

ĐÁNH GIÁ CÁC CHIẾN LƯỢC DẠY KỸ NĂNG ĐỌC TIẾNG ANH CHUYÊN NGÀNH CHO SINH VIÊN NĂM THỨ BA NGÀNH ĐIỆN TẠI TRƯỜNG ĐẠI HỌC CÔNG NGHIỆP HÀ NỘI

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Nghiên cứu này nhằm đánh giá các kỹ thuật giảng dạy kỹ năng đọc hiểu tiếng Anh chuyên ngành cho sinh viên năm thứ 3 Khoa Điện và đưa ra những khuyến nghị nhằm nâng cao chất lượng giảng dạy tiếng Anh chuyên ngành tại Trường Đại học Công nghiệp Hà Nội (ĐHCNHN). Đối tượng nghiên cứu gồm 95 sinh viên năm thứ 3 Khoa Điện và 4 giảng viên tiếng Anh chuyên ngành của ĐHCNHN. Dữ liệu nghiên cứu được thu thập và phân tích dựa trên bảng câu hỏi khảo sát dành cho sinh viên và giảng viên. Nghiên cứu đã mô tả các kỹ thuật dạy đọc hiểu tiếng Anh chuyên ngành, phân tích những điểm mạnh và hạn chế của các kỹ thuật đó. Trên cơ sở này, tác giả đã đưa ra một số gợi ý nhằm nâng cao chất lượng giảng dạy kỹ năng đọc hiểu tiếng Anh chuyên ngành tại ĐHCNHN.

Từ khóa: chiến lược đọc hiểu, kỹ năng đọc hiểu, tiếng Anh chuyên ngành.

The study aims to evaluate the strategies for teaching ESP for third-year Electrical Engineering majored students and offers recommendations to enhance the teaching quality of ESP reading at Hanoi University of Industry (HaUI). The participants of this study consist of 95 third-year students at Faculty of Electrical Engineering and 4 ESP lecturers at HaUI. The data were collected and analysed from two sets of survey questionnaires (for students and for lecturers). The results of the study identify strategies adopted to teach ESP reading, their benefits and limitations. Thence, the researcher gives some suggestions to improve the quality of teaching ESP reading at HaUI.

Keywords: reading strategies, reading skill, ESP.

AN EVALUATION OF TEACHING ESP READING STRATEGIES FOR ELECTRICAL ENGINEERING THIRD-YEAR STUDENTS AT HANOI UNIVERSITY OF INDUSTRY

1. Introduction

1.1. Rationale

In the context of globalization, English has been useful for most countries to access the latest technology and

achievements in many fields of life. Accordingly, the demand for learning English, especially English for Specific Purposes (ESP) has increased rapidly. At HaUI, ESP courses have received much attention from students. However, teaching and learning ESP effectively is not simple. Though many lecturers of English for Electrical Engineering tried to

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make ESP reading lessons more attractive to their students, their efforts did not capture the desired results. Therefore, this study was conducted in the hope of offering recommendations to improve the ESP reading strategies in a more efficient way.

1.2. Literature review

1.2.1. Definition of reading strategies

Garner (1987: 50) defines reading strategies as “generally deliberate, playful activities undertaken by active learners, many times to remedy perceived cognitive failure”. Barnett (1988: 150-162) regards reading strategies as mental operations when readers approach the text effectively and makes sense of what he reads. He suggests some techniques such as skimming, scanning, reading for meaning, predicting, activating general information, making inferences and guessing word meanings from context. Carrell (1998: 97) considers reading strategies what they reveal about the ways readers interact with written text. Although reading strategies are defined in different views, the purpose of these reading strategies is to help students approach the text effectively, get specific detail and find out the main idea of the reading materials.

1.2.2. Strategies for teaching ESP reading in each stage

Reading lessons usually include 3 stages: pre-reading, while-reading and post-reading. Each stage requires different techniques and strategies (William, 1984: 37).

Pre-reading Stage

The pre-reading stage aims to prepare students for the text, arouse their interest in the topic of the text and motivate them to read (William, 1984: 37). He suggests that the teacher should think of questions and find how to introduce the text, to motivate students and to incorporate language preparation. Students are encouraged to express their expectations and predictions by discussing, brainstorming, matching, ordering, or answering questions. Smith (1994: 19-20) regards prediction as another pre-reading strategy. In his opinion, predictions are questions the readers ask the world and comprehension is receiving the answers. He asserts that the prediction makes skilled readers effective when reading texts containing familiar subject matter. Later, Davies (2000: 93) states some pre-reading strategies including guessing the topic of the text from the heading, illustration; brainstorming around a topic word; predicting what the text will say; writing questions that may be answered by the text. As shown above, these strategies are really useful for the while-reading stage. Without the pre-reading stage, the task (while-reading) might be more difficult and less enjoyable for students.

While-reading Stage

Williams (1984:38) specifies the purposes of this stage to help the students understand the writer's purpose, the text structure and clarify the text. According to Matthews, Spratt and Dangerfield (1999:67), while-reading strategies include understanding the relation between sentences and clauses,

recognizing the effect of style, organization of a text, making inferences, extensive reading, skimming for gist, scanning for specific information and reading for detail. While-reading strategies should be designed according to the level and standard of students. Karakas (2002) supposes that scanning and skimming work better if they are supported with evaluation activities. To summarize, most of the authors discuss the skimming and scanning activities as the most valuable strategies in the while-reading stage.

Post-reading Stage

In Williams' view (1984: 39), the aim of the post-reading stage is to consolidate or reflect upon what has been read and relate the text to the learner's own knowledge, interest or views. According to Brown and Palinscar (1984) in Doolittle (2006), the post-reading strategies can be predicting, questioning, clarifying, summarizing, monitoring comprehension, and justifying comprehension. Summarizing the content as a kind of post-reading strategies is suggested by Ur (1996). In Ur's opinion, the summarizing strategy might be given in the students' mother tongue or in English.

