

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
**UNIVERSITY OF MOHAMED BOUDIAF - M'SILA**

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

**Enhancing Learners' Vocabulary through Reading  
Comprehension: The Case of First Year Students at  
Mohammed Boudiaf, M'sila University**

**Dissertation Submitted to the Department of English in Partial fulfillment of  
the Requirements for the Degree of Master in Linguistics.**

**Supervised by:**

**Ms. Messaouda LADJINI**

**Prepared by:**

**Nour El Houda GHODBANE  
Azar ALZRAIEE**

**Board of Examiners**

Ms. Abadou	University of M'sila	Chairperson
Ms. Messaouda LADJINE	University of M'sila	Supervisor
Dr. Touati Mourad	University of M'sila	Examiner

**2017/2018**

## Dedication

To the one who left a great impact on our hearts

*Senouci Youcef*

May your soul rest in peace

May Allah grant you the highest place in paradise

## *Acknowledgment*

*We would like to express our most sincere to the many people who contributed to the completion of this dissertation.*

*From the first step of this research to the last draft, our gratitude goes to our supervisor Ms. Messaouda LADJINI, for her advice and encouragement in time of great need.*

*We are particularly grateful to our beloved parents and we would like to express our cordial thanks and gratitude to them for their prayers and support*

*We would like also to express our appreciation to all people who helped in collecting data of the current investigation*

## Abstract

Vocabulary is the principle way to learn a second language. Vocabulary is the needed part in learning any language. Due to the complexity of this skill, many students suffer from the lack of vocabulary for their failure to increase these vocabularies. For these reasons, the main purpose, of this research is to describe learners' attitudes toward reading, explore the reasons behind EFL learners' weaknesses in vocabulary knowledge, make EFL learners aware of the significant of vocabulary and to develop their vocabulary through reading dealing with some effective strategies that will help them to overcome their difficulties. The present study aims at investigating the vocabulary learning, finds a relationship between the strategies they use and the learning efficiency they acquire and enhancing vocabulary through reading applied to First year students who study English as a foreign language. This research hypothesizes that, the practice of 1<sup>st</sup> year English students in using strategies of reading appropriately; they will be able to enhance their vocabulary. This work consists of an introductory chapter on the methodology adopted to conduct the research, and the rest of the dissertation is divided into two main parts. The first part represents the theoretical part of the study. In first chapter, It provides an overview view on vocabulary. The second chapter deals with reading comprehension, its main strategies and techniques and its relation with vocabulary. The second part includes the field work; it examines students and teachers perspectives and opinions towards the issue under investigation. The questionnaire and the interview have been used as research instruments which are addressed respectively, to first year students and teachers at the *University of Msila*. The obtained data indicates that students' lack of vocabulary can be improved throughout using techniques of reading effectively.

## Table of Content

Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
Table of Contents.....	IV
List of Abbreviations.....	IX
List of Tables.....	X
List of figures.....	XI

## General Introduction

Introduction .....	1
1- Literary Review .....	2
2- Aims of the study .....	4
3- Statement of the Problem.....	4
4- Research Questions .....	4
5- Hypothesis.....	4
6- Assumption .....	5
7- Methodology .....	5
8- Structure of the Study .....	6
9- Research Limitation.....	6

## Theoretical Part

### Chapter One: An Overview of Vocabulary

1.1. Introduction .....	7
1.2. Definition of Vocabulary .....	7
1.3. History of Vocabulary in Language Learning .....	8
1.4. Vocabulary Description .....	9
1.4.1. Lexicology .....	9
1.4.2. Word Category: Class .....	10
1.4.3. Word Building .....	11
1.4.3. Lexicography .....	11
1.4.5. Word Meaning .....	12
1.5. Vocabulary Learning Strategies .....	13
1.5.1. Using Dictionaries .....	14
1.5.2. Developing Glossary .....	14
1.5.3. Translation .....	15
1.5.4. Word Cards and Games .....	15
1.5.5. Word Families.....	16
1.5.6. Meaning Relations .....	16
1.5.6.1. Synonymy .....	17
1.5.6.2. Antonymy .....	17
1.5.6.3. Hyponymy .....	17

1.6. Words Difficulty .....	18
1.6.1. Pronunciation .....	19
1.6.2. Spelling .....	19
1.6.3. Length and Complexity .....	19
1.6.4. Meaning .....	19
1.6.5. Grammar .....	20
1.7. The Importance of Vocabulary .....	20
1.8. Conclusion .....	22

## **Chapter Two: Reading Comprehension's Impact on Vocabulary**

2.1. Introduction .....	24
2.2. Different Views about Reading .....	24
2.2.1. The Traditional View .....	25
2.2.2. The Cognitive View .....	25
2.2.3. The Meta-Cognitive View .....	26
2.3. Types of Reading .....	27
2.3.1. Intensive Reading .....	27
2.3.2. Extensive Reading .....	28
2.4. Components of Reading Comprehension .....	29
2.4.1. Background Knowledge .....	29
2.4.2. Inference .....	30
2.4.3. Strategies .....	31
2.4.4. Vocabulary .....	32

2.4.5. Word Reading .....	34
2.5. Techniques of Reading Comprehension .....	34
2.5.1. Prediction.....	34
2.5.2. Skimming.....	35
2.5.3. Scanning .....	36
2.6. The Importance of Reading.....	37
2.7. Sources of Reading Comprehension Difficulties .....	37
2.8. The Relationship between Vocabulary and Reading Comprehension .....	39

