

NGHIÊN CỨU XU HƯỚNG ĐỌC CỦA SINH VIÊN HỌC CHUYÊN NGÀNH BẰNG TIẾNG ANH TẠI MỘT TRƯỜNG ĐẠI HỌC CÔNG LẬP

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Nghiên cứu này được tiến hành nhằm tìm hiểu về tần suất đọc tài liệu, xu hướng đọc của sinh viên thuộc các khoa giảng dạy chuyên ngành bằng tiếng Anh tại Trường Đại học Hà Nội cũng như một số dạng nhiệm vụ học tập yêu cầu hoạt động đọc của sinh viên. Đối tượng khảo sát bao gồm 134 sinh viên của Khoa Quốc tế học và Khoa Quản trị kinh doanh và Du lịch. Kết quả nghiên cứu phản ánh phần lớn sinh viên dành nhiều thời gian để đọc tài liệu. Sinh viên cũng rất thích đọc các nguồn tài liệu từ thư viện nhà trường, đặc biệt là sách và các nguồn tham khảo tiếng Anh. Nghiên cứu cũng chỉ ra một số chiến lược đọc mà đối tượng này thường sử dụng. Từ những kết quả thu được từ bảng hỏi và phỏng vấn sinh viên, tác giả đề xuất một số ý kiến về việc tạo dựng danh mục tài liệu cần đọc cũng như hướng dẫn phương pháp đọc nhằm góp phần tối ưu hóa hiệu quả việc học của sinh viên.

Từ khóa: chương trình dạy học các môn chuyên ngành bằng tiếng Anh, xu hướng đọc, Trường Đại học Hà Nội.

The study was implemented to identify the frequency and tendency of reading of English medium instruction (EMI) third-year students at Hanoi University (HANU) as well as some tasks requiring reading performance. The research participants were 134 students of the Faculty of Management and Tourism and the Faculty of International Studies. The results revealed that a majority of the respondents spent much time reading materials. They also expressed a favourable attitude towards different sources from HANU library and highly valued some sources like English books and references. Some strategies were also pointed out in their reading process. On the basis of the questionnaire and interview data, this study proposed some recommendations on providing reference lists as well as instructions for reading to maximize EMI students' learning

Keywords: EMI program, reading tendency, Hanoi University.

AN INVESTIGATION INTO EMI STUDENTS' READING TENDENCY AT A PUBLIC UNIVERSITY

Introduction

Regarded as a variation of content and language integrated learning (CLIL), in the

past time, the EMI has been put into practice in many universities around the world. EMI tertiary program was first

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introduced in Vietnam in the 1990s. However, the first official document concerning EMI implementation is the Resolution on Higher education Reform Agenda, which was promulgated in 2005 (Tran et al., 2021). The Document referred English as a tool to serve the process of teaching and learning other subjects at tertiary institutions. EMI is expected to support Vietnamese undergraduate students with not only English proficiency but also basic and essential academic knowledge of specialized subjects to meet requirements of global working and communicating environment. Since then, the implementation of EMI has been encouraged, but not compulsory. In response to EMI policy, until now, more than 20 tertiary educational institutions in Vietnam have applied EMI programs after satisfying concrete criteria of Ministry of Education and Training (Vu, 2020). The implementation of specialized teaching programs in English and French was first introduced in HANU in 2002. This is also the first university in Vietnam to officially train bachelor's degree programs entirely in English.

Among the language skills for EMI students, reading is viewed as an essential part. According to Chou (2016), since students often face difficulties in understanding the nature of textbooks and lectures' content in EMI, their results of tests are often poor. The status quo happens to both low English proficiency learners and those with higher language proficiency.

Chou (2016) also implied that if students can master the assigned English reading documents, they tend to understand the EMI lectures better. Therefore, reading in the EMI courses is of great significance to boost students' English proficiency and the success of their learning.

Despite its role in EMI program, research on EMI students' reading tendency in Vietnam in general and in HANU in particular is in a limited number. This is a primary reason for the researcher to embark on conducting an investigation into EMI students' reading tendency in HANU.

Research questions

The study was implemented to identify the frequency of reading, some tasks requiring EMI students to read materials and their reading tendency. To this end, the study had to answer the following three research questions:

1. How often do EMI students read materials?
2. What is EMI students' reading tendency?
3. What tasks require EMI students to read materials?

