

STUDENTS' PERCEPTIONS OF THE EXTENSIVE READING ACTIVITY AMONG FIRST-YEAR ENGLISH MAJOR STUDENTS AT SCHOOL OF LANGUAGES AND TOURISM

NHẬN THỨC CỦA SINH VIÊN NĂM NHẤT CHUYÊN NGÀNH TIẾNG ANH VỀ HOẠT ĐỘNG ĐỌC MỞ RỘNG TẠI TRƯỜNG NGOẠI NGỮ - DU LỊCH

Luong Thuy Nguyet^{1,*}, Nguyen Truong Thanh²

DOI: <http://doi.org/10.57001/huih5804.2024.324>

ABSTRACT

The importance of reading in second or foreign language acquisition is well-established, and extensive reading has been widely recognized for its benefits. However, little is known about students' perceptions of the activity, particularly among first-year English major students at the School of Languages and Tourism, Hanoi University of Industry. This 10-week research study, involving 52 students, aimed to analyze their perceptions of the extensive reading activity. Through the use of questionnaires and an analysis of students' weekly reading logs, the study revealed that students perceived improvement in vocabulary, increased engagement, and a more positive attitude toward reading. The findings offer valuable insights for educators and researchers interested in exploring extensive reading further.

Keywords: *Extensive reading, reading comprehension, reading log, students' perception.*

TÓM TẮT

Tầm quan trọng của việc đọc trong quá trình học ngôn ngữ thứ hai hoặc ngoại ngữ đã được khẳng định và lợi ích của hoạt động đọc mở rộng được công nhận rộng rãi. Tuy nhiên, nhận thức của sinh viên đối với hoạt động này, đặc biệt là đối với sinh viên năm nhất chuyên ngành tiếng Anh tại Trường Ngoại ngữ - Du lịch, Trường Đại học Công nghiệp Hà Nội vẫn chưa được tìm hiểu rộng rãi. Nghiên cứu kéo dài 10 tuần với 52 sinh viên nhằm phân tích nhận thức của sinh viên về hoạt động đọc mở rộng. Thông qua việc sử dụng bảng câu hỏi và phân tích nhật ký đọc hàng tuần của sinh viên, nghiên cứu đã cho thấy sinh viên đã nhận thấy sự cải thiện vốn từ vựng, có thái độ và sự tham gia vào hoạt động tích cực hơn. Những phát hiện này mang lại những hiểu biết quý giá cho các nhà giáo dục và nhà nghiên cứu quan tâm đến việc khám phá thêm về hoạt động đọc mở rộng.

Từ khóa: *Đọc mở rộng, đọc hiểu, nhật ký đọc, nhận thức của sinh viên.*

¹School of Languages and Tourism, Hanoi University of Industry, Vietnam

²Forensic Science Institute, Ministry of Public Security, Vietnam

*Email: nguyetlt@hau.edu.vn

Received: 06/9/2024

Revised: 21/10/2024

Accepted: 28/10/2024

ABBREVIATIONS

L2 Second language

ER Extensive reading

ESL English as a second language

EFL English as a foreign language

1. INTRODUCTION

As the most commonly spoken foreign language in Vietnam, English plays a key role in education at all levels. Extensive reading (ER) is considered effective in language teaching and learning [5, 8, 14, 17, 22] and has been integrated into ESL/EFL teaching approaches in various countries. At the School of Languages and Tourism, ER activities are integrated into the first-year English reading curriculum. However, there is limited understanding of students' perceptions of this practice.

This study investigates first-year English major students' attitudes toward ER activities, addressing the question: **"What are first-year English majors' perceptions of extensive reading activities?"** Despite considerable research interest in ER, students' perspectives on this

activity have not been thoroughly evaluated at the university level, highlighting a significant gap in the literature.

To investigate this, the study utilized both quantitative and qualitative approaches. Data were gathered through weekly reading logs and a questionnaire, providing a thorough analysis of students' attitudes. Gaining insights into these perceptions can help improve teaching practices and curriculum development, leading to better language acquisition outcomes for students.

