Research Article

STUDENTS' ATTITUDES TOWARDS EFL TEXTBOOKS:
A CASE STUDY AT SAIGON UNIVERSITY

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ABSTRACT

In pedagogical processes, an area of concern arises when one considers English as a Foreign Language (EFL) learners, whose comportment with assigned reading tasks often deviates from the expectations set by educators. Moreover, within the ambit of General English (GE) instruction, there exists a conspicuous dearth of scholarly inquiry directed toward the evaluation of the efficacy of textbooks. This scholarly inquiry was conducted under the aegis of Saigon University (SGU). The investigation unearths a prevailing proclivity among EFL students to employ textbooks predominantly as reference materials, instrumental in elucidating the requisite definitions for their coursework and examination preparation. The precise rationale underpinning this dominant inclination remains elusive. Qualitative data posits that textbooks are perceived as burdensome, challenging to access, and unstimulating, prompting students to relegate reading materials to the periphery of their learning pursuits. Conversely, quantitative findings paint a more nuanced picture of students' attitudes toward textbooks, characterized by uncertainty regarding whether alterations to textbook design and content would engender a heightened inclination toward reading. As a result, this scholarly discourse undertakes an exploration of the implications arising from these discernments for pedagogical practices and proffers preliminary recommendations aimed at fostering a culture of consistent and engaged reading among students.

***Keywords*:** EFL textbooks; higher education; Non-English major students; reading strategies

1. Introduction

The utilization of EFL textbooks provided by international publishers is a prevalent practice in the majority of EFL programs, primarily due to the scarcity of language learning resources. These textbooks serve as the primary source of educational content students encounter throughout their academic journey (Tomlinson, 1998, 2003; Garinger, 2001). Language instructors structure their lessons, activities, and assignments around the textbooks they employ in their classrooms. Richards (2001) contends that EFL textbooks constitute a

fundamental element within most EFL language programs, offering significant advantages to educators and learners.

The evaluation process of textbooks is advantageous for both students and instructors, offering significant benefits and enhancing teachers' professional development and growth, as Ellis (1997) suggested. Additionally, this evaluation process aids learners in acquiring purposeful, precise, systematic, and contextually relevant insights into the content of the textbooks. It takes into account students' needs and assists educators in acquiring high-quality educational materials. Given that students are the ultimate users of these EFL textbooks, it becomes essential for any language program to assess the attitudes of the target audience for whom these textbooks are designed, as emphasized by Baker (1992). Negative attitudes among learners towards textbooks can potentially diminish their motivation and substantially hinder achieving proficiency in their second language (L2). Students' perspectives on textbooks can be influenced by various factors, including their educational background, age, academic level, and learning experiences.

As aforementioned, textbooks serve various purposes and are employed in diverse ways by students. According to Besser et al. (1999), students view textbooks as a crucial component of their learning process. Despite their shortcomings, students perceive textbooks as a more efficient and quicker read compared to "primary" materials like journal articles. Kirkness and Neill (2009) propose that textbooks become more accessible than journal articles due to their frequent inclusion of visual aids, tables, diagrams, boxed case studies, explanations of specialized terminology, and reduced use of academic jargon.

However, despite many studies focusing on student behavior, a limited number of studies delve into the underlying motivations driving their actions. Starcher and Proffitt's (2011) research stands out as one of the rare instances where they delve into why students are reluctant to read. Students frequently express concerns about their time constraints, finding the content uninteresting, perceiving the text as challenging, and noting the infrequent connection between the readings and classroom discussions by their teachers. Rust (2002) contends that the feeling of having an excessive workload can result in surface-level learning and that students do not necessarily "read" textbooks in the traditional sense; rather, they use them as sources of examples and as aids in completing coursework.

Regarding how students approach reading, studies indicate a combination of strategies, with a significant portion of students opting for skim reading as opposed to slower, note-taking reading (Phillips & Phillips, 2007; Yonker & Cummins-Sebree, 2009). Yonker and Cummins-Sebree (2009) point out that it is challenging to determine whether students skim-read because they find the textbook too challenging or if they perceive the text as difficult due to their preference for skim-reading. In addition to this surface-level reading, research across various disciplines reveals that students typically spend only 2 or 3 hours per week on textbook reading, which falls significantly short of instructors' recommendations. Such

limited engagement with the content is likely to result in a superficial approach to learning or, at best, a "strategic" approach where students focus solely on achieving the highest possible grades (Entwistle, 2000).