In sum, each stage is characterized by its own aims and activities. It is effective if teaching ESP reading is carried out into three consecutive stages as mentioned above.

1.3. Aim and objectives of the study

This study wishes to discover ESP reading strategies employed by lecturers for Electrical Engineering third-year

students at HaUI. The findings of the study are expected to identify the most appropriate strategies to enhance students' interests in ESP reading lessons. Accordingly, suggestions can be made to improve students' reading skill. In order to achieve the research objectives, the research questions are raised:

Question 1: What strategies do lecturers employ in teaching ESP reading for Electrical Engineering third-year students at HaUI?

Question 2: How beneficial are lecturers' teaching ESP reading strategies to Electrical Engineering third-year students at HaUI?

2. RESEARCH METHODOLOGY

2.1 Participants

The researcher conducted survey questionnaires for ESP lecturers and Electrical Engineering third-year students. The study was carried out with the participation of 95 third-year students from Electrical Engineering Faculty randomly selected in five classes and four lecturers teaching English for Electrical Engineering who have MA degrees and have been teaching ESP at HaUI for at least three years.

2.2. Research instruments

In this study, data was collected from two survey questionnaires.

The students' survey questionnaire consists of four questions which are designed to explore the reading strategies employed at each stage, benefits from those activities to students and find out the

students' expectations about teaching activities. As for the questions related to frequency of use, a 4-point Likert scale (1= Never, 2= Rarely, 3= Sometimes, 4= Usually) was employed.

The survey questionnaire for lecturers includes four questions to investigate activities that the lecturers employ at each stage (pre-reading, while-reading and post-reading stage) and collect their suggestions which are based on students' evaluation in order to improve teaching ESP reading strategies. In this survey questionnaire, the following indexes are used for the questions concerning benefits

for students: N= Not beneficial, LB= Little beneficial, B= Beneficial, VB= Very beneficial.

3. RESULTS AND DISCUSSIONS

The major results of the study are summarized as follows:

Question 1: What strategies do lecturers employ in teaching ESP reading for Electrical Engineering third-year students at HaUI?

Table 3.1 below reports students' evaluation about lecturers' strategies in the pre-reading stage.

Table 3.1: Students' evaluation of lecturers' strategies in the pre-reading stage

Items	Pre-reading stage strategies	Frequency of use (%)			
		1	2	3	4
1	Ask questions relating to the topic of the reading text	0	7.37	29.47	63.16
2	Briefly introduce the topic of the ESP reading text	0	0	26.32	73.68
3	Encourage students to guess the topic of the reading text through the heading(s)	42.11	37.89	8.42	11.58
4	Encourage students to guess the topic of the reading text through the illustration(s)	40	41.05	18.95	0
5	Encourage students to guess the topic of the reading text through the visual aid(s)	84.21	5.26	10.53	0
6	Use language games to introduce the topic of the reading text	57.89	14.74	27.37	0
7	Use music to introduce the topic of the reading text	48.42	42.11	9.47	0
8	Allow students to discuss the topic of the reading text in pairs or in groups	0	0	10.53	89.47
9	Provide the meaning of new terminologies and new structures in the ESP reading text	0	0	31.58	68.42
10	Show students how to predict the content of the reading text through the title(s) or sub-title(s) or heading(s)	17.89	82.11	0	0
11	Ask students to brainstorm ideas related to the reading content	3.16	14.74	25.26	56.84
12	Others (Please specify):	0	0	0	0

Among eleven reading strategies, item 8 is the most frequent strategy employed by lecturers (89.47%); item 2 is also frequently used (73.68%); item 9 is employed by two-thirds of lecturers (68.42%); item 1 attracts 63.16% of lecturers and 56.84% lecturers apply item 11. The item 2 and 9 that lecturers use frequently are not key strategies in pre-reading stage according to William, Smith, and Davies. In contrast, the most effective ones for the pre-reading stage suggested

by William, Carrel et al., Smith, and Davies are rarely and/ or never used including item 10 (100%), item 7 (90.53%), item 5 (89.41%), item 4 (81.05%), item 3 (80%) and item 6 (72.63%).

The findings of frequency of using strategies in teaching ESP reading in the pre-reading stage from the lecturers' points of view are presented in table 3.2 below.

Table 3.2: Lecturers' self-evaluation of their strategies in the pre-reading stage

Items	Lecturers' strategies (in the pre-reading stage)	Frequency of use (%)			
		1	2	3	4
1	Ask questions relating to the topic of the reading text	0	0	50	50
2	Briefly introduce the topic of the ESP reading text	0	0	25	75
3	Encourage students to guess the topic of the reading text through the heading(s)	0	25	50	25
4	Encourage students to guess the topic of the reading text through the illustration(s)	25	25	25	25
5	Encourage students to guess the topic of the reading text through the visual aid(s)	25	25	50	0
6	Use language games to introduce the topic of the reading text	0	75	25	0
7	Use music to introduce the topic of the reading text	0	100	0	0
8	Allow students to discuss the topic of the reading text in pairs or in groups	0	0	0	100
9	Provide the meaning of new terminologies and new structures in the ESP reading text	0	0	25	75
10	Show students how to predict the content of the reading text through the title(s) or sub-title(s) or heading(s)	25	75	0	0
11	Ask students to brainstorm ideas related to the reading content	0	0	50	50
12	Others (Please specify):	0	0	0	0

From table 3.2, the most frequently used strategy is item 8 (100%). Next, item 2 and item 9 are employed by two-thirds of lecturers (75%). Finally, half of the

lecturers apply both item 1 and 11 in the pre-reading stage (50%). On the other hand, items 7 and 10 are rarely and/ or never employed by all the lecturers (100%).