2. LITERATURE REVIEW

2.1. Concepts of extensive reading

ER refers to reading large amounts of material, usually for pleasure and general understanding, with an emphasis on fluency and comprehension. Many researchers, such as [1] highlight ER as a key approach to improving learners' language skills, particularly vocabulary acquisition, reading fluency, and overall comprehension. [15] acknowledged that ER also boosts students' motivation to read by allowing them to select materials that capture their interest. Regardless of the term used, this approach generally involves reading large amounts of longer, simpler texts quickly, mainly outside the classroom, and at each learner's own pace and level. Since the focus is on overall comprehension rather than analyzing each word or grammar point, there are few, if any, follow-up activities. For the purpose of this research, ER is defined as an activity that involves reading accessible and engaging materials in large quantities, with the goal of improving reading fluency, vocabulary and overall comprehension without focusing on intensive analysis or translation. This definition aligns with the context of first-year English majors at the School of Language and Tourism, who are encouraged to read a wide range of texts based on personal interest, aiming to boost their fluency and enjoyment in reading.

2.2. Benefits and limitations of extensive reading activity

ER research has revealed a wide range of learning benefits for L2 learners. Students frequently acknowledge the benefits of ER, particularly in areas such as vocabulary growth, reading fluency, and comprehension skills. [13] found that students who engaged in ER showed significant improvements in vocabulary knowledge and reading fluency. The study

also noted that students who read more frequently reported better reading comprehension. In a more recent study, [2] demonstrated that ER led to substantial gains in reading rate and general language proficiency among Japanese university students. In Vietnam, the research on ER has caught increased attention among researchers and the results are favorable. Research by [12] suggests that ER has a direct impact on Vietnamese students' vocabulary acquisition and reading speed. Their study on university students found that those who consistently participated in ER activities over a semester showed marked improvement in both vocabulary and comprehension compared to students who focused solely on intensive reading.

On the other hand, several researchers have pointed out the limitations of ER. [11] and others suggest that building vocabulary through reading can be a slow process. One reason for this is that students need to engage with a large volume of material, which can lead to misunderstandings or incorrect guesses about word meanings. Another issue is that without reinforcing the vocabulary they encounter, students are likely to forget the words. Similarly, [4] questions the idea of learning words from context, particularly for second language (L2) learners, as the context may only sometimes be familiar enough to aid understanding. Additionally, many students come to realize that they need to break the habit of literal translation-reading, developed in traditional high school settings. This habit hampers their reading speed and lowers their comprehension.

The slow pace of vocabulary acquisition through ER can pose a challenge to my research, as students may not perceive immediate gains in vocabulary, which could affect their motivation and engagement in extensive reading activities. To address this issue, my study will integrate supplemental activities that encourage vocabulary retention, such as presentation, reflection or vocabulary journals where students actively use new words. This solution not only mitigates the limitation but also aligns with the objective of enhancing both vocabulary learning and reading comprehension.

2.3. Students' attitudes toward extensive reading

Reading attitude is made up of three parts: cognitive, affective, and conative [21]. [18] highlights that the cognitive component refers to personal beliefs about reading's usefulness, while the affective component

involves the emotions connected to reading. The conative aspect reflects readiness to act and the motivation to continue reading. All three are influenced by a person's prior reading experience and may result in a desire to read or to continue reading [7]. Studies by [6] demonstrate that ER typically fosters positive emotions and increases motivation, similar to findings by [1], but now framed in a more contemporary context. Research on learners' attitudes toward ER shows that it generally fosters enjoyment and increases motivation to read. This framework is well-suited to the current study, and thus, the researcher has chosen to apply it.

Research indicates that students typically develop positive attitudes toward ER as they gain confidence and enjoyment in their reading. Studies by [20] and [19] show that students involved in ER become more motivated to read in English over time. Similarly, [15] found that as students' confidence grows, their enjoyment of reading also increases. However, it is common for students who are not accustomed to reading substantial amounts in a second language to initially feel reluctant or anxious.