At Saigon University (SGU), where this research is conducted, nearly all course leaders advise undergraduate students to utilize a central textbook to enhance their learning. Typically, these instructors specify particular chapters to be read each week through the module syllabus provided at the beginning of the course, which is intended to complement lectures and seminars. This research will examine the matter through the lens of undergraduate students studying English as a Foreign Language (EFL) at Saigon University, located in Ho Chi Minh City, Vietnam. While there is a growing body of research exploring textbook utilization in General English courses, a limited amount of research specifically focused on how EFL students use their textbooks. There are two research questions:

1. How do EFL students at SGU perceive the use of textbooks?

2. How do EFL students at SGU approach the use of reading strategies regarding EFL textbooks?

2. Methodology

2.1. Research design

This research was conducted at Saigon University in Ho Chi Minh City, Vietnam. Saigon University is a public institution of higher education that falls under the supervision of the Ministry of Education and Training (MOET). The university provides a diverse range of courses catering to English majors and students from other disciplines, with the majority being non-English majors. English is a mandatory subject within their curriculum. To complete a bachelor's program, non-English major students are required to finish three general English modules, totaling 12 credits. These three general English courses are referred to as English Module I, II, and III. Before enrolling in Module I, students must undergo an entrance examination to ensure their eligibility for participation. This entrance test evaluates their English proficiency, which is set at the A2 level, also known as elementary proficiency. Upon completing the General English modules, non-English major students are expected to attain a B1 level of proficiency, as per the Common European Framework of Reference for Languages (CEFR) assessment scale. It is worth noting that first-year students can only take the English entrance exam from the 2nd semester. Therefore, they can only register for the English Module I course from the 3rd semester onwards when they become second-year students. At Saigon University, non-major English students are participants in 16 departments. For the research's purposes, the researcher employed convenience sampling. This method falls within non-probability sampling, which involves selecting participants based on ease of access and convenience, as Saunders et al. (2019) explained. Milroy and Gordon (2003) underscored that the accuracy of data gathered from a smaller group hinges on how effectively that group represents the broader population. The

author also carefully considered crucial sample characteristics such as gender, age, field of study, and academic background to ensure diversity.

To collect quantitative data, a questionnaire was developed and handed out to students to explore their attitudes toward textbooks to answer the first research question. The questionnaire included 13 questions, employing 5-point Likert-style scales ranging from "strongly disagree" to "strongly agree." Students were guaranteed that their responses would remain anonymous, and their involvement was voluntary. Furthermore, while most textbook research has predominantly centered on content analysis, with relatively fewer investigations into students' perceptions and experiences, this study adopted a focus group interview approach to gather qualitative data. This method was chosen to explore and gain insights into the reasons behind students' behavior towards reading. Focus groups tend to be characterized by greater spontaneity due to the heightened social environment they create, as noted by Finch and Lewis (2003). They are also believed to have a higher potential for empowering participants, leading to a more accurate representation of attitudes and behavior. Therefore, the researcher intended to choose a mixed method to clarify the second research question.

2.2. Sample and sampling procedures

The survey was administered to students using Google Forms during the initial week of August 2023, followed by the interviews one week later. In total, 156 students received the questionnaires, resulting in 139 responses, which equated to an impressive 89% response rate. Information pertaining to each subcategory provided by every participant was summarized and located in the relevant section of the thematic chart. The thematic chart organizes 13 items or statements into distinct categories. The first six items are focused on assessing the "Level of Engagement," presumably in terms of how engaging or interesting students find the subject matter. Items 7 to 9 pertain to "Ease of Comprehension" and likely gauge the clarity, simplicity, and accessibility of the educational content. Items 10 and 11 are grouped under "Authenticity," aiming to measure the genuineness and relevance of the materials to students' experiences and learning objectives. Lastly, items 12 and 13 fall into the "Contemporary" category, evaluating the up-to-dateness and relevance of the content to current times and trends.

