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### The Effects of Extensive Reading Through E-Books on University Vietnamese Student's Reading Attitude, Reading Comprehension, and Vocabulary

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#### Abstract

Extensive Reading through e-books is relaxing and informal and allows students to choose materials based on their English proficiency and interests. It involves the reader reading large quantities of text to understand the content in general and includes individualized and independent Reading, which gives students the chance to select the materials based on their interests without discussing texts in class. This topic research aims to measure the impact of extensive Reading through e-books on Vietnamese students' reading attitudes, Vocabulary, and reading comprehension skills. Researchers conducted a controlled intervention study with 208 students who majored in the students of English Linguistics at the LONG AN University of Economics and Industry, 104 students in the intervention group and 104 other students in the control group. The students in the selected intervention group had a high degree of similarity in demographic characteristics, attitudes, Vocabulary, and reading comprehension skills compared with the control

group. Research tools include vocabulary and reading comprehension skills tests and Schutte and Malouff's Adult Motivation for Reading Scale test, 2007. Both groups took the test before and after conducting the study. In addition to a traditional curriculum for both groups, twelve weeks e-book extensive reading program was conducted for the experimental group by students encouraged to read the materials freely from three e-book library collections categorized based on level of difficulty. However, the control group did not engage in any extensive reading program. The results show that extensive reading activities by e-books can significantly improve Vietnamese students' vocabulary size, reading comprehension ability, and reading attitude. Extensive Reading through e-books effectively enhances students' reading comprehension and attitudes by expanding their Vocabulary. This result has several implications for language educators and materials developers.

**Keywords:** Extensive Reading, e-books, Vocabulary, Reading Comprehension, Reading Attitude

#### 1. The problem and its background

##### 1.1 Introduction

Reading is an indispensable part of life (Yokubjonova & Ramaiah, 2022) <sup>[53]</sup> that can animate a person's feelings, thinking, and behavior. The primary purpose of Reading is to help a person understand the world, understand themselves, and create a solid motivation to hope against hope when everything around him has failed. By reading books, readers can not only travel to places they have never been, but they can also learn about people who have made a mark on themselves in the history of the world. The day readers open a book is when they start discovering a new world. Once absorbed, the food can lose riches and wealth, but knowledge and culture will always be there.

Previously, a person said, "I read many books and forgot most of them. "Therefore, why do we have to read? They say that it is food for the soul. Reading has always been the simplest yet most effective way to dispel ignorance and combat mediocrity. Furthermore, Reading may also contribute to the cognitive development of readers in specific ways (Beard, 2021) <sup>[13]</sup>. According to David Olson, 2016 as cited by Beard, 2021 <sup>[13]</sup>, Reading stimulates the reader's thinking. Undoubtedly, Reading will help readers get ahead in life as Reading promotes creativity and develops imagination. Moreover, Reading is necessary for most of the activities we perform daily. Without the ability to read, they could jeopardize their safety or limit their ability to master essential life skills.

Reading is also essential to children. Namely, Yokubjonova (2022) <sup>[53]</sup> pointed out the most common and mighty advantages were (page 218):

- "Faster learning
- Reading comprehension
- Increase in Vocabulary
- Improvements in using grammar structures
- Overall growth in the language
- Enhancement of the four basic skills
- Fluency of the speech
- Development of critical thinking & judging
- Increase in having ideas."

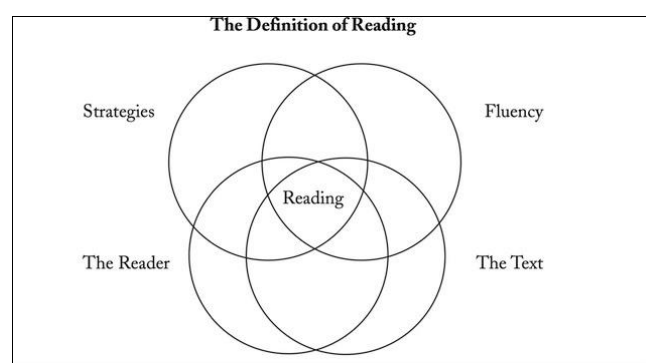
Reading is a skill that will help readers develop their ability to perceive language (Alsuwat & Young, 2016) <sup>[4]</sup> as it allows them to discover and memorize many words and expressions. Then their brain can imitate, and everyone can precisely say what others think regarding word usage and grammar. Readers who read and pay special attention to the frequently used language can quickly apply new words or structures to speaking and writing. Not only that, but it also would help people promote their intuition when learning a language. Readers will get a feel for what is right and wrong – just like when people use their mother tongue. Learning English by Reading seems more demanding and takes more time, but it is the only way to achieve accuracy and fluency in learning English. When people read in their mother tongue, readers can focus on both the content and meaning of the passage, enabling them to read faster. However, reading in a foreign language (English) is different because one must first focus on grammar and structure to understand the content and meaning.

## 1.2 Define the System

Readability does not come naturally. On the contrary, it needs to teach (Gough & Hillinger, 1980). Reading is decoding words to understand language (Gough & Tumner, 1986). In addition, the National Reading Panel (2000) <sup>[26]</sup> says that phonemic recognition is a form of word decoding. On the other hand, the sentence structure will let the learner know the function of the word in the sentence. Thus, reading itself is a complex activity. Therefore, learners with limited Vocabulary and a lack of knowledge about sentence structure make them bored with reading activities. Besides, many sentences in the reading passages have a complicated system which will make the learners more tired because they need help understanding the real meaning of the sentences. Furthermore, many learners can also not discover the meaning of words in context because they sometimes only know one word's meaning. It will confuse learners in understanding a text. Therefore, teachers need proper guidance during the Reading to help them read correctly (Rodli, 2017) <sup>[39]</sup>. According to Yaseen, 2013 as cited by Rodli, 2017 <sup>[39]</sup> pointed out that in reading classes in some schools, the teacher asks the class to repeat after them and then read aloud. Sometimes teachers focus on single words, their pronunciation, and meaning. These will create inappropriate interactions between teachers and learners. The students will misunderstand Reading and think, "just read fast with correct pronunciation, and you are a good reader." Even this will sometimes cause learners to view lessons as unimportant and passive.