Literature Review

Role of reading in language proficiency

According to Bostock (2020), reading plays an essential role in studying a language because it supports learners' other related skills such as vocabulary,

grammar, and writing. In the same view, Williams (1984) stressed some merits of reading as follows: “further practice in the target language can be obtained; learners can reuse it to apply in some skills like writing and speaking; learners can know the way to obtain information from texts to extract what they really need” (p.13).

Role of reading in EMI

According to Hermida (2009), reading can be seen as the most elemental academic skill because it serves as an indispensable requirement for academic success in tertiary education. In Pecorari et al. (2012)’s research, purposefully designed books and required readings are targeted as priorities in the academic program and a useful source for content learning. Therefore, it is undeniable that undergraduate students have to “read for a degree” (Aldridge, 2019, p.38). Similarly, Owen et al. (2021) insisted that considerable reading skill is particularly important to academic targets for second language (L2) learning in an EMI environment. Nevertheless, L2 English learners are often burdened with reading related problems as compared with first language (L1) students like challenges in reading longer texts, insufficient L2 background knowledge, and the limited ability of mastering language in general (Grabe & Zhang, 2013). Spack (1997) also pointed out that the most considerable challenge for intermediate sophomores who desire to register for upper level EMI program may be finding the way to handle

a great deal of required reading. Besides, as indicated by Hoang and Nguyen (2019), lecture comprehension is considered as the most frequent problems faced by EMI students whose L1 is not English. Reading ineffectively can lead students to the loss of specific parts given by their lecturers. As a result, reading is increasingly put more emphasis in the EMI programs.

Previous research and research gaps

There is a large volume of published studies describing students’ reading in language learning process. For example, in a study on reading attitudes and reading habits of Vietnamese undergraduate students, Ho (2016) implied that university practices and services have an importance influence on reading engagement. Students tend to be involving in reading if they are asked to read more frequently. Haliru et al. (2015)’s research on an assessment of reading habit among secondary school students in Kaduna Metropolis found out that over half of respondents spent from one to two hour reading while only roughly six percent of them spent more than four hours reading their books. Nevertheless, most of related studies have only focused on investigating the sample’s reading in language learning, and the detailed studies on students’ reading in EMI courses are limited to local survey. Moreover, the research to date has tended to prefer quantitative strategy to both designs. As a result, some above-mentioned limitations require further consideration and studies in this field.

Methodology

Research setting and participants

The setting of this research was in HANU, which is regarded as one of the leading universities in the field of foreign language training in Vietnam. Some foreign languages are taught in HANU like English, Chinese, Japanese, Korean, French, Portuguese, Italian and Spanish. Experiencing more than 60 years of establishment and development, HANU has demonstrated its reputation in training foreign languages at all three levels (Bachelor, Master, Doctorate). There are currently six specialized bachelor's degree programs which are entirely taught in English at the university, namely Business Administration, Finance and Banking, Accounting, Tourism, International Study and Information Technology.

In this study, the researcher targeted subjects as third-year students of Faculty of Management and Tourism (FMT) and Faculty of International Studies (FIS). In the first and second semesters, students of two faculties learn English and are expected to acquire English for specific purposes knowledge. Students have to obtain the required level of English (IELTS 6.0) to study specialized subjects in the next semesters. Primary inclusion reasons for selecting third-year students of these faculties were considered as follows: firstly, the participants were taking a full EMI program; secondly, after experiencing three years of studying in HANU, their English proficiency had to meet the

requirement of HANU test and they were capable of understanding the content of survey as well as giving answers for interviews in English; thirdly, they had had three years of experience in studying English documents to facilitate them passing credits. 150 third-year students were invited to take part in the study on the voluntary basis. However, only 134 students agreed to engage in the study. Based on Krejcie and Morgan (1970)'s table for determining sample size, this number seemed to be suitable for the research.

Research design

In the study, both quantitative and qualitative methods were used. As suggested by Creswell (2014), this design can support the researcher in combining and comparing results to provide a more comprehensive evaluation than separate design. To find answers for the three research questions, the sequential explanatory design was applied. According to Creswell et al. (2003), this design is implemented with the aim of using narrative data to explain numeric results, especially unexpected findings. Moreover, it uses quantitative data to purposively, rather than randomly, sample for the following qualitative stage. Creswell (2014) also pointed out two phases of this design: firstly, collecting quantitative data and secondly, collecting and analysing qualitative data on the basis of initial recorded quantitative results. One of considerable advantages of this approach is that quantitative data presents an overall

look of EMI students' frequency of reading materials, their reading tendency in EMI courses, some tasks requiring EMI students to read materials; further concrete analysis was conducted through qualitative strategy to extend and elaborate these issues.

