | While reading the text, I guess the meaning of unknown words or phrases through context. (COG)              | 3.76 | 1.15 |
| 7   | 15  | While reading the text, I take notes. (COG)                                                                 | 3.71 | 1.27 |
| 8   | 2   | While reading the text, I predict what is related to the information given in the text. (COG)               | 3.71 | 1.01 |
| 9   | 24  | While reading the text, I check if I understand the new text. (META)                                        | 3.69 | 1.16 |
| ... | ... | ...                                                                                                         | ...  | ...  |
| 29  | 14  | While reading the text, I use tables, figures, and pictures in the text. ( COG)                             | 2.81 | 1.38 |
| 30  | 27  | While reading the text, I do not pay attention to part of the reading. (META)                               | 2.44 | 1.11 |

As indicated in Table 4, the most preferred individual strategy was L1 translation (Item 8,  $M = 4.08$ ), followed closely by using one's own words for comprehension (Item 5,  $M = 3.98$ ) and focusing on main points (Item 26,  $M = 3.90$ ). Conversely, utilizing visual aids (Item 14,  $M = 2.81$ ) and ignoring text segments (Item 27,  $M = 2.44$ ) were reported as the least favored behaviors. While Item 27 was theoretically classified under the metacognitive domain to capture selective attention and purposeful skimming, this low mean must be interpreted with caution due to inherent semantic ambiguity. The phrasing may have been perceived by students as an indicator of simple disengagement or academic distraction rather than an intentional, strategic decision to bypass redundant text, which likely discouraged them from endorsing it. This clear hierarchy reinforces that the top-ranked strategies are predominantly cognitive, indicating an apparent student preference for direct, individual text-processing over interactive or cooperative approaches. This strategic pattern could be tentatively interpreted through the lens of traditional, teacher-centered instructional practices common in Vietnamese EFL classrooms, which often emphasize immediate linguistic decoding and solitary comprehension.

## V. DISCUSSION

The findings of this study reveal that the overall use of reading comprehension strategies among English-major students at a Vietnamese university was slightly above the average level. This suggests that students possess a moderate awareness of reading strategies but have not yet developed systematic or advanced control over their reading processes. Similar patterns have been observed in other EFL contexts, where learners demonstrate partial yet inconsistent use of strategies in reading tasks (Carrell, 1989). This implies that while students recognize the importance of employing reading strategies, their application remains limited and unsystematic, possibly due to insufficient instruction or lack of metacognitive training in strategy use.

These findings partly support the initial hypothesis that students would use reading comprehension strategies at approximately an average level. However, contrary to the expectation that metacognitive strategies would be preferred, the results show that cognitive strategies were the most frequently used, followed closely by metacognitive and social-affective strategies. This indicates that students tend to rely marginally more on direct text processing rather than on planning, monitoring, or evaluating their comprehension.

The slight preference for cognitive strategies, particularly "translating from English into Vietnamese" highlights a notable reliance on L1 mediation and direct linguistic processing to access meaning. This preference supports earlier studies by Block (1986) and Anderson (1991), who found that less proficient EFL readers often depend on text-based, bottom-up strategies to compensate for limited vocabulary and background knowledge, using translation and repetition as coping mechanisms (Oxford, 1990). In the Vietnamese context, this pattern could be tentatively interpreted through the lens of traditional, teacher-centered traditions and exam-oriented systems that prioritize accuracy and literal comprehension over inferential or critical reading. From a psycholinguistic perspective, while L1 translation facilitates initial comprehension, excessive reliance on it during this transitional phase can impede the automatization of lexical access and syntactic processing in L2. Therefore, encouraging students to gradually shift from translation toward inferencing and summarizing is essential to promote deeper target-language engagement and reading fluency.

While cognitive strategies were used most frequently, students showed a remarkably similar, moderate-to-high awareness of metacognitive strategies. The marginally lower use of metacognitive and social-affective strategies suggests that while self-regulation and collaborative engagement are active, there is still room for optimization in reading autonomy. This is partially consistent with Hsu's (2016) study, which found that Asian EFL learners, including Taiwanese students, seldom engage in planning, monitoring, or evaluating their reading process. Carrell (1989) similarly emphasized that less proficient readers often fail to apply metacognitive control, relying instead on immediate textual cues. The same pattern emerged in the present study, where students moderately employed metacognitive strategies such as checking comprehension or focusing on main ideas but engaged less frequently in pre-reading planning or post-reading evaluation. This finding highlights a potential gap in learners' strategic awareness that could be addressed through explicit instruction.

