

Enhancing 2nd Year Non- English Major Students' Vocabulary Through Extensive Reading: An Action Research Project At Thai Nguyen University Of Economics And Business Administration (Tueba)

Nguyen Hong Hanh¹, Hoang Thanh Xuan²

¹ Department of Foreign Languages, University of Economics and BA

² Trung Thanh Primary School, Thai Nguyen, Viet Nam

*Corresponding author: Nguyen Hong Hanh

University of Economics and Business Administration

Abstract

In acquiring a foreign language, learning vocabulary is considered as one of the most important tasks for language learners. Language learners often spend a considerable amount of time learning vocabulary, but many of them complain that their vocabulary learning is not as effective as expected. Therefore, it is necessary to help students find out effective vocabulary learning strategies to develop their vocabulary. A great number of studies involving learners of different age groups and in different contexts have shown that extensive reading can help enlarge students' foreign language vocabulary. However, in the context at Thai Nguyen University of Economics and Business Administration (TUEBA), extensive reading activity has not been employed in the English language education programs. This research, therefore, reported an action research project on the effects of extensive reading activities on students' vocabulary learning and their attitudes towards the activities. Data were collected through tests (pretest, posttest and weekly report) and a questionnaire with 30 second-year non-English major students at TUEBA. The tests were used to measure the students' vocabulary learning improvement after the course of undertaking extensive reading activities, whereas the questionnaire and weekly report were used to find complementary information on the effects of the extensive reading and to explore the students' attitudes towards vocabulary learning including vocabulary learning strategy. Analysis of quantitative and qualitative data showed that extensive reading enhanced students' vocabulary acquisition and the participating students also indicated positive attitudes towards the activities. Based on the findings, practical implications for different stakeholders were discussed and suggestions for further studies were also presented.

Keywords: extensive reading, vocabulary acquisition, students' attitudes, action research

Date of Submission: 03-04-2021

Date of acceptance: 17-04-2021

I. Introduction

Founded in 2004, Thai Nguyen University of Economics and Business Administration has developed rapidly in recent years and now is becoming one of the most prestigious universities in Northern Vietnam. Students who study at TUEBA come from different districts of Thai Nguyen and other nearby provinces. Most of them have learnt English for at least 7 years from secondary school to high school following the national program followed by Ministry of Education and Training. At TUEBA, English courses, as stated in the university curriculum, are designed to cover four macro skills and aimed to provide students with knowledge and skills to communicate in English in different contexts. Students are required to obtain B1 certificate as one of the graduation criteria. Therefore, the English courses play a vital role in preparing students for their future professions.

From my English teaching experience and observation at TUEBA, I recognize that many students had limited ranges of English vocabulary even though they have learned English for at least three years at high schools. In order to figure out the problem, I delivered a survey questionnaire to my students to find out their reading habits. The result of the questionnaire showed that more than half of the respondents (60%) admitted that their vocabulary was "poor", even "very poor". As a result, they did not have enough vocabulary to understand the reading materials. Although more than half of the respondents indicated that they learnt vocabulary mostly through reading, many of them hardly read in English outside classrooms. In addition, most of the respondents (80%) had the habit of using dictionary or asking their teacher and someone else for explanation whenever they meet a new word. The results of the questionnaire also showed that students'

limited opportunities to carry out reading activities inside and outside classrooms is one main reason for their poor vocabulary. Meanwhile, a number of researchers in the field of English Language Teaching advocated that learners' vocabulary acquisition can be enhanced through learners' extensive reading activities (Huong (2013), Kweon and Kim (2008), Macalister (2008), Pazhakh and Soltani (2010), Anh (2008), Pigada and Schmitt (2006) and Yamashita (2013). Therefore, I decided to conduct this study to investigate the possibility of applying the extensive reading approach to enhance students' vocabulary learning in the specific educational context at TUEBA.

The purposes of this study are to investigate the effectiveness of extensive reading on enhancing non-English major students' vocabulary learning at TUEBA and to investigate students' attitudes toward extensive reading.

In particular, it is aimed to answer the two following research questions

1. To what extent can extensive reading enhance students' vocabulary acquisition?
2. What are the students' attitudes toward extensive reading?

II. Literature Review

A number of studies have been conducted to investigate the effects of ER on students' vocabulary acquisition. The studies are categorized into two groups: (i) studies in other countries and (ii) studies in Vietnam.