Data collection instruments and procedures

Before embarking on the study, the researcher explained the objectives, the process and the duration of the study to each participant. All participants signed a consent form to imply their voluntary engagement. In the first phase, the researcher adapted Vu (2020)'s questionnaire in which three items were added to increase the suitability of the setting. It included 12 items which were close-ended questions, scaling questions, multiple-choice questions and dichotomous questions. As for scaling questions, there were three groups in this research: (1) 5-point Likert scale questions varying from strongly agree (SA), agree (A), neutral (N), disagree (D) to strongly disagree (SD) were used to identify EMI students' evaluation on library and their attitudes on reading; (2) 4-point Likert scale question ranging from very often, often, sometimes to never was employed to evaluate frequency of reading certain types of learning sources by EMI students; (3) 5-point Likert scale question with levels as follows: never, occasionally, sometimes, often, always was used to clarify the frequency of applied reading strategies when students read English materials. Regarding the latter question, the research

focused on analysing standard deviation and mean score to rate the way of using such strategies in the practice. According to Oxford and Burry-Stock (1995)'s ESL/EFL version of the strategy inventory for language learning, there are three usage categories to evaluate such strategies: High: 3.5 to 5.0, Medium: 2.5 to 3.4, and Low: 1.0 to 2.4. Depending on questions' purpose for each research question, they were classified as follows:

Table 1 *Classification of items of the questionnaire based on their functions*

Items	Purposes
Items 1, 2, 3	Answer for research question 1
Items 4, 5, 6, 7, 8, 9, 10	Answer for research question 2
Items 11, 12	Answer for research question 3

To check the study's validity, ten students took part in a pilot of questionnaire. The pilot results showed that respondents understood the terminology used in the questionnaire and time for completion was appropriate. The survey and a follow-up reminder were sent via email to ensure the full participation of students. In the interview of the second phase, there were seven questions to clarify further previously recorded findings from the questionnaire. Semi-structured interviews were organized with 20 voluntary participants. As revealed by Dearnley (2005), semi-structured interview enables the interviewees to respond the same questions which their

framework is quite flexible. In this study, the similar set of questions was used for all participants. Besides, there were some extended questions from the interviewer to make a deep exploration of the participants' experiences and thoughts which relied on their previous responses. Note-taking and tape recording were applied for each interview which lasted roughly 15 minutes.

Data analysis

As the nature of the study was based on the sequential explanatory design, the researcher collected and analysed quantitative data of the questionnaires before analysing qualitative data from the interviews. In the first stage, variables were coded into every single group and were imported into the database via SPSS 26. Descriptive statistics were applied to illustrate the results in tables and figures containing percentages, means, standard deviation and frequencies. After identifying surprising results, the investigator would explain these findings in more detail through the follow-up qualitative analysis.

Regarding analysing the qualitative data, thematic analysis was applied in this research. Firstly, the recording files were transcribed verbatim, followed by coding scheme. After comparing and contrasting patterns, the researcher gained a more comprehensive view of these issues before yielding a final assessment. To ensure ethical issues, full consent forms were obtained from the participants prior to the study, the identity of each EMI participant

was kept secret with their name coded anonymously.

Findings

Findings of the questionnaire

The subsequent findings aim to answer research question 1 with more details like amount of time allocated for reading in HANU library and every day.

The most striking data emerged in the study was that 100% participants chose "yes answer" when they were asked whether they used HANU library service or not. From Table 2 below we can see that EMI students often borrowed materials from the library to serve their reading. More interestingly, over half of them indicated that they visited the library several days a week. A small number of the respondents (roughly 4%) used library once or twice during the year.

Table 2 *EMI students' time spent reading in HANU library*

Time period for library	No.	Percentage (%)
Every day	0	0
Several days a week	75	56
Once a week	33	24.6
Once or twice a month	21	15.7
Once or twice during the year	5	3.7

As shown in Table 3, nearly 65% of students spent a substantial amount of time each day on reading to serve their study

(one to two hours or more than two hours). Over a third of those who responded to the item reported that they only read materials for half to one hour a day for educational purposes. The proportion of the survey population reading materials less than 30 minutes was only 1.5%.

Table 3 *EMI students' time for reading each day*

Time for reading daily	Percentage
Less than 0.5 hour	1.5
0.5 to 1 hour	34.2
1 to 2 hours	36.9
2 to 3 hours	27.4

The following analyses are conducted to shed light on research question 2 with some specifications such as evaluation on library use, frequency of reading some types of materials, useful library sources, sources students like to read, reasons to read,

students' attitudes on reading and frequency of reading strategies used by EMI students.