The findings of frequency of using lecturers' pre-reading stage strategies that present in both students' evaluation and lecturers' self-evaluation are relatively similar.

Lecturers' strategies in the while-reading stage

Table 3.3 below shows the students' evaluation of while-reading strategies. Items 1, 2, 10, 13 and 15 are reported to be the most frequent strategies used by all

the lecturers (100%). Item 8 and 9 (94.74%) are also frequently employed by lecturers. Item 5 and 4 attract 89.47% and 84.21% of lecturers respectively. All strategies that lecturers often employ are the key ones in the while-reading stage in accordance with Williams, Mathews et al. and Karakas. Nevertheless, item 16 and 3 are rarely and/ or never employed by the majority of the lecturers (78.95% and 73.68% respectively).

Table 3.3: Students' evaluation of lecturers' strategies in the while-reading stage

Items	While-reading stage strategies	Frequency of use (%)			
		1	2	3	4
1	Identify new vocabularies and terminologies in reading text(s)	0	0	0	100
2	Ask students to find out meanings of new vocabularies and terminologies in dictionary	0	0	0	100
3	Encourage students to guess the meaning of unfamiliar words by using contextual clues	0	73.68	26.32	0
4	Translate sentence by sentence in the reading text into Vietnamese	0	0	15.79	84.21
5	Skip new vocabularies and terminologies and continue reading	0	0	10.53	89.47
6	Make students read the reading tasks first, then read the text to find out the answers	0	0	47.37	52.63
7	Ask students to read the text first; then, do all reading tasks	0	0	49.47	50.53
8	Skim to get main ideas	0	0	5.26	94.74
9	Scan to get specific information	0	0	5.26	94.74
10	Read silently to find the main ideas for each paragraph	0	0	0	100
11	Do all the reading tasks below the reading text	0	0	26.32	73.68
12	Do True/ False exercises to check the understanding about facts and ideas in the reading text	0	47.37	52.63	0
13	Use the information in the text for completing tables	0	0	0	100
14	Use the information in the text for completing diagrams	0	0	36.84	63.16
15	Use the information in the text for doing rephrasing task	0	0	0	100
16	Do extra exercises designed by their lecturer	0	78.95	21.05	0
17	Others (Please specify):	0	0	0	0

The table 3.4 sums up while-reading strategies from lecturers' self-evaluation. From this table, items 1, 2, 8, 9, 10, 13, 15 have the highest frequency of use by all lecturers in the while-reading stage (100%). Next, two-thirds of the lecturers (75%) employ items 4, 5 and 11 frequently. However, two items 3 and 16 are rarely and/ or never employed by two-thirds of the lecturers in the while-reading stage (75%).

Table 3.4: Lecturers' self-evaluation of their activities in the while-reading stage

Items	Lecturers' strategies (in the while-reading stage)	Frequency of use (%)			
		1	2	3	4
1	Identify new vocabularies and terminologies in reading text(s)	0	0	0	100
2	Ask students to find out meanings of new vocabularies and terminologies in dictionary	0	0	0	100
3	Encourage students to guess the meaning of unfamiliar words by using contextual clues	0	75	25	0
4	Translate sentence by sentence in the reading text into Vietnamese	0	0	25	75
5	Skip new vocabularies and terminologies and continue reading	0	0	25	75
6	Make students read the reading tasks first, then read the text to find out the answers	0	0	50	50
7	Ask students to read the text first; then, do all reading tasks	0	0	75	25
8	Skim to get main ideas	0	0	0	100
9	Scan to get specific information	0	0	0	100
10	Read silently to find the main ideas for each paragraph	0	0	0	100
11	Do all the reading tasks below the reading text	0	0	25	75
12	Do True/ False exercises to check the understanding about facts and ideas in the reading text	0	50	50	0
13	Use the information in the text for completing tables	0	0	0	100
14	Use the information in the text for completing diagrams	0	0	75	25
15	Use the information in the text for doing rephrasing task	0	0	0	100
16	Give extra exercises designed by their lecturer	0	75	25	0
17	Others (Please specify):	0	0	0	0

In brief, there is a relative correspondence between the results of students' and lecturers' evaluation of frequency of using lecturers' while-reading strategies.

Lecturers' strategies in the post-reading stage

As illustrated in table 3.5; from students' evaluation, item 5 is the most frequent strategy employed by lecturers

(94.74%). Item 6 is frequently used by 73.68% of the lecturers and over 50% of lecturers apply both item 1 and 3. In contrast, item 4 is rarely and/ or never employed by 100% of the lecturers. In addition, in the post-reading stage, lecturers rarely and/ or never use item 7 and item 2 (78.95% and 73.68% respectively).

Table 3.5: Students' evaluation of lecturers' strategies in the post-reading stage

Items	Post-reading stage strategies	Frequency of use (%)			
		1	2	3	4
1	Ask students to discuss the content and issues related to the reading text	0	31.58	10.52	57.9
2	Summarize the main ideas in the reading text	0	73.68	26.32	0
3	Do the follow-up activities such as writing about the related topic	0	10.52	31.58	57.9
4	Do the follow-up activities such as listening about the related topic	84.21	15.79	0	0
5	Translate the text into Vietnamese	0	0	5.26	94.74
6	Encourage students to seek additional reading texts relating to the topic they have learnt	0	0	26.32	73.68
7	Paraphrase what students have learnt	0	78.95	21.05	0
8	Others (Please specify):	0	0	0	0

The table 3.6 shows post-reading and 6. Meanwhile, three items 2, 4 and 7 strategies according to lecturers' self-evaluation. 100% of the lecturers use item 5 and 75% of them employed items 1, 3

