



# Investigating The Impacts of Book Reading on Lexical Improvement of EFL Freshmen: A Case Study at Nguyen Tat Thanh University

Tran Quoc Tuan

Faculty of Foreign Languages, Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam.

**ABSTRACT:** The study examines the impacts of book reading on the vocabulary improvement among EFL freshmen at Nguyen Tat Thanh University. To be proficient in global communication and integration, lexical enlargement holds a significant value for language learners. The aim of this study is to investigate the use of quantitative and qualitative methods to comprehensively conduct the influences of book reading on lexical enhancement. Its participants include 55 students aging from 18 to 20. Its data have been collected through the questionnaire and the in-depth interview. Its results shows the effectiveness of book reading on lexical enhancement in the aspects of building students' reading habits, guiding them some reading strategies, instructing them different types of materials, sharing reading experiences among students, and fostering them to save time for reading frequently. The study also gives some suggestions to both teachers and learners in developing vocabulary through reading books. From that, it contributes to changing their viewpoints in lexical teaching and learning at Nguyen Tat Thanh University.

**KEYWORDS:** EFL freshmen, English book reading, Lexical improvement, Nguyen Tat Thanh University

## 1. INTRODUCTION

The development of vocabulary is one of the basic aspects of English as a Foreign Language (EFL) education. Among the various methods employed to improve students' word stock, reading English books has risen as a promising approach. By engaging with a varying range of texts, learners can encounter unused words in context, driving enhanced vocabulary procurement. However, the specific impact of perusing English books on the vocabulary advancement of EFL freshmen at Nguyen Tat Thanh University in Vietnam remains underexplored. This study aims to bridge this knowledge gap by examining the efficacy of English book reading in expanding lexis for EFL freshmen.

Previous research has highlighted the significance of reading books and vocabulary advancement. For instance, Nation (2022) emphasized the role of extensive reading in uncovering learners to a wide expansion of vocabulary in a setting, encouraging the procurement of new words. Noticeably, Grabe and Stoller (2002) examined the benefits of coordinating reading activities into language instruction, emphasizing the positive effect of perusing on language improvement. However, there is restricted research, particularly centering on the impact of book reading on the lexical improvement of EFL learners within the context of Nguyen Tat Thanh University.

This study seeks to address this gap by analyzing the effectiveness of book reading in improving vocabulary for EFL freshmen at Nguyen Tat Thanh University. By conducting a survey with a questionnaire and an in-depth interview, this study aims at discovering the potential benefits and challenges associated with utilizing English books for vocabulary improvement. Additionally, it points out some kinds of books and materials for lexical enhancement. Especially, the study investigates how much time and how often EFL freshmen spend on reading books for their lexical development.

*The study is carried out through the following research questions:*

- (1) What are the impacts of book reading on EFL freshmen's vocabulary improvement?
- (2) What are some kinds of books good for EFL freshmen's lexical enhancement?
- (3) How long and how often do EFL freshmen read books for their lexical development?

## 2. LITERATURE REVIEW

### 2.1. Definition

#### 2.1.1. Definition of English book reading

Reading has always been accepted as one of the most crucial skills in language development (Carrell, Devine, & Eskey,



1988). This skill is described as comprehending a written material by identifying the letters and examining these letters visually (Afflerbach, Pearson, & Paris, 2008). It is viewed as an essential component to enhance their language ability (Chiang, 2015). It is also considered as an activity to comprehend strings of vocabulary in a reading text (Desta, 2020). Besides, reading demands readers to interpret and negotiate both design element and graphic image to comprehend written language (Tuzahra, 2021). English book reading includes actively engaging with composed writings within the English language of different sorts, including fiction, nonfiction, academic texts, and literature. It envelops translating content, comprehending, deciphering, and analyzing substance, driving information procurement and language proficiency advancement (Nation, 2022). Drawing on the above conceptualizations, it is likely that reading provides students with an opportunity to better their learning in English while processing information or making sense of particular reading text passages (Hong and Nguyen, 2019).