Table 4 below illustrates students' main evaluation of the practice of using HANU library. Nearly 80% of those surveyed agreed that required information for studying program at the library was achievable. However, there is still a small proportion of the participants who did not believe in this availability (12.7 %). What stands out in the table is that 100% agreement is recorded in items 2 and 4. All of them found that the library's time operation was suitable for their daily schedule and the learning environment of the library was quiet. Besides, over three quarters of the respondents expressed their agreement that they did not get trouble to identify the location of material resources. Nevertheless, 20.2 % of the participants indicated their confusion to this item.

Table 4 *EMI students' evaluation on library use*

Statements	SA	A	N	D	SD
<i>1. The information I require for my course needs is available at the library.</i>	34.3	44	9	12.7	0
<i>2. The library opening hours match my schedule.</i>	74.6	25.4	0	0	0
<i>3. It is easy to find where the materials are located in the library.</i>	51.5	28.3	20.2	0	0
<i>4. Study areas in the library are kept quiet to read materials.</i>	82.1	17.9	0	0	0

Table 5 presents the summary statistics of frequency of using certain kinds of English material resources stored in HANU library by EMI students. The most interesting aspect of this table is that

students expressed their marked preference to English reference, English archive, English non-fiction and HANU scientific research. Such four types of resources gained the most frequent use by students

(60.5%, 52.3%, 50.8% and 50%, respectively). Only 6.7% of those surveyed never used English reference from the library. Regarding English journals, newspapers and magazines, the total selection of “very often” and “often” account for the relatively high percentage (46.8, 42.6% and 41.3%, respectively).

However, there is still a substantial

proportion of students who did not read newspapers and magazines at any time with the rate being at 37.3% and 40%. As for English fiction, “very often” choice gains the lowest percentage (1.5%) while “never” selection makes up the relatively high percentage from students’ opinion (38.1%).

Table 5 Frequency of reading certain types of learning sources (in percentage)

Type of learning resources	Very Often	Often	Sometimes	Never
<i>English Reference</i>	11.2	49.3	32.8	6.7
<i>English Archive</i>	3.8	48.5	24.6	23.1
<i>English Journals</i>	2	44.8	25.4	26.9
<i>English Magazine</i>	4	37.3	18.7	40
<i>English Newspaper</i>	3	39.6	20.1	37.3
<i>HANU scientific research</i>	3	47	20.9	29.1
<i>English Fiction</i>	1.5	41	19.4	38.1
<i>English Non-fiction</i>	11.2	39.6	25.9	23.3

Table 6 presents the results obtained from the preliminary analysis of material resources in the library which are the most useful to students. Books collection rank the first with an impressive percentage (77.8%). The rate is nearly six times as much as that of magazines and newspapers which makes up the least (13.2%). In addition, of the study population, roughly 37% of subjects highlighted the effectiveness of electronic books. Printed journals and related periodicals rank third with the rate of 29.9%. Surprisingly, a minor number of students regarded electrical journals /articles and theses/dissertations as the most helpful

resources for their academic training with the percentage of 27.6% and 17.6%, respectively.

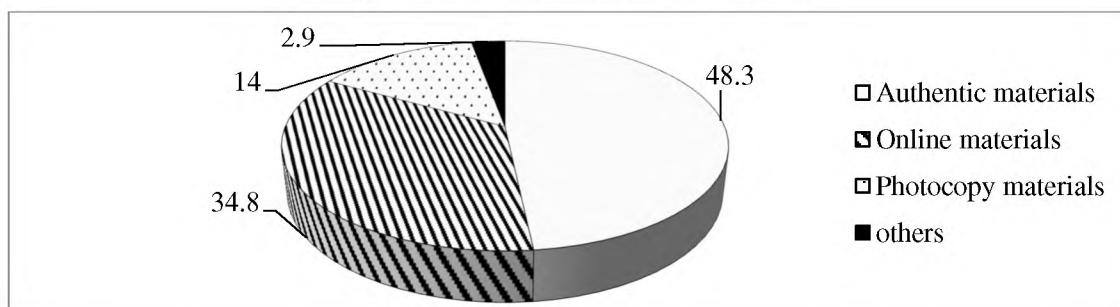
Table 6 Students’ views on useful library sources for EMI students

Library resources	Percentage
<i>Books collection</i>	77.8
<i>Printed journals and related periodicals</i>	29.9
<i>Electronic journals and articles</i>	27.6
<i>Electronic books</i>	36.7
<i>Magazines and Newspapers</i>	13.2
<i>Theses/Dissertations</i>	17.6

The pie chart below provides the percentage of material types which students prefer to read for their educational purposes. It is apparent from the chart that the majority of students expressed their preference to reading authentic materials with approximately 50% of the study

population. Online materials also attracted much interest of students in reading every day when short of 35% of those surveyed ticked this option. Only 14% of respondents liked to read photocopy materials and 2.9% of them liked other sources.