The focal point of the research involved a focus group interview comprising five students hailing from distinct academic departments. The session was extended for 45 minutes. The selection of participants was randomized from individuals who had previously engaged with the questionnaire and expressed voluntary consent to partake in the interview. The composition of the group encompassed 2 second-year students, 2 third-year students, and 1 fourth-year student, denoted as Y2-1, Y2-2, Y3-1, Y3-2, and Y4, respectively. Notably, the gender distribution consisted of 3 female and 2 male participants, exhibiting a spectrum of background knowledge spanning from beginners at level B1 to proficiency at

B2 and beyond. The participants represented various academic disciplines, specifically emanating from the Faculties of Business Administration, Finance and Accounting, Culture and Tourism, Laws, as well as Mathematics and Applications.

Regarding the quantitative method, the survey provided some insight statistics. The gender distribution among respondents was 64% female and 36% male. As mentioned above, only second-year students can register for English General courses; therefore, out of the 139 valid responses received, 58 came from second-year students, 42 from third-year students, and 39 from fourth-year students. In general, the feedback from second-year students is the highest, followed by a relatively equal percentage of feedback from third-year and fourth-year students. This phenomenon is readily explicable, given that the proportion of academic course cohorts designated for second-year students surpasses 50% of the total General English courses in this current semester. The total number of participating students was 156, with the highest numbers coming from three departments: the Faculty of Business Administration, the Faculty of Finance and Accounting, and the Faculty of Culture and Tourism.

3. Results and Discussion

Regarding the role of textbooks, the survey findings confirmed that students primarily view textbooks as a valuable aid for exam preparation. The average score for the importance of the textbook for studying before exams was 4.15. In comparison, the average score for the textbook's significance in assisting students with coursework completion was 3.77. Additionally, the mean score for the textbook's role in achieving a good academic degree was 3.58. Regarding the extent of time allocation for textbook reading among students over five instructional weeks, it appears that 2nd-year students spend the most time reading their course materials (86%), while 3rd-year students spend less time (43%), and 4th-year students spend the least time (27%).

Unsurprisingly, given the textbook's role as a study and reference resource for exams, students' preferred reading strategy is skimming (35%) or scanning (33%). In comparison, only 12% reported engaging in intensive reading, defined as reading entire passages.

The researcher also conducted a chi-square test for independence to reveal the significance between the reading strategy and the student's academic year: $\chi2(6, N = 139) = 3.20$, $p = .75$. This implies that second, third, and fourth-year students all employ quite similar reading approaches, indicating that these habits are either already established before university or are developed within a few weeks of attending. Likewise, there was no notable connection between the reading strategy selected and the student's gender: $\chi2(3, N=139)=1.79$, $p = .62$.

Table 1. *Students' attitudes towards textbook*

Category	All students		2nd-year students		3rd-year students		4th-year students	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Level of engagement	3.38	1.10	3.23	1.13	3.48	1.09	3.38	1.09
2. Ease of Comprehension	3.35	0.95	3.48	0.94	3.32	0.86	3.53	0.98
3. Authenticity	2.78	1.05	2.85	1.16	2.71	0.96	2.82	1.37
4. Contemporary	3.46	1.09	3.48	1.15	3.34	1.15	3.53	0.96

1=Strongly Disagree; 5=Strongly Agree

The mean scores for the four aspects related to "attitude towards the textbook" are presented in Table 1. The scores generally indicated neutral or slightly positive attitudes, except for Authenticity, which is more inclined to be described as "pedagogical" rather than "practical."

Regarding the qualitative method, there was unanimous consensus regarding the textbook's function, which encompasses two primary roles. Firstly, it serves as a study aid for exams, offering support and cross-referencing with lecture slides. Secondly, it functions as a guidebook for completing coursework within the module, serving as a reference for definitions, theories, quotable examples, and journal article references. It is not read comprehensively from start to finish. When being asked, none of these five students had ever read an entire reading text. Some said:

Some chapters are incredibly long, yeah, it's almost impossible to get through them. (Y2-1).

When I glanced at that reading text, I was like, "Whoa, this thing is seriously lengthy!" It ate up a ton of time, and honestly, I couldn't wrap it up because it just dragged on forever. (Y2-2).

Students in second years, specifically, expressed dissatisfaction with the difficulty of understanding textbooks

Textbooks use advanced terms, and it discourages me from reading them. I often have to look up words in dictionaries (Y2-1)

The dearth of reading engagement can be attributed to a multitude of factors, which can be categorized as either attributes of the textbooks themselves or aspects related to instructional practices. Regarding textbook characteristics as perceived by students, several issues were identified. These encompassed the perceived complexity of the content, protracted and verbose explanations, excessive verbosity, the imposing physical dimensions of the textbooks, and the overall dullness of the materials, with only a solitary participant acknowledging any degree of personal interest in the subject matter.