Conversely, Reading involves our brain working consciously or unconsciously to gain information (Rodli, 2017) <sup>[39]</sup>. If Reading focuses on phonics and words, more is needed to help learners understand the text most effectively. Therefore, teaching reading comprehension has become an essential part of teaching to read. It also became the goal to

which reading schools are currently paying attention. Learners must practice sounds carefully (spelling and Reading) when learning to read. Then comes fluent Reading. Children's reading skills will develop quickly (Evers, W. M., 1998) <sup>[20]</sup>. According to Anderson (2014) <sup>[6]</sup>, "reading" combines strategies, fluency, the reader, and the text. In reading classes, mixing the learner and text must be involved in building meaning through an active and fluent reading process to succeed. It is a challenging thing. Thus, the teacher should create opportunities for the learner the use knowledge, skills from their mother tongue, reading comprehension, and Vocabulary skills, and monitor their improvement or progress in acquiring the second language. For the same reason, the learners also must understand that they need to learn new Vocabulary, improve their skills, and convert these from the classroom to the real world, where English is considered a significant language. Specifically, he stressed that comprehension is the main objective of fluency in Reading. The reader depends not only on the text but the fact that they can read. To produce meaning in Reading, the reader must use an integration of background knowledge and the text. Thus, Reading can best explain strategies, fluency, the reader, and the text (Anderson, 2014) <sup>[6]</sup>. Fig 1 shows this definition of Reading.



**Fig 1:** Definition of Reading (Anderson, 2014) <sup>[6]</sup>

In the image above, we see the circles overlapping each other. Furthermore, the intersection of all four circles is where the Reading takes place, and it is the point where meaningful Reading happens (Anderson, 2014) <sup>[6]</sup>.

## 1.3 Assess the current situation

According to Varela (2017) <sup>[46]</sup>, learners find reading "very boring" because they lack reading comprehension skills. Moreover, they need more free time. Hence, they have yet to engage entirely in doing the related activities and tasks. Besides, the statistical results of UNESCO (2017) have shown that hundreds of millions of primary students never master basic skills like literacy. On the other hand, the learner could read with accuracy and fluency. However, if people ask about the meaning of what they read, they will be silent and not answer (Wong, 2019) <sup>[48]</sup>. That is to say that being able to read fluently does not promise readers to be able to perform well in their reading comprehension. Simply reading words is not reading; comprehension is the key to becoming a solid reader, and when learners understand what they read, they enjoy reading. In short, many factors affect learners' literacy learning. These readers may need help with Reading but need help understanding. Only when, after reading, they remember and know what the information conveys can they say they have read successfully.

According to Spear-Swerling, 2016<sup>[42]</sup> cited by Westerveld, 2020, pointed out there are three main groups of problems that learners face right in reading comprehension:

- "(1) students with word reading difficulties
- (2) students with specific comprehension difficulties
- (3) students with a mixed reading difficulties profile (weaknesses across word recognition and language comprehension)"

On the other hand, Nation (2019) added that people with an extensive vocabulary have better reading comprehension than those with a small language (p.52).

In Vietnam, the reality shows that the application of the English teaching program at all levels has not been as practical as expected. Kirkpatrick, 2019, cited by Nguyen & Cao, 2021 pointed out that the national English curriculum needs to make it more straightforward about which English language model will teach. Instead, following Ho & Nguyen, 2019 as cited by Nguyen & Cao, 2021, it has been said that the native speaker's capacity should become the evaluation criterion for The English teaching program. On the other hand, the application of international standards and the products of native speakers will present many challenges for teachers in Viet Nam. For example, the foreign language ability of teachers (Nguyen & Hamid, 2021)<sup>[36]</sup>. Therefore, learners need to improve in extensive reading and vocabulary comprehension, or they are only interested in the meaning of words without understanding the passage's content with its up and down stress, resulting in their inability to answer the reading comprehension questions completely. A sad fact is that graduates of Vietnamese universities are remarkably unable to use English at work until they learn more about English (Pham, 2010, as cited by Nguyen & Hamid, 2021)<sup>[36]</sup>. Likewise, according to Huynh (2022, p.33)<sup>[25]</sup>, graduate students find reading related documents, textbooks, and journals challenging even though they have built their reading skills understood for many years in college.

#### 1.4 Identify Root Causes

Carlisle *et al.*, 2011<sup>[14]</sup> realized that primary school reading teachers have limited knowledge and understanding of the linguistic foundations of effective practice. It has significantly affected the formation of reading skills for learners. Besides, the teachers need more time to implement interventions for struggling students. What is worse is that even the best primary-grade screening and intervention efforts cannot expect to prevent all students' reading problems (Spear-Swerling, 2016)<sup>[42]</sup>. For the same reason, the school population is the main factor that causes different types of dyslexia. For example, people from low-income families may have a weak vocabulary, academic languages, and academic backgrounds (August, Celano, Shanahan, & Neuman, 2006; Barone & Xu, 2008).

On the other hand, learners' dyslexic patterns have also been affected by their personal experiences, including guided backgrounds and intrinsic abilities. For example, a child may have weak Vocabulary due to a language impairment or simply because the child did not expose to Vocabulary (Spear - Swerling, 2016)<sup>[42]</sup>. New words in each passage are often few or old that learners already know. For many years, Vietnam has been adopting educational programs compiled by foreign authors for many years due to its scarcity of English teaching materials and curricula. However, after the teachers recompiled these English programs, the content of

the readings was renewed, the number of new words increased, and the teaching method remained unchanged. Since then, learners have felt overloaded, tired, and bored of reading. Besides, many schools in rural areas still lack appropriate facilities and teaching equipment (Nguyen, 2017)<sup>[34]</sup>. Specifically, according to Vnexpress, 2016b as cited by Nguyen, 2017<sup>[34]</sup>, teachers only focus on teaching the content that can give in the examination questions and tests. Thus, students were studying to pass exams, not to form readability. Moreover, teachers should provide opportunities to help learners participate actively in classroom activities rather than passively listening to knowledge or information about the language.