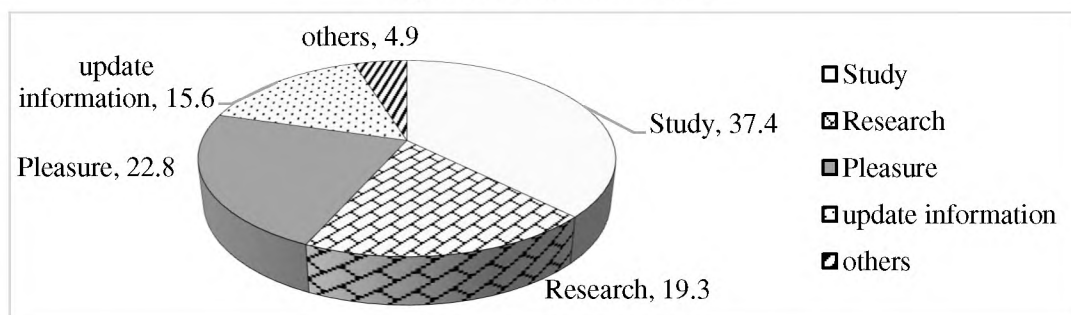
Figure 1 Sources students like to read



As shown in the pie chart 2, there are some distinct differences in reasons for reading of students. The majority of students desired to read materials for study purposes with the highest percentage of 37.4%. The reason for pleasure ranks second when the respondents conducted

their reading activities (22.8%). Nearly a quarter of the participants reported that they wanted to read to serve their research. Meanwhile, “updating more information” only occupies 15.6% and other reasons to read make up the lowest rate (merely under 5%).

Figure 2 Reasons to read



It can be seen from the data in Table 7 that the majority of EMI students expressed their favorable attitudes toward reading activity. Most of the respondents indicated that reading, to some degree, could be seen as a favorite activity with nearly 70% of

students choosing “strongly agree” and “agree”. Additionally, they showed much enjoyment when reading (70.2%). They were also willing to spend much free time reading (47%). However, a striking observation emerging from the data

comparison in item 3 is that the proportion between agreement-inclined options and disagreement-inclined choices is nearly equivalent (41% and 40.3%, respectively).

Divergent opinions led a motive for further explanation in interviews of the next stage as to whether EMI students' reading time depends on their interests.

Table 7 *EMI students' attitudes on reading*

Statements	SA	A	N	D	SD
<i>1. Reading is one of my favorite activities</i>	28.4	40.1	9	15.7	6.8
<i>2. I get a lot of enjoyment from reading.</i>	25.4	44.8	8.2	19.4	2.2
<i>3. I read when I have the time to enjoy it.</i>	11.9	29.1	18.7	19.9	20.4
<i>4. I spent a lot of my spare time on reading.</i>	14.2	32.8	27.6	17.9	7.5

What is striking about the figures in Table 8 is that item 6 records the greatest mean ($M=3.89$). It reflected that in the reading process, the majority of students changed their reading speed depending on the material, and they applied this strategy in a relatively frequent way. Another strategy a high number of the sample population also preferred to use was that they would guess the meaning of unknown words for reading (item 2). Its mean score ranks second with the smallest dispersion degree ($SD: 0.709$). Both strategies were viewed as high use. Item 1 and item 5 were

categorized into moderate use with the mean score being at 3.24 and 3.16, respectively. The data indicated that a certain number of students quite often selected the content of the material to read and used some contextual hints to get a better understanding of the text. In item 3, mean score is 2.48, which rated the strategy as low use. As for item 4, its mean score was the lowest (2.34). However, students' selection varied relatively high. Upon reading, students infrequently resort to the dictionary to find the meaning of words or translate the text into Vietnamese.