I believe the structure and layout of textbooks carry significant weight. It's more captivating when the pages are vibrant with visuals complementing the text. At times, textbooks can be a bit overloaded with text, so incorporating interactive elements such as QR codes for extra videos or activities would be really beneficial. (Y2-1)

The aspect I value the most in AJ textbooks is their meticulous approach to explaining grammar. They break down intricate rules into manageable components. Conversely, what occasionally proves frustrating is the multimedia resources; although they are included in E-zone, I find them to be somewhat outdated, you know. (Y3-2)

The majority of participants highlighted the inefficacy of engaging with textbooks, characterizing it as an endeavor marked by a disproportionately low benefit-to-effort ratio, where the investment of time significantly outweighed the tangible educational returns. Regarding the authenticity of the readings within the textbooks, three out of five students hold the view that textbooks primarily serve as a vehicle for theoretical instruction, such as imparting grammar and vocabulary, rather than being applicable in real-life situations outside the classroom as follows:

A lot of us want to grasp not just the theory but also how to actually use the language in everyday life. So, maybe if there were dialogues and exercises that mimic regular interactions, it would make learning more hands-on and interesting. (Y2-2)

Textbooks provide vocabulary and sample dialogues for real-life situations, but I feel they're not very practical based on my personal experiences. For instance, when I travel abroad, I can't really apply those dialogue snippets, like asking for directions or inquiring about local specialties. So, I believe the content of the books is mostly theoretical. (Y4)

It'd be great if the stuff in the books was more connected to real-life situations. You know, learning grammar rules is one thing, but being able to use them in actual conversations is a whole different ball game. So, throwing in more real-world examples and exercises would really step up the textbooks and make them more useful for different learning needs. (Y3-1)

The investigation into whether and how reading behaviors have evolved yielded intriguing observations. The most notable transformation seems to occur upon students' enrollment at the university. While it is worth noting that at the university level, textbooks are available as optional purchases, both of the second-year students who were surveyed highlighted the pivotal role of textbooks in their academic pursuits, where reading assignments were regularly given, evaluated, and integrated into the curriculum.

Students' viewpoints regarding textbooks are mirrored in their purchasing choices. Certain students decided to acquire the textbook promptly, fully aware of its indispensable role in both coursework and exam preparation. On the other hand, third-year students hold a completely contrasting viewpoint regarding the role of textbooks and express a negative attitude towards reading materials. One said:

Since I'm in university instead of school now, I don't really feel like I have to read, because it's not that important compared to when I was in high school. As soon as I finish my course, I plan to sell my textbooks. I don't see any reason to hang onto them. Plus, I definitely won't be buying any textbooks next year, that's for sure. (Y3-1).

However, when this third-year student was asked how they would complete assignments or prepare for exams without the textbook, he/she responded that he/she would consider using an electronic copy or obtaining a photocopy.

While second-year students exhibit a more favorable disposition toward the significance of textbooks, third-year and fourth-year students display a stronger affinity for lecture slides. This preference can be attributed to several factors. Firstly, lecture slides are succinct, making them more accessible and memorable. Secondly, they serve as effective note-taking aids. Lastly, they offer a distinct "point of view," in contrast to textbooks, which adopt a neutral stance.

This pessimistic outlook generates exasperation and a sense of surrender within a subset of students in academia. These students tend to perceive their lecturer or seminar tutor as the individuals responsible for condensing the reading materials on their behalf. Moreover, this inclination towards negativity often leads many students to depend on lecture slides as their exclusive reading resource. Consequently, this practice diminishes the need for critical reading, as the information is distilled into a concise set of bullet points and key terms.