Table 3.6: Lecturers' self-evaluation of their strategies in the post-reading stage

Items	Lecturers' strategies (in the post-reading stage)	Frequency of use (%)			
		1	2	3	4
1	Ask students to discuss the content and issues related to the reading text	0	0	25	75
2	Summarize the main ideas in the text	0	75	0	25
3	Do the follow-up activities such as writing about the related topic	0	25	0	75
4	Do the follow-up activities such as listening about the related topic	75	25	0	0
5	Translate the text into Vietnamese	0	0	0	100
6	Encourage students to seek additional reading texts relating to the topic they have learnt	0	0	25	75
7	Paraphrase what students have learnt	75	25	0	0
8	Others (Please specify):	0	0	0	0

To summarize, table 3.5 and 3.6 indicate that both the findings of students' evaluation and lecturers' self-evaluation about the frequent activities used by lecturers in the post-reading stage are the same. Additionally, there is also a corresponding between the results of students' evaluation and lecturers' self-evaluation about three items that are rarely and/ or never applied by the lecturers. It is noticeable that according to Brown and Palinscar and Ur, item 2 is considered as the key activity for post-reading stage; however, this item is rarely and/ or never applied by the lecturers.

Question 2: How beneficial are lecturers' teaching ESP reading strategies to Electrical Engineering third-year students at HaUI?

For the interpretation of the results, the researcher combines data in B and VB, N and LB together.

From table 3.7, item 9 is the most beneficial (100%). Items 6, 10, 1, 5 and 4 are also considered to be beneficial (94.74%, 94%, 92.63% and 84.21% respectively).

Table 3.7: Students' evaluation of benefits from the pre-reading stage strategies

Items	Pre-reading stage strategies	Benefits for students (%)			
		N	LB	B	VB
1	Ask questions relating to the topic of the reading text	0	7.37	13.68	78.95
2	Briefly introduce the topic of the ESP reading text	25.26	38.95	24.21	11.58
3	Encourage students to guess the topic of the reading text through the heading(s)	13.68	20	29.47	36.85
4	Encourage students to guess the topic of the reading text through the illustration(s)	5.26	10.53	38.95	45.26
5	Encourage students to guess the topic of the reading text through the visual aid(s)	0	7.37	34.74	57.89
6	Use language games to introduce the topic of the reading text	0	5.26	23.16	71.58
7	Use music to introduce the topic of the reading text	11.58	22.1	26.32	40
8	Allow students to discuss the topic of the reading text in pairs or in groups	29.47	34.74	30.53	5.26
9	Provide the meaning of new terminologies and new structures in the ESP reading text	0	0	15.79	84.21
10	Show students how to predict the content of the reading text through the title(s) or sub-title(s) or heading(s)	0	5.26	21.05	73.69
11	Ask students to brainstorm ideas related to the reading content	12.63	0	44.21	43.16
12	Others (Please specify):	0	0	0	0

As can be seen, 64.21% of the students appreciate that both item 2 and 8 are not beneficial and/ or little beneficial for them.

Benefits from the while-reading stage strategies

The table 3.8 indicates that most

employed strategies by the lecturers bring benefits to the students. 100% of students evaluate that item 1 is the most beneficial. Most of the remaining items 2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15 and 16 are thought to be very beneficial.

Table 3.8: Students' evaluation of benefits from the while-reading stage strategies

Items	While-reading stage strategies	Benefits for students (%)			
		N	LB	B	VB
1	Identify new vocabularies and terminologies in reading text(s)	0	0	0	100
2	Ask students to find out meanings of new vocabularies and terminologies in dictionary	0	0	5.26	94.74
3	Encourage students to guess the meaning of unfamiliar words by using contextual clues	0	68.42	31.58	0
4	Translate sentence by sentence in the reading text into Vietnamese	0	0	10.53	89.47
5	Skip new vocabularies and terminologies and continue reading	0	0	15.79	84.21
6	Make students read the reading tasks first, then read the text to find out the answers	0	10.53	36.84	52.63
7	Ask students to read the text first; then, do all reading tasks	0	0	47.37	52.63
8	Skim to get main ideas	0	0	10.53	89.47
9	Scan to get specific information	0	0	10.53	89.47
10	Read silently to find the main ideas for each paragraph	0	0	5.26	94.74
11	Do all the reading tasks below the reading text	0	21.05	78.95	0
12	Do True/ False exercises to check the understanding about facts and ideas in the reading text	0	73.68	26.32	0
13	Use the information in the text for completing tables	0	0	84.21	15.79
14	Use the information in the text for completing diagrams	0	0	78.95	21.05
15	Use the information in the text for doing rephrasing task	0	0	36.84	63.16
16	Do extra exercises designed by their lecturer	0	0	26.32	73.68
17	Others (Please specify):	0	0	0	0

Two items 12 and 3 are evaluated to be not beneficial and/ or little beneficial for students (73.68%, 68.42% respectively).

Benefits from the post-reading stage strategies

As displayed on table 3.9, from

students' view, item 5 is evaluated to be the most beneficial strategy by 100% of the students. Then, items 6, 2 and 1 are admitted to be beneficial strategies by 94.73%, 89.47% and 84.21 % of the students respectively.