Table 8 *Frequency of reading strategies used by EMI students*

Statements	Mean	SD	Rating
<i>1. I decide what to read closely and what to ignore.</i>	3.24	0.975	Moderate use
<i>2. When I read, I guess the meaning of unknown words.</i>	3.75	0.709	High use
<i>3. When reading, I translate from English into Vietnamese.</i>	2.48	0.979	Low use
<i>4. When reading, I look up unknown words in dictionary.</i>	2.34	1.098	Low use
<i>5. I use context clue to help me understand better.</i>	3.16	0.848	Moderate use
<i>6. I adjust my reading speed according to what I'm reading.</i>	3.89	0.847	High use

The successive results are aimed to answer research question 3 with detailed analyses like tasks requiring students to read and frequency of types of classroom activities.

The results of percentage of assigned tasks by lecturers requiring students to get access to reading material resources were summarized in Table 9. Of the study population, 92.5% of students indicated that the task relating to the topic of their assignments was the most popular reason

for them to do reading activities. On the contrary, the lowest choice was recorded in item 5. The data reflected that only 21.6% of the surveyed wanted to read if their instructors demand students to read materials for discovering purposes. Two types of tasks which also gained a high percentage of selections were compulsory reading material and research/project (78.4% and 73.1%, respectively). However, optional reading did not stimulate students' interests to read materials when only 32.8% of the participants chose this item.

Table 9 *Tasks requiring EMI students to read*

Type of tasks	No. (Yes)	Percentage
1. Required reading material	105	78.4
2. Optional reading	44	32.8
3. Assignment topics	124	92.5
4. Research/ Project	98	73.1
5. Reading for discovery purposes	29	21.6

Table 10 illustrates the data on frequency of several types of classroom activities relating to students' reading. The most striking aspect from the table is that writing activity (item 3) was rarely required in lectures. Nearly all participants indicated that they were almost never required to write something about contents they had read (98.3%). In contrast, lecturers usually assigned reading for students as homework when approximately 70% answered that this activity happened

every day or almost every day. Similarly, short of 63% students affirmed that their teachers asked them about required reading daily or almost every day. Less than a third of those who responded indicated that this activity happened three or four times a week. In terms of item 4, the lecturers did not often ask learners to discuss in groups about what they had read when the highest percentage (32.6%) was one or two times a month for this activity.

Table 10 *Frequency of types of classroom activities (in percentage)*

	Every day or almost every day	3 or 4 times a week	1 or 2 times a week	1 or 2 times a month	Never or almost never
1. The lecturers assign reading for homework	68.6	22.6	8.9	0.0	0.0
2. The lecturers ask questions about our required reading	62.9	30.0	5.1	1.1	0.9
3. The lecturers ask us to write something about what we have read	0	0	0.3	1.4	98.3
4. The lecturers ask us to discuss in groups about what we have read	9.5	27.1	22.4	32.6	8.4

Findings of interview*Research question 1: Frequency of students' reading materials*

When asked about the number of English books they have read for educational purposes, EMI students reported relatively impressive numbers. Besides, all participants pointed out they preferred to spend reading time at HANU library. Its services and environment were outstanding reasons to boost EMI students to read more materials. However, they did not go to library to read materials every day because of some main reasons like packed class schedule, outdoor activities, time for personal interests and relationship. This finding is in agreement with that obtained from the questionnaire.

“Finance and banking major requires me to read a substantial quantity of English textbooks and reference books. I have to read from three to five books every month to collect information for my study.

Additionally, the time period for borrowing books is quite long and students can take advantage of their free time to visit library for their study. My third year schedule is quite full, so I only go to library to find documents if I cannot find them on the internet.” (S1)

“I really like the atmosphere of self-study area. It is quiet. So, I often choose this place to revise for exams rather than studying in dormitories. English resources of materials including electronic sources and printed books serving international economics subjects are available. I feel quite comfortable to study here. Good service here also boosts my reading more effectively. On average, we have to read and study two books a week on average. In my free time, I like going to the library and read books for more than two hours to fulfill my assignments.” (S5)

“Seeing others keep quiet and focusing on studying can motivate my learning, so I

can be here nearly every day if there is an exam coming up. Due to living far from home, I often visit my family at the weekends instead of studying documents. Not only textbooks but also English reference books of my major are quite rich. Instead of borrowing printed materials, I can study e-books by easy looking-up steps thanks to e-service of the library. In addition to specialized books, I often spend my free time on reading at least one English book of tourism a month to accumulate more information.” (S6)

Research question 2: Students’ reading tendency

Reasons for reading

Three discrete purposes of reading of EMI students emerged from this interview, particularly, studying, pleasure and research. Besides, some interviewees added other reasons like to update information, to improve skills, to get a job, etc.