Kargar (2012) conducted an experimental research to examine the effects of Extensive Reading Project on the learners' vocabulary in Iranian at the low level. To find the effectiveness of ER, 40 students were gathered randomly from 67 students who did not pass their first-semester reading course. Then they were classified into two groups: an experimental and one control group. Both of groups completed a pretest, a standard reading proficiency test. The program lasted in ten weeks, during that period participants of the control group continued their traditional reading lessons that were provided with some simple and short tests in their given textbooks meanwhile the experimental group members were required to read selected graded readers as a part of their reading lessons. From the results of the study, it was concluded that ER elaborated students' reading comprehension in terms of the unfamiliar word recognitions the researcher also suggested ER should be used as a useful approach to enhance learners' vocabulary. The study used an extensive reading project which is suitable to the context of my study and I will let my learners choose the most – liked stories as in this study so that they feel enjoy reading them.

Kweon and Kim (2008) conducted an experimental study at Polang University of Science and Technology in Korea to investigate the effect of selected authentic written texts that were uncontrolled for vocabulary and grammatical complexity on adult Korean learners as a foreign language. Some of the participants in the study got high score of TOEFL examination while others did not take any English tests. All of them were majoring in science and engineering and have never lived in an English – speaking country. They were required to read three or four book chapters (over 100,000 words) at home carefully to understand the meanings and then taken a detailed comprehension quiz of 15 questions at the beginning of the next lesson. Moreover, they were asked to discuss and then report some interesting parts. Finally, they wrote their own journal on a topic selected from the chapters used in class. The instructors gave some post- test that consisted of some occurred words in each chapter and asked learners to complete in class by giving the meanings of those words. The result of the pretest and posttest pointed out obvious significance in the growth of learners' vocabulary proficiency. However, the participants of the research did not have many chances to expose to difficult and unfamiliar words in the ER resources. The time which needs to conduct pretest and posttest should be longer to have accurate results and determine the retention rate of words more persuasively.

Pazhakh and Soltani (2010) conducted a study to examine whether extensive reading enhances vocabulary learning and results in positive attitudes toward reading. It was a ten-week experimental research in Iran with 40 upper- intermediate and 40 lower- intermediate participants, between ages 17-27. All the participants were enrolled in the spring semester and took an English proficiency test to identify learner's level of language. After that, all of them were divided into two equal groups: experimental group and control group. After school, participants were required to read ten short stories that were suitable for their levels, five for upper- intermediate and five for lower- intermediate in experimental group. Then participants of experimental groups read one story every 2 weeks and completed a report including summarizing main content and writing a paragraph. At the end of the experiment, a posttest was provided to participants in both control and experimental groups in two levels. The data was collected by the participants' performance on the posttest. The findings of the study illustrated that ER helped learners enhance their vocabulary knowledge in terms of word recognition. In detail, students in experimental group were able to recognize the meaning of words much better than those in the control group. The researcher believed that the repetition of words helps learners in experimental group have a deeper and more accurate understanding of vocabulary meaning as well as vocabulary acquisition. In term of the students' attitudes toward extensive reading, the analysis of semi-structured interview showed that the

students had positive attitude towards extensive reading in terms of reading enjoyment and vocabulary knowledge improvement. Nonetheless, the students at the experimental group of each level (upper-intermediate and lower-intermediate) only read five books with the length between 1050 to 2300 headwords per two weeks. This amount of reading may not be enough to help improve higher degree of vocabulary learning among the readers in the experimental groups.

Yamashita (2013) conducted a 15-week course implementing ER both inside and outside class hours affected L2 reading attitudes, focusing on attitude variables. The participants were 61 second-year undergraduate students enrolled in compulsory EFL classes taught by the author at a university in Japan. There were 59 L1-Japanese and two L1- Chinese students. They came from three academic backgrounds—agricultural studies, economics, and informatics with approximately 20 in each field. They were not taking any other EFL class during the semester when the study was conducted. Therefore, the ER provided in their classes was their major reading experience in English. A common approach to the measurement of attitudinal variables is the use of a questionnaire employing a Likert-scale. A pretest–posttest design was used; the reading attitude questionnaire was administered in the first class (pretest) and the last class (posttest) of a 15-week course based on the ER approach. The class met once a week for 90 minutes and were encouraged to choose whichever books they wanted to read. If they preferred to read their own books, that was also accepted. Students read books both in and outside of class. Submitting a book report on each book they read was the requirement for credit. The results of the study showed that ER increased students' feelings of comfort and reduced anxiety towards EFL reading, and also had a positive effect on the intellectual value that the students attached to reading.