In light of the textbook's function as a central instructional resource within the context of a course, it is unsurprising that the act of reading predominantly involves skimming and scanning techniques. A substantial reliance is placed upon the textbook's index to locate specific definitions and theoretical frameworks swiftly. It has been observed that this approach, as opposed to a comprehensive cover-to-cover reading strategy, likely aligns with the intended usage of textbooks. A subset of students engage with the text through marginal annotations or the selective highlighting of particular paragraphs. Given the infrequency of sustained and immersive reading practices, it is not unexpected that note-taking is relatively uncommon. While a significant number of individuals have recognized this approach to reading as an optimal learning strategy, one student has described it as "active" reading; nonetheless, it is generally deemed excessively time-consuming. In the rare instances when students have made an initial attempt to read an entire passage at the outset of a term, it typically entailed perusing the introduction and summary sections before swiftly skimming through the main body of the text and conducting a cursory examination of accompanying diagrams.

Linked to the concept of academic overburdening was a prevailing perspective that assigned coursework demanded precedence. Consequently, upon the establishment of coursework tasks, the practice of reading, albeit sporadic in occurrence, was frequently halted and seldom resumed. Furthermore, some study participants acknowledged that, even in the hypothetical scenario of unlimited time availability, they would only engage with the textbook as a last resort after exhausting all alternative activities, including social and recreational pursuits. Hence, while time constraints may exert influence, it is imperative not to exaggerate their significance. It is plausible that students employ a rationalization mechanism to account for their limited engagement with reading materials, often attributing this shortfall to the weighty demands of their academic workload.

A recurrent grievance voiced by students pertained to the perceived futility of reading, particularly when the material was neither discussed in class nor immediately applied within a brief timeframe. In such instances, students expressed concerns about retention, anticipating the necessity to revisit and reread the content in preparation for examinations. Students also contended that the absence of substantive discussion within the classroom environment conveyed a message of diminished importance regarding the assigned readings. This perception was exacerbated by the observation that, approximately two to three weeks after the commencement of a course module, instructors ceased to remind students about the imperative of completing the assigned readings and discontinued compliance inquiries. Consequently, students concluded that achieving success at the university level did not hinge upon a routine engagement with textbook materials. This perspective was fortified by the decision, rooted in the observation that the reading materials were not subject to evaluation within the classroom setting and that there existed no obligation to engage with them.

4. Conclusions and Recommendations

This research endeavor was undertaken to investigate the role of textbooks within the EFL language teaching and learning context and to discern the underlying rationales behind students' attitudes and behaviors towards them. Textbooks serve a dual function within this context, functioning as compendiums of definitions and theories essential for coursework composition and as study aids for examinations. However, it is apparent that EFL students do not consistently fulfill their weekly reading assignments, nor do they engage in comprehensive reading. Qualitative inquiry elucidated that students generally acquire textbooks, though a significant proportion intends to sell them at the end of the academic year. This disposition is not solely rooted in the desire to recoup financial expenditures but rather stems from the belief that the textbook holds limited practical utility for their future educational pursuits. To improve the accessibility of educational materials, a comprehensive overhaul is necessary. Key stakeholders, including educators, authors, and publishers, should endeavor to strike a thoughtful equilibrium between the current perception of textbooks as intricate and daunting for students and a more streamlined, concise study guide that lacks the depth required for undergraduate-level learning. The former often presents challenges in navigation, compelling students to grapple with distinguishing between "essential" and "peripheral" information. Conversely, the latter, while simplifying content, may fall short of addressing the substantive demands of higher education, exacerbating existing accessibility issues. Various aspects of textbooks necessitate consideration in this context, encompassing dimensions such as size, structure, layout, and language. One potential solution involves prioritizing essential information within the text, offering students clearer markers, and alleviating the challenge of discerning between significant and extraneous content. Alternatively, educators could create templates or organizers with designated sections for topics, subtopics, and key concepts. This format empowers students to condense relevant

information from each chapter into succinct bullet points. While this approach still requires the extraction and organization of pertinent content, it serves as a valuable framework by outlining specific elements for focused attention.

The reading strategies employed by students can be attributed to the perceived roles textbooks play. Consequently, it is unsurprising that students tend to engage in cursory skim or scan reading rather than delving into a deeper examination of the text. While skim reading can be an effective strategy when employed judiciously, superficial scanning of the textbook is unlikely to culminate in anything beyond superficial learning. Consistent with the findings of Starcher and Proffitt (2011), the qualitative phase of this study unveiled students' struggles with the difficulty and perceived monotony of textbook reading. Furthermore, the focus group discussions indicated that students do not regard textbook reading as a prerequisite for success in the university setting. Their viewpoint suggests that the perceived benefits derived from reading do not commensurately align with the effort invested. However, the quantitative phase of the research presented a somewhat less conclusive perspective, indicating a neutral, rather than overtly negative, disposition towards textbooks among students. One plausible explanation for this disparity may be students' limited familiarity with the textbook at the time of the survey. Alternatively, it is conceivable that the qualitative investigation was more effective in eliciting nuanced explanations for student behavior. Conversely, it remains plausible that the perspectives articulated during the qualitative phase, despite their strength and unanimity among respondents, represent a minority viewpoint. At this juncture, it is prudent to assert that, at best, students' attitudes towards textbooks appear to be neutral.

