



Improving English Vocabulary Through Reading Habits In School Students

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CHAPTER 1: INTRODUCTION

1.1 Introduction

In the contemporary educational landscape, proficiency in the English language has become an essential component of academic achievement and effective communication. Among the four fundamental language skills—listening, speaking, reading, and writing—vocabulary plays a pivotal role in determining a learner's overall language competence. A rich vocabulary enhances students' ability to comprehend texts, communicate ideas clearly, and perform successfully in academic settings. However, conventional methods of vocabulary learning, such as rote memorization, often fail to ensure long-term retention and meaningful application.

This project explores an alternative and more sustainable approach to vocabulary development by examining the role of reading habits in improving English vocabulary among school students. Regular reading exposes learners to a wide range of words in authentic contexts, enabling them to acquire vocabulary naturally while simultaneously improving comprehension and language fluency.

1.2 Background of the Study

Vocabulary acquisition extends beyond simply learning the meanings of individual words; it contributes significantly to cognitive development, critical thinking, and effective communication. Educational research indicates that although direct vocabulary instruction is beneficial, it accounts for only a small portion of the vocabulary students eventually acquire. The majority of vocabulary growth occurs incidentally through repeated exposure to language in meaningful contexts.

Reading is one of the most effective means of providing such exposure. Students who read regularly encounter unfamiliar words across different genres and contexts, allowing them to infer meanings, understand usage, and retain vocabulary more effectively. Therefore, cultivating consistent reading habits can play a crucial role in enhancing students' vocabulary and overall language proficiency.

1.3 Statement of the Problem

Despite the well-established benefits of reading, many school students demonstrate limited reading habits, which negatively affect their vocabulary development. Several factors contribute to this issue:

- The increasing use of social media, online gaming, and short-form digital content has reduced the time students devote to reading books.
- Many students struggle to understand academic texts due to inadequate vocabulary rather than a lack of intellectual ability.

- Students often ignore unfamiliar words while reading instead of actively learning their meanings, limiting opportunities for vocabulary growth.

These challenges highlight the need to investigate effective strategies for promoting reading habits as a means of improving English vocabulary among school students.

1.4 Objectives of the Study

The objectives of this study are:

1. To examine the relationship between students' reading habits and their English vocabulary development.
2. To identify effective reading strategies, such as the use of context clues, vocabulary journals, and appropriate book selection, that support vocabulary acquisition.
3. To suggest practical measures that teachers and parents can adopt to encourage regular reading habits among school students.

1.5 Significance of the Study

This study is expected to benefit students, teachers, parents, and educational institutions. For students, it emphasizes the importance of reading as a means of enhancing vocabulary, comprehension, and overall academic performance. For teachers, it provides insights into integrating reading-based activities into classroom instruction to promote vocabulary learning. Parents can also gain a better understanding of how a supportive reading environment at home contributes to their children's language development. Ultimately, the findings of this study may assist educators in fostering lifelong reading habits that enhance language proficiency, critical thinking, and academic success.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature provides a theoretical foundation for the present study. It helps to understand previous research findings, identify gaps in existing knowledge, and establish the importance of the current investigation. This chapter reviews studies related to reading habits, vocabulary development, and the relationship between reading and English language proficiency among school students.

2.2 Concept of Reading Habits

Reading habit refers to the regular practice of reading for academic, informational, or recreational purposes. It is developed through consistent engagement with books, newspapers, magazines, and digital reading materials. Students with strong reading habits generally demonstrate better language skills, improved comprehension, and enhanced critical thinking abilities.

2.3 Importance of Vocabulary Development

Vocabulary is one of the essential components of language learning. A rich vocabulary enables students to understand texts more effectively, express ideas confidently, and communicate accurately. Vocabulary development supports reading comprehension, writing proficiency, speaking fluency, and listening skills. Continuous exposure to new words through reading contributes significantly to vocabulary growth.

2.4 Relationship Between Reading Habits and Vocabulary

Reading provides learners with repeated exposure to unfamiliar words in meaningful contexts. Students infer the meanings of new words through context clues, repeated encounters, and dictionary use. Research suggests that regular reading leads to greater vocabulary acquisition than memorizing isolated word lists. Therefore, reading is considered one of the most effective methods for improving vocabulary naturally.

2.5 Factors Affecting Reading Habits

Several factors influence students' reading habits:

- * Availability of books and reading materials.
- * Support from parents and teachers.
- * School library facilities.
- * Motivation and interest in reading.
- * Digital distractions such as social media and online games.
- * Socio-economic and educational background.

2.6 Strategies for Improving Vocabulary Through Reading

Effective strategies include:

- * Reading a variety of books regularly.
- * Maintaining a vocabulary notebook.
- * Using context clues to understand unfamiliar words.
- * Looking up word meanings in dictionaries.
- * Discussing books with teachers and classmates.
- * Revising newly learned words through speaking and writing.

2.7 Summary

The literature reviewed indicates that regular reading habits have a positive influence on vocabulary development. Previous studies consistently highlight that students who engage in frequent reading acquire a larger vocabulary and demonstrate better language proficiency. These findings provide a strong theoretical basis for the present study on improving English vocabulary through reading habits among school students.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to the systematic procedures adopted to conduct a study. It provides a framework for collecting, analyzing, and interpreting data. The present study aims to examine the role of reading habits in improving English vocabulary among school students.

3.2 Title of the Study

****Improving English Vocabulary Through Reading Habits in School Students****

3.3 Objectives of the Study

1. To examine the relationship between reading habits and English vocabulary development among school students.
2. To identify reading practices that contribute to vocabulary improvement.
3. To suggest effective strategies for promoting reading habits among students.