### 2.1.2. Definition of vocabulary enhancement

Vocabulary is a fundamental aspect of language (Nation, 2006; Webb, 2020). Vocabulary enhancement alludes to the precise process of growing one's lexical collection in a target language as English. It includes securing new words, understanding their implications, contexts, and syntactic structures, and subsequently improving phonetic capability and communicative competence (Schmitt, 2008). Additionally, studies of the relationship between a second language reading practice and vocabulary gains indicate that increasing the amount of reading where learners are motivated and focused on meaning leads to measurable vocabulary acquisition (Elley & Mangubhai, 1983; Ferris, 1988; Pitts, White & Krashen, 1989). The development of vocabulary knowledge is of the utmost importance when it comes to acquiring a second/foreign language, serving as an indispensable enabler for attaining proficiency (Nation, 2022).

## 2.2. Review of previous studies

Previous studies have dove into different aspects related to perusing English books and their effect on upgrading the lexis among language learners. Nation (2022) investigated effective strategies for learning vocabulary, emphasizing the significance of presentation to authentic language materials. Grabe and Stoller (2002) examined diverse approaches to teaching and researching reading skills, shedding light on the role of extensive reading in language procurement. Also, Horst et al. (1998) discussed vocabulary learning through reading, highlighting the significance of contextualized exposure to words. Elley (2000) examined the potential of floods of books in raising proficiency levels, underscoring the significance of access to inexhaustible reading materials. Remarkably, Day and Bamford (2002) proposed ten principles for teaching extensive reading, providing practical rules for educators in gaining lexis. Renandya and Jacobs (2002) questioned why extensive reading is not more broadly implemented in language teaching despite its recognized benefits, urging further exploration of this guidelines approach.

## 2.3. The impacts of book reading on lexical improvement

Academic materials or textbooks have varied perspectives on the effectiveness of utilizing English books to improve lexis. While certain scholars underscore the advantages of extensive reading for acquiring vocabulary (Day & Bamford, 2002; Horst et al., 1998), others stress the significance of directly teaching vocabulary alongside reading activities (Nation, 2022; Schmitt, 2008). Discussions revolve around the ideal frequency and intensity of reading, the types of reading materials that produce optimal results, and the influence of learner motivation and engagement on vocabulary growth (Nation, 2006; Waring & McLean, 2015). Some studies indicate that reading a lot is linked to an increase in vocabulary size (Day & Bamford, 2002; Grabe & Stoller, 2002). Researchers also generally recognize the importance of giving learners a variety of interesting reading materials to help them learn new vocabulary (Elley, 2000; Horst et al., 1998). Additionally, studies emphasize the need for a well-rounded approach that combines both extensive reading and direct vocabulary instruction to achieve the best learning results (Nation, 2022; Schmitt, 2008). Some issues require further investigation to reconcile different opinion. These incorporate identifying the most effective guidelines methodologies for vocabulary improvement through reading, investigating the role of digital reading platforms in language learning, and analyzing the long-term impacts of extensive reading on vocabulary retention (Mikulecky & Jeffries, 2007; Renandya & Jacobs, 2002). There is a requirement for longitudinal studies that track vocabulary advancement among EFL learners over time and assess the transferability of lexicon learned through reading to other language skills (Hsueh-Chao & Nation 2000; Nation, 2022).

As the number of users of smartphones, individual computers, and tablets has increased, with the advent of digital technologies, e-books, and online reading platforms have gained prominence (Godwin-Jones, 2011), the number of users of interactive e-books has also steadily increased (Smeets & Bus, 2013). Thus, in recent years a number of researches have looked into ways in which



interactive e-books may benefit students' second language learning process (Biancarosa & Griffiths, 2012; Chen et al., 2013; De Jong & Bus, 2004; Moreno & Mayer, 2007).