### 1.5 Implementation theory

#### 1.5.1 Extensive reading

Day & Bamford (1998)<sup>[18]</sup> concluded that inclusive Reading is "the independent reading of large amounts of material for information or pleasure"(p. 7-8). Extensive Reading has been around since the 1920s, and in the late 1960s and early 1970s, extended Reading gained attention in research and teaching (Puripunyanich, 2021)<sup>[37]</sup>. Jeon & Day (2016) argue that a great way of providing target language input is through extended Reading (ER). Moreover, Bamford & Day (2004, p. 1), as cited by Jeon & Day (2016, p. 246), also defined this extended Reading as "a method of language instruction in which learners easily read a wide variety of material in a new language." It is sometimes called "fun reading," "free voluntary Reading," and "continuous silent reading" (Jeon & Day, 2016, p. 246). Obviously, through reading for fun, learners also acquire that language. For instance, learners may encounter more unknown words when they read independently, which allows them to deduce unknown words in specific contexts and learn their meanings (Liu & Zhang, 2018)<sup>[27]</sup>. Besides, Howarth & Bollen (2019)<sup>[24]</sup> demonstrated that extended Reading positively affects L2 learning. He says extended Reading improves vocabulary size, reading fluency and comprehension, and even grammar skills. In this case, learners not only acquire new words or grammar skills through reading texts in textbooks but through repeated encounters while reading through extensive Reading, thereby inculcating the knowledge they have about these words, especially in terms of spelling, polysemy, and grammatical usage.

Conversely, if learners pay too much attention to decoding individual words, the comprehension of the text is compromised. This only means readers would find it difficult to understand the text in the best way possible when they pay too much attention to simple Vocabulary and grammar structure. Many studies have shown that extensive Reading in English can positively affect their reading fluency. Appropriately speaking, Reading is a vital language acquisition skill for learners of English as a Foreign Language (EFL). Reading helps EFL learners build Vocabulary and improve L2 skills (Alsuwat & Young, 2016)<sup>[4]</sup>.

The text is one of the essential factors for reading to be ER should be easy enough that the reader can scan it with relative ease. Moreover, add many other elements. Day & Bamford (2002), as cited by Anindita (2020)<sup>[11]</sup>, highlighted ten extended reading principles for EFL students shown in the following figure.



**Fig 2:** Ten principles of extensive reading (Day & Bamford, 2002)

Based on the ten principles above, we can see that extensive Reading is an activity that will not bore learners who can read whenever they want, such as: in the classroom, outside the school (at their home, in the park, a space they love, and so on). It benefits the performance of all language skills (Azmuiddin, R. A., Ali, A. Z. M., Ngah, E., Ali, Z., & Ruslim, N. M., 2019) <sup>[12]</sup>. Most of their Reading is for fun and information. Therefore, reading this way will help learners build their reading speed and comprehension. Moreover, Reading will help learners expand their understanding and improve their knowledge of the world and reasoning ability. Thus, ER in an L2 context is recommended for use to support the goals of the L2 literacy program. Consequently, learners are more motivated; therefore, promoting their autonomy – is the best means of improving learners' language proficiency.

To contribute to learners' extensive Reading effectively, teachers have a significant role in providing reading activities and sending students materials appropriate to their reading levels and interests, such as material selection, text difficulty, autonomy, performance, and classroom activities (Chan, 2020) <sup>[15]</sup>.

### 1.5.2 E-Book

Muthu (2012), as cited by Alsuwat, S., & Young, JR (2016) <sup>[4]</sup>, defined an E-book as "an electronic book published on the Internet or a digital version of a book that includes multimedia and can display through different devices." It has been designed and published in various formats (from primary texts to more advanced versions that include many features). Yalman (2014), cited by Almekhlafi (2021) <sup>[2]</sup>, E-books appeared in the 1990s and by 1998 have been widely used, becoming a popular reading tool in the world to this Day (Chen *et al.*, 2019) <sup>[16]</sup>. They have gradually replaced textbooks. Almekhlafi A. G. (2021) <sup>[2]</sup> emphasized that factors such as design, interactivity, the richness of content,

and learner perception greatly influence the efficiency of e-books.

On the other hand, Daft and Lengel (1986) argued that the richness of e-books is based mainly on:

1. the feedback received by the learner.
2. the signals shown to the reader include physical presence, body gestures, voices, and images.
3. types of language to convey meaning; and
4. the ability to convey emotions and feelings.

Therefore, learning and interacting with a book on the screen will provide much motivation for learners of all ages. Almunawaroh, N. F. (2020) <sup>[3]</sup> mentioned that eBooks capture learners' interest, motivating them to complete tasks more efficiently. Specifically, it helps learners understand the lesson, thanks to their exciting features, makes learners more excited when reading and learning, and helps develop literacy. Another exciting thing is the convenience that e-books bring; learners can take the e-book with them anywhere and read it anytime. College students often have a tedious study program, but the convenience and usefulness of e-books help them complete their studies effectively.

Moreover, e-books also contribute to helping learners develop their language abilities. The effectiveness of using e-books can be improved if the pedagogical design of e-books embraces an informational and educational environment that includes main components in the teaching and learning process, mechanism, content, activity, and evaluation results (Nurgaliyeva *et al.*, 2019, as cited by Almunawaroh, 2020, p.69) <sup>[3]</sup>. E-books also change the font size of reading books and add audio and visual elements to accompany the text. Furthermore, readers can bookmark the page they are reading, save the page read and link it to another page.

E-books also have some disadvantages. The researchers suggest that electronic devices distract learners more than printed books, even if e-books have special effects. The