Table 3.9: Students' evaluation of benefits from the post-reading stage strategies

Items	Post-reading stage strategies	Benefits for students (%)			
		N	LB	B	VB
1	Ask students to discuss the content and issues related to the reading text	0	15.79	84.21	0
2	Summarize the main ideas in the text	0	10.53	89.47	0
3	Do the follow-up activities such as writing about the related topic	21.05	73.68	5.27	0
4	Do the follow-up activities such as listening about the related topic	26.32	68.41	5.27	0
5	Translate the text into Vietnamese	0	0	5.27	94.73
6	Encourage students to seek additional reading texts relating to the topic they have learnt	5.27	0	94.73	0
7	Paraphrase what students have learnt	0	91.58	8.42	0
8	Others (Please specify):	0	0	0	0

As can be seen, over 90% of the students admit that items 3, 4 and 7 are not beneficial and/ or little beneficial for them to improve their ESP reading.

4. SUGGESTIONS FOR IMPROVING ESP READING STRATEGIES

Figure 3.1: Students' expectations

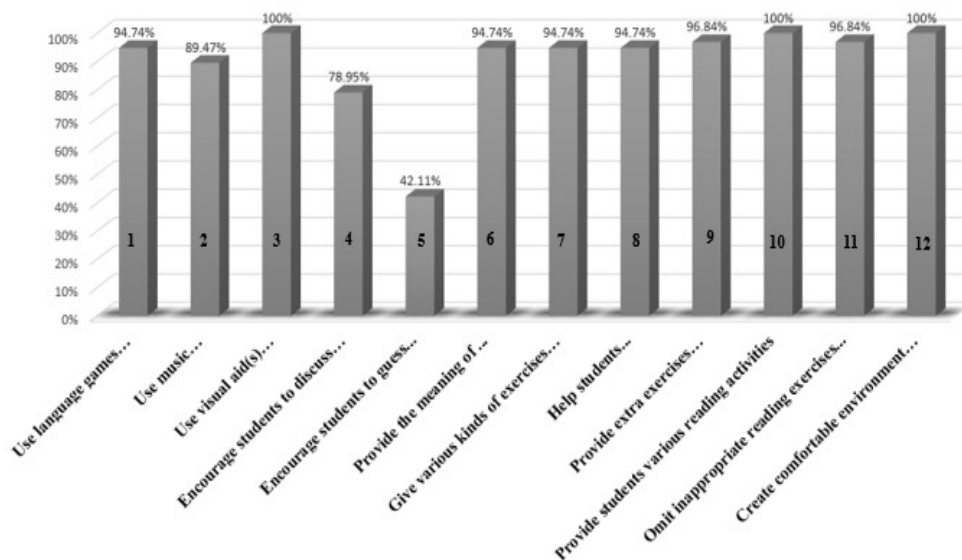
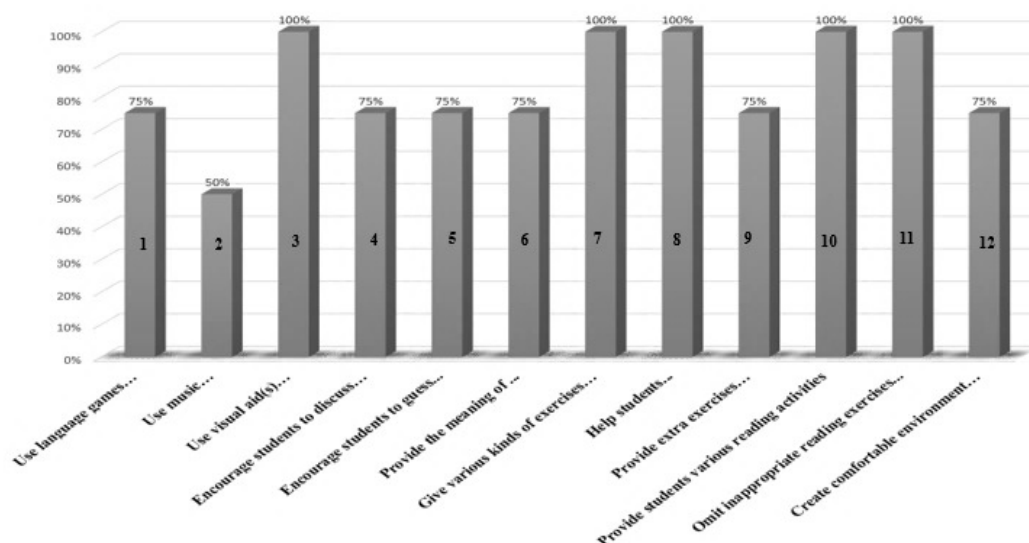


Figure 3.2: Lecturers' suggestions



Number	Items
1	Use language games to introduce the topic of the reading text
2	Use music to introduce the topic of the reading text
3	Use visual aid(s) to ask students to guess the topic of the reading text
4	Encourage students to discuss the topic of the reading text in pairs
5	Encourage students to guess the meaning of unfamiliar words by using contextual clues
6	Provide the meaning of new terminologies and new structures in the ESP reading text(s)
7	Give various kinds of exercises to help students exploit the content of the reading text
8	Help students choose appropriate reading strategies for each reading texts
9	Provide extra exercises to remember vocabulary more easily
10	Provide students with various reading activities
11	Omit inappropriate reading exercises in reading texts and replace with suitable ones
12	Create comfortable environment in each ESP reading lesson

Pre-reading Stage

All the lecturers and students agree that items 3 should be focused on in the pre-reading stage. It is considered one of the most important strategies to motivate students' interest in ESP reading. Besides,

items 1, 4, 6 are also highly recommended by the students and suggested by William, Carrel et al., Smith and Davies; however, they are rarely and/ or never used by the lecturers. As a result, it is important that the lecturers employ these strategies to prepare students for the reading task better.