## 2.4. The research position in the present setting with other studies

This study contributes to offering insights into the relationship between reading English books and vocabulary enhancement among EFL freshmen. By addressing gaps identified in previous researches and embracing a comprehensive approach that integrates theoretical frameworks and commonsense applications, the ponder points supply profitable suggestions for language education and learning. The findings of this study will contribute to continuous discussions surrounding the effectiveness of extensive reading as a pedagogical approach for vocabulary improvement in EFL contexts.

## 3. RESEARCH METHODOLOGY

### 3.1 Participants and instruments

Participants in this study were 55 EFL freshmen aging from 18 to 20 at Nguyen Tat Thanh University. The participants will be conveniently chosen and based on their accessibility and willingness to take part in the study.

The instruments utilized in this investigation include a questionnaire and an in-depth interview. The questionnaire will be distributed to participants to take information about their attitudes toward the use of English book reading on vocabulary enhancement. Meanwhile, the in-depth interview will be conducted on three randomly selected attendees. Each interview lasts from 45 to 60 minutes and is recorded to make sure that no important information is left out.

### 3.2 Analytical framework

The quantitative analysis will involve descriptive statistics. Percentages, raw counts, means and standard deviations will be calculated through SPSS 27.0 software. Its data are presented in tables to provide research results related to the impacts of English book reading on vocabulary enhancement. Besides, some citations extracted from the in-depth interviews will be used to modify and clarify items whose quantitative data will not have been explored yet.

Inferential analysis will be performed to draw conclusions and make inferences about the effect of English book reading on enlarging EFL freshmen's vocabulary.

The results obtained from the data analysis will be carefully interpreted to answer the research questions. The discoveries will be displayed clearly and briefly to facilitate for easy understanding.

## 4. RESEARCH RESULTS

### 4.1 Questionnaire results

This section discusses the results of the questionnaire in terms of (1) the impacts of book reading on vocabulary improvement, (2) some kinds of books for lexical enhancement, and (3) time and frequency of reading books for vocabulary development.

#### 4.1.1 The impacts of book reading on vocabulary improvement

**Table 1. The impacts of book reading on vocabulary improvement**

Items	N	Mean	SD	Rank
Reading English books plays an important role in acquiring vocabulary.	55	3.84	1.067	3
Reading books frequently can enlarge students' word stock.	55	4.00	1.000	1
Good reading habits can maximize students' lexical improvement.	55	3.95	0.870	2
Reading books every day can foster students' understanding in different contexts and guessing word meanings.	55	3.58	1.049	5
5. Reading books extensively is an advantage of gaining vocabulary.	55	3.75	1.022	4
<b>Total</b>		<b>3.82</b>	<b>1.002</b>	

The results in Table 1 show that the item having the highest mean (M) is 'Reading books frequently can enlarge students' word stock' (M = 4.00). The item whose mean is ranked in the second is 'Good reading habits can maximize students' lexical improvement' (M = 3.95). Meanwhile, two other items with their means in the third and the fourth place are 'Reading English books plays an



important role in acquiring vocabulary’ (M = 3.84) and ‘Reading books extensively is an advantage of gaining vocabulary’ (M = 3.75). Noticeably, the item with its lowest mean in this group belongs to ‘Reading books every day can foster students’ understanding in different contexts and guessing word meanings’ (M = 3.58). Generally, the average mean of these items is 3.82. This indicates that most of participants in the study agree that reading books has positive impacts on vocabulary improvement.

Looking at the standard deviation (SD), the author sees that the items’ SDs vibrating from 0.870 to 1.067. Especially, their average SD is 1.002, which shows a rather high difference from participants’ attitude towards the impacts of book reading on vocabulary improvement. Thus, it can be said that there is a variety of the EFL freshmen’s viewpoints related to the influence of book reading on lexical enhancement.

Besides, in the interview about the impacts of book reading on vocabulary development, students 1 and 3 said that reading English books was their favor. It helped them learn a lot of things. Firstly, it supplied them a lot of new words that they had not met before, so they could learn those words from contexts easily. Secondly, reading books gave them an impetus to improve their pronunciations from strange words. Finally, thanks to reading books, their reading skill was developed dramatically. They could guess word meanings in context and remember them longer.