### **Field Work**

3.1. Introduction .....	42
3.2. The Analysis of the Students' Questionnaire.....	42
3.2.1. Sample .....	42
3.2.2. Administration of the Questionnaire .....	43
3.2.3. Description of Students' Questionnaire .....	43
3.2.4. Analysis of the Questionnaire .....	44
3.2.5. Data Interpretations of Students' Questionnaire .....	61
3.2.6. Description of Students' Interview .....	64
3.2.6.1 Analysis of Students' Interview.....	64
3.2.6.2 Data Interpretation of Students' Interview.....	65
3.3. The Analysis of Teachers' Questionnaire.....	66
3.3.1 Administration of the Questionnaire .....	66
3.3.2 Description of the Teachers' Questionnaire.....	66

3.3.3. Analysis of the Questionnaire .....	67
3.3.4. Data Interpretation of Teachers' Questionnaire .....	79
3.3.5. Description of Teachers' Interview .....	80
3.3.5.1. Analysis of Teachers' Interview.....	81
3.3.5.2. Data Interpretation of Teachers' Interview.....	82
3.4. Discussion of the Main Results .....	83
3.5. Conclusion.....	85
3.6. Pedagogical Implications and Some Recommendations .....	86

## **General Introduction**

### **Appendices**

#### **Appendix A**

#### **Appendix B**

#### **Appendix C**

#### **Appendix D**

#### **Summary in Arabic**

## List of Abbreviations

- **CED** Collins English Dictionary
- **EFL** English as a Foreign Language
- **ESL** English as a Second Language
- **LCED** Longman Concise English Dictionary
- **L1** First Language
- **L2** Second Language
- **SLA** Second Language Acquisition
- **SL** Source Language
- **TL** Target Language
- **VLS** Vocabulary Learning Strategies

## List of Tables

- Table 1:** Students' gender distribution
- Table 2:** Students' age distribution
- Table 3:** Choosing English
- Table 4:** Students' level
- Table 5:** Students' attitude toward reading
- Table 6:** Students' reading habits 1
- Table 7:** Students' reading habits 2
- Table 8:** Students' reading types
- Table 9:** Reading's difficulties
- Table 10:** Students' favourite place to read
- Table 11:** Students' attraction to read a book
- Table 12:** The type of dictionary students prefer to use
- Table 13:** Students' reading types
- Table 14:** Teachers' experience
- Table 15:** Teachers' qualifications
- Table 16:** The contribution of teaching vocabulary through reading
- Table 17:** Teachers' effective techniques in reading
- Table 18:** Teachers' difficult items to teach in the classroom
- Table 19:** Teachers' effective way to enrich students' vocabulary
- Table 20:** The contribution of reading in improving vocabulary
- Table 21:** Vocabulary and its importance in reading comprehension

## List of Figures

**Figure 1:** Hyponymy

**Figure 2:** Students' gender distribution

**Figure 3:** Students' age distribution

**Figure 4:** Choosing English

**Figure 5:** Students' level

**Figure 6:** Students' attitude toward reading

**Figure 7:** Students' reading habits 1

**Figure 8:** Students' reading habits 2

**Figure 9:** Students' reading types

**Figure 10:** Reading's difficulties

**Figure 11:** Students' favourite place to read

**Figure 12:** Students' attraction to read a book

**Figure 13:** The type of dictionary students prefer to use

**Figure 14:** Students' reading types

**Figure 15:** Teachers' experience

**Figure 16:** Teachers' qualification

**Figure 17:** The contribution of teaching vocabulary through reading

**Figure 18:** Teachers' effective techniques in reading

**Figure 19:** Teachers' difficult items to teach in the classroom

**Figure 20:** Teachers' effective way to enrich students' vocabulary

**Figure 21:** The contributions of reading in improving vocabulary

**Figure 22:** Vocabulary and its importance in reading comprehension

# *General Introduction*

## **Introduction**

Acquiring vocabulary helps in learning L2. EFL learners have to know vocabulary words of the target language they decide to learn. However, EFL learners may need to select the best method to improve their vocabulary knowledge, along with their teachers; in which they should know how to approach vocabulary learning process when dealing with the great amount of vocabulary the English language has (Carter et al, 2001).

Vocabulary is needed to master a foreign language and to communicate successfully. It seems significant to say that learning L2, the four skills need to be mastered: listening, speaking, reading, and writing. Such communicative skills are based on vocabulary and EFL learners face the problem of the lack of vocabulary (Nguyen and Khuat, 2003). Learners themselves admit the difficulty of learning vocabulary and they identified vocabulary acquisition as their main problem (Meara, 1980). A field of study vocabulary has been neglected in foreign language teaching and learning for the last decades.

Reading comprehension and vocabulary knowledge are interrelated, complementary, and inseparable. Reading in L2 vocabulary learning is highly important and it is an effective method for improving EFL learners' vocabulary knowledge (Anderson and Freebody, 1981).

The present research describes learners' attitude toward reading and explore, the reasons behind Algerian EFL learners' weaknesses in vocabulary knowledge. Additionally, it seeks to investigate vocabulary learning and finds a relationship between the strategies they use and the learning efficiency they acquire.

## 1- Literary Review

Prior studies have identified many benefits for enhancing vocabulary through reading shedding light on how vocabulary played an important role both in learning to read and in comprehending a text. Readers cannot understand a text without knowing the meaning of its words. Moreover, studies that have examined students' vocabulary over several years of schooling have indicated that schools are not doing much to increase the students' vocabulary and the mere act of attending school has little effect on vocabulary growth (Biemiller & Boote, 2006).

Although read-aloud books are a fertile source for vocabulary, studies have revealed that the relation between reading aloud and learning vocabulary contained in the books is less straightforward than expected. Several teams of researchers who examined the effects on vocabulary of just reading aloud reported findings that were from nonexistent to unimpressive (Biemiller & Boote, 2006).