While-reading Stage

Item 12 is expected by all the students and 75% of the lecturers. 100% of the lecturers suggest that items 7, 8 and 11 are useful to improve their teaching ESP reading strategies. More 90% of the students admit that items 7, 8, 11 help them to improve their ESP reading. Nevertheless, table 3.3 and 3.4 show that the lecturers rarely design extra exercises so that students can exploit the content of the reading text. In addition, item 5 is recommended by 75% of the lecturers and considered to be the key strategy in the while-reading stage in accordance with Williams, Matthews et al. and Karakas; however, it is rarely used by the lecturers. Accordingly, the lecturers should encourage students to guess the meaning of unfamiliar words by using contextual clues and design extra exercises to help students remember vocabulary more easily and exploit the deeply understand the content of the reading text.

Post-reading Stage

According to Brown and Palinscar and Ur, summarizing the main ideas in the text and paraphrasing what students have learnt are the key strategies for the post-reading stage; however, table 3.5 and 3.6 reveal that they are rarely applied by the lecturers. Similarly, doing the follow-up activities such as listening about the related topic is rarely and/ or never employed by 100% of the lecturers. Therefore, it is crucial that these strategies should be applied widely by the lecturers to boost students' ESP reading skill.

5. CONCLUSION

This study is an attempt to evaluate the teaching ESP reading strategies applied for Electrical Engineering third-year students at HaUI to offer recommendations to improve the teaching ESP reading strategies in a more efficient way. The researcher discovers that almost all the strategies that lecturers often use in the while-reading stage are important ones suggested by linguists and these strategies are evaluated to be beneficial to the students. However, some effective strategies for the pre-reading stage suggested by famous linguists and evaluated to be beneficial by the students are rarely and/ or never used by lecturers such as encouraging students to guess the topic of the reading text through illustrations, visual aids and music and showing students how to predict the content of the reading text through the titles, subtitles or headings. Similarly, as for the post-reading stage, summarizing the main ideas in the text is supposed to be a key activity by Brown and Palinscar (1984) and Ur (1996); however, it is rarely and/ or never applied by lecturers. From the mentioned results, it is important for the lecturers to improve the teaching methodology. Accordingly, they should spend more time preparing for the reading lessons such as searching visual aids, real objects to make the lessons more vivid and effective and discuss their lesson plans to find the best activities for each stage.

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SURVEY QUESTIONNAIRE FOR STUDENTS

This survey questionnaire is designed for my research to identify the strategies which lecturers have employed to teach English for Specific Purposes (ESP) reading for Electrical Engineering third-year students at HaUI. Based on the findings of the study, suggestions would be made to improve the quality of teaching and learning ESP reading at HaUI. All the information you provide will be strictly confidential and used only for the purpose of this study. Please answer the following questions in Vietnamese.

Please answer the following questions by ticking the most appropriate column (frequency of use and students' benefits column).

1 = Never 2 = Rarely 3 = Sometimes 4 = Usually

N = Not Beneficial LB = Little Beneficial B = Beneficial VB = Very Beneficial

1/ How often does your lecturer use the strategies below to begin a new ESP reading lesson and how beneficial are those strategies to you?

Items	Strategies (the pre-reading stage)	Frequency of use				Benefits for students			
		1	2	3	4	N	LB	B	VB
1	Ask questions relating to the topic of the reading text								
2	Briefly introduce the topic of the ESP reading text								
3	Encourage students to guess the topic of the reading text through the heading(s)								
4	Encourage students to guess the topic of the reading text through the illustration(s)								
5	Encourage students to guess the topic of the reading text through the visual aid(s)								
6	Use language games to introduce the topic of the reading text								

7	Use music to introduce the topic of the reading text								
8	Allow students to discuss the topic of the reading text in pairs or in groups								
9	Provide the meaning of new terminologies and new structures in the ESP reading text								
10	Show students how to predict the content of the reading text through the title(s) or sub-title(s) or heading(s)								
11	Ask students to brainstorm ideas related to the reading content								
12	Others (Please specify):								

2/ How often does your lecturer use the strategies below while teaching an ESP reading lesson and how beneficial are those strategies to you?

Items	Strategies (the while-reading stage)	Frequency of use				Benefits for students			
		1	2	3	4	N	LB	B	VB
1	Identify new vocabularies and terminologies in reading text(s)								
2	Ask students to find out meanings of new vocabularies and terminologies in dictionary								
3	Encourage students to guess the meaning of unfamiliar words by using contextual clues								
4	Translate sentence by sentence in the reading text into Vietnamese								
5	Skip new vocabularies and terminologies and continue reading								
6	Make students read the reading tasks first, then read the text to find out the answers								
7	Ask students to read the text first; then, do all reading tasks								
8	Skim to get main ideas								
9	Scan to get specific information								
10	Read silently to find the main ideas for each paragraph								
11	Do all the reading tasks below the reading text								
12	Do True/ False exercises to check the understanding about facts and ideas in the reading text								
13	Use the information in the text for completing tables								

14	Use the information in the text for completing diagrams								
15	Use the information in the text for doing rephrasing task								
16	Do extra exercises designed by their lecturer								
17	Others (Please specify):								

3/ How often does your lecturer use the strategies below in the post-reading stage when teaching an ESP reading lesson and how beneficial are those strategies to you?

Items	Activities (post-reading stage)	Frequency of use				Benefits for students			
		1	2	3	4	N	LB	B	VB
1	Ask students to discuss the content and issues related to the reading text								
2	Summarize the main ideas in the reading text								
3	Do the follow-up activities such as writing about the related topic								
4	Do the follow-up activities such as listening about the related topic								
5	Translate the text into Vietnamese								
6	Encourage students to seek additional reading texts relating to the topic they have learnt								
7	Paraphrase what students have learnt								
8	Others (Please specify):								

4/ What would you like your teacher to do to improve your reading comprehension? (Tick as many as appropriate)

- Use language games to introduce the topic of the reading text
- Use music to introduce the topic of the reading text
- Use visual aid(s) to guess the topic of the reading text
- Discuss the topic of the reading text in pairs
- Encourage us to guess the meaning of unfamiliar words by using contextual clues
- Provide the meaning of new terminologies and new structures in the ESP reading text(s)
- Give various kinds of exercises to help us exploit the content of the reading text
- Help us choose appropriate reading strategies for each reading texts
- Provide extra exercises to remember vocabulary more easily
- Omit inappropriate reading exercises in reading texts and replace by suitable ones
- Create comfortable environment in each ESP reading lesson
- Others (please specify):

Thank you very much for your cooperation!