In conclusion, based on the theoretical framework of ER and a review of recent studies, it is evident that ER offers numerous advantages for learners, and students generally have a positive attitude toward its use. After a thorough literature review, the researcher decided to implement the project and explore the students' perceptions of the activity at the School of Languages of Tourism. First, students were allowed to select articles that matched their interests. Additionally, volunteers for this project were asked to maintain a weekly reading log to closely monitor their reading activities. Furthermore, the researcher aims to conduct mixed-method research to explore students' perceptions of ER. Data was collected using a weekly reading log and a questionnaire, which are well-suited to the research context and design.

3. METHOD

3.1. Setting of the study

The research is conducted at the School of Languages and Tourism, Hanoi University of Industry, a university in central Hanoi, Vietnam, where the researcher has been an English teacher for over four years. The study took place during the second academic semester of the 2023-2024 school year and aligns with the university's curriculum. First-year English major students are expected to develop their speaking, listening, reading, and writing skills, as

well as integrated English skills. In the semester, an authentic course book is used for reading skills. The core curriculum consists of 10 weeks with 20 in-class sessions and 10 50-minute periods on the English Online Platform (EOP), the online platform developed by the university to facilitate students' self-study. Each class has between 20 and 28 students, all at an A2 English proficiency level. The study includes 52 voluntary participants from two classes.

3.2. Reading materials

The materials for the ER activity encompass a diverse selection that aligns with the participants' English proficiency levels. While there are variations in their English skills, most students are generally at the A2 level. Therefore, the length of the reading materials is set between 450 and 500 headwords. Additionally, students are encouraged to explore online resources from a recommended list of websites, which offer a variety of reading materials that correspond to the topics covered in class.

3.3. Research design

The researchers employed a mixed-method approach, utilizing questionnaires and weekly reading logs as tools for data collection in this study. The weekly reading log is designed to monitor students' activities. In the log, students must summarize the material's content, reflect on the three aspects they enjoyed most, extract ten vocabulary words from the reading, and note their feelings and any challenges they encountered during the process.

The questionnaire is useful for collecting information and is relatively easy to analyze since it often yields numerical data [3]. The questionnaire was carefully adapted from prior studies to align with the objectives of the current research. Specifically, several questions (items 1, 2, 3, 4, 5, 6, 8, 10, and 11) were adapted from the works of [22] and [9], while the remaining questions (items 7, 9, 13, and 14) were developed by [10] following a literature review on reading attitudes and ER activities. This adaptation process ensured that the questionnaire was relevant and focused on the specific context of first-year English major students' perceptions of ER activities.

To ensure the validity and reliability of the questionnaire, a comprehensive validation process was conducted. Initially, a pilot test was performed with a sample of five students who shared similar characteristics with the target participants. This pilot aimed to check the

clarity and comprehensibility of the questions. After the pilot, feedback was collected and analyzed, leading to refinements in the wording and structure of several items. In addition, two experienced researchers reviewed the questionnaire, focusing on the relevance and clarity of the items. Based on their feedback, further revisions were made to improve the precision and coherence of the questionnaire.

After incorporating the suggestions from the pilot group and expert reviewers, the final version of the questionnaire was used for the study. This rigorous validation process ensured that the questionnaire was an appropriate tool for capturing students' perceptions and provided a solid foundation for reliable data collection.

3.4. Data collection and analysis

The ER plan was implemented during the second semester of the 2023-2024 academic year. Students were assigned to read an article with a length of 450 to 500 words. They used an adapted reading log template from Bamford (1984), where they could write brief summaries or create mind maps to capture the main ideas of the article. After reading, students were required to reflect on three things they learned from the material. At the end of the log, they needed to list at least ten vocabulary words they found meaningful, including the definitions in English, pronunciation transcriptions, and example sentences they created themselves. There was also space for students to share their feelings about the reading experience. In the following lesson, students were expected to prepare a presentation based on their reading logs. The completed reading logs would be collected at the end of the semester as a reading log portfolio.