“One of the main reasons stimulates my reading is definitely my study. I have to do much homework like assignments, presentation, projects. Therefore, I will read materials although they are not my interest. Additionally, extensive reading is also a compulsory criterion in the assessment process. I also read online materials to find information for job” (S2)

“I am interested in the Scientific Research Student Award which takes place annually, so I often find different journals and thesis to accumulate knowledge, develop studying skill and acquire how to conduct a research. Personally, researching

is difficult, challenging but quite interesting. I also desire to get higher education levels. So, reading these documents is very important.” (S3)

“Definitely for my study and exams. However, I still spend much time for pleasure time. The copious amount of my reading time often is for news of fashion and music. It makes me free from a huge number of exercises every day.” (S7)

“I often go to HANU library to prepare for tests and exams. Besides, to reduce stress, I also use online service of the library to read stories and news to relax as well as update information. I like reading if I have much time to enjoy it. Knowing trends and developments in the worlds is also useful to my major knowledge.” (S14)

Students’ preferable reading sources

Concerning EMI students’ preferable sources of reading, results yielded from the interview showed a marked similarity compared with analysis of the question. Most of them were interested in reading books, both printed form and e-book. Moreover, English reference and scientific research attracted much attention of the population. Especially, authentic materials were the most popular source for them to read for educational purpose. However, some of students indicated that since the arrangement of English books and scientific documents was separated in the first and third floor in the library, they sometimes had to spend much time on moving and finding what materials they want. Besides, it is worth noting that a huge number of EMI students considered

HANU library as a reliable open resource to get access to different materials. The researcher also clarified further the data recorded in the questionnaire when they indicated “other types”. Some of them answered “hard copy”.

“Depending on reading for pleasure or for study, I will select suitable materials to read. For example, I am keen on English fiction books. In free time, I often visit the library to read this type of book. They not only make me relaxed but also have chance of being soaked into the culture and style of writing. Accordingly, they partly sharpen other skills.” (S3)

“I prefer to read authentic materials. They support me a lot in collecting information as well as improving vocabularies and writing skills. Following international studies requires me to read the vast number of authentic materials.” (S7)

“Hard copy is a useful source for me. Besides traditional types of sources like textbooks, journals, hard copies with a collection of texts, figures, images and concrete illustrations which are compiled and designed purposefully to serve a specific subject attract me a lot to read.” (S14)

“For my study, I think English references as well as scientific research helps me to solve my assignments. Especially, to prepare for the fourth year before graduating, it is essential to read these sources.” (S18)

Popular reading strategies used by students

When asked about some reading strategies EMI students tended to use frequently, the participants were unanimous in the viewpoints mentioned in the previous questionnaire. Moreover, rereading the text to improve comprehension or underlining information were also added in their answer.

“With the great number of document we have to read every day, some reading strategies will be applied to boost the effectiveness my reading. For example, depending on the difficulty of content of the materials, I will decide to read more carefully or just skim the texts. Sometimes, I will highlight main information to catch important points of documents” (S9)

“Because FIS students are taught in English in the entire of program, the ability to guess of the meaning of unknown words is gradually improved. Apart from specialized words, I often apply this strategy to boost the speed of reading when we want to catch main contents. Additionally, if the text is too difficult to understand, I will try to reread further to catch the ideas.” (S12)

“Before reading, I tend to classify and identify what should be concentrated because the number of required books and their thickness. Instead of using dictionary, I like to rely on context clues to help me understand better.” (S19)

Research question 3: Tasks and activities requiring reading activities

Similar to the findings from the questionnaire, EMI students’ answers also

indicated that they were often responsible for reading required documents to prepare for the lesson and respond to checking time of their lecturers. Furthermore, reading for class discussion happened every week.

“Checking students’ understanding of required materials is one of the most popular activity in my specialized periods, some copied journals and articles are often given by lecturers. She asked us to read and summarize main ideas of the texts.” (S4)

“Orientation of studying and research at HANU is self-study and proactiveness in studying. Therefore, nearly every day we are required to read materials, to search information on the Internet to fulfill homework, to implement projects as a final assessment of the semester.”(S11)

“Group exercise or group presentation at class often takes place one or two times a week. So, I and my friends will go to the library to find materials, read documents and practise our presentation there.” (S15)

“If my teachers demand us to do more preparation for the lesson, I have to spend more time to read. Sometimes, we have to submit a monthly report of concrete topics through extensive reading for our lecturers to check attendance of students.” (S16)

Based on the evaluation of students of reading tasks, the researcher also asked them about some suggestions to make reading assignments more interesting.