Two studies conducted in Viet Nam include Huong (2013) and Anh (2008). Firstly, Huong (2013) undertook a research into the improvement of first- year students' vocabulary through ER at HaNoi University. The researcher employed attitude questionnaires for students, pretest, posttest and book report. The participants were 30 first-year students in the Faculty of Tourism who were not specializing in English. The participants took part in an ER project for 15 weeks. With 10 chosen stories, participants read the same story every week and then spent time on discussing as well as share their ER experience. The main purpose of the discussion was to check their involvements and their approaches to understand the story content. The findings from the study revealed that ER has positive impacts on participants' vocabulary learning and there was a significant change in the students' attitude towards ER project. After taking part in the ER project, participants were keen on reading English texts with the variation of topics that they were interested in. The result indicated that ER could help to motivate students in learning English language. Besides, ER also brought some other beneficial effects on participants' learning skill, including writing and grammar proficiency through summarizing the main content and giving comments. While completing some follow-up activities, such as writing book reports and discussion in class, participants had to write summary, feeling descriptions and feedback. Thus, they found that could make better use of grammar rules.

Similarly, Anh (2008) investigated the effects of guided extensive reading on EFL learners' vocabulary learning and their attitude towards extensive reading at Military Political Academy. The participants were 30 second year learners and divided into group of five with the stronger learners functioning as monitor. The reading materials used were taken from newspapers, books and the internet and the students read the materials during 6 weeks. The researcher asked students to write reading journals and shared the results of their reading with each other in small groups or whole class. The same pretest and posttest were used to find out whether extensive reading had good effects on learners' vocabulary. The results showed that the mean score of the post test was higher than that of the pretest. On the whole, extensive reading led to the enhancement of students' vocabulary knowledge. In terms of attitude, the study found that students enjoyed extensive reading and students' vocabulary as well as language skills improved thanks to extensive reading.

It can be seen from the above studies that although ER was implemented in different educational contexts with different research design, the effect ER had on language learners' vocabulary and learning motivation was quite positive. However, the ways in which the vocabulary gains were measured (multiple choice items; one-to-one interviews; self-assessment techniques) and the features defined as vocabulary knowledge (meaning; meaning, spelling, and grammatical behavior) were not identical across the previous studies. In addition, the conditions of ER differed considerably. The amount of books set to read stretched from as little as two chapters to as many as the participants were able to read; the more, the better in ER. Pigada and Schmitt (2006), Macalister (2008) and allowed the participants to choose books of interest, which is one of the guiding principles of ER.

III. Research Methodology

Research Design

Some research designs are often employed in this field of applied linguistics such as experimental method, action research, survey or case study. However, because of its outstanding advantages, action research was selected as the method for this study.

Participants

The participants of the study were 30 second year students from Department of Accounting. They were all Vietnamese native speakers ranging in age from 19 to 21 years old. All these students started learning English in secondary school. However, since many of them were ethnic minority, their levels of English language proficiency were quite low at about elementary or low pre-intermediate. They are students of the researcher's class at TUEBA and they all agreed to take part in the study partly because they are curious about the new learning method and partly because they wanted to support the researcher to carry out the study.

Data collection instruments

Pre-project questionnaire

The pre-project questionnaire consists of ten multiple choice questions which aimed to identify the students' vocabulary learning problems, the cause of the problems and the topics they are interested in reading. The questionnaire was delivered to the students before the course of action research. The questionnaire was translated into Vietnamese in order to ensure that participants understand all the questions and respond appropriately.

Post- project questionnaire

The post-project questionnaire aimed to investigate students' attitudes towards extensive reading project that they had participated. The questionnaire consists of 10 questions designed on a five-point Likert scale (5= strong agree, 4= agree, 3= not sure, 2= disagree, 1= strongly disagree). Participants were asked to select the most appropriate response to indicate their opinions of each statement.

To achieve the validity and reliability of participants' responses, both positive and negative items were used (items 3 was negative and others nine items were positive). Among the items, the first six ones were to examine the impact of the program on the subjects' motivation and interest in the study, the items 1 and 2 were used to investigate whether the reading materials were appropriate for the learners and the rest were to find out the effects of extensive reading on the learners' language abilities. Question 1 and 2 focus on the learners' attitude towards the suitability of reading materials used. Question 3 gets information about the learners' attitudes towards the participation of the extensively reading project. Question 4, 5 and 6 asks for students' opinion about the effectiveness of the project. Question 7, 8 and 9 were designed to discover the learners' sense of improvement in their reading after participating in the project. The last question was designed with the purpose of developing many further studies in the next semester for learners.

Weekly report

The second tool used in this study was a weekly report. The weekly report was designed by Bamford (1984) was adapted to be used in this study to monitor the reading procedure. The purpose was to investigate how the students liked the reading materials in the project, what they felt about the story and how they found out the meaning of the new words.