There is considerable evidence from first language studies that extensive reading for meaning leads to vocabulary acquisition over time, and indeed that reading probably accounts for most L1 vocabulary expansion beyond the first few thousand words in common oral usage. Second language research on this issue is sparse, but what it indicates that extensive reading programs are generally more effective than systematic vocabulary instruction using decontextualized exercises (Coady and Huckin, 1997).

In terms of reading comprehension strategies, previous researchers have mentioned CCT as a Contextual Clues Technique that helps to understand new words from the context and proves how efficient it is. Reading in context facilitates words 'retention in memory (Hutchin& Bloch, 1993; Nation, 1990, Schouten-Van Parreren, 1992). CCT is a complex and a difficult

strategy to carry out successfully. As many of linguists claimed that acquiring vocabulary through reading has some limitations:

Firstly, Nation (1990) stressed that to be successful in guessing the meaning through context; students should already know 95 % of the lexical words. Secondly, there is a little chance to guess the meaning of unknown words correctly through context (Kelly, 1990). Thirdly, inferring a word meaning is considered to be a very slow process. Finally, acquisition through inferring word meaning does not occur at the first time because guessing from context fails to direct students' attention to word form and meaning at the same time.

Research on learning from context shows that learning can occur but it has limitations and it is small and cumulative (Nagy, Herman & Anderson, 1985). This does not mean that CCT is useless but in fact it is considered to be among the most important strategies that helps in acquiring vocabulary but using it alone is not sufficient (Nation, 1990). Moreover, Paribakht and Wesche (1993) argue that contextualized learning through reading is effective but it would be superior if an explicit instruction were added. Consequently, they concluded that even though reading for meaning does contribute to vocabulary knowledge, a supplementary management with specific vocabulary exercises produces more gains that are significant.

Another aspect that researchers have tackled is the effect of repetition and L1 lexicalization. Chen and Truscott (2010) studied 72 Mandarin-speaking freshmen and the result of their study proved how repetition could effectively affect the acquisition of the language including the word retention. Rich explanation, initial vocabulary and reading practices can positively affect the acquisition of vocabulary (Collin, 10).

This research tackles the relationship between vocabulary and reading, which it tries to find out the reasons behind the lack of acquiring vocabulary for first year English students.

## **2- Aims of the Study**

The main aim of the present study investigation is to obtain the efficient strategies used first year English students. In addition, the research aims at finding the strategies that have positive effects on the students' and if they related to reading or not.

## **3- Statement of the Problem**

One of the most obstacles in learning any foreign language is the lack of vocabulary. Therefore, we think that if we want to improve learners' vocabulary we should try to initiate our learners on how they enhance their vocabulary, make it more effective, and thereby improve their reading skill.

## **4- Research Questions**

More specifically, the following research questions need to be addressed:

1. What are the factors behind the lack of vocabulary acquisition of first year English students at University of Mohammed Boudiaf-Msila ?
2. How can reading be helpful to vocabulary acquisition?
3. What strategies can teachers use in reading skill for a better vocabulary improvement?

## **5- Hypothesis**

In conducting the present study, we hypothesize that if first year English students use reading strategies correctly, then they would improve their vocabulary.

## **6- Assumption**

This study is carried out under assumption that the students' vocabulary acquisition can be achieved through the practice of a particular technique of teaching.

## **7- Methodology**

The research has selected two effective methods, which is divided into descriptive method and analytical method.

### **7.1. Population and Sampling**

#### **a) The population**

The aim of this work is to describe vocabulary-learning strategies of the first year English students at the *University of M'sila*, in addition to their attitudes toward reading.

#### **b) The samples**

Teachers' samples the first collecting data tool, the investigation concerns all the teachers of first year students in M'sila University because they are considered as the basic for the students' level to reach higher grades successfully. However, in the second research tool, which is the interview, the present research tends to investigate it with teachers who are able to provide a good description about reading comprehension and vocabulary knowledge.

Students' sample: Similarly, both research tools were given to first year English students at University of M'sila in the academic year 2017-2018, but the second instrument concerns the three students.

## **8- Structure of the Study**

This research is divided into three chapters. The first two chapters are theoretical and the third chapter is related to the field work.

Chapter one will present the background of vocabulary, its definition, its description, the strategies to enhance vocabulary, word difficulty, the relationship between vocabulary and comprehension, and the importance of vocabulary.

Concerning chapter two, it will explain how reading can positively affect vocabulary acquisition including reading background, its components, its types, its techniques, its importance and its difficulties

Chapter three will deal with data analysis. The data obtained from the questionnaires and the interview will be analyzed and interpreted so to help in confirming or referring the hypothesis.

## **9- Research Limitation**

The limitation of this study includes time, which was limited to conduct study. Another limitation includes the limited studies and the unavailability of sources dealing with the relationship between the two variables: reading and vocabulary.

# *Chapter One*

## *An Overview of Vocabulary*

## **1.1. Introduction**

The extension of vocabulary research was considerable since the last decade, especially in the field of applied linguistics in teaching and learning the second language. Vocabulary becomes no longer an abandoned aspect of language learning and teaching which cancelled researcher's favouritism to syntax and opened their sight to vocabulary importance and how it contributes positively in the process of learning the second language (Nation & Carter, 1989). Vocabulary plays a great role in language acquisition and it is one of the important tools for EFL learners because the lack of vocabulary may make communication unsuccessful. Read (2000) states that "Words are the basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs and whole text are formed" (p.1) . The statement shows the importance of vocabulary and shows the necessity of having a large number of words in order to express thoughts and ideas successfully throughout communication.

## **1.2. Definition of Vocabulary**

Vocabulary is defined differently from one writer to another but basically they do have some ideas in common.