EFL teachers may also provide instructional guidance on effective reading strategies to students. A potential contributing factor to students' challenges in comprehending textbooks may stem from a lack of proficiency in reading skills. EFL instructors could contemplate delivering instruction in a self-regulated reading methodology, such as the SQ3R method advocated by Artis (2008). This method recommends a structured approach involving five steps to enhance reading effectiveness. Firstly, students are encouraged to perform a preliminary scan and skim of the text to identify key ideas. Secondly, they should formulate questions that can be addressed while engaging with the chapter's content. Third, active reading is emphasized, encompassing monitoring comprehension, annotating the margins with notes, and referring to resources for the clarification of unfamiliar terminology. Fourthly, students are prompted to attempt to recollect responses to the questions they devised in the second step without relying on the text. Lastly, students are advised to compile a comprehensive set of notes that capture and restructure essential information, thereby creating a resource for subsequent review

The study's sample was derived from 16 distinct departments within SGU. Although there is no evident basis to doubt the applicability of the findings to analogous settings, it is

important to note that the study does not lay claim to broad generalizability. The number of participants engaged in the research's quantitative and qualitative facets may appear somewhat limited, primarily because this semester is an additional tertiary term complementing the two primary semesters within the academic year. The timing of the survey may contribute to this lack of conclusiveness. Future investigations could consider administering surveys closer to the conclusion of the academic year when students would have more extensive interaction with the textbook and thus offer a more informed perspective. Additionally, a longitudinal study tracking a single cohort of students throughout their university tenure could prove instructive, facilitating the observation of shifts in attitudes and behaviors over time.

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THÁI ĐỘ CỦA SINH VIÊN ĐỐI VỚI GIÁO TRÌNH GIẢNG DẠY TIẾNG ANH NHƯ MỘT NGOẠI NGỮ: NGHIÊN CỨU TRƯỜNG HỢP Ở TRƯỜNG ĐẠI HỌC SÀI GÒN

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TÓM TẮT

Trong quá trình giảng dạy, một vấn đề nảy sinh khi nhắc đến đối tượng người học học tiếng Anh như một ngoại ngữ (EFL) đó là họ thường không đạt được những tiêu chí do giảng viên đặt ra trong việc đọc tài liệu. Hơn nữa, các nghiên cứu đánh giá tính hiệu quả của giáo trình trong lĩnh vực giảng dạy tiếng Anh Tổng quát (GE) cho sinh viên không chuyên ngữ lại khá khan hiếm. Nghiên cứu này được thực hiện tại Trường Đại học Sài Gòn (SGU), cho thấy một xu hướng phổ biến trong số người học tiếng Anh không chuyên là thường sử dụng giáo trình chủ yếu như các tài liệu tham khảo, giúp họ hiểu rõ các định nghĩa cần thiết cho việc học và chuẩn bị cho kì thi. Cụ thể, dữ liệu của nghiên cứu định tính cho thấy giáo trình được coi là nặng nề, khó tiếp cận và không hấp dẫn, dẫn đến việc người học coi tài liệu đọc là phần phụ thuộc trong quá trình học tập. Bên cạnh đó, kết quả định lượng thể hiện một cái nhìn phức tạp hơn về thái độ của người học đối với giáo trình. Nghiên cứu cũng chỉ ra những tác động phát sinh từ những nhận thức này trong quá trình giảng dạy và đưa ra những đề xuất sơ bộ nhằm tăng cường văn hóa đọc thường xuyên và tích cực trong cách học ở bậc đại học.

***Từ khóa:** giáo trình giảng dạy tiếng Anh như một ngoại ngữ; giáo dục đại học; sinh viên tiếng Anh không chuyên; chiến lược đọc*