

INVESTIGATING READING STRATEGIES USED BY EFL STUDENTS AT DONG THAP UNIVERSITY

Do Minh Hung & Vo Phan Thu Ngan

Dong Thap University

VIETNAM

ABSTRACT

Reading skill is apparently integral to EFL majors at college. The present study thus made an attempt to examine reading strategies used in processing academic English texts by first-year and third-year English majors of Dong Thap University, South Vietnam. It was one of the first studies to be conducted about the concerned topic at this university. A questionnaire of 22 statements related to 22 reading strategies was delivered to both groups of students. Results showed that the two groups more or less used all the strategies in point. The first-year students frequently used those strategies of skimming, scanning, translating, highlighting, relevant-thinking, especially cooperating and assistance-seeking. Meanwhile, the third-year students no longer frequently used translating, resourcing and highlighting; instead they increased the varying frequencies of analyzing, elaborating, purpose-identifying and other strategies. In general terms, the two groups, though somehow different in EFL learning experiences, reflectively reported the use of those strategies at a medium level only (i.e. not yet close to that of proficient readers generally). Accordingly, reading strategy training should be taken into greater considerations by both EFL teachers and students so as to purposely activate and strengthen these strategic reading tools for students' present and future learning.

Keywords: Strategy, reading, level, use, student.