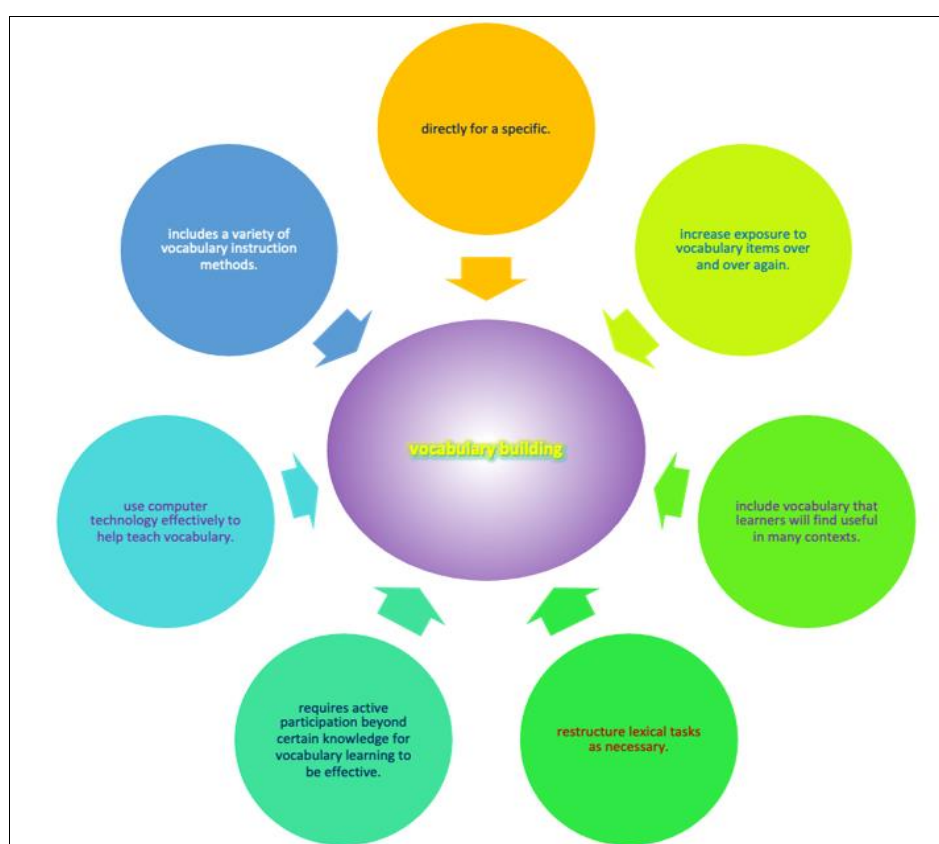


research results of Al Saadi *et al.* (2017) <sup>[1]</sup> highlighted that students still prefer print books over e-books. Moreover, E-books have little content that may not be suitable for learners, so learners should choose the content carefully when reading the book. Besides that, Zhang *et al.* (2017, p.580) <sup>[54]</sup> found that many readers still need help identifying the books they need, where to find them, and locating them. In addition, reading many e-books also affects headaches and eyestrain (Liaw & Huang, 2014, as cited by Al Saadi *et al.*, 2017, p.12) <sup>[1]</sup>. E-books provide several benefits by allowing learners to choose the font sizes for easy and uncomplicated Reading. However, learners must stare for hours at the LCD screen display, which makes reading somewhat inconvenient, unlike books on paper. If the light is not good enough, the glare will make them feel tired (Zhang *et al.*, 2017, p.590) <sup>[54]</sup>. In addition, the battery capacity problem that can run out is one of the inconveniences of e-books (Majid, 2018) <sup>[28]</sup>. In short, eBooks have become a popular reading tool

(Woody, Daniel, & Baker, 2010, as cited by Chen *et al.*, 2019) <sup>[16]</sup>. It offers learners convenience, enriches their Vocabulary, and enhances fulfillment and fun while reading. Moreover, these have gradually progressed to becoming suitable for educational purposes. On the other hand, some disadvantages also need to be avoided by learners.

### 1.5.3 Vocabulary development

Vocabulary is the building block of human language people use to communicate. People recognize some words through the actions and gestures of others. Therefore, it is an essential component of human language (Hatch & Brown, 1995). However, if teachers only teach Vocabulary in teaching, more is needed for learners to read. It explained that Vocabulary is only a tiny part of Reading. According to the synthesis of the linguistic research of the National Reading Panel, the suggested vocabulary guide shows below:



**Fig 3:** Reading instruction (National Institute of Child Health and Human Development)

The figure above shows us the many ways to guide learners to learn Vocabulary. Depending on the characteristics and purposes, suitable methods and instructions are made accessible to learners. Moreover, Howarth M. & Bollen D. (2019) <sup>[24]</sup> state that extended Reading can help improve learners' vocabulary and reading comprehension through exposure to large amounts of possible input. Furthermore, repeated exposure to primary grammar forms will help learners improve on them.

In addition, extended Reading, through repeated exposure to words and the passage's content, will help learners get the meaning of words through the details of the path and

promote random Vocabulary learning Puripunyavanich, M. (2021) <sup>[37]</sup>. On the other hand, Hendriwanto and Kurniati (2019), as cited by Chan, V. (2020), found that ER supported on mobile devices helps learners more than on other devices.

### 1.6 Action plan

The plan of Action of this study includes four phases: Pre - Implementation Period, Implementation Period, Post Implementation Period, and Discussion and Evaluation Period. More details are presented in the table below:

Table 1

Pre-Implementation Period (2 weeks)	Implementation Period (12 weeks)	Post Implementation Period (1 week)	Discussion and Evaluation Period (1week)
<ul style="list-style-type: none"> <li>The researchers will talk to the teacher about the teaching reading program and select the appropriate e-book.</li> <li>Prepare for the test of reading comprehension and Vocabulary, the Adult Motivation for Reading Scale test.</li> <li>Learners take reading comprehension and vocabulary tests and the Adult Motivation for Reading Scale test.</li> <li>Based on the results of establishing the Intervention group and Control group.</li> </ul>	<ul style="list-style-type: none"> <li>The researchers send e-book links to participants in the Intervention group.</li> </ul>	<ul style="list-style-type: none"> <li>Participants take the reading comprehension and vocabulary test and the Adult Motivation for Reading Scale test.</li> <li>Data analysis</li> </ul>	<ul style="list-style-type: none"> <li>The researchers will discuss this with the school manager and teacher and make conclusions.</li> </ul>

### 1.7 Research problems

This proposed Descriptive -Quantitative study aims to investigate the influence of e-book use in extensive Reading on reading attitudes, reading comprehension, and Vocabulary of Vietnamese students.

The research question:

What is the effect of using e-books for extended Reading on Vietnamese students

1.1. reading comprehension?

1.2. vocabulary?

1.3. reading attitude?

## 2. Methodology

### 2.1 Research design

This study was conducted according to Deming's PDSA (Plan-Do-Study-Act) model to show the continuity of the improvement process. This study used a semi-empirical design, combined with the website "e-library of books" and the institution's library management system.