“As for me, to attract students to engage in reading, instructors should consider give more instructions on how to search

documents and process information. The skill in summarizing data collected from reading should be a main content of the lesson.” (S18)

“I think reading process is very important for students to solve assignments and prepare for tests; however, tasks can be designed in more interesting way to stimulate interests in reading. Moreover, to help students get access to necessary materials easily, teachers can suggest a reference list for each subject and theme. So, students can exploit documents and save time.” (S20)

Discussion

Answer for question 1: How often do EMI students read materials?

With respect to the first research question, it is found that all participants use library services for their reading with the substantial amount of time every week. Besides, the study witnesses the high proportion of EMI students who spends from half an hour to two hours every day on reading materials. This finding broadly supports the work of studies of Haliru, et al. (2015). This result may be explained by the fact that EMI students have to face a large quantity number of materials to read every day. Simultaneously, the environment of the library, flexible and long time for using the service and its convenience in finding different types of reading sources are main factors motivating students’ interest in reading.

Answer for question 2: What is EMI students’ reading tendency?

Regarding students' purposes of reading, the most obvious finding to emerge from the analysis is that EMI students want to read with the main aims of studying, pleasure and research. This finding is not completely consistent with that of Rasiah et al. (2011) which pointed out that 42% of the survey respondents liked to read for exams and only 28% of them read for pleasure.

In terms of popular reading sources used by EMI students, the results of the study show that books in printed or electronic form are regarded as one the most useful source to them. These are consistent with those of Kavi et al. (2015) who found that most of students liked to read textbooks. Moreover, authentic and online materials attract much attention of students to read and study. Only a minor percentage of the population expresses their preference to photocopy materials or hard copies. Furthermore, depending on the purpose of reading, students will choose suitable types of sources between English fiction or non-fiction.

With respect to some strategies in reading applied by EMI students, they will decide the focal parts of texts to read first and tend to guess the meaning, adjust reading speed, and rely on hints of context to understand the materials when reading documents. The result further supports the idea of Mokhtari and Sheorey (2002). It might be related to the language competence of EMI students as well as time period of training of English and specialized knowledge at HANU of the

surveyed. Additionally, in some cases, rereading documents and underling main ideas will help students gain more understanding of texts.

Answer for question 3: What tasks require EMI students to read materials?

Further analysis shows that assignment topics and required reading materials from lecturers are the most popular types of tasks which demand EMI students' reading. EMI lecturers often not only assign reading for homework nearly every day but also check students' reading process by various forms like asking questions, organizing group presentation about what they had read in a frequent manner. This finding accords with the previous study of Ho (2016) which suggested that the most frequent activity was teachers asking questions about assigned reading. Additionally, students suggest lecturers should introduce reference reading lists for them to fulfill assignments and plans as well as revise for tests and exams. At the same time, they expect to gain more instructions of the way to process information for each type of reading materials.

Implications and conclusion

The findings of this research provide insights for reading tendency of the EMI students at HANU. Therefore, several implications for practice in this university can be considered. Firstly, since the importance of reading is indisputable, especially in EMI program, HANU in general and lecturers in particular should

continue to stimulate their students in reading. Students should be inspired to read, especially for educational purposes. They may openly discuss their personal reading habits with students in class discussion. Besides, it is necessary for teachers to assign EMI students with attracting readings related to topic. At the same time, instructions of exploiting these materials should be given to maximize the effectiveness of reading. For each subject or theme, reference lists should be introduced by lecturers since the vast majority of students tend to read types of documents based on requirements of their teacher. In addition, the library infrastructure and services should be paid further attention to attract more students because the data of the study revealed that EMI students' reading activities took place frequently in HANU library.

The purpose of this study was to provide insights into issues relating to EMI students' reading tendency. It aimed to identify the frequency of reading in HANU and to explain their reading practices when they were studying EMI courses. Besides, the present study has gone some way towards enhancing our understanding of main purposes of reading, major resources of reading, reading strategies used by EMI students as well as some preferable assigned tasks requiring reading activities. However, the main weakness of this study was the limited number of the participants who were taking specialized courses as third-year students of FMI and FIS. As a result, the generalization cannot be

implemented for all EMI students in HANU. However, it is still a relatively reliable for further studies to refer and expected to provide implications for EMI teachers to improve the effectiveness of students' reading in the coming time.

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