McCarthy (1990) says that "Vocabulary often seems to be the least systematized and the least well catered for all the aspects of learning a foreign language" (p. 8). The statement emphasizes on the importance of vocabulary and its contribution in learning EFL systematically.

Thornbury (2002) states that "Vocabulary knowledge is not an all-or-nothing phenomenon, that is, a case of either knowing a word or not knowing it" (p. 22).

This definition shows the absolute knowledge of words meaning which the learner cannot just guess but either know it or do not know it.

It has been stated that “Vocabulary is shown to include much more than knowledge of a single words” (Schmitt, 2000, p. 12). In contrast to Thornbury, Schmitt strongly relates a word meaning to the context where the word is used.

M C Shane (2005) claims that: “Vocabulary refers to knowledge of word meanings” (p.59). This confirms the definitions mentioned in which vocabulary is strongly related to the word meanings and word comprehension.

### **1.3. History of Vocabulary in Language Learning**

Learning L2 was an interesting area since the Romans time or maybe before. Learning approaches were tackled accordingly in learning L2 with a different view on vocabulary. Vocabulary has been valued to time and disvalued at another. Before the Medieval Era, the focus of learning was on vocabulary in which learners concentrate on mastering the alphabet, words, connected discourse, and syllabus. Later on, in the Medieval Period, the shift was from vocabulary to grammar. (Schmitt, 2000)

Additionally, Howatt & Widdowson (2004) states that “It is not surprising to find that early language teaching materials relied mainly on texts” (p. 11). The statement is highly supporting Schmitt’s words since the focus was on vocabulary at the early time when there was no grammar.

After the shift to grammar, teaching and learning vocabulary becomes undervalued till the present day. As stated in Coady & Carter (1989) “SLA researchers and teachers have typically prioritized syntax and phonology” (p. 5). Vocabulary in language learning was and still neglected.

In EFL classes, the methods that were used throughout history were almost focusing on grammar, with a little focus on vocabulary. The grammar translation method was not practical as it seems to be. Learners tend to translate long passages and learn lists of vocabulary by heart with no full understanding based on their L1 grammar (Coady & Carter, 2000).

The direct method was another method that similarly lacks the practical part on which it is based on L1. The reading Method/ Situational language teaching mainly focuses on enhancing reading skills which contributes in improving learners' vocabulary. Another method was called the audio-lingual method which points out its aim on pronunciation to improve speaking skills instead of memorizing rules. The communicative language teaching was about how language is presented through the speaker's performance. The last method is the natural approach which focuses on comprehension and meaning rather than syntax (Coady & Carter, 2000).

## **1.4. Vocabulary Description**

In order to depict and explore vocabulary in a beneficial way, two important branches of linguistics need to be discussed as they are related to the study of vocabulary and its different forms and uses. Such branches are lexicology and lexicography.

### **1.4.1. Lexicology**

Lipka (1992, p.1) claims that "lexicology might be defined as the study of the lexicon or lexis". Lexicology is basically about the words composition and how it is systematically structured. Todd (1987) states that: "Lexicology is the study of words" (p. 49). The statement did not specify at what level the word should be studied, the definition was too broad.

It has been suggested that "Lexicology is the study of lexis, understood as the stock of words in a given language i.e. its vocabulary or lexicon" (Howard & Etienne, 2000, p. 1). The

definition given by Howard and Etienne was enough inclusive to explain what is related to lexicology.

According to LCED (1985), Lexicology is “A branch of linguistics concerned with the meaning and use of words”. According to CED (2006), Lexicology is “The study of overall structure and history of the vocabulary of language”.

### 1.4.2. Word Category: Class

Words differ in their classification in which every word plays an important role in a text. Word classes are divided into eight different classes: Nouns, pronouns, verbs, adjectives, adverb, prepositions, conjunctions, and determiners.

Words can be basically divided into two groups in terms of the relationship between words and meanings. Words such as “*for, and, them, to*” that are related to grammar, these are called grammatical words (or function words) and mostly they are prepositions, conjunctions, determiners and pronouns. Whereas, the content words are the words that have a meaning or carry an idea. Content words are nouns, verbs, adjectives, and adverbs. These words cannot stand alone in a sentence because the message will be meaningless, for example:

*Like looking bits pieces old second-hand record players doing up look new*

Compare this sentence with the following one:

*I for and like and them to like*

Content words are an open set that are unlimited and can always have new words added to the language, for instance, *airbag, emoticon, quark, carjacking* are words that were annexed the English language recently whereas grammatical words are a closed set because they are limited. In the early sixteenth century, *It was them* was added to English language (Thornbury, 2002).

### 1.4.3. Word Building

Word building is also known as word formation and it includes: Affixation, compounding and conversion.

“Affixation is one of the ways new words are formed from old” (Thornbury, 2002, p. 5). The statement explains that words can be generated from other words and make the language wider in its vocabulary package.

According to Bauer (1983), “Compounding, or composition, is, roughly speaking, the process of putting two words together to form a third” (p. 11). The combination of two words or more creates a new word with a new meaning and this process helps in extending vocabulary of language.

In other words, Howard (2002) states that “Compounds are formed by joining two or more root morphemes or (classical) combining forms into a single lexeme”(p. 12). Thornbury (2002) defines Compounding as “The combination of two or more independent words, as in the case *second-band, word processor, paperback, and so on*” (p. 5). Bauer, Howard, and Thornbury shares the same idea about compounding that is a combination of two or more words creating a new word with a new meaning.

### 1.4.3. Lexicography

LCED defines lexicography as “(the principle of) the editing or making of dictionary”.