Therefore, reading English books brings EFL students many benefits in enlarging word stock. This helps them actively discover and learn lexis in context effectively. It also helps them retrieve vocabulary their meanings quickly.

4.1.2 Some kinds of books for lexical enhancement

There are five items in this section. Their results are shown in each table below.

Table 2. Kinds of interesting books chosen to read for expanding lexis

Item	Options	Frequency	Percent	Mean	SD
What kinds of books do you find it interesting to read for expanding lexis?	Non-fiction books	1	1.8	3.60	0.935
	Authentic books	6	10.9		
	Fiction books	15	27.3		
	Picture books	25	45.5		
	Course books	8	14.5		
	<b>Total</b>	<b>55</b>	<b>100.0</b>		

For the first item, its data in Table 2 reveal that among interesting books chosen to read for expanding lexis, the ‘picture books’ was students’ first choice with 45.5%, the next is the ‘fiction books’ with 27.3%, the third place is the ‘course books’ with 14.5%, and the last two books belong to the ‘authentic and non-fiction ones’ with 10.9% and 1.8% respectively. Additionally, Mean and SD of this item are 3.60 and 0.935. This indicates that a majority of participants agreed that picture, fiction and course books were their prior choice for increasing their vocabulary.

Table 3. Interesting materials for learning new words actively

Item	Options	Frequency	Percent	Mean	SD
Reading interesting materials can help students learn new words actively.	Disagree	6	10.9	3.55	0.812
	Partly agree	5	9.1		
	Agree	26	47.3		
	Strongly agree	18	32.7		
	<b>Total</b>	<b>55</b>	<b>100.0</b>		

For the second item, its results in Table 3 show that 80% of EFL freshmen had a tendency to select interesting materials to read. This helps them to learn new words actively. There are only 10.9% of participants showing their disagreement and 9.1% revealing their a-part agreement. In addition, Mean and SD of the item are 3.55 and 0.812, which clarify for most students’ material choice in reading and expanding lexis.



**Table 4. Form of books for reading**

Item	Options	Frequency	Percent	Mean	SD
Which form of books do you prefer reading?	Interactive e-books	15	27.3	4.04	0.769
	Digital e-books	23	41.8		
	Online reading platforms	17	30.9		
	<b>Total</b>	<b>55</b>	<b>100.0</b>		

For the third item, Table 4 indicates that with modern technology nowadays, most of EFL freshmen chose e-books to read likely because of their convenience and quick access. Particularly, 41.8% of students wanted to read digital e-books; 30.9% of learners chose online reading platforms; and the rest (27.3%) were eager to read with interactive e-books. Remarkably, Mean and SD of the item are 4.04 and 0.769. This exemplifies for high agreement in selecting e-books and online platforms for reading. It is also appropriate with the current social settings, where most students are familiar with using smart phones for learning, especially for reading.

**Table 5. Textbooks and academic materials for enhancing students' vocabulary**

Item	Options	Frequency	Percent	Mean	SD
Textbooks and academic materials are effective in enhancing students' vocabulary.	Disagree	3	5.5	4.00	0.770
	Partly agree	7	12.7		
	Agree	32	58.2		
	Strongly agree	13	23.6		
	<b>Total</b>	<b>55</b>	<b>100.0</b>		

For the fourth one, its results in Table 5 confirm that most of EFL freshmen (81.8%) found that textbooks and academic materials were effective in enhancing their vocabulary. Only a few of them (5.5%) disagreed with this issue, and the rest (12.7%) showed their a-part agreement. Another noticeable point is that mean of this item is high (M = 4.00) and its standard deviation is smaller than 1.0 (SD = 0.770 < 1.0). This can be explained that a majority of EFL learners recognized that textbooks and academic materials were very useful for their lexical enhancement.