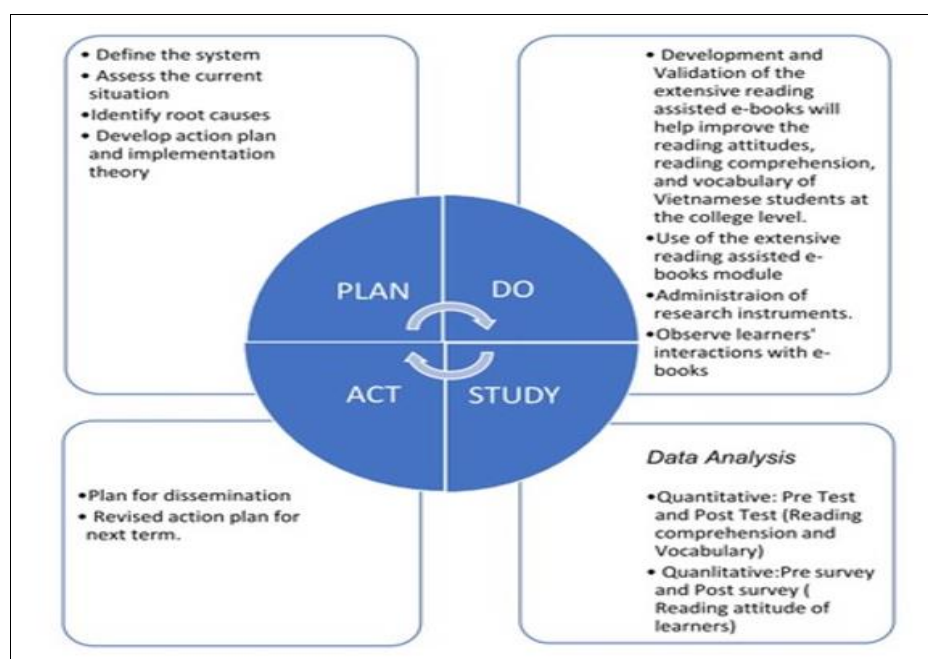


Fig 4: Research Paradigm

### 2.2 Research setting and participants

Based on the reading comprehension test and Vocabulary administered to the LONG AN University of Economics and Industry first-year students from two classes (at the pre-implementation period), two hundred and eight participants scored an average of around 5 -10. In which male is 55 (26.4%), the female is 153 (73.6%), and the students have average age. is 24.8 ( $\pm 5.3$ ). The researchers separated the participants' troops into two groups, with 104 students in the intervention group and the other 104 students in the control group. Moreover, these students majored in the students of English Linguistics and have learned English as a required subject for 12 years at school.

Both groups learn with the traditional curriculum. Besides, the intervention group will have an additional 12-weeks e-

reading program. In this program, they will be encouraged to read more free material from the e-book library collections, categorized based on difficulty level. On the contrary, the control group will not read any more documents.

### 2.3 Research instruments

The following instruments to be used for this research

#### E-Book

eBooks include articles, magazines, journals, and more, from the library collections classified in the school's electronic library. It is provided to the experimental group of students and is part of an extensive reading method. This study encourages the experimental group of students to read

freely from a library collection of eBooks graded based on difficulty level (while the control group was not).

### The vocabulary and reading comprehension tests

Researchers have developed vocabulary and reading comprehension tests to assess learners' vocabulary and reading comprehension. The group of questions focuses a lot on the topics in the program "English Language Skills" for college students. Precisely, the test consists of two main parts. Part I includes a vocabulary test with ten multiple-choice questions that test recognizing English words in the given context. The remaining ten multiple-choice questions are to find the word or phrase that has the closest meaning to the underlined word. Part II is to test learners' reading comprehension ability. This section consists of 3 passages of reading comprehension passages with 22 multiple choice questions. The exam time is 70 minutes.

To determine the validity of these tests, the researchers sent a copy of the test to three experts for validation. They include two currently teaching English teachers and a doctor in the Department of English Language. They checked whether this test could assess learners' English Vocabulary

and reading comprehension. Furthermore, they also consider whether the difficulty level of this test is appropriate for the learner's level. Some slight modifications to the test questions have been made based on comments and suggestions from experts.

### The survey Reading attitude of learners

A similar version of the Adult Motivation for Reading Scale (AMRS) of Schutte and Malouff, 2007 was used before and after the widespread e-book reading intervention to determine the reading attitudes of the participants. According to Davis *et al.* (2018, p.38) [17], "The 21 item AMRS includes six items measuring Reading avoidance/self-efficacy, three items measuring Reading for recognition, eight items measuring Reading as a characteristic of self, and four items measuring Reading to perform other tasks. The answers are on a 5-point scale, from strongly disagree (1) to strongly agree (5)." Besides, they also claimed that it is a valid and reliable scale to measure adult reading motivation (p.39).

## 2.4 Implementation plan

Table 2

Pre-Implementation Period (2 weeks)	Implementation Period (12 weeks)	Post Implementation Period (1 week)	Discussion and Evaluation Period (1 week)
<ul style="list-style-type: none"> <li>The researchers write an application permission from the principal and the reading teacher at the LONG AN University of Economics and Industry to allow to conduct the research.</li> <li>The researchers also requested permission from the authors (Schutte and Malouff) that we can use their Adult Motivation for attitude Scale.</li> <li>The researchers review the learner's reading curriculum and develop Vocabulary and reading comprehensions test. The three experts have determined this test to be appropriate.</li> <li>All participants will make the vocabulary and reading comprehension test within 70 minutes on March 9, 2022. The test includes two parts: part 1(2 points) is a vocabulary test consisting of 20 multiple-choice questions, and part 2(8 points) is a reading comprehension test consisting of 3 passages.</li> <li>All participants will answer the Adult Motivation for Reading Scale within 20 minutes on March 10, 2022. It consists of 21 items, including six items measuring Reading avoidance/self-efficacy, three measuring Reading for recognition, eight measuring Reading as a characteristic of self, and four measuring Reading to perform other tasks. The answers are on a 5-point scale, from strongly disagree (1) to strongly agree (5).</li> <li>Based on the vocabulary and</li> </ul>	<ul style="list-style-type: none"> <li>Classification of e-books includes articles, magazines, journals, and more. The researchers offered them to students based-on difficulty level- vocabulary and Reading comprehension.</li> <li>Please provide links to Intervention groups and encourage them to read independently/freely.</li> </ul>	<ul style="list-style-type: none"> <li>All participants will make the vocabulary and reading comprehension test within 70 minutes on June 9, 2022. The test includes two parts: part 1(2 points) is a vocabulary test consisting of 20 multiple-choice questions, and part 2(8 points) is a reading comprehension test consisting of 3 passages.</li> <li>All participants will answer the Adult Motivation for Reading Scale within 20 minutes on June 9, 2022. It consists of 21 items, including six items measuring Reading avoidance/self-efficacy, three measuring Reading for recognition, eight measuring Reading as a characteristic of self, and four measuring Reading to perform other tasks. The answers are on a 5-point scale, from strongly disagree (1) to strongly agree (5).</li> <li>After conducting all the tests, they will be organized, coded, and analyzed.</li> </ul>	<ul style="list-style-type: none"> <li>The researchers assessed the operations of each group, looked over the results, and discussed with the school manager and teacher before making conclusions.</li> </ul>

reading comprehension test results, select students with marks from 5 to 10 who will participate in the research and divide them into two groups (Intervention group and Control group).			
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## 2.5 Data analysis