The limited use of metacognitive strategies may also stem from students' lack of exposure to strategy-based instruction. In many Vietnamese EFL programs, reading classes emphasize product-oriented outcomes, such as finding correct answers to comprehension questions, rather than process-oriented skills like self-monitoring or reflection. Without explicit training, students may remain unaware of how to regulate their reading behavior effectively.

The minimal deployment of social-affective strategies, such as cooperation, asking for clarification, and self-talk, may reflect individualistic reading habits potentially shaped by institutional and cultural norms. In Vietnamese classrooms, which are traditionally characterized by Confucian heritage values, expectations of respect for authority and a persistent fear of negative evaluation or "losing face" might discourage students from verbalizing confusion or engaging in collaborative learning. Recent empirical evidence in Vietnam consistently validates this pattern; Nguyen and Tran (2021) observed that tertiary reading students demonstrate a clear preference for individualistic work over cooperative tasks, while Le and Nguyen

(2023) identified that psychological barriers, including acute shyness and limited language confidence, severely obstruct productive peer collaboration. Consequently, these entrenched cultural and contextual constraints undermine social interaction and reinforce an over-dependence on teacher guidance, leaving social-affective mechanisms as the least utilized strategic domain.

From a pedagogical perspective, these findings highlight the critical importance of integrating explicit strategy instruction and metacognitive training into the Vietnamese EFL reading curricula. Instructors should play an active role in shifting the classroom culture from teacher-centered to learner-centered by modeling core elements of metacognitive control through techniques such as think-aloud protocols, reciprocal teaching, and strategy mapping. Furthermore, to reduce cultural and psychological barriers like shyness, teacher education programs should emphasize process-oriented activities - including peer discussions, collaborative summarization, post-reading journals, and self-assessment checklists.

The results also contribute to theoretical discussions of strategy use in EFL contexts and align with previous Vietnamese research. Earlier local studies (Nguyen, 2018; Lac et al., 2019) also reported a strong reliance on cognitive and translation-based strategies, which is consistent with the present findings. Moreover, similar to other Vietnamese studies that found moderate use of metacognitive strategies, the current study validates that English majors maintain a comparable, steady engagement in self-monitoring, though structured metacognitive instruction remains highly beneficial. These cross-study comparisons reinforce the idea that reading strategy use is context-dependent and shaped by instructional traditions, linguistic demands, and cultural expectations (Grabe & Stoller, 2011).

In summary, the study reinforces existing evidence that while EFL learners demonstrate awareness of basic reading strategies, their systematic metacognitive and social-affective strategy use can be further optimized. The findings extend earlier Vietnamese research by providing more specific insights into English-major students - a group that has received relatively little empirical attention. These results underscore the need to promote explicit, reflective, and interactive approaches to reading instruction to enhance students' comprehension, autonomy, and long-term academic success as readers.

## VI. CONCLUSION

This study investigated the use of reading comprehension strategies among English-major students at a Vietnamese university. The findings revealed that students employed reading strategies at a slightly above-average level, with cognitive strategies being used most frequently, followed by metacognitive and social-affective strategies. This pattern indicates that students primarily relied on direct, text-based operations such as translating and summarizing, while underutilizing higher-order self-monitoring or collaborative reading behaviors. The slight preference for cognitive strategies reflects the lingering influence of traditional, teacher-centered and exam-oriented instructional practices in Vietnam, which treat reading as a linguistic decoding activity rather than a reflective process of meaning construction. Consequently, there is an urgent need to integrate explicit reading strategy training into tertiary EFL curricula to foster metacognitive awareness and active peer collaboration.

Despite its valuable contributions, this study has several limitations, particularly its sole reliance on a small self-reported questionnaire sample (N=59) from a single institution, which limits generalizability and is subject to social desirability bias. Crucially, another key methodological limitation lies in the structural imbalance of the research instrument, which contains an unequal number of items across domains (18 cognitive, 10 metacognitive, and only 2 social-affective items). Consequently, the observed descriptive differences among the domains should be interpreted with caution, as a two-item subscale is statistically limited and insufficient to support definitive or generalized conclusions regarding students' social-affective strategy deployment.

To obtain richer insights, future research should adopt mixed-method frameworks incorporating real-time qualitative instruments such as think-aloud protocols, learner diaries, or classroom observations. Longitudinal and comparative investigations across diverse institutions, proficiency cohorts, and regional contexts are necessary to track the development of strategic reading behaviors over time. Additionally, subsequent studies should empirically explore the direct relationship between reading strategy frequency and academic performance indicators like GPA. Finally, future researchers are encouraged to utilize experimental or quasi-experimental designs to evaluate the concrete efficacy of targeted strategy training interventions, and conduct cross-cultural comparative studies to verify whether this heavy reliance on cognitive strategies is a unique product of Vietnam's exam-driven system or a common trait across wider Asian EFL environments.

