

## ABSTRACT

Reading skill plays an indispensable role in the acquisition of second language, therefore, numerous studies has been devoted to figure out effective approaches for L2/FL learners to maximize their reading capability. Among different methods to teach and learn reading, extensive reading (ER) is widely acknowledged with the paramount benefits it can offer. Nevertheless, in the context of Vietnam, ER still remains an unpopular approach compared to the traditional method of intensive reading. Hence, this research aims at gaining an insight into the practice of ER among Second year Honors Program students by seeking answers to two research questions regarding (1) the reading frequency, reading materials and (2) the motivational factors for extensive reading in English.

The paper is a mixed-method study that adopted both quantitative and qualitative methods, employing survey and interview to combine the strengths of both forms so as to compare and validate the results. Initially, the survey was carried out among 64 sophomore students in the Honors Program, followed by the interview with 6 participants. The results revealed that most students read English extensively outside class with high frequency; students prefer reading short materials to long materials; factors that most motivate students to read extensively is Intrinsic motivation for L1, followed by Extrinsic motivation and the third position belongs to Intrinsic motivation for L2. On the other hand, factors related to family and parents are the least influential. The findings hopefully will benefit not only researchers and teachers interested in ER approach but also students by raising awareness of their own practice.