The participants will take all survey questions and exams two times (initially) on March 10, 2022, and June 9, 2022 (after the end of 1 semester). After collecting data, the researchers analyzed them through the support tool SPSS - 25 software of ABM.

The analytical methods used in the research include the Descriptive statistics method and the Comparative method. The Descriptive statistics method aims to determine the cognitive scores, the student's vocabulary assessment scores, and skills at the initial and later time points. The Comparative method uses a t-test to assess the change of attitude scores and scores of their vocabulary and reading comprehension skills at two periods.

## 3. Results and discussion

### 3.1 Check the reliability of the Scale

The researchers are using Cronbach's Alpha to assess the reliability of the scales measuring learners' attitudes towards reading. According to Hair *et al.* (2010) <sup>[21]</sup>, the Scale ensures reliability when the item-total correlation is  $>0.3$ ; have the total Cronbach's Alpha coefficient of 0.6 or higher and the Cronbach's Alpha component  $>0.7$ . The analysis results in the table below show that; Cronbach's Alpha coefficient of 18 component scales is  $>0.7$ ; The item-total correlation coefficient is both  $>0.3$ , and the total Cronbach's Alpha coefficient representing 19 component scales is 0.923  $>0.6$ , so the attitude scale ensures reliability.

**Table 3:** Checking the reliability of the Scale

	Contents of the Scale	Variable-total correlation	Cronbach's Alpha
	Total Scale for 18 component scales		0.923
1	If a book or article is interesting, I do not care how hard it is to read.	0.494	0.920
2	Without Reading, my life would not be the same.	0.651	0.917
3	My friends sometimes are surprised at how much I read.	0.571	0.918
4	My friends and I like to exchange books or articles we particularly enjoy.	0.631	0.917
5	It is very important to me to spend time reading.	0.624	0.917
6	In comparison to other activities, Reading is important to me.	0.619	0.917
7	If I am going to need information from material I read, I finish the Reading well in advance of when I must know the material.	0.685	0.916
8	Work performance or university grades are an indicator of the effectiveness of my Reading.	0.674	0.916
9	I set a good model for others through Reading.	0.501	0.920
10	I read rapidly.	0.598	0.918
11	Reading helps make my life meaningful.	0.555	0.919
12	It is important to me to get compliments for the knowledge I gather from Reading.	0.653	0.917
13	I like others to question me on what I read so that I can show my knowledge.	0.671	0.916
14	I don't like reading technical material.	0.668	0.916
15	It is important to me to have others remark on how much I read.	0.557	0.919
16	I like hard, challenging books or articles.	0.602	0.918
17	I like reading material with difficult Vocabulary.	0.572	0.919
18	I do all the expected Reading for work or university courses.	0.600	0.918
19	I am confident I can understand difficult books or articles.	0.375	0.922
20	I am a good reader.	0.398	0.922
21	I read to improve my work or university performance.	0.364	0.922

### 3.2 Actual status of learners' attitudes, Vocabulary, and skills at the time of the initial survey

#### 3.2.1 Students' attitude towards reading

The table below describes in detail learners' attitudes toward Reading, and the analysis results show that the average attitude score is 2.95 points on a 5-point scale; with this score, most of the students think that the statements given in the table are for themselves to be confused between agreeing and disagreeing. In other words, the attitude towards the Reading of the participants in the survey is mainly at the "normal" level; the percentage of students with this attitude is 47.4%.

In the content given in the table below, the attitude "does not

care about the difficulty to read an interesting book or article" has the highest score of 3.42 points. "Reading books" makes my life meaningful" scored 3.32. Moreover, "For me, spending time reading is very important" scored 3.21. However, other issues, such as Getting other people's comments on reading level, like complex, challenging books, or articles, had lower attitude scores (ranging from 2.51 to less than 2.7 points). In addition, other attitude emotions have a score in the range of 2.7 to 3.19 points. Thus, with the above analysis results, the study found that the student's attitude toward Reading was not high; the main level had a "confused" attitude.



**Table 4:** Attitudes towards the Reading of learners

	Content	Level					Mean
		1	2	3	4	5	
1	If a book or article is interesting, I don't care how hard it is to read.	0.5%	8.7%	47.1%	36.1%	7.7%	3.42
2	Without Reading, my life would not be the same.	1.4%	23.1%	55.3%	16.3%	3.8%	2.98
3	My friends sometimes are surprised at how much I read.	3.8%	17.3%	44.7%	27.4%	6.7%	3.16
4	My friends and I like to exchange books or articles we particularly enjoy.	5.3%	19.2%	51.0%	17.8%	6.7%	3.01
5	It is very important to me to spend time reading.	1.4%	15.4%	52.4%	22.6%	8.2%	3.21
6	In comparison to other activities, Reading is important to me.	5.3%	41.8%	34.6%	13.9%	4.3%	2.70
7	If I am going to need information from material I read, I finish the Reading well in advance of when I must know the material.	3.4%	17.3%	55.3%	16.3%	7.7%	3.08
8	Work performance or university grades are an indicator of the effectiveness of my Reading.	2.4%	25.5%	51.4%	15.9%	4.8%	2.95
9	I set a good model for others through Reading.	0.5%	16.8%	51.0%	26.4%	5.3%	3.19
10	I read rapidly.	1.4%	27.4%	51.4%	17.3%	2.4%	2.92
11	Reading helps make my life meaningful.	1.0%	11.5%	48.6%	32.2%	6.7%	3.32
12	It is important to me to get compliments for the knowledge I gather from Reading.	1.9%	18.3%	53.8%	19.2%	6.7%	3.11
13	I like others to question me on what I read so that I can show my knowledge.	2.9%	25.5%	46.2%	18.3%	7.2%	3.01
14	I don't like reading technical material.	2.9%	16.8%	55.8%	16.3%	8.2%	3.10
15	It is important to me to have others remark on how much I read.	2.4%	24.0%	51.4%	17.8%	4.3%	2.98
16	I like hard, challenging books or articles.	6.3%	39.9%	37.0%	13.0%	3.8%	2.68
17	I like reading material with difficult Vocabulary.	13.9%	37.5%	35.1%	10.6%	2.9%	2.51
18	I do all the expected Reading for work or university courses.	11.5%	31.7%	38.0%	15.4%	3.4%	2.67
19	I am confident I can understand difficult books or articles.	4.8%	38.5%	43.3%	13.5%	0.0%	2.65
20	I am a good reader.	8.2%	32.2%	46.2%	13.0%	0.5%	2.65
21	I read to improve my work or university performance.	5.8%	32.7%	46.2%	15.4%	0.0%	2.71
	Average attitude	4.1%	24.8%	47.4%	18.8%	4.8%	2.95