Whereas CED states that lexicography is “the process or profession of writing or compiling dictionaries”

“Lexicography may also refer to the principles that underlie the process of compiling and editing dictionaries” (Howard & Etienne, 2000, p. 8). The process of writing, editing or compiling a

dictionary is helpful in learning unknown words and improving EFL learner's vocabulary.

### **1.4.5. Word Meaning**

The primary meaning of any word in any language is the first sense of word alone in which it is found in a dictionary and also out of the context (Newmark, 1981). Kripke (1982, p. 55) describes the situation of words as “there can be no such thing as meaning anything by any word”. He argues that assigning meanings to words is based on the arbitrary ground. However, Kripke (1982) argues that a word may have different meanings according to the context and that dictionary became a useless tool. Thus, EFL learners have to guess the meaning through a given context.

Another view claimed by Cruse (1986, p. 50), he said, “The meaning of any word form is in some sense different in every distinct context in which it occurs”. Cruse also is mentioning the guessing of words through context.

According to Zaky (2000), a learner can get the meaning of a word when it is used in a given sentence or in a phrase, in a specific context to have a specific effect. A word meaning cannot be based only on the idea that it refers to. He goes further claiming that the first type of word meaning is the meaning of reference and he also gave many names to this type: Conceptual meaning, denotative meaning, lexical meaning, and referential meaning.

The other types of meanings are connotative meaning, stylistic meaning, affective meaning, lexical meaning, and collective types of meaning. The category of “associative meaning” refers to the last five types of meaning. Mwiwaki (2004), in her approach of meaning's types, claims that:

Conceptual meaning is stable and invariable since it can be presented by a set a means of finite set of symbols. In contrast, associative meaning is unstable and variable since it is related to socio-psychological and contextual factors. (p. 138)

Mwihaki argues also that both associative and conceptual have a relationship with grammatical and communicative competence.

Grammatical competence is the ability to form linguistics expressions and interpret them as well whereas communicative competence is the ability to communicate in an effective way using the verbal way. In order to be competent in communication, a learner needs to have knowledge about language system and should be skillful using this system in different social situations and communicative settings (Mwihaki, 2004).

Grammatical competence is the ability to form linguistics expressions and interpret them as well whereas communicative competence is the ability to communicate in an effective was using the verbal way. In order to be competent in communication, a learner needs to have knowledge about language system and should be skillful using this system in different social situations and communicative settings (Mwihaki, 2004).

## **1.5. Vocabulary Learning Strategies**

Nation (2001) states that:

*“A strategy would need to involve choice, that is, there are several strategies to choose from, be complex, that is, there are several steps to learn, require knowledge and benefit from training, and increase the efficiency of vocabulary learning and vocabulary use”. (P. 217)*

Nation points out that VLS are a part of learning a language, which the learner needs to choose the one that suits his level and can fit his needs effectively.

### **1.5.1. Using Dictionaries**

Howard (2002) defines a dictionary as “A reference book about words. It is a book about language” (p. 21). Learners always refer to dictionary as a tool of knowledge when they face unknown words.

Either any dictionary has entries and information that a few users would use, because they already know it or they have no interest in the given word. For instance, the article «the», a learner rarely consults a dictionary on this word, and yet no dictionary would be without an entry of the word “the”. However, any serious learner who wants to have more details about this word, he better uses a grammar book than a dictionary because the dictionary does not have the details about this word as a grammar book would have (Howard, 2002).

Additionally, Howard (2002) states that “A dictionary is more than just a reference book; it is also a (partial) record of the vocabulary of a language” (p. 22). This statement improves the contribution of dictionaries in enhancing EFL learners’ vocabulary.

### **1.5.2. Developing Glossary**

According to Oxford Advanced Learner’s Dictionary (1948) “A glossary is a list of special or technical words, expressions, especially those in a specific text explaining its meaning”. This list is usually found at the end of the passage, which helps the learners to acquire the vocabulary easily.

Similarly, Merriam Webster (1828) defines glossary as “a collection of textual glosses or of specialized terms with their meanings”. Both definitions shed light on the main concept a glossary carries, which is the specific terms given in a specific text.

### **1.5.3. Translation**

Thornbury (2002) states that “ Translation has the advantage of being the most direct route to a word’s meaning assuming that there is a close match between target word and its L1 equivalent”(p. 77).

Hatim and Munday (2004) define Translation as “the process of transferring a written text from source language (SL) to target language (TL)” (p. 6). The definition implicitly shows the systematic procedure of translation in delivering the intended message.

Another definition was stated by Newmark (1988) who defines it as “rendering the meaning of a text into another language in the way that the author intended the text” (p. 5). Additionally, Nida and Taber (1982) claim that “translating consists in reproducing in the receptor language the closest natural equivalent of the source language message” (p. 12).

The definition was more direct than the previous ones because it relates translation to the message conveyed in L2 and its equivalent explicitly. The previous definitions agreed on the idea that translation tends to explore the meaning and the equivalence in L2.

### **1.5.4. Word Cards and Games**

The use of word cards can be effectively useful to enhance learners’ vocabulary. Learners, mostly, have the visual ability which allows them a good memory in recalling the new vocabulary they get (Thornbury, 2002).

Similarly, Howard Gardner's multiple intelligence theory (1993) makes the teachers recognize that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to focus on all the different learner types at some points during the course. Visual learners, as a very high proportion of learners have this type of intelligence; the focus should be on them. Word cards can be bright and colorful and make a real impact on visual learners.

“It would be wrong to suggest that vocabulary learning has to be all work and no play” (Thornbury, 2002, p.102). Using games in learning vocabulary can help successfully in memorizing new words which facilitates on learners to recall the vocabulary they already got.