**Table 6. Books with interesting topics - A prior choice for reading and improving EFL students' lexis**

Item	Options	Frequency	Percent	Mean	SD
Books with interesting topics are a prior choice for reading and improving EFL students' lexis.	Disagree	2	3.6	4.05	0.731
	Partly agree	7	12.7		
	Agree	32	58.2		
	Strongly agree	14	25.5		
	<b>Total</b>	<b>55</b>	<b>100.0</b>		

For the fifth item, its data in Table 6 show that a number of participants (83.7%) agreed and strongly agreed that interesting topics in books were the best choice for reading and enhancing their lexis. Meanwhile, a minority of attendees (3.6%) disagreed with this matter, and the rest (12.7%) expressed their a-part agreement. Besides, mean (M = 4.05) and standard deviation (SD = 0.731) of the item consolidated the importance of interesting topics in books on students' decision in developing their lexis.



This shows great agreement among most of the EFL freshmen in choosing exciting books for reading and improving their word stock.

In the interview about choosing some kinds of books for lexical enhancement, student 2 indicated that picture books were a good source for learners to read and improve their vocabulary. Through charts, illustrations, pictures and examples in books, EFL students had a good link between words and their meanings. From that, they felt more motivated in learning English, especially in improving their lexical knowledge. In addition, student 1 addressed that fiction books, course books and academic materials were his favorite sources because they provided him a lot of useful information. More importantly, they supplied him many new words and he learned them through guessing their meanings in contexts. Furthermore, student 3 added that books with interesting topics were one of his first criteria for reading. The common point of these three students was that they read e-books rather than printed ones because they expressed that it was convenient and could be accessed anytime and anywhere through their cellphones. That was the reason why most students read e-books on online platforms instead of printed ones at school libraries.

**4.1.3 Time and frequency of reading books**

In this section, there are five items related to *time and frequency of reading books*. The results of each item are illustrated in each of the following tables.

**Table 7. The frequency of book reading**

Item	Options	Frequency	Percent	Mean	SD
How often do you read books?	Twice a week	18	32.7	3.80	0.650
	Three times a week	30	54.5		
	Four times a week	7	12.7		
	<b>Total</b>	<b>55</b>	<b>100.0</b>		

After the survey about *the frequency of book reading* had been conducted, its results (in Table 7) revealed that all of the students spent at least twice a week reading books. Particularly, 54.5% of participants read books three times a week. Meanwhile, there were 12.7% of attendees saving time for their reading four times a week, and the rest (32.7%) took twice a week to read books. Thus, it could be said that all students had habits for reading books. Besides, the item’s mean was rather high (M = 3.80), which showed most students’ agreement on their frequency of book reading. This could also be seen through its standard deviation because this value was small (SD = 0.650 < 1.0).

**Table 8. The duration of reading books each day**

Item	Options	Frequency	Percent	Mean	SD
How long have you read books each day?	30 minutes	3	5.5	3.82	0.748
	60 minutes	12	21.8		
	90 minutes	32	58.2		
	120 minutes or more	8	14.5		
	<b>Total</b>	<b>55</b>	<b>100.0</b>		

The second item is about *the duration of reading books each day*, its results in Table 8 indicate that about three-fifth of students (58.2%) spending 90 minutes reading books each day. More than one-fifth of the freshmen (21.8%) saved 60 minutes for their reading books. There were 14.5% of attendees spending from 2 hours or more researching materials while small percentage of participants (5.5%) saved 30 minutes for this activity. Generally, all of students (100%) found the important of reading books, so they spent from 30 to 120 minutes or more reading each day. This contributed to improving their lexical knowledge.