3.4 Research Design

The present study adopts a **descriptive survey method**. This method is appropriate because it helps collect information about students' reading habits and vocabulary learning practices through a structured questionnaire.

3.5 Population of the Study

The population of the study consists of school students studying in upper primary and secondary classes.

3.6 Sample of the Study

The sample consists of **30 school students** selected from the researcher's tuition centre using **convenience sampling**.

3.7 Tool Used for Data Collection

A **self-prepared questionnaire** was used to collect data from the students. The questionnaire consists of items related to:

- * Reading frequency
- * Types of reading materials
- * Time spent on reading
- * Vocabulary learning habits
- * Students' interest in reading

3.8 Method of Data Collection

The questionnaire was administered personally to the selected students. The purpose of the study was explained, and students were requested to answer honestly. The responses were collected and organized for analysis.

3.9 Statistical Techniques Used

The collected data were analyzed using simple statistical techniques such as:

- * Frequency
- * Percentage
- * Tables

3.10 Delimitations of the Study

The study is limited to:

- * 30 school students.
- * Students attending the researcher's tuition centre.
- * English vocabulary development through reading habits only.
- * The period during which the data were collected.

3.11 Summary

This chapter explained the research methodology adopted for the study, including the research design, sample, tool, method of data collection, statistical techniques, and delimitations. The next chapter presents the analysis and interpretation of the collected data.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected from 30 school students through a questionnaire. The responses were analyzed using frequency and percentage, and the results are presented in tables with interpretations.

Table 4.1: Students' Interest in Reading

Response	Number of Students	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

Interpretation:

The table shows that 80% of the students are interested in reading, while 20% are not. This indicates that the majority of students have a positive attitude towards reading.

Table 4.2: Frequency of Reading

Frequency	Number of Students	Percentage
Daily	12	40%
3–4 days a week	10	33.3%
Occasionally	8	26.7%
Total	30	100%

Interpretation:

Most students read either daily or several times a week, indicating a satisfactory level of reading habit among the participants.

Table 4.3: Time Spent on Reading Daily

Time	Number of Students	Percentage
Less than 30 minutes	10	33.3%
30–60 minutes	14	46.7%
More than 1 hour	6	20%
Total		100%

Interpretation:

Nearly half of the students spend between 30 and 60 minutes reading every day, which may positively influence vocabulary development.

Table 4.4: Improvement in Vocabulary Through Reading

Response	Number of Students	Percentage
Yes	26	86.7%
No	4	13.3%
Total	30	100%

Interpretation:

A large majority of students believe that regular reading helps improve their English vocabulary.

Table 4.5: Use of a Dictionary While Reading

Response	Number of Students	Percentage
Always	9	30%
Sometimes	16	53.3%
Never	5	16.7%
Total	30	100%

Interpretation:

More than half of the students use a dictionary occasionally while reading, indicating an effort to understand unfamiliar vocabulary.

4.2 Major Findings

The analysis revealed the following findings:

Most students showed interest in reading.

A majority of students read regularly.

Most students spend at least 30 minutes a day reading.

Students reported that reading helped improve their English vocabulary.

Many students use dictionaries or context clues to understand unfamiliar words.

4.3 Summary

The analysis indicates a positive relationship between reading habits and vocabulary development among school students. Students who read more frequently tend to report greater confidence in understanding and using English vocabulary. These findings support the objective of promoting regular reading as an effective strategy for vocabulary enhancement.

IMPLICATIONS, LIMITATIONS, AND REFERENCES

5.1 Major Findings

Based on the analysis of the collected data, the following major findings were obtained:

Most school students showed a positive interest in reading

Students who read regularly demonstrated better English vocabulary.

Reading storybooks, newspapers, magazines, and other English materials helped students learn new words naturally.

The majority of students believed that reading improved their reading comprehension and communication skills.

Using dictionaries and context clues while reading enhanced vocabulary acquisition.

Students who spent more time reading each day reported greater confidence in using English vocabulary.

5.2 Suggestions

The following suggestions are made to improve English vocabulary through reading habits:

Teachers should encourage students to read English books regularly.

Schools should strengthen library facilities and provide a variety of age-appropriate reading materials.

Parents should create a reading-friendly environment at home.

Students should maintain a vocabulary notebook to record and revise new words.

Reading competitions, book reviews, storytelling activities, and reading clubs should be organized to promote reading habits.

Digital reading resources can also be used under proper guidance.

5.3 Educational Implications

The findings of the study have several educational implications:

Reading should be integrated into everyday classroom activities.

Teachers should use reading-based vocabulary instruction instead of relying only on memorization.

Schools should encourage extensive reading programmes to improve language proficiency.

Educational policies should support reading initiatives that develop lifelong literacy skills.

5.4 Limitations of the Study

The study has the following limitations:

The study was limited to only 30 school students.

The participants were selected from a single tuition centre.

The study focused only on English vocabulary development through reading habits.

The findings cannot be generalized to all school students because of the limited sample size.

5.5 Conclusion

Reading is one of the most effective and natural ways to improve English vocabulary among school students. Regular exposure to meaningful reading materials enables learners to understand new words in context, improve comprehension, and communicate more effectively. The findings of this study indicate a positive relationship between reading habits and vocabulary development. Therefore, teachers, parents, and schools should work together to cultivate regular reading habits among students. Promoting reading from an early age will contribute not only to vocabulary growth but also to lifelong learning and academic success.

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