Among these helpful games there are: Word clap, categories, noughts and crosses, coffeepot, back to board, Pictionary, word snap, word race, and spelling race (Thornbury,2002).

### **1.5.5. Word Families**

“Words are grouped into ‘families’ on the basis of their morphology, both their inflections and their derivations. A family consists of a base form, its possible inflectional forms, and the words derived from it by prefixation and suffixation” (Howard & Etienne,2000, p. 15).

Additionally, Nation (2001) states that “Learners’ knowledge of the prefixes and suffixes develops as they gain more experience of the language” (p. 8). In this case, the quotations show the importance of the morphological knowledge which facilitates on learners their vocabulary improvement without the need to learn each word separately.

### **1.5.6. Meaning Relations**

James & Westney (1981) states that “The schoolboy joke ‘If all Frenchmen are Europeans and all Englishmen are Europeans then all Englishmen are must be Frenchmen’ provide a trivial

example of what ‘meaning relations’ are”(p. 147). The semantic value is in the meaning of any word in a given language, and in order to know words meaning, learners should focus on synonymy, antonym, and hyponymy because they are important elements to enrich vocabulary.

### **1.5.6.1. Synonymy**

Valenzuela, (2017) defines synonymy as: “When two words or expressions have the same meaning, they are called synonyms” (p. 121). However, Howard and Etienne (2000) argue that synonymy “It is used in modern semantics to refer to a relationship of ‘sameness of meaning’ that may hold between two words” (p. 92).

The definitions of Valenzuela, Howard, and Etienne shed light on the similarity in meaning between two words or more.

### **1.5.6.2. Antonymy**

“We use antonymy to refer to the pair-wise relation of lexical items in context that are understood to be semantically opposite” (Jones et al, 2012, p.2).

Valenzuela (2017) says:

*“Antonymy is much more complicated than synonymy. Antonymy is part of a wider family of relations, that of opposites. Opposites are words that are similar in most respects, but differ in just one respect, which makes them contrast with each other” (p. 123).*

### **1.5.6.3. Hyponymy**

“A hyponymous relationship is a kind of relationship, as in *Ahammeris a kind of tool* or *A kiwi is a kind of bird (and a kind of fruit)*. Thus, *hammer* is a hyponym of *tool*; *kiwi* is a hyponym of *bird (and fruit)*” (Thornbury, 2002, p. 9-10).

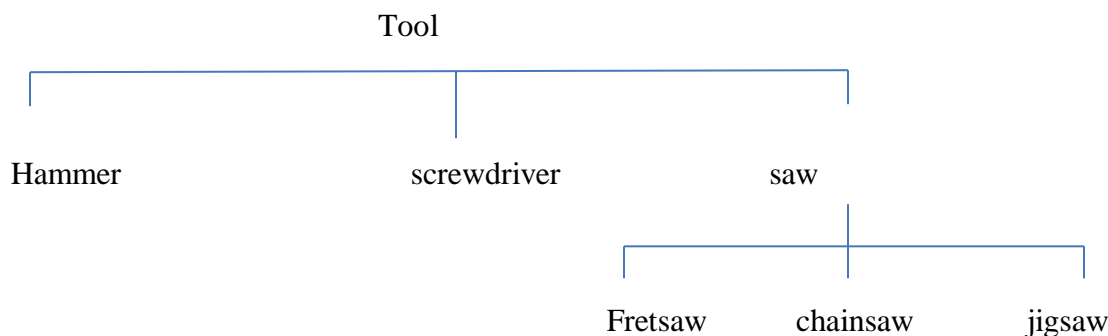


Figure I: Hyponymy, From *How to Teach Vocabulary* (p. 10), by S. Thornbury,(2002), U.S.A.

## 1.6. Words Difficulty

Thornbury (1997) concludes that:

*Anyone who has learned a second language will know that some words seem easier to learn than others. Easiest of all are those that are more or less identical, both in meaning and form, to their L1 equivalents. When this is due to the fact that they derive from a common origin, they are called cognates. (p. 27).*

Thornbury shows that the learner may face difficult words throughout the learning process. English language has many words, which were borrowed from other languages, and this may create a difficulty as well. As Thornbury (1997) states “Knowing that *actually* and *aktualnie* are false friends may make the learning of *actually* difficult for a polish speaker” (p. 27). In addition to words borrowing, false friends are a serious factor which needs practice and knowledge in order to avoid mistakes.

Thornbury (1997) points out some factors, which may lead to word difficulty, these factors, will be presented in the following elements.

### **1.6.1. Pronunciation**

Learners find difficulty in the words which are pronounced hardly and this is typically because of the words which are not accustomed to them (Thornbury, 1997).

Thornbury (1997) sheds light on the difficulty of words pronunciation in this example “Many learners find that words with cluster and consonants, such as *strength* or *crisps* or *breakfast*, are also problematic” (p. 27).

### **1.6.2. Spelling**

Spelling can contribute in word’s difficulty. Underscoring its difficulty, Thornbury (1997) mentions that “words that contain silent letters are particularly problematic: *foreign*, *listen*, *headache*, *climbing*, *bored*, *honest*, *cupboard*, *muscle*, etc.” (p. 27). Spelling mistakes are a serious problem that impedes the process of learning.

### **1.6.3. Length and Complexity**

Generally, ESL learners tend to learn short words more than long ones because they are easy to memorize. Thornbury (1997) specifies “Variable stress in polysyllabic words- such as in word families like necessary, necessity and necessarily- can add to their difficulty” (p. 27-28). Word stress can affect words meaning and words functions as well which makes learning more difficult for learners and creates confusion and complexity

### **1.6.4. Meaning**

Thornbury (1997) claims that ESL learners may have confusion to some words which are similar in meanings, as stated in his example (1997) “*Make* and *do* are a case in point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*” (p. 28). English language is full of confusing words that they may look similar but in fact, they are not,

EFL learners must consider such issue and bear in mind all the difficulties that the words may have.