The primary objective of this study is to investigate students' perceptions of ER activity. The researcher also aims to gain insights into how students feel about this experience. The questionnaire used in this study consists of twelve closed-ended questions and one open-ended question. In the first section of the questionnaire, twelve questions utilized a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree) to facilitate quick quantification and analysis of responses. The second section included an open-ended question to assess whether learners would be interested in continuing to read English-language books, newspapers, and other materials after the project, as well as to gather their

suggestions for an expanded reading program. The questionnaire was administered in English and distributed directly to students in paper form during the final week of the research project.

To ensure the questionnaire's validity and reliability, it was reviewed by two English teachers with master's degrees and a pilot group of five students who had similar circumstances and English proficiency levels as the participants. The data collected from the questionnaire was analyzed using Statistical Package for Social Sciences (SPSS) version 20.0. The researcher applied the mean score method to interpret questionnaire data. Cronbach's alpha was used to measure the internal consistency of the research instruments, with values of 0.7 or higher considered acceptable to excellent. Reverse scoring was applied to negatively worded questionnaire items to balance scoring across positive and negative items. Lastly, Standard Deviation (SD) was used to assess score variability, with high SDs indicating significant variation among the participants' results.

4. RESULTS AND DISCUSSION

4.1. Data collected from the weekly reading log

Learners read an article each week and created a weekly reading log. This allowed the researcher to verify whether students completed the assigned readings and to collect their feedback on the reading materials.

The Table 1 presents the students' responses to the reading materials.

Table 1. Students' overall attitude towards the ER activity

Time/No.	Great		Good		OK		Boring	
		%		%		%		%
Week 2	2	4%	13	25%	14	27%	23	44%
Week 3	3	6%	16	31%	12	23%	21	40%
Week 4	2	4%	17	33%	12	23%	21	40%
Week 5	7	13%	16	31%	10	19%	19	37%
Week 6	10	19%	17	33%	9	17%	16	31%
Week 7	15	29%	18	35%	8	15%	11	21%
Week 8	15	29%	21	40%	9	17%	7	13%
Week 9	18	35%	20	38%	8	15%	6	12%

The table illustrates a weekly increase in the percentage of students who held a positive opinion about the ER activity. Initially, only a few students

Table 2 (a). Students' attitudes toward the extensive reading project (beliefs)

Items	Strongly disagree		Disagree		Neither		Agree		Strongly agree	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
2. I believe that my general knowledge has improved because of ER activity	2	4%	3	6%	9	17%	20	38%	18	35%
5. I think the ER materials were appropriate for my level.	2	4%	4	8%	7	13%	21	40%	18	35%
7. I think the ER project helped me build good reading habits.	1	2%	1	2%	7	13%	22	42%	21	40%
9. I believe that writing a weekly reading log was beneficial for retaining vocabulary.	1	2%	1	2%	6	12%	19	37%	25	48%
11. I think the ER activity helped me broaden my vocabulary	1	2%	1	2%	5	10%	20	38%	25	48%

Table 2 (b). Students' attitudes towards the extensive reading activity (feelings)

Items	Strongly disagree		Disagree		Neither		Agree		Strongly agree	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Affective component of reading attitudes: Feelings										
1. I find that the ER activity did not make learning English more enjoyable for me.	18	35%	20	38%	10	19%	2	4%	2	4%
6. I feel exhausted from participating in this ER project.	19	37%	22	42%	8	15%	2	4%	1	2%
8. I find materials used in ER Project to be interesting.	20	38%	24	46%	5	10%	1	2%	1	2%
10. I do not enjoy post-ER activities.	21	40%	24	46%	4	8%	2	4%	1	2%

Table 2 (c). Students' attitudes toward the ER project (intention)

Items	Strongly disagree		Disagree		Neither		Agree		Strongly agree	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Conative component of reading attitudes: Intention										
3. I wish I had been motivated to do extensive reading earlier.	1	2%	2	4%	3	6%	24	46%	22	42%
4. I start to feel interested in reading English materials in my spare time.	2	4%	3	6%	3	6%	24	46%	20	38%
12. I would like to continue the reading activity in the same manner next year	2	4%	1	2%	4	8%	25	48%	20	38%

displayed genuine interest in the activity during the first week of class. The researcher inferred from the weekly reading logs that this lack of interest was likely due to the

participants' limited prior exposure to ER, as they were primarily accustomed to reading only the required textbook materials. Furthermore, since the students had

not developed the habit of deducing the meanings of unfamiliar words from context, they spent considerable time looking them up in dictionaries.