**Table 9. The habits of reading on students' vocabulary enhancement**

Item	Options	Frequency	Percent	Mean	SD
Habits of reading books every day can enhance students' vocabulary.	Disagree	3	5.5	3.96	0.860
	Partly agree	12	21.8		
	Agree	24	43.6		
	Strongly agree	16	29.1		
	<b>Total</b>	<b>55</b>	<b>100.0</b>		

Next, the third item is on *the habits of reading on students' vocabulary enhancement*, its results in Table 9 show that a majority of students (71.8%) expressed their approval on this issue. There were a minority of participants (5.5%) stressing their disagreement on lexical improvement through the reading habits. And the rest (21.8%) exposed their a-part agreement. It can be said that most students found that there existed a closed relationship between the book reading habits and students' vocabulary development, which contributed to fostering students' English learning significantly. This can be confirmed through the item's mean and standard deviation ( $M = 3.96$ ,  $SD = 0.860$ ), in which the mean value is high and its SD one is smaller than 1.0.

**Table 10. The benefits of book reading on lexical retention**

Item	Options	Frequency	Percent	Mean	SD
Reading books can help students remember and retrieve lexis quickly.	Partly agree	15	27.2	3.89	0.658
	Agree	31	56.4		
	Strongly agree	9	16.4		
	<b>Total</b>	<b>55</b>	<b>100.0</b>		

Then, the fourth item is about *the benefits of book reading on lexical retention*, its results in Table 10 revealed that a number of students saw great benefits of book reading on their lexical retention. Particularly, there were 72.8% of attendees expressing that reading books could help them remember and retrieve lexis quickly. Besides, the rest (27.2%) showed their a-part agreement on that issue. Furthermore, the item's mean ( $M = 3.89$ ) was rather high and its standard deviation ( $SD = 0.658$ ) was smaller than 1.0. From that, it can be evaluated that reading books brings students many benefits, including vocabulary retention.

**Table 11. Good time for book reading**

Item	Options	Frequency	Percent	Mean	SD
Good time for reading books is ....	In the morning	4	7.3	3.69	1.120
	In the afternoon	3	5.5		
	In the evening	12	21.8		
	In free time	23	41.8		
	In relaxing time	13	23.6		
<b>Total</b>		<b>55</b>	<b>100.0</b>		

The last item in this section is about *good time for book reading*. Its data in Table 11 reflect a variety of students' reading time, which does not depend on any specific fixed time. Particularly, 41.8% of freshmen read books in their free time, 23.6% of other students read books in their relaxing time. Meanwhile, 21.8% of learners like reading books in the evening, 7.3% of the other attendees prefer reading books in the morning. The rest (5.5%) usually read books in the afternoon. Therefore, it can be concluded that freshmen's good time for reading books is very flexible and is up each individual's schedule.



In the interview about *time and frequency of reading books*, student 3 expressed that he usually spent at least sixty minutes reading e-books on his laptop or cellphone. Sometimes, he borrowed some printed books from the school library and read. Whenever he had free time, he read books. In addition, student 1 stressed that reading habits helped him a lots in lexical improvement because he could meet a new word several times in different contexts. From that, he could retain that new word and its meaning easily.

## 5. DISCUSSION AND RECOMMENDATIONS

### 5.1. Discussion

From the data analysis above, the author finds that:

- Reading books and vocabulary learning have a tight connection each other. Reading books is one of the most important techniques fostering EFL students obtaining English language competency, especially acquiring lexis effectively. It provides a lot of new words in various language contexts that EFL learners use their skills to guess their meanings. This contributes to enhancing learners' lexical knowledge considerably and helps them feel confident in English learning.
- Reading habits and lexical development have a positive interaction each other. In reality, students themselves often read books and meet a same new word several times in passages, they are of course familiar with it gradually and can guess and remember its meaning. That is the reason why reading books frequently is beneficial for upgrading students' vocabulary.
- Course books and academic materials are one of the most authentic resources in English learning. Most students enhance their vocabulary through their course books and academic materials. Thus, these resources are considered as effective tools for expanding their lexis.
- Picture e-books are one of the most favorite materials that stimulate students' reading and learning lexis efficiently. Through pictures, visual aids, illustrations and clear examples in books, students learn and remember new words quickly and eagerly. They feel interested in working on these kinds of books. This contributes to enhancing their new words. Besides, with modern technology nowadays, most EFL learners like reading e-books rather than printed books because of their convenience and easy access.
- Time and frequency for reading are crucial factors in English learning, particularly in vocabulary development. The debate over the optimal time for reading English books. Some students read books in the morning, in the afternoon, in the evening or in their free time. However, their time for reading is not as important as their active attitude for regular reading, which significantly contributes to expanding their vocabulary. Besides, the common point among participants is that they have spent at least twice a week reading books. This is very useful because the more books students read, the more new words they learn.