### **1.6.5. Grammar**

Thornbury (1997) states that: “Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explain* follows the same pattern as both Spanish *explicar* and English *tell*, and say *he explained me the lesson*. Remembering whether a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (*to swim*) or an *-ing* form (*swimming*) can add to its difficulty. And the grammar of phrasal verbs is particularly troublesome: some phrasal verbs are separable (*she looked the word up*) but others are not (*she looked after the children*)” (p. 28)

Grammar is a large complicated field of study which needs a lot of practice in order to master the language well. Languages differ from one to another, and the effect of L1 is widely discussed in its interference with L2 learning.

### **1.7. The Importance of Vocabulary**

The significance of vocabulary learning is unquestionable ,Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55). The lack of vocabulary in L2 impedes the communication because vocabulary is an important tool for second language learners.

Furthermore, vocabulary knowledge and language use are harmonious because the latter can increase learners’ vocabulary and the former can enable and strengthen the language use (Nation, 2001).

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins, 1972)” (Thornbury, 2002, p. 13). Depending on grammar will not improve learners’ English the way learning new words and expressions can do.

According to M C Shane (2005), “Vocabulary is vital to reading comprehension in at least two ways” (p.59). She relates vocabulary to reading comprehension to improve the real importance of vocabulary and how it is a necessary element to understand any given piece of writing. M C Shane (2005) sheds light on the two ways where vocabulary is vital to reading.

The oral vocabulary is first way that she considers as the basis for a meaningful reading, whereas the second way, she claims is reading vocabulary which is something obvious for EFL learners because a reader cannot understand any text unless they know the meaning of its words.

## **1.8. Conclusion**

As a conclusion, vocabulary is one of the most important components of language learning. This chapter points out the major related elements to vocabulary learning, and its importance. Furthermore, the chapter also provided vocabulary learning strategies, which help EFL in enhancing their vocabulary throughout the learning process. Vocabulary is based on reading comprehension, both are complementary and inseparable in which the latter contributes in enhancing and improving EFL' vocabulary. The second chapter will explore and explain the importance of reading to vocabulary and the contribution of reading in vocabulary enhancement.

## ***Chapter Two***

*Reading Comprehension Impact on Vocabulary*

## **2.1. Introduction**

This second chapter sheds some light on one of the four fundamental language skills, which is 'reading'. In fact, it is the most complex language skill, which is essential to get success, and that reading ability is highly valued and important. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make to use of background knowledge, experience with text and other strategies to help them understand written text. The chapter offers definitions of 'reading' from different points of views, also deals with the 'types of reading', and when a language learner supposed to use one of them. Then it presents various techniques that are used in reading comprehension process. In addition, the importance of reading and its relation with vocabulary. Finally, the current chapter ends with reading comprehension difficulties.

## **2.2. Different Views about Reading**

Reading is a complex cognitive ability that is considered one of the basic language skills which can help students in learning foreign language; however, it is used more by most of EFL learners who always need to read various printed materials such as: books, stories, articles, poems and so on.

Reading is defined as "the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skill, and knowledge of the world (Albert. J. et al as cited in Thao Le Thanh, 2010).

However, Reading theories have had their shifts and transitions and according to many researchers there are three different views about reading starting with traditional view which

focused on the printed form of a text and moving to the cognitive view that enhanced the role of background knowledge in addition to what appeared on the printed page, they ultimately culminated in the metacognitive view. It is based on the control and manipulation that a reader can have on the act of comprehending a text.

### **2.2.1. The Traditional View**

According to Dole et al, (1991), novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read.

However, Nunan (1991), reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He referred to this process as the “bottom-up” view of reading. Moreover, McCarthy (1999) has called this view “outside-in” processing, referring to the idea that meaning exists in the printed page and is interpreted by reader then taken in. Moreover, readers are passive recipients of information in the text. Meaning resides in the text and the reader has to reproduce meaning.

### **2.2.2. The Cognitive View**

Goodman (1967; cited in Paran, 1996) presented reading as a psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth. Here the reader rather than the text is at the heart of the reading process.

Rumelhart (1977) has described schemata a “building blocks of cognition” which are used in the process of interpreting sensory data, in retrieving information from memory, in organizing goals and sub-goals, in allocating resources, and in guiding the flow of the processing system.

Likewise, Rumbelhart (1977) also stated that if our schemata are incomplete and do not provide an understanding of the incoming data from the text we will have problems processing the text.

Cognitively based views of reading comprehension emphasize the interactive nature of reading and the constructive nature of comprehension. Dole et al. (1991) have stated that, besides knowledge brought to bear in reading process, a set of flexible, adaptable strategies are to make sense of a text and to monitor ongoing understanding.

### **2.2.3. The Meta-Cognitive View**

According to Block (1992), “there is now no more debate on “whether reading is a bottom-up, language based process or a top-down, knowledge-based process.”

Meta-cognition involves thinking about what one is doing while reading, Klien et al. (1991) stated that strategic readers attempt the following while reading:

Identifying the purpose of the reading before reading, Identifying the form or type of the text before reading, Thinking about the general character and features of the form or type of the text. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion, Projecting the author’s purposes for writing the text (while reading it), Choosing, scanning, or reading in detail, Making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages.

Moreover, they attempt to form a summary of what was read. Carrying out the previous steps requires the reader to be able to classify sequence, establish whole-part relationships, compare and contrast, determine cause-effect, summarize hypotheses, predict, infer, and conclude.