PHIẾU KHẢO SÁT DÀNH CHO SINH VIÊN

Bảng câu hỏi khảo sát dưới đây phục vụ đề tài nghiên cứu về các kỹ thuật giảng dạy mà giảng viên sử dụng trong khi dạy kỹ năng đọc Tiếng Anh chuyên ngành nhằm mục đích hỗ trợ và nâng cao chất lượng dạy đọc cho sinh viên năm thứ ba khoa Điện, trường Đại học Công nghiệp

Hà Nội. Mọi thông tin các em cung cấp chỉ phục vụ cho mục đích nghiên cứu và được giữ bí mật tuyệt đối. Các em trả lời bằng khảo sát dưới đây bằng tiếng Việt.

Trả lời tất cả các câu hỏi sau bằng cách đánh dấu (✓) vào cột thích hợp nhất (cột tần suất sử dụng và cột lợi ích mang lại cho sinh viên).

1 = Không bao giờ 2 = Hiếm khi 3 = thỉnh thoảng 4 = Thường xuyên
N = Không có ích LB = Ít có ích B = Có ích VB = Rất có ích

1/ Giảng viên của bạn thường xuyên sử dụng các chiến lược nào dưới đây để bắt đầu dạy một bài đọc tiếng Anh chuyên ngành và những chiến lược đó mang lại lợi ích gì cho bạn?

STT	Các chiến lược (giai đoạn trước khi đọc)	Tần suất				Lợi ích mang lại cho sinh viên			
		1	2	3	4	N	LB	B	VB
1	Đặt câu hỏi liên quan đến chủ đề của bài đọc								
2	Giới thiệu ngắn gọn chủ đề của bài đọc tiếng Anh chuyên ngành								
3	Khuyến khích sinh viên đoán chủ đề của bài đọc thông qua tiêu đề								
4	Khuyến khích sinh viên đoán chủ đề của bài đọc thông qua hình ảnh minh họa								
5	Khuyến khích sinh viên đoán chủ đề của bài đọc thông qua phương tiện trực quan								
6	Sử dụng trò chơi ngôn ngữ để giới thiệu chủ đề của bài đọc								
7	Sử dụng âm nhạc để giới thiệu chủ đề của bài đọc								
8	Yêu cầu sinh viên thảo luận chủ đề bài đọc theo các cặp hoặc theo các nhóm								
9	Cung cấp nghĩa của các thuật ngữ và các cấu trúc mới trong bài khóa tiếng Anh chuyên ngành								
10	Hướng dẫn sinh viên cách dự đoán nội dung bài đọc thông qua tiêu đề hoặc phụ đề								
11	Yêu cầu sinh viên suy nghĩ các ý tưởng liên quan đến nội dung đọc								
12	Ý kiến khác (xin vui lòng ghi rõ):								

2/ Giảng viên của bạn thường xuyên sử dụng các chiến lược nào dưới đây trong khi dạy một bài đọc tiếng Anh chuyên ngành và những chiến lược đó mang lại lợi ích gì cho bạn?

STT	Các chiến lược (giai đoạn trong khi đọc)	Tần suất				Lợi ích mang lại cho sinh viên			
		1	2	3	4	U	LB	B	VB
1	Tìm các từ vựng và thuật ngữ mới trong bài đọc								
2	Yêu cầu sinh viên tìm nghĩa của các từ mới và thuật ngữ trong từ điển								
3	Khuyến khích sinh viên đoán nghĩa của từ dựa theo ngữ cảnh								
4	Dịch từng câu trong bài đọc sang tiếng Việt								
5	Bỏ qua các từ mới, thuật ngữ và tiếp tục đọc								

6	Yêu cầu sinh viên đọc yêu cầu của bài tập trước, sau đó đọc bài khóa để tìm câu trả lời.								
7	Yêu cầu sinh viên đọc bài khóa trước, sau đó đọc yêu cầu của bài tập								
8	Đọc nhanh (scan) để tìm ý chính của mỗi đoạn								
9	Đọc lướt (skim) để tìm thông tin cụ thể								
10	Đọc thầm để tìm ý chính của mỗi đoạn								
11	Hoàn thành tất cả các nhiệm vụ ở phía dưới bài đọc								
12	Làm các bài tập Đúng / Sai để kiểm tra hiểu biết về các sự kiện và ý tưởng trong bài đọc								
13	Sử dụng thông tin trong bài khóa để hoàn thành các bảng								
14	Sử dụng thông tin trong bài khóa để hoàn thành các sơ đồ								
15	Sử dụng thông tin trong bài khóa để diễn đạt lại thông tin								
16	Làm thêm các bài tập do giảng viên thiết kế								
17	Ý kiến khác (xin vui lòng ghi rõ):								

3/ Giảng viên của bạn thường xuyên sử dụng các chiến lược nào dưới đây ở giai đoạn sau khi đọc khi dạy một bài đọc tiếng Anh chuyên ngành, những chiến lược đó mang lại lợi ích gì cho bạn?