After the first weekly report, the researcher provided clarification on how to deduce the meanings of unfamiliar words, helping students focus more on the content of the articles rather than spending too much time using a dictionary. From week three to week ten, there was a significant rise in the number of students who rated the articles as good or excellent. Meanwhile, the number of students who found the articles dull or uninteresting steadily declined, with a marked decrease by week eight. This improvement in students' reading experience can be attributed to the ongoing support from the teacher and the gradual shift in students' reading habits. By week nine, the number of students who expressed enthusiasm increased from 2 to 18, while those who found the articles uninteresting fell to 6. By week ten, the number of students who reported the articles as boring dropped sharply from 23 to 6.

Students also reported a positive attitude toward the ER activity, particularly regarding their vocabulary improvement. In their weekly reading logs, they noted a significant expansion in their vocabulary due to the activity. Student 9 commented, *"At first, I found many new words in the article, and it was quite difficult to fully grasp the content. However, after reviewing it multiple times, I became more familiar with the topic. I actually recognized quite a few words I had learned in the reading passage while studying the textbook."* Similarly, Students 3, 5, and 8 expressed that it was exciting to encounter familiar vocabulary in different articles, which made the reading experience easier. One student remarked, *"I didn't have to look up new vocabulary as often after 2-3 weeks."*

In conclusion, as students grew more comfortable with the articles and gained confidence in their comprehension of the reading material, most reported positive feelings about the texts assigned for the ER activity. This shift in attitude can be directly linked to the researcher's guidance and instruction throughout the ER activity, particularly in helping students manage vocabulary learning and reading comprehension strategies. Fewer than 13 students found the experience uninspiring, attributing this to the pressure to read quickly and their reliance on dictionaries. The findings of this study are consistent with the research of [14], [13],

and [4], reinforcing the notion that extensive reading exposes learners to a wide variety of vocabulary, which fosters retention and practical application of new words.

4.2. Data collected from the questionnaire

Results of the student's responses to 12 five-point Likert-scale can be seen in the following Table 2.

Firstly, it is noteworthy that there were very few negative responses (scales 1 and 2) for all items, indicating that students generally recognise the benefits of ER activities. A significant majority of participants (86%) agreed that the reading activities significantly contributed to their vocabulary growth, and many students reported that maintaining reading logs enhanced their vocabulary acquisition. Moreover, 43 out of 52 students, or 82 percent, agreed or strongly agreed that the extensive reading assignment helped them cultivate positive reading habits. Thirty-nine students found the reading materials to be appropriate for their level, while 7 were neutral. The students acknowledged that they rarely read English-language materials at home prior to this activity. This suggests that ER could help them cultivate good reading habits and motivate them to read in English. These findings support previous research by [20] and [21], which indicates that students involved in ER tend to report increased motivation to read in English over time.

According to Table 2 (b), the second set of attitude statements examines students' thoughts and feelings regarding their extensive English reading activities. It is encouraging to note that 86% of participants expressed enjoyment in completing weekly reading logs following the ER activities (item 10). A significant portion of students (79%) disagreed or strongly disagreed with the statement, "I feel exhausted from participating in this ER project" (item 6), and nearly three-quarters reported satisfaction with their language learning after the ER activities (item 1). Remarkably, all statements received very little negative feedback. For item 8, a large majority of students (84%) found the resources for the ER activities engaging, while 10% maintained a neutral stance. The reading materials chosen by the students were familiar and seemed enjoyable to them, which aligns with their practice of selecting articles based on personal interests. The affective benefits of extensive reading are well-supported in research by [16], who found that students generally enjoy reading more as their confidence grows.