## 2.3. Types of Reading

### 2.3.1. Intensive Reading

It refers to the kind of work done in the reading class under the teacher's supervision. It is also related to further progress in language learning, and designed to enable learners to develop specific receptive skills and strategies. In like manner, (Nuttall, 1982) claims that: "*The intensive reading lesson is intended primarily to train students in reading strategies.*"

However, Most classroom instructors would define intensive reading more broadly, as did Aebersold and Field (1997). They assume that intensive reading is reading carefully and thoroughly for maximum comprehension in which teachers provide direction and help before, sometimes, during and after reading followed by some exercises that require student to work on several of texts.

Moreover, intensive reading is the reading in depth or carefully to comprehend a given text for instance; studying it line by line, using the dictionary, comparing, analyzing, translating, and retaining every expression that it contains. In Palmer's view (1964) on intensive reading, the learner focuses on using the dictionary in which he has to analyze, compare and translate while reading texts. Therefore, the use of a dictionary helps the learner to progress in his language learning process.

In other words, when the students 'read to learn', "Intensive Reading" they are reading a text to learn something about the language itself. The passages are short and often have a lot of language the students do not know. For example, a new word or grammars rule. However, many students do this typical reading in their textbooks. The point here is that intensive reading introduces new language items to the students.

### 2.3.2. Extensive Reading

“The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it” (Nuttall, 168).

On the other hand, extensive reading is different from intensive reading, as explained by Grellet (1981) and Harmer (2007), the term of extensive reading refers to reading which students do often away from classroom. It is concerned with "reading longer text, usually for one's own pleasures. This is an activity mainly involving global understanding".

Bamford et al (2004) defined “Extensive reading is a language teaching procedure where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text”(p,1-4).

In addition to that, Day and Bamford (1998) agreed when citing two of the many goals of extensive reading, which are enabling students to read without constantly stopping and providing an increased word. To illustrate, extensive reading is therefore, the best possible way for learners to develop automaticity that is the automatic recognition of words when they see them. It is, by far, the best way to improve their English when reading.

The point here is that, When students ‘learn to read’ (Extensive Reading), they are practicing the skill of reading by reading for information. For example, reading a storybook with the aim of enjoying the reading without consciously knowing they are learning (although they may learn some), and to deepen their knowledge of already met language items and to get a better sense of how these fit together communicatively.

## **2.4. Components of Reading Comprehension**

Comprehension means building up meaning from words; it is the central both to academic and lifelong learning. Reading comprehension is the ability of the readers to understand written materials. Indeed, reading comprehension has come to be viewed as the “essence of reading” (Durkin, 1993).

Moreover, Reading comprehension is further defined as “intentional thinking during which meaning is constructed through interactions between text and reader” (Durkin, 1993). According to this view, meaning resides in the intentional, problem solving, thinking processes of the reader that occur during an interchange with a text.

Additionally, Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek&Espin, 2012).

Similarly, Snow (2002) sees that reading comprehension refers to “the simultaneous ability used by a reader to construct and extract meaning through interaction and involvement with written language”. Based on these views, comprehension can be defined as the process where the reader interacts with the text, his/her prior knowledge, and reading strategies that establish the level of comprehension of a text.

Reading comprehension has five components subdivided into:

### **2.4.1. Background Knowledge**

Carrell & Eisterhold (1983) define background knowledge as "previously acquired knowledge" (p. 556). In fact, Carrell (1983a) maintains, "If a reader is not actively using his or her background knowledge, a significant part of the reading process is not taking place, and the construction of meaning suffers" (p. 200).

According to Stevens (1982), background quite simply as what one already knows about a subject. However, Dochy et al (1995) provide an elaborate definition describing prior knowledge as the whole of person's knowledge, including explicit and tacit knowledge, metacognitive and conceptual knowledge.

As (Stanovich et.al ,1996:16), Background knowledge or Schemata is so important in reading comprehension by Linking what one comes to know while reading with what he already knows.

Another view made by (Vacca, 2002) "...readers are in a better position to comprehend what they are reading whenever they use prior knowledge (schemata) to construct meaning". Furthermore, background knowledge is all the world knowledge that the reader uses during reading. It includes school-based knowledge and personal knowledge, episodic (events), declarative (facts) and procedural (how-to) knowledge (Alexander and Judy; 1988. Kintch, 1988).

The basic idea of background knowledge is that readers relate the meaning of a certain text to what they already know about the topic described or discussed in the text. By activating the appropriate background knowledge, the reader will have the context through which she can better grasp the meaning and the ideas discussed in the text. By so doing, readers are receiving input from the text and matching it to what they already know about the topic or the culture.

#### **2.4.2. Inference**

Inference refers to a cognitive process used to construct meaning through a thinking process that involves reasoning beyond the text through generalization and explanation. (Hammadou, 1991). In addition, (Smith, 2008), said, "Inference are evidence-based guesses, they are the conclusion a reader draws about the unsaid based on what is actually said".

According to Duffy, “Inferring is the ability to “read between the lines” or to get the meaning an author implies but does not state directly”. (p.122) However, what DeZuburia (1995) says about inference is that, the main purpose of inferring is to find out what is meant inside the text’s lines (as cited in Zabala, 2004, p. 102)

In the same way, Tompkins (2007) said that “Inference is a critical skill for readers to have developed, to make an inference while reading, the reader must pull background knowledge and combine this knowledge with information from a text for the purpose of making predictions, conclusions, judgments and interpretations.

Even more, Inference includes sub-skills as: (1) Pronoun reference (knowing what a pronoun in a sentence refers back to) (2) Forming hypothesis about what is coming next in the text (3) Guessing the meanings of unknown words or phrases (4) Forