

VIETNAMESE LAW STUDENTS' PERCEPTIONS OF METACOGNITIVE READING STRATEGIES WITHIN THE READING ACROSS THE CURRICULUM (RAC) MODEL

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Abstract:

This study investigates Vietnamese law students' perceptions of metacognitive reading strategies embedded within the Reading Across the Curriculum (RAC) model and implemented in an English for Legal Purposes (ELP) course. Using an explanatory sequential mixed-methods approach and drawing on the framework of Kim and Anderson (2023), the study collected quantitative data through a questionnaire examining course content, perceived reading support, academic confidence, transferable skills, and overall engagement, alongside qualitative insights from semi-structured interviews. The findings indicate that students perceived metacognitive reading strategies integrated into RAC activities as particularly useful for supporting their understanding of complex legal texts, increasing academic confidence, and fostering active engagement with course materials. Participants also valued the collaborative aspects of the RAC model, which promoted peer interaction and a sense of learning community. Overall, the findings underscore the importance of explicit instructional guidance and motivational support when implementing metacognitive strategies in discipline-specific EFL contexts. This study contributes to the literature by highlighting students' perceived benefits and limitations of metacognitive strategy instruction within legal education in Viet Nam.

Keywords: *Metacognitive strategies; Reading across the curriculum (RAC); Vietnamese law students; English for Legal Purposes (ELP).*