In short, this research offers a comprehensive viewpoint about the impacts of book reading on freshmen' EFL vocabulary development. It highlights reading habits, kinds of books as well as time and frequency for reading books in the process of lexical development. These findings help both educators and learners build effective strategies in vocabulary teaching and learning through reading skills.

### 5.2. Recommendations

Based on the results of the study, there are some suggestions for both teachers and students:

#### 5.2.1 For teachers

- Teachers usually supply and introduce various kinds of books for students to read. They create good conditions for students to practice reading and do their tasks. Especially, they instruct the learners to use their reading skills to guess word meaning in different contexts through pictures, situations or examples in the books. Besides, they can organize some discussions and encourage students to share their reading experiences. From that, learners can learn and improve their lexical knowledge through reading.
- Teachers need to help their students develop reading comprehension skills by instructing them techniques for reading such as skimming and scanning as well as analyzing texts. They can guide students how to exploit online/printed dictionaries effectively. Importantly, they motivate learners to practice reading tests frequently so that students get more experiences in reading and learn more new words through this activity.



- Teachers need to give students instant and positive feedbacks on their practice tests. This helps them find out their faults and correct them instantly. From that, learners feel more confident in their lexical learning through reading skills.

### 5.2.2 For students

- Building a reading habit: Students need to consider reading books a daily task in the process of vocabulary learning. Reading at least 30 minutes a day is not only for developing reading skills, obtaining new knowledge but also learning lexis efficiently. This helps them improve their natural language skills.
- Reading various materials: Students should read different kinds of materials such as course books, fictions, nonfictions, scientific reports, newspapers, magazines, and comics. This helps them expand their knowledge and lexis in different fields.
- Sharing reading experiences: students need to take part in some reading groups or discussion clubs to share their viewpoints with others about how enhancing vocabulary through reading books. This not only helps them understanding and learn some useful reading tips together and creates a positive learning environment as well.

These suggestions can be helpful for both teachers and learners in developing their vocabulary through reading skills. They contribute to fostering learners to improve their language competency.

## 6. CONCLUSION

This study has investigated the impacts of English book reading on vocabulary enhancement for EFL freshmen at Nguyen Tat Thanh University. The research methods used in the study are quantitative and qualitative ones. For the former, the author has made a survey through a questionnaire with 15 items on 55 EFL freshmen aging from 18 to 20. Its descriptive statistics includes percentage, draw count, mean and standard deviation calculated by SPSS 27.0 software. For the latter, the in-depth interviews have been carried out on three EFL freshmen in the duration from 45 to 60 minutes. The study's results reflect the effectiveness of English book reading on improving students' lexis by building their reading habits, instructing them reading tips and different materials, sharing reading experiences, and saving time for reading every day. The study also gives some suggestions for both teachers and learners in enlarging vocabulary through reading. However, the range of this research has been conducted on EFL freshmen at Nguyen Tat Thanh University. Hopefully, further studies will be expanded to other participants such as sophomores, juniors, or seniors of other universities in Vietnam.