Tests

Pre- test

A list of 100 common words that frequently occurred in the selected reading materials was compiled. All those words, which computerized and collected by a software program (English Profile), were suitable for the B1 level of participants. At the beginning of the project, students were asked to check if they know the words and give the Vietnamese equivalents of the words if they know.

Post- test

The post- test was given on the last day of instruction in order to assess the students' vocabulary acquisition through the extensive reading project. The post- tests consist of the same list of words in the pretest but in different order. After finishing the extensive reading project, the participating students were asked to check if they know the words and give the Vietnamese equivalents of the words. The results of the post-tests were compared with the results of the pre-test and the difference in the number of words that the participants knew or could give the Vietnamese equivalents was used to analyze the progress in students' vocabulary learning.

IV. Results and Discussions

Students' self-assessment of their English vocabulary

As can be seen from the table 1, the more than half of the students (60%) admitted that their vocabulary was "poor" and "very poor". Only 40 percent of students thought that their vocabulary was good or adequate. None of them was confident enough to say that their vocabulary was very good.

Table 1. The students' self-assessment of their vocabulary knowledge

Students' self-assessment	Very good	Good	Adequate	Poor	Very Poor
Number of Students (N = 30)	0 (0%)	2 (7%)	10 (33%)	10 (33%)	8(27%)

Students' vocabulary learning strategies

When being asked about the activities that the students learn the most vocabulary, two third of all students agreed that they learned vocabulary mostly through reading. Only one student thought that through speaking was the most effective way to learn vocabulary. Four students found that through listening they could gain most vocabular. Whereas, one sixth of the students believed that they obtained vocabulary passively by other sources, mainly through the teacher that is they usually learned by heart words the teacher wrote on the blackboard only.

Table 2. Activities through which students learn English most vocabulary

Number of students (30)	Reading	Listening	Speaking	Others
	20(67%)	4(13%)	1(3%)	5(17%)

Students' opinions on their reading lessons

As can be seen in figure 1, when being ask to give opinions on the amount of class time allocated for reading and the number of reading passages in the course book, 70 % of the respondents thought that the time used for reading in class was "little" and " too little". More than 80% of the respondents believed that the number of reading passages in their course book in class was "few" or "too few". Only 4 students were satisfied or thought that the number of reading materials in their course book were adequate. No student thought that the number of reading resources was "many" or " too many".

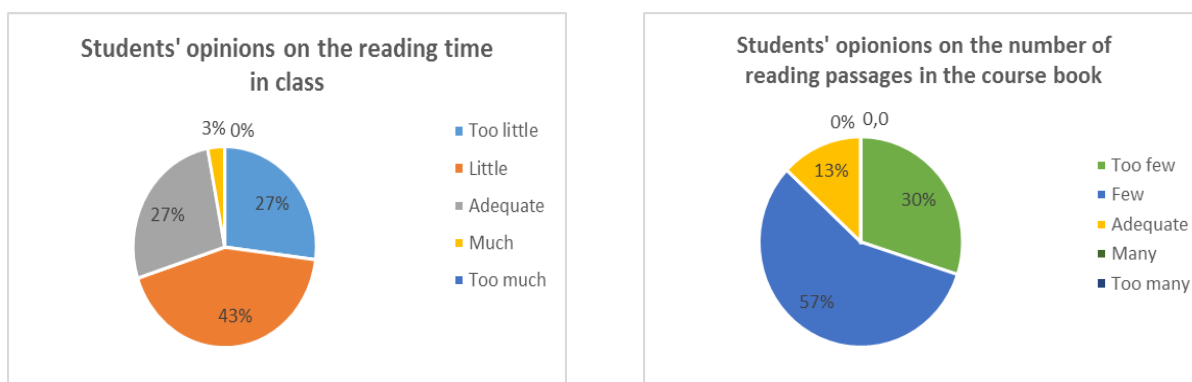


Figure 1. Students' opinions on their reading lessons

Students' attitude toward extensive reading activities

When being asked if they would like to be given a material of their favourite topic to read outside the class, more than two third of the respondents (37%) indicated that they did not like the idea, which showed their negative attitude towards extensive reading activities. About one fourth of the students (26%) said that they liked the idea and the rest (37%) indicated that they would carry out the activity if it was obligatory. These results showed that most of the respondents did not like extensive reading activities, which might result from their lack of understanding of the possible benefits that the activity could bring.

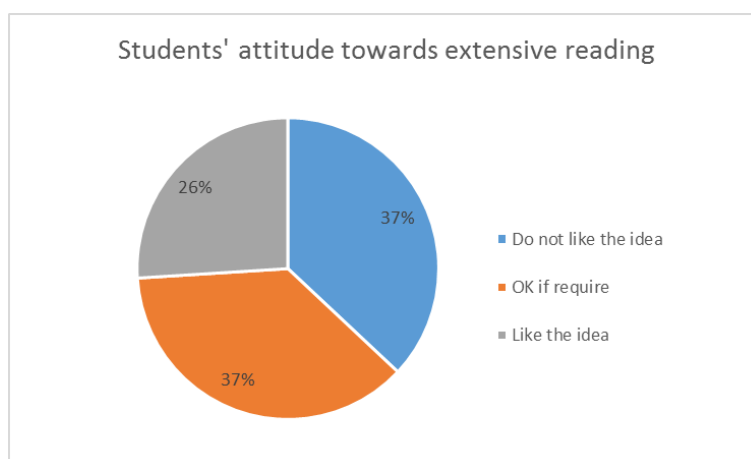


Figure 2. Students' attitude towards extensive reading

Students' strategies to deal with new words

Table 3 presents the students' strategies to deal with new words in extensive reading materials. In the first week of the project, although the teacher gave instruction on how to read the materials extensively and encouraged the students not to use their dictionary or ask their friends to understand some difficult words while reading, more than half of the students (67% and 57% respectively) in the first two weeks could not give up their habit of looking for in the dictionary. 23% and 17% of the students still asked their friends or classmates when they found difficulties to understand the meaning of new words. They complained that they only understood the stories if they knew all new words and translated them into Vietnamese. This traditional method of reading slows down their reading speed, reading comprehension as well as vocabulary learning because they just care about the Vietnamese equivalents and tried to learn the words themselves by heart. However, from week 4 with more the teachers' guide to guess meanings from the context, the number of students who use strategy of guessing the meaning of new words increased week by week. In the following 4 weeks, the number of participants who tried to get the meaning based on the contest of the story was from 15 in week 4 to 20 in 6 and 7 weeks. Every week, the teacher reminded the students of not using dictionary but tried guessing the meaning. As a result, at the end of the project, up to 25 students (over 83%) built habits of reading the stories without using dictionary while reading extensive materials, and the students stopped asking others for explanation when meeting new words.

In the weekly reports, students were also required to write down the new word they wanted to learn in each story. In the first weeks, students selected all the words which are new to them. Many of the words were proper nouns and not really important for the understanding of the story. However, after the teacher gave instruction on the need to select the key words, the students became more selective in choosing the words and their list got shorter and more of the words they chose were the key words of the stories.

Table 4. Students' strategies to deal with new words

Items	W1	W2	W3	W4	W5	W6	W7	W8
1.Looking up in the dictionary	20 (67%)	17 (56%)	15 (30%)	10 (33%)	8 (21%)	8 (21%)	5 (17%)	3 (10%)
2.Asking my friends	7 (23%)	5 (17%)	5 (17%)	5 (17%)	4 (13%)	2 (7%)	5 (17%)	2 (7%)
3.Guessing their meanings from the context	3 (10%)	8 (27%)	10 (33%)	15 (50%)	18 (60%)	20 (67%)	20 (67%)	25 (83%)

Results of pre- tests and post-tests

Table 5. Results of the pre- test and post- test

Number of correct answers	Pre- test results		Post- test results	
	No of students	Percentage	No of students	Percentage
Under 50	17	56,7%	0	100%
50-59	5	16,6%	0	100%
60-69	5	16,6%	0	100%
70-79	2	6,7%	9	30%
80-89	1	3,3%	16	53%
90-100	0	0%	5	17%

As can be seen in table 5, in the pre-test, more than half of them students (56,7%) could give the equivalents in Vietnamese of fewer than 50 words. 10 other students could recognize and wrote down the meanings of fewer than 70 words in the list. Only 1 student knew 89 words of the list and no students knew all the words in the list. However, the results of the post-test showed great improvement. In particular, more than half of the students could write down the meaning of up to 89 words, one third of them could recognized and provided Vietnamese equivalents of 70 to 79 words. Five of the students (17%) could remember more than 90 of the words in the list.

Thus, the results of the pre-test and the post-test showed that, after participating in the 8- week extensive reading project, students could recognize a significantly larger number of words and give their Vietnamese equivalents. This finding supports those of previous studies in that learners could enlarge their vocabulary when they read extensively Huong (2013); Kargar (2012); Kweon and Kim (2008); Macalister (2008); Pigada and Schmitt (2006); Pazhakh and Soltani (2010)

Results of post- project questionnaires

The post questionnaire consists of ten items to investigate the subjects' evaluation attitudes towards the experiment treatment:

Table 6. Results of post-project questionnaire

Items	Scale/ frequency				
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The extensive reading materials were suitable for me	10 (33%)	15 (50%)	5 (17%)	0 (0%)	0 (0%)
2. The extensive reading materials were interesting	10 (33%)	16 (53%)	4 (14%)	0 (0%)	0 (0%)
3. I did not enjoy participating in this extensive reading project. It was a burden for me	0 (0%)	0 (0%)	3 (10%)	17 (57%)	10 (33%)
4. The extensive reading activity helped me to expand my vocabulary.	18 (60%)	10 (33%)	1 (3.3%)	1 (3.3%)	0 (0%)
5. I started to feel like reading stories and texts in English with my favorite topics in my free time.	10 (33%)	13 (43%)	7 (23.3%)	0 (0%)	0 (0%)
6. The teacher provided me useful comments and guidance.	17 (57%)	10 (33%)	2 (6.7%)	1 (3.3%)	0 (0%)
7. I wish I had been encouraged to read extensively before.	12 (40%)	10 (33%)	5 (16.7%)	2 (6.7%)	1 (3.3%)
8. Reading extensively gave me more pleasure in learning English	14 (47%)	15 (50%)	0	1 (3%)	0 (0%)
9. Writing weekly report was useful in improving my writing skills and vocabulary acquisition	10 (33%)	15 (50%)	5 (17%)	0 (0%)	0 (0%)
10. I would like to be assigned reading activities in the same way next year.	10 (33%)	15 (50%)	5 (17%)	0 (0%)	0 (0%)

Table 6 showed the participants' responses to the post- project questionnaires. As can be seen in the table, most of the participating students agreed or strongly agreed that the reading materials were suitable for them and that the materials were interesting to read. Almost all the participants (90%) disagree or strongly disagree with the statement that they did not enjoy the extensive reading project, which indicated students' high level of engagement and interest in the project. Almost all of the participants (93.2%) thought that the ER project helped them expand their English vocabulary. Two thirds of the participants indicated that they started taking up the habit of reading in English about their favorite topics in their free time. Regarding the teachers' support during the project, 90% of the participants indicated that they were provided with useful comments and guidance by the teacher and more than two thirds of them wished that they had been encouraged to read extensively before. Almost all of the participants (96.7%) thought that reading extensively gave them more pleasure in learning English and more than 80% of them agreed that the writing of weekly report was helpful for their learning of vocabulary as well as writing skills. More than 80% of the participants indicated that they would like to be assigned reading activities in same way next year. Thus, it can be said that the students had a really positive attitude towards the extensive reading project that they had took part in. In particular, ER helped them develop their vocabulary, facilitated their learning of English vocabulary and writing skills, motivated them to learn English and helped them develop a habit of reading extensive in English. Thanks to the good experience they had had with the ER project in this study, almost all of the participating students were willing to take part in similar ER project. In comparison with the result from the pre-project questionnaire, these findings

showed a great improvement in the students' attitudes toward English language learning in general and ER in particular.

V. Conclusions and Recommendations

Summary of the study

This study is an action research conducted at Thai Nguyen University of Economics and Business Administration (TUEBA) to investigate the effects of extensive reading activities on students' vocabulary learning and their attitudes towards extensive reading. The study was inspired by the researcher's personal observations and investigation which showed that the students had poor English vocabulary which was mainly resulted from their limited exposure to reading materials in English. The researcher, therefore, carried out an eight-week extensive reading project to examine whether extensive reading enhanced students' vocabulary learning and whether the students were interested in the activity. Data were collected through tests (pretest, posttest and weekly report) and a questionnaire with 30 second-year non-English major students at TUEBA. The tests were used to measure the students' vocabulary learning improvement after the course of undertaking extensive reading activities, whereas the questionnaire and weekly report were used to find complementary information on the effects of the extensive reading and to explore the students' attitudes towards vocabulary learning including vocabulary learning strategy. Analysis of from quantitative and qualitative data showed that extensive reading enhanced students' vocabulary acquisition in terms of word recognition and vocabulary learning strategies. The results also demonstrated that the participating students had positive attitudes towards extensive reading activities with some students even took up the habit of reading extensively outside the class. The research findings support the results of many other studies conducted in different contexts to prove the benefits of extensive reading on language learners' vocabulary learning and motivation such as Huong (2013); Kweon and Kim (2008); Macalister (2008); Pazhakh and Soltani (2010); (Yamashita (2013))

Recommendations

Based on the results of this research, it is recommended that extensive reading can be employed to enhance learners' language learning, especially vocabulary learning and reading motivation. However, in order to be effective, due attention should be paid to some key issues for both teachers and learners.

Recommendations for teachers:

First and foremost, teachers should give clear and detailed instruction on:

1. The goals of the program.
2. Preparing reading materials that are appropriate with learners' proficiency and interests.
3. The time that the teachers want their students to read those reading resources.
4. The method in which the teachers can use to check the learners' participation.

Secondly, before conducting project, the teachers should explain persuasively about the benefits of extensive reading compared with intensive reading. Then the teachers should give the best orientation and assistance to help learners be aware of the effectiveness of the project. Finally, the teachers ought to illustrate and guide the effective approaches to the reading materials such as how to understand a book with a little help of dictionaries, how to guess the meaning of unusual words.

Recommendation for learners:

In Vietnam, many language learners are not aware of the importance of self- study. The students may have the idea that they are always forced to read instead of reading for pleasure in their spare time. Most of the students do not have reading habit outside classroom. However, extensive reading can be very helpful for their language learning process. First, it could help learners develop effective strategies dealing with new words instead of looking up all of the new words in the dictionary or asking for other people's help. Second, it could help learners pick up new words incidentally to enlarge their vocabulary. Moreover, the content of the reading materials could help learners enlarge their knowledge of the world and become more confidence and more interested in learning the language.

It is necessary for learners to be engaged in extensive reading project because of two major reasons. Firstly, the learners intend to ignore unknown and difficult words. As the result, the learners avoid using dictionaries to look up the meanings. Secondly, the learners may understand the whole general information of all reading materials but it does not waste time. In the current research, the ER project lasted for eight weeks, but it could be implemented for the whole semester.

VI. Conclusion

This study aims to find out the answers for the research questions if the students can enhance their English vocabulary by reading extensively and if they have positive attitudes towards extensive reading. The study results showed that ER benefits the learners' vocabulary acquisition as well as their learning attitudes.

This leads to the conclusion that the ER approach is an effective way for learners to enhance their vocabulary. By reading extensively about things they are interested in, learners can pick up more vocabulary incidentally and they can also find more interest in learning English. In addition, learners can also develop good strategies to deal with new words and select the appropriate words to learn. Although it is small in scale, this study contributes significantly to the field of English language teaching research and provides practical recommendations for educational practitioners who would like to improve the effectiveness of teaching and learning practices.

References

- [1]. Ahmad, J. (2011). Intentional vs. incidental vocabulary learning. *Interdisciplinary Journal of Contemporary Research in Business*, 3(5), 67-68.
- [2]. Alzu'bi, M. A. (2014). The Effects of an Extensive Reading Program on Improving English as Foreign Language Proficiency in University Level Education. *English Language Teaching*, 7(1).
- [3]. Anh, N. T. L. (2008). *The effects of guided extensive reading on EFL learners' vocabulary learning: An action research at Military political Academy*. (Unpublished Master's Thesis), Hanoi University, Hanoi. .
- [4]. Bamford, J. (1984). Extensive reading by means of graded readers. *Reading in a foreign language*, 2(2), 218-260.
- [5]. Bell, T. (2001). Extensive reading: Speed and comprehension. *The reading matrix*, 1(1).
- [6]. Brown, J. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston: Heinle&Heinle publishers.
- [7]. Brown, R. (2000). *Extensive reading in the EFL class: Extensive reading in practice colloquium*.
- [8]. Calfee, R., & Drum, P. (1986). Research on teaching reading. *Handbook of research on teaching*, 3, 804-849.
- [9]. Coady, J. (2001). Research on ESL/ EFL vocabulary acquisition: Putting it in context. *Second language reading and vocabulary learning*, 67.
- [10]. Cornu, A. m. (1979). The First Step in Vocabulary Teaching*. *The Modern Language Journal*, 63(5-6), 262-272.
- [11]. Cresswell, J. (2012). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Pearson Education, Inc.
- [12]. Cronbach, L. J. (1942). An analysis of techniques for systematic vocabulary testing. *J. Educ.Res.*, 36(17), 206.
- [13]. Cha, J.-E. (2009). The Effects of Extensive Reading on Enhancing Vocational High School Students' L2 Vocabulary & Reading Rates. *English Teaching*, 64(3).
- [14]. Dahlberg, L., & McCaig, C. (2010). *Practical research and evaluation: a start-tofinish guide for practitioners*: Sage Publication Ltd.
- [15]. Day, R., & Bamford, J. (1997). Extensive reading: What is it? Why bother? . *The language teacher*, 21(5), 6-8.
- [16]. Day, R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a foreign language*, 14(2), 136-141.
- [17]. Day, R., & Bamford, J. (2005). *Extensive reading in the second language classroom*. Cambridge Cambridge University Press.
- [18]. Fatemeh, A. M., Manije, Y., Hossein, B., & Arman, N. (2015). Intentional vs. incidental vocabulary learning through games by young EFL Persian speakers
- [19]. *International Journal of Research Studies in Educational Technology*, 4(1), 23-34.
- [20]. Flower, J. (2000). *Start building your vocabulary*. London: Commercial color Press.
- [21]. Gairns, R., & Redman, S. (1986). *Working with Words: A guide to teaching and learning vocabulary*. . Cambridge: Cambridge University Press.
- [22]. Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *Canadian Modern Language Review*, 61(3), 355-382.
- [23]. Huong, D. T. T. (2013). *Improving the first- year students' vocabulary through Extensive Reading: An Action Research project at HaNoi University of Business and Technology*. (Master), HaNoi University, HaNoi.
- [24]. Huong, D. T. T. (2013). *Improving first- year students' vocabulary through Extensive Reading: An action research project at Ha Noi University of Business and Technology* Ha Noi University.
- [25]. Kargar. (2012). The efficiency of extensive reading project (ERP) in an Iranian EFL context. *Theory and Practice in Language Studies*, 2(2), 165-169.
- [26]. Kargar, A. A. (2012). The efficiency of extensive reading project (ERP) in an Iranian EFL context. *Theory and Practice in Language Studies*, 2(1), 165.
- [27]. Kemmis, S., & Taggart, M. (1988). *The action research planner*. Deakin University Press., Victoria.
- [28]. Kweon, S., & Kim, H. (2008). Beyond raw frequency: Incidental vocabulary acquisition in extensive reading. *Reading in a foreign language*, 20(2), 191-215.
- [29]. Macalister. (2008). Integrating extensive reading into an english for academic purpose program 1. *The Reading Matrix*, 8(1), 23-34.
- [30]. Mart, C. T. (2015). Combining extensive and intensive reading to reinforce language learning. *Journal of education and instructional studies in the world*, 5(1), 85.
- [31]. Miller, G. A. (1999). On knowing a word. *Annual Reviews*, 50:1(19), 3.
- [32]. Nishino, T. (2007). Beginning to read extensively: A case study with Mako and Fumi. *Reading in a foreign language*, 19(2), 76.
- [33]. Nunan, D. (1999). *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publisher.
- [34]. Oxenden, C., Koenig, C. L.-., & Seligson, P. (2003). *New English File*. Oxford University Press.
- [35]. Paran, A. (2003). *Intensive reading* (Vol. 28): English Teaching professional.

- [36]. Pazhakh, A., & Soltani, R. (2010). The effect of extensive reading on vocabulary development in EFL learners in Dehdasht Language Institute. *Practice and Theory in Systems of Education*, 5(4), 387-398.
- [37]. Pellicer-Sánchez, A., & Schmitt, N. (2010). Incidental vocabulary acquisition from an authentic novel: Do Things Fall Apart? *Reading in a foreign language*, 22(1), 31.
- [38]. Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language*, 18(1).
- [39]. Phirrie, D., OlgaTsimanyana, M. S., & EMasendu, M. (2000). *The reading process: The commonwealth of Learning*. BC V6H 3X8 Canada: Vancouver.
- [40]. Ramos, F. D. R. (2015). Incidental Vocabulary Learning in Second Language Acquisition: A Literature Review. *17(1)*, 157-166
- [41]. Richards, J., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics*. Malaysia: Pearson Education.
- [42]. Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. London, England: Palgrave Macmillan.
- [43]. Schmitt, N., & Schmitt, D. (1995). Vocabulary notebooks: theoretical underpinnings and practical suggestions. *ELT Journal*, 49(2), 133-143. doi: 10.1093/elt/49.2.133
- [44]. Susman, G. I. (1983). *Action Research: A Sociotechnical Systems Perspective*. London: Sage Publications.
- [45]. Susser, B., & Robb, T. N. (1990). EFL extensive reading instruction: Research and procedure. *JALT*, 12(2).
- [46]. Ur, P. (1996). *A course in Language Teaching*.: Cambridge: Cambridge University Press.
- [47]. Walker, C. (1997). A self access extensive reading project using graded readers (with particular reference to students of English for academic purposes. . *Reading in a Foreign Language*, 11(2), 121-149.
- [48]. Webb, S. (2008). The effects of context on incidental vocabulary learning. *Reading in a foreign language*, 20(2), 232-245.
- [49]. Yali, G. (2010). L2 vocabulary acquisition through reading: Incidental learning and Intentional learning. *Chinese Journal of Applied Linguistics*, 33(1), 74-93.
- [50]. Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a foreign language*, 25(2), 248-263.

Acknowledgments

I am thankful to Thai Nguyen University of Economics and Business Administration and Trung Thanh Primary School for providing grants to this research.