STT	Các chiến lược (giai đoạn sau khi đọc)	Tần suất				Lợi ích mang lại cho sinh viên			
		1	2	3	4	N	LB	B	VB
1	Yêu cầu sinh viên thảo luận về nội dung và các vấn đề liên quan đến bài đọc								
2	Tóm tắt các ý chính trong bài khóa								
3	Luyện tập các hoạt động theo sau như: viết về chủ đề liên quan								
4	Thực hiện các hoạt động theo sau như: nghe chủ đề liên quan								
5	Dịch bài khóa sang tiếng Việt								
6	Khuyến khích sinh viên tìm kiếm các bài đọc thêm liên quan tới chủ đề đã học								
7	Diễn giải lại những nội dung sinh viên đã học								
8	Ý kiến khác (xin vui lòng ghi rõ):								

4/ Bạn mong muốn giảng viên của bạn sẽ làm gì để cải thiện khả năng đọc hiểu của bạn? (Đánh dấu (✓) vào các phương án phù hợp.)

Sử dụng trò chơi ngôn ngữ để giới thiệu chủ đề bài đọc

Sử dụng âm nhạc để giới thiệu chủ đề của bài đọc

Đoán chủ đề của bài đọc thông qua phương tiện trực quan

Thảo luận chủ đề bài đọc theo các cặp

Khuyến khích sinh viên đoán nghĩa của từ dựa theo ngữ cảnh

Cung cấp nghĩa của các thuật ngữ và các cấu trúc mới trong các bài đọc tiếng Anh chuyên ngành.

Cung cấp các dạng bài tập khác nhau giúp khai thác nội dung của bài đọc

Giúp sinh viên lựa chọn chiến lược đọc phù hợp cho từng bài đọc

Cung cấp các bài tập thêm giúp ghi nhớ từ vựng dễ dàng hơn

Tạo môi trường thoải mái trong mỗi giờ học đọc tiếng Anh chuyên ngành

Ý kiến khác (xin vui lòng ghi rõ):

Chân thành cảm ơn sự hợp tác!

SURVEY QUESTIONNAIRE FOR LECTURERS

This survey questionnaire is designed for my research to identify the strategies which lecturers have employed to teach English for Specific Purposes (ESP) reading for Electrical Engineering third-year students at HaUI. Based on the findings of the study, suggestions would be made to improve the quality of teaching and learning ESP reading at HaUI. All the information you provide will be strictly confidential and used only for the purpose of this study. Please answer the following questions in English.

Please answer the following questions by ticking the most appropriate column (frequency of use column).

1 = Never 2 = Rarely 3 = Sometimes 4 = Usually

1/ How often do you use the strategies below to begin a new ESP reading lesson?

Items	Strategies (the pre-reading stage)	Frequency of use			
		1	2	3	4
1	Ask questions relating to the topic of the reading text				
2	Briefly introduce the topic of the ESP reading text				
3	Encourage students to guess the topic of the reading text through the heading(s)				
4	Encourage students to guess the topic of the reading text through the illustration(s)				
5	Encourage students to guess the topic of the reading text through the visual aid(s)				
6	Use language games or music to introduce the topic of the reading text				
7	Use music to introduce the topic of the reading text				
8	Allow students to discuss the topic of the reading text in pairs or in groups				
9	Provide the meaning of new terminologies and new structures in the ESP reading text				
10	Show students how to predict the content of the reading text through the titles or sub-titles or headings				
11	Ask students to brainstorm ideas related to the reading content				
12	Others (Please specify):				

2/ How often do you use the strategies below while teaching an ESP reading lesson?

Items	Strategies (the while-reading stage)	Frequency of use			
		1	2	3	4
1	Identify new vocabularies and terminologies in reading text(s)				
2	Ask students to find out meanings of new vocabularies and terminologies in dictionary				
3	Encourage students to guess the meaning of unfamiliar words by using contextual clues				
4	Translate sentence by sentence in the reading text into Vietnamese				
5	Skip new vocabularies and terminologies and continue reading				
6	Make students read the reading tasks first, then read the text to find out the answers				
7	Ask students to read the text first; then, do all reading tasks				

8	Skim to get main ideas				
9	Scan to get specific information				
10	Read silently to find the main ideas for each paragraph				
11	Do all the reading tasks below the reading text				
12	Do True/ False exercises to check the understanding about facts and ideas in the reading text				
13	Use the information in the text for completing tables				
14	Use the information in the text for completing diagrams				
15	Use the information in the text for doing rephrasing task				
16	Give extra exercises designed by their lecturer				
17	Others (Please specify):				

3/ How often do you use the strategies below in the post-reading stage when teaching an ESP reading lesson?

Items	Strategies (the post-reading stage)	Frequency of use			
		1	2	3	4
1	Ask students to discuss the content and issues related to the reading text				
2	Summarize the main ideas in the text				
3	Do the follow-up activities such as writing about the related topic				
4	Do the follow-up activities such as listening about the related topic				
5	Translate the text into Vietnamese				
6	Encourage students to seek additional reading texts relating to the topic they have learnt				
7	Paraphrase what students have learnt				
8	Others (Please specify):				

4/ What should be done to improve teaching ESP reading strategies? (You can tick as many as appropriate.)

- Use language games to introduce the topic of the reading text
- Use music to introduce the topic of the reading text
- Use visual aid(s) to ask students to guess the topic of the reading text
- Encourage students to guess the meaning of unfamiliar words by using contextual clues
- Provide the meaning of new terminologies and new structures in the ESP reading text(s)
- Give various kinds of exercises to help students exploit the content of the reading text
- Help students choose appropriate reading strategies for each reading texts
- Provide extra exercises to remember vocabulary more easily
- Provide students various reading activities
- Omit inappropriate reading exercises in reading texts and replace by suitable ones
- Create comfortable environment in each ESP reading lesson
- Others (please specify):

Thank you very much for your cooperation!