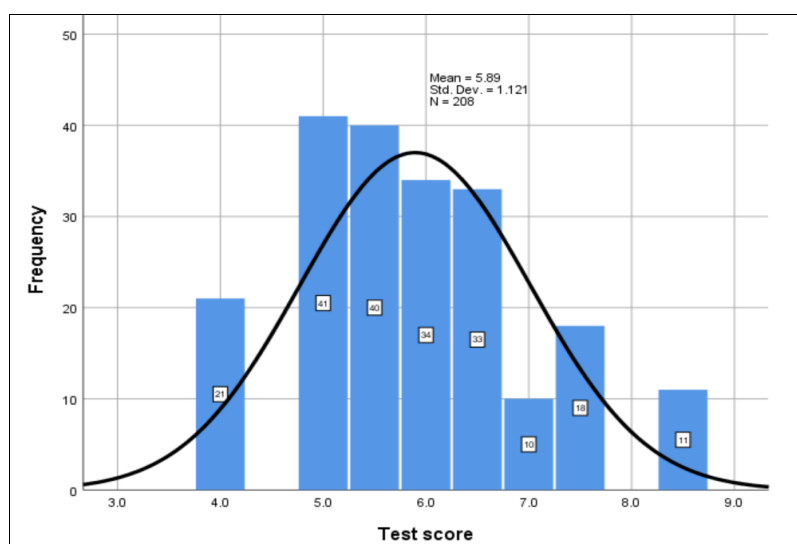
**Note:** Learner's attitude toward Reading is measured by five levels, from disagreeing entirely to agreeing strongly, corresponding to a score from 1 to 5; the average score assesses the level of agreement of learners. The higher the average score, the higher the level of understanding (the better the attitude towards Reading).

### 3.2.2 Current situation of students' vocabulary and reading comprehension skills

To test students' vocabulary and reading comprehension, the researchers developed tests tailored to their curriculum. This test has a 10-point scale (a standard in Vietnam).

The study used a histogram to represent the scores of 208 students participating in the test vocabulary and reading comprehension skills. The analysis showed that: the average

score of the students was 5.89 ( $\pm 1.12$ ) points, the lowest was 4 points, and the highest was 9 points; The general point level is mainly from 5 to 6.5 points. The total number of students in this score range is 148 students, accounting for 71.12% of the total number of students. Thus, the student's scores on vocabulary and reading comprehension skills are relatively low, mainly in the range of 5 to 6.5 points.



**Fig 5:** Graph of the score distribution of vocabulary and reading comprehension skills

### 3.3 Measuring the impact of e-book reading on students' attitudes, Vocabulary, and reading comprehension skills

The study randomly selected 104 out of 208 students surveyed with the aim of an educational intervention for this group. In addition to the traditional curriculum, these students will participate in an extensive twelve-week e-

reading program. The remaining trainees followed the formal educational program without further intervention. On the other hand, the study assessed the homogeneity of the groups (intervention and control groups) in terms of age, gender, attitude, Vocabulary, and reading comprehension skills to secure the accuracy of the evaluation results.

### 3.3.1 Assess the degree of homogeneity of the intervention group and the control group

To evaluate the homogeneity of the two research groups using the Chi-Square test for the proportion of men and women. The analysis results in Table 5 show that the ratio of men in the intervention group was 23.0%, and that of the control group was 29.6 %, with a Chi-square value of 1.17 corresponding to a significance level (P.value) of  $0.28 < 0.05$  (significant level of 5%). So, there is no statistically significant difference in the gender of the can group intervention and control group.

For the differences in age, attitude, vocabulary, and reading comprehension skills, the study used a t-test for two groups in the same sample. These results in Table 6 suggest that the significance level (P.value) of all comparison groups is

$>0.05$  (a significant level of 5%). Thus, there is no statistically significant difference in these indicators of age, attitude, Vocabulary, and reading comprehension skills between the intervention and control groups. Therefore, the hands of the homogeneity of the intervention group and the control group are guaranteed not to have statistically significant differences. To evaluate the effectiveness of using e-books can use the t-test to compare the differences between these two groups at the end of the semester.

**Table 5:** Comparison of sex ratio in 2 groups of students

Group	Intervention group	Control group	Chi-square	P.value
Male	23.0%	29.6%	1.17	0.28
Female	77.0%	70.4%		

**Table 6:** Comparison of students' age, attitude, Vocabulary, and reading comprehension skills in 2 groups

Subsection	Intervention		Control group		t	P. value
	Mean	SD	Mean	SD		
Age	24.95	5.407	24.58	5.13	0.50	0.61
Vocabulary, and reading comprehension skills	5.93	1.07	5.87	1.17	0.38	0.70
Attitude	2.95	0.63	2.95	0.43	0.03	0.97

### 3.3.2 Impact of e-book use on attitudes, Vocabulary, and reading comprehension skills

The study uses a combination of two assessment measures: Firstly, the t-test to evaluate the difference in attitudes, capital, and attitudes—vocabulary and reading comprehension skills of students at the beginning and the end of 1 semester. Second, use the t-test to assess the difference in students' attitudes, Vocabulary, and reading comprehension skills at the end of 1 semester between the control and intervention groups: tables 7 and 8 present the results.