## REFERENCES

1. Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61(5), 364-373.
2. Biancarosa, G., & Griffiths, G. G. (2012). Technology tools to support reading in the digital age. *The future of children*, 139160.
3. Carrell, P. L., Devine, J., & Eskey, D. E. (Eds.). (1988). *Interactive approaches to second language reading*. Cambridge University Press.
4. Chen, C. N., Chen, S. C., Chen, S. H. E., & Wey, S. C. (2013). The Effects of Extensive Reading via E-Books on Tertiary Level EFL Students' Reading Attitude, Reading Comprehension, and Vocabulary. *Turkish Online Journal of Educational Technology- TOJET*, 12(2), 303-312.
5. Chiang, M. (2015). Effects of varying text difficulty levels on second language (L2) reading attitudes and reading comprehension. *Journal of Research in Reading*, 39(4), 448-468.
6. Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136-141.
7. De Jong, M. T., & Bus, A. G. (2004). The efficacy of electronic books in fostering kindergarten children's emergent story understanding. *Reading research quarterly*, 39(4), 378-393.
8. Desta, M. A. (2020). An investigation into teachers practices of teaching early reading and practical problems in its implementation. *Indonesian Journal of English Language Teaching*, 5(1), 97-108.
9. Elley, W. B. (2000). The potential of book floods for raising literacy levels. *International Review of Education*, 46(3-4), 233-255.



10. Elley, W. B., & Mangubhai, F. (1983). The impact of reading on second language learning. *Reading research quarterly*, 53-67.
11. Ferris, D. (1988). Reading and second language vocabulary acquisition. *Unpublished manuscript, Department of Linguistics, University of Southern California*.
12. Godwin-Jones, R. (2011). Emerging technologies. *Language Learning & Technology*, 15(2), 18.
13. Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading*. London, UK: Routledge.
14. Hong, T. D., & Nguyen, H. B. (2019). Teacher beliefs and practices of scaffolding students' reading comprehension through questioning at pre-reading stage. *European Journal of Foreign Language Teaching* 4(2), 72-92.
15. Horst, M., Cobb, T., & Meara, P. (1998). Beyond a clockwork orange: Acquiring second language vocabulary through reading. *Reading in a Foreign Language*, 11(2), 207-223.
16. Hsueh-Chao, M., & Nation, I. S. P. (2000). Unknown vocabulary density and reading comprehension. *Reading in a Foreign Language*, 13(1), 403-430.
17. Mikulecky, B. S., & Jeffries, L. (2007). *Advanced reading power: Extensive reading, vocabulary building, comprehension skills, reading faster*. White Plains, New York: Pearson Education.
18. Moreno, R., & Mayer, R. (2007). Interactive multimodal learning environments: Special issue on interactive learning environments: Contemporary issues and trends. *Educational psychology review*, 19, 309-326.
19. Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 63(1), 59-82.
20. Nation, I. S. P. (2022). *Learning vocabulary in another language*, (3<sup>rd</sup> ed.). Cambridge: Cambridge University Press.
21. Pitts, M., White, H., & Krashen, S. (1989). Acquiring the second language vocabulary through reading: A replication of the Clockwork Orange study using second language acquirers.
22. Renandya, W. A., & Jacobs, G. M. (2002). Extensive reading: Why aren't we all doing it? *The English Teacher*, 31(2), 1-5.
23. Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329-363.
24. Smeets, D., & Bus, A. G. (2013). Picture storybooks go digital: Pros and cons. *Reading instruction in the age of common core standards*, 176-189.
25. Tuzahra, F. (2021). Reading Online: Evaluation of Online Sources Credibility. *Journal of Research on Language Education*, 2(1), 32-36.
26. Waring, R., & McLean, S. (2015). Exploration of the core and variable dimensions of extensive reading research and pedagogy. *Reading in a Foreign Language*, 27(1), 160-167.
27. Webb, S. (Ed.) (2020). *The Routledge handbook of vocabulary studies*. London: Routledge.

---

Cite this Article: Tuan, T.Q. (2025). Investigating The Impacts of Book Reading on Lexical Improvement of EFL Freshmen: A Case Study at Nguyen Tat Thanh University. *International Journal of Current Science Research and Review*, 8(9), pp. 4608-4617. DOI: <https://doi.org/10.47191/ijcsrr/V8-i9-23>