From a pedagogical standpoint, the findings call for comprehensive innovation in reading instruction. Teacher education programs must prioritize strategy-based instruction as a core pedagogical competency. Incorporating reflective tools such as post-reading journals, peer log reviews, and self-evaluation checklists can help learners internalize strategic reading habits. Curriculum designers should also integrate authentic reading materials that stimulate higher-order skills like inference, synthesis, and critical evaluation. Such pedagogical shifts can effectively transform reading classrooms from teacher-centered to learner-centered environments that foster lasting autonomy and independent learning competence.

In conclusion, this study contributes to a deeper understanding of how Vietnamese EFL learners approach reading comprehension and underscores the need for pedagogical practices that cultivate metacognitive awareness, learner autonomy, and collaborative engagement. Through explicit strategy instruction and meaningful interaction with texts, students can gradually become more proficient, reflective, and independent readers. Overall, the findings provide empirical evidence that can inform future EFL reading pedagogy and curriculum design in similar Asian educational contexts, offering both theoretical and practical contributions to the field of language education.

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## Appendix: Survey of Reading Comprehension Strategies

**Participant Info:** Code / Major / Reading GPA: \_\_\_\_\_

**Instruction:** Rate strategic behaviors in academic reading on a 5-point Likert scale (5 = Always, 1 = Never). Adapted from Fotovatian (2006) and Marzban (2006).

Table A1.

| Domain                        | Item | Core Strategic Behavior Evaluated in Academic Reading                   |
|-------------------------------|------|-------------------------------------------------------------------------|
| Cognitive<br>(18 Items)       | 1    | Utilizing world knowledge and text content to process meaning.          |
|                               | 2    | Predicting upcoming information based on textual cues.                  |
|                               | 3    | Repeating words/phrases to facilitate long-term retention.              |
|                               | 4    | Repeating preceding contextual words to parse difficult vocabulary.     |
|                               | 5    | Paraphrasing text segments using one's own words.                       |
|                               | 6    | Guessing the meaning of unknown words/phrases through context.          |
|                               | 7    | Re-reading adjacent phrases to decode unfamiliar vocabulary.            |
|                               | 8    | Translating phrases from English into the native language (Vietnamese). |
|                               | 9    | Storing unfamiliar items mentally for later processing.                 |
|                               | 10   | Utilizing a dictionary to resolve comprehension blockages.              |
|                               | 11   | Breaking words into syllables for pronunciation and meaning capture.    |
|                               | 12   | Comparing unknown words to phonetically similar familiar items.         |
|                               | 13   | Classifying words/phrases according to grammatical categories.          |
|                               | 14   | Utilizing non-textual aids (tables, figures, and pictures).             |
|                               | 15   | Note-taking and annotating text segments during reading.                |
|                               | 16   | Skimming to extract the text's overall gist.                            |
|                               | 17   | Categorizing vocabulary and concepts according to semantic meanings.    |
|                               | 18   | Relating current text to prior language baseline or skills.             |
| Metacognitive<br>(10 Items)   | 19   | Previewing titles to plan upcoming reading actions.                     |
|                               | 20   | Identifying specific problems regarding localized word meaning.         |
|                               | 21   | Pinpointing breakdown areas in sentence comprehension.                  |
|                               | 22   | Re-reading problematic text segments to fix comprehension gaps.         |
|                               | 23   | Self-questioning to identify unclear elements within the text.          |
|                               | 24   | Checking and monitoring overall comprehension of new texts.             |
|                               | 25   | Self-correcting mispronounced or misparsed words.                       |
|                               | 26   | Maintaining focal attention on the main points of the text.             |
|                               | 27   | Selectively ignoring non-essential parts of the text.                   |
|                               | 28   | Evaluating whether the text is being interpreted correctly.             |
| Social-Affective<br>(2 Items) | 29   | Engaging in pair/group work to enhance text comprehension.              |
|                               | 30   | Employing think-aloud protocols or self-talk to reduce reading anxiety. |

Note: In the actual questionnaire distributed to participants, items followed a uniform prompt structure: "While reading the text, I [strategic behavior]..." to measure frequency. The items are systematically categorized based on the theoretical frameworks of Oxford (1990) and O'Malley & Chamot (1990).