The results of this study, which showed a reduction in negative emotional responses such as exhaustion or disinterest, further confirm the positive emotional effects of extensive reading highlighted in earlier research.

Out of 52 students, 46 expressed a desire to read more widely if they had been encouraged. Regarding question number 4, 84% of students indicated that their views on English-language reading materials had significantly changed, with most expecting to read more at home after the intervention. Consequently, a similar percentage of students indicated they would like to continue reading in this manner in the following year. To gain deeper insights into students' expectations, responses to the open-ended question were analyzed. Generally, students appreciated the activity, noting it helped them improve their vocabulary, English structures, reading skills, and background knowledge, as well as develop good reading habits. Student 1 remarked, *"When I read, I can understand more about the topics that I learned in class. I definitely want to continue this activity"*. Students 4, 5, and 7 echoed this sentiment, stating they truly enjoyed the activity as it provided a genuine opportunity to engage with authentic materials and reflect on their reading. Student 7 noted, *"I can improve my background knowledge significantly thanks to this activity. Never have I had the opportunity to be exposed to authentic materials that regularly"*. This study supports findings from [4] and [21], demonstrating that students gradually became more confident and engaged, aligning with the literature. The number of students who expressed dislike for the activity dropped to just 1 or 2, citing that the activity took too much time and that they preferred listening to learn new vocabulary and improve their English skills. However, 2 students mentioned they did not wish to read English-language materials at home after the study because they found the articles uninteresting and overwhelming due to the number of new words.

By calculating the mean scores for both individual and grouped statements, as illustrated in Table 3, an overall comparison of the students' responses to the attitudinal statements after the project can be made.

To provide a more detailed analysis of Table 3, we can see that the mean scores for all items are consistently high, ranging from 4.01 to 4.34. This indicates a generally positive response from students regarding their attitudes toward extensive English reading activities. The standard

deviation (SD) values, which range from 0.54 to 0.958, suggest a relatively low to moderate dispersion of scores, meaning most students shared similar views. This level of consistency enhances the reliability of the data and minimizes the likelihood of significant outliers or skewed results.

Table 3. General reading attitudes after the project

Categories	Statements	Mean	SD	Overall mean
Cognitive component of reading attitudes: Beliefs	2. I believe that my general knowledge has improved because of ER activity.	4.16	0.71	Overall mean for beliefs: 4.20
	5. I think the ER materials were appropriate for me.	4.12	0.634	
	7. I think the ER project helped me build good reading habits	4.25	0.652	
	9. I believe that writing a weekly reading log was beneficial for retaining vocabulary.	4.19	0.718	
	11. I think the ER activity helped me broaden my vocabulary	4.27	0.587	
Affective component of reading attitudes: Feelings, emotions	1. I find that the ER activity did not make learning English more enjoyable for me.	4.31	0.958	Overall for feelings: 4.18
	6. I feel exhausted from participating in this ER project.	4.01	0.713	
	8. I find materials used in ER Project to be interesting.	4.24	0.54	
	10. I do not enjoy post-ER activities.	4.15	0.57	
Conative component: Intention	3. I wish I had been motivated to do extensive reading earlier.	4.24	0.91	Overall for intention: 4.19
	4. I start to feel interested in reading English materials in my spare time.	4.02	0.68	
	12. I would like to continue the reading activity in the same manner next year	4.34	0.62	

N = 52

Scale: 1 = strongly disagree, 2 = disagree, 3 = Neither agree nor disagree, 4 = agree, 5 = strongly agree.

When examining the three specific components of attitude-beliefs, feelings, and intention-the average scores of 4.20, 4.18, and 4.19, respectively, further support the conclusion that students maintained favorable attitudes overall. These components represent different dimensions of attitude: beliefs likely reflect students' perceptions of the usefulness or effectiveness of reading activities, feelings capture their emotional responses to the activity, and intention indicates their willingness or motivation to engage in it. The close alignment of these scores suggests that students not only recognize the value of ER but also feel positive about it and are motivated to continue participating in such activities.

The findings of the study indicate a significant shift in students' attitudes toward ER activities during the intervention. The researcher noted that, upon examining the questionnaire responses related to feelings, beliefs, and intentions, students' attitudes toward ER improved after the intervention. A majority of students agreed that the articles were appropriate for their levels, which likely contributed to this positive response. These materials also enhanced their background knowledge, vocabulary, and understanding of grammatical structures.

Additionally, a large percentage of students strongly agreed or agreed that completing the weekly reading log helped them retain the language and develop good reading habits. These results align with findings from the literature review. Many students reported enjoying the post-extensive reading activities, stating they did not feel exhausted and were happier with their progress in learning English as a result of participating in the initiative. Regarding intentions or reading behaviors, approximately 90% of students indicated that they would have read extensively if given the opportunity beforehand and expressed a desire to continue participating in the project in the same manner next year.

However, several issues need to be considered. Some students expressed discontent with the demanding nature of the activity. This could be attributed to certain articles being too difficult, containing too many unfamiliar words or structures, or other factors. Additionally, some students voiced their dissatisfaction due to the heavy workload they face. With numerous exercises to manage daily, they found little time for ER. As a result, these students indicated that they would prefer not to participate in the ER activity the following year.

Moreover, some students felt that the ER assignment was uninteresting. This may stem from their previous exposure being limited to textbooks, with English learning perceived merely as a requirement in their curriculum, leading to apprehension about exploring new materials. To ensure that all students can benefit from a comprehensive reading program, these concerns should be taken into account when designing the program for the next year.

5. CONCLUSION

This study aims to explore students' perceptions of the ER activity implemented among first-year students in the School of Languages of Tourism. The research involved 52 first-year English major students during the second semester of the 2023-2024 academic year. Data was collected using two instruments: reading logs and questionnaires. The qualitative analysis of the reading logs and quantitative analysis of the questionnaires were performed using SPSS version 20.0.

The findings revealed that students perceived a significant improvement in various aspects. The study indicated that students held a positive perception of ER, believing it enhances their vocabulary acquisition and motivation to read, particularly in the context of studying English. They also reported improvements in writing skills and grammar as they summarized the articles they read. Furthermore, students began to rely less on dictionaries and more on contextual clues to understand unfamiliar words, which contributed to improved reading abilities.

However, the current study also has limitations alongside its advantages. Constructive feedback from readers is encouraged, and future research should consider these suggestions to strengthen outcomes. To improve the effectiveness of ER activities in the classroom, the following recommendations for teachers are suggested:

- (1) Provide explicit instruction on reading strategies: Teachers should guide students on how to use context clues and infer meaning from the text. This can reduce students' reliance on dictionaries and help them read more fluently.
- (2) Gradually increase reading difficulty: Teachers should begin with simpler articles to help students build confidence, and then progressively introduce more challenging texts as students become more comfortable

with extensive reading. This can keep them motivated and prevent discouragement.

(3) Integrate reading with other language skills: Teachers should encourage students to summarize articles or give presentations based on their reading logs. This not only improves comprehension but also strengthens writing, speaking, and grammar skills.

(4) Regularly check reading progress and provide feedback: It is effective to use reading logs to track students' progress and give personalized feedback on their performance. This will help them reflect on their learning and recognize areas that need improvement.

(5) Create a supportive reading environment: It is necessary to establish a positive atmosphere where students feel comfortable sharing their reading experiences and discussing difficulties. Group activities and discussions can foster a sense of community and shared learning.

By implementing these strategies, teachers can make ER activities more engaging and beneficial for students, helping them develop a lifelong habit of reading in English.

REFERENCES

- [1]. Bamford J., Day R. R., "Extensive reading: What is it? Why bother?," *The Language Teacher*, 21(12), 1997.
- [2]. Beglar D., Hunt A., "The impact of extensive reading on the reading rate and general language proficiency of Japanese university students," *Reading in a Foreign Language*, 26(1), 1-22, 2014.
- [3]. Cohen L., *Research methods in education* (6th ed.). Routledge, 2007.
- [4]. Day R. R., Bamford J., *Extensive reading in the second language classroom*. Cambridge University Press, 1998.
- [5]. Folse K. S., *Vocabulary myths: Applying second language research to classroom teaching*. University of Michigan Press, 2004.
- [6]. Khachai S., "Extensive reading in an EFL context: Theory and practice," *Journal of Language Teaching and Research*, 7(1), 72-80, 2016. <https://doi.org/10.17507/jltr.0701.09>
- [7]. Lee J., Schallert D. L., "Literate actions, reading attitudes, and reading achievement: Relations across contexts," *Reading and Writing: An Interdisciplinary Journal*, 27(7), 1373-1392, 2014. <https://doi.org/10.1007/s11145-014-9485-4>
- [8]. Mathewson G. C., "Model of attitude influence upon reading and learning to read," In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading*, 1131-1161, International Reading Association, 1994.
- [9]. Mermelstein L., "The role of extensive reading in English language learning," *English Teaching Forum*, 53(1), 16-25, 2015.
- [10]. Nguyen T. L. A., *The effects of guided extensive reading on EFL learners' vocabulary learning: An action research at the Military Political Academy*. Master's thesis, Hanoi University, 2008.
- [11]. Nguyen V. T., *The effects of extensive reading on the first-year students at East Asia University of Technology: An action research project*. Hanoi University, 2016.
- [12]. Okkinga M., van Steensel R., van Gelderen A., van Schooten E., Slegers P. J. C., "The effectiveness of interventions to promote reading comprehension and vocabulary of children and adolescents from low socioeconomic backgrounds: A meta-analysis," *Review of Educational Research*, 91(3), 348-394, 2021. <https://doi.org/10.3102/00346543211003414>
- [13]. Pham T. D., Le T. L., "The effects of extensive reading on vocabulary acquisition and reading speed among Vietnamese university students," *Journal of Language and Linguistic Studies*, 18(1), 123-136, 2022.
- [14]. Pigada M., Schmitt N., "Vocabulary acquisition from extensive reading: A case study," *Reading in a Foreign Language*, 18(1), 1-28, 2006.
- [15]. Poorsoti T., Asl S. A., "The impact of extensive reading on EFL learners' vocabulary development," *International Journal of Applied Linguistics and English Literature*, 5(6), 186-192, 2016. <https://doi.org/10.7575/aiac.ijalel.v.5n.6p.186>
- [16]. Renandya W. A., Jacobs G. M., "Extensive reading: Why aren't we all doing it?," *Teaching English as a Second or Foreign Language*, 6(2), 1-12, 2002.
- [17]. Renandya W. A., Jacobs G. M., "Extensive reading and its role in language learning," *English Language Teaching Today*, 97-110, 2016. https://doi.org/10.1007/978-3-319-38834-2_8
- [18]. Senoo T., Yonemoto M., "Effects of extensive reading on vocabulary acquisition," *Asian EFL Journal*, 16(1), 19-30, 2014.
- [19]. Stokmans M., "The relationship between reading attitude, reading motivation, and reading behavior," *Journal of Literacy Research*, 52(2), 133-155, 2020. <https://doi.org/10.1177/1086296X20920854>
- [20]. Takase A., "The effects of extensive reading on English proficiency and motivation in a Japanese EFL context," *The Journal of Extensive Reading*, 12(1), 23-36, 2007.
- [21]. Yamashita J., "The influence of extensive reading on the development of reading strategies and reading proficiency," *Reading in a Foreign Language*, 16(1), 19-35, 2004.
- [22]. Yamashita J., "The relationship of reading attitudes between L1 and L2: An investigation of adult EFL learners in Japan," *TESOL Quarterly*, 41(1), 81-105, 2007. <https://doi.org/10.1002/j.1545-7249.2007.tb00040.x>

THÔNG TIN TÁC GIẢ

Lương Thúy Nguyệt¹, Nguyễn Trường Thành²

¹Trường Ngoại ngữ - Du lịch, Trường Đại học Công nghiệp Hà Nội

²Viện Khoa học Hình sự, Bộ Công an