In table 7, students' attitudes (in the intervention group) have changed (from 2.95 points at baseline to 3.58) at the end of

semester 1. The average change in this group is 0.63 points and has Statistical significance at  $<0.1\%$  (P.value $<0.001$ ). For the control group, the attitude score at the end of 1 semester was 3.05 points, which was not significantly higher than the baseline (2.95), and this change was not statistically significant (P $>0.05$ ). On the other hand, the difference between the control and intervention groups at the initial time was not statistically significant. Still, at the end of semester 1, the attitude score of the intervention group was 3.58. score, 0.53 points higher than the control group, and this difference is statistically significant (P $<0.05$ ). Thus, using e-books for extended Reading has the effect of increasing students' reading attitudes.

**Table 7:** Impact of using e-books on students' reading attitude

Independent group comparison Compare before and after	Intervention group (n=100)	Control group (n=10)	unequal	P.value
	Mean	Mean		
Initial	2.95 (0.63)	2.95 (0.43)	$<0.01$	0.97
After one semester	3.58 (0.46)	3.05 (0.38)	0.53**	$<0.01$
Change from the original	0.63**	0.10		
P.value	$<0.001$	0.09		

In table 8, the scores on vocabulary and reading comprehension skills of students in the intervention group changed from 5.93 points (at baseline) to 6.93 points (at the end of semester 1). The mean change of this group is 1.0 points, which is statistically significant at  $<0.1\%$  (P.value $<0.001$ ).

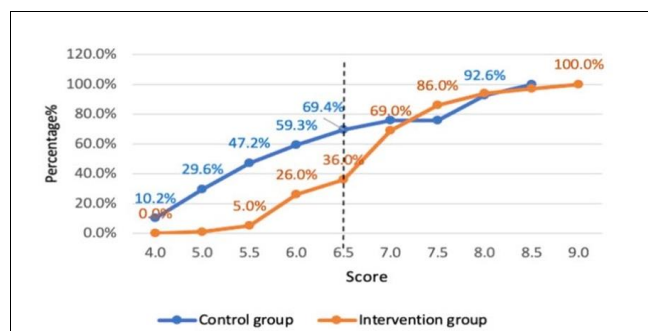
For the control group, the score of vocabulary and reading comprehension skills at the end of 1 semester was 6.07, which was not significantly higher than the baseline (5.87), and this change was not statistically significant (P $>0.05$ ). On

the other hand, the results comparing the difference in vocabulary scores and reading comprehension skills between these groups at baseline were not statistically significant. In contrast, at the end of semester 1, this score in the intervention group was 6.93 points, 0.86 points higher than in the control group (6.07 points), and this difference was statistically significant. As such, learners using e-books for extended Reading have the effect of increasing their vocabulary and reading comprehension skills.

**Table 8:** Impact of using e-books on students' reading attitude

Independent group comparison Compare before and after	Intervention group (n=100)	Control group (n=108)	Deviant	P. value
	Mean	Mean		
Initial	5.93 (1.07)	5.87 (1.17)	0.06	0.88
After one semester	6.93 (0.82)	6.07 (1.25)	0.86**	$>0.001$
Change from the original	1.00**	0.02		
	$>0.001$	0.24		

To get more detailed results on the impact of e-book reading on students' vocabulary and reading comprehension skills, the researchers presented this score according to a cumulative rate chart (Fig 2). The results shown in Fig 2 show that in the group using traditional educational methods, up to 69.4% of students have a vocabulary and reading comprehension skill score of 6.5 or less. In comparison, this percentage in the group that enhances Reading by adding e-books is 36%, equivalent to 64% of students in the intervention group with vocabulary and reading comprehension scores above 6.5 points. This result proves that e-books increase Vietnamese students' vocabulary and reading comprehension skills.



**Fig 6:** Ratio of cumulative points of 2 groups of students at the end of 1 semester

#### 4. Conclusion

Reading has become an indispensable part of life for many people and can trigger human emotions, thoughts, and behaviors. Reading also helps the reader understand the world and himself, providing a solid motivation to hope against negative thoughts about what is happening. Besides, Reading is a skill that will help readers develop their linguistic awareness as it allows them to discover and remember many words and expressions. Moreover, it also helps people promote their intuition when learning a foreign language. Learning English by Reading is one way to achieve L2 accuracy and fluency in vocabulary and reading comprehension.

An e-book is a book published on the Internet or a technical version with rich and diverse content that captures learners' attention and motivates them to complete their learning tasks more effectively. In addition, e-books also contribute to helping learners develop their language ability through listening, reading, and looking up the meanings of difficult words.

To measure the influence of e-books on reading attitudes and learners' effectiveness in learning, researchers conducted a controlled educational intervention study with 208 students who majored in English Linguistics at the LONG AN University of Economics and Industry. The analysis results show that reading e-books significantly increases students' attitudes towards learning. Furthermore, learners reading e-books contribute to improving their Vocabulary, reading comprehension skills, and reading perspectives. The reason may be that the intervention group got in contact with less anxiety-provoking environments and easy-to-understand inputs, so they gained more benefits regarding reading attitudes, comprehension, vocabulary growth, and unconscious acquisition of the target language. Specifically, they find important words/phrases to learn in the reading passages; guess the meaning of words from the

context; connect them with current or past events and experiences; write their reflection on the Reading in their assignment. With this result, we recommend that to take full advantage of reading e-books, teachers should:

Organize learners to read e-books in addition to classroom learning.

Guide them in choosing appropriate reading materials.

In conjunction with the school can provide interactive e-books or other online resources for learners.

In addition, learners must also spend proper time reading and have effective reading strategies. On the other hand, this research was done on a small scale in a trial period of 3 months, using a quantitative research method. Thus, the researchers needed to determine some of the effects of reading e-books on L2 acquisition of spelling, word meanings, and grammatical features and consider individual thoughts and feelings. Therefore, it is better for research in the future on reading e-books to perform more extended periods, combining qualitative and quantitative methods to investigate subtle changes in learners' sentiments. The participants obtain a complete profile of their English reading and learning dynamics. Besides, future studies also need to examine gender differences in reading e-books.

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