Anxiety, Metacognitive Strategies and Multiple Intelligences in the EFL Reading Classroom: Voices from Hanoi

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This study investigates anxiety, metacognitive strategies and multiple intelligences in the context of Vietnamese English language classroom. It is a quantitative project that adopts a descriptive-correlational design. This investigation seeks to describe Hanoi secondary school English language readers and to characterise the relationships among such variables as gender, length of English language learning or experience in reading in the native language. The sample consisted of 379 participants, both male and female, who were recruited using simple random sampling. Three online quantitative instruments were employed to collect the data. These were modified versions of the EFL Reading Anxiety Inventory (Zoghi, 2012), the Survey of Reading Strategies (Mokhtari & Sheorey, 2002) and the Multiple Intelligences Inventory (McKenzie, 1999). Various correlations between the three constructs listed above were sought. The data allows interesting observations to be made, especially with regard to Vietnamese 11th graders’ levels of reading anxiety and their use of metacognitive strategies while reading in target language. The study also produced a profile of the multiple intelligences of the participants. However, explicit links between the three constructs under study were not observed, which begs for more research. After the findings have been described, implications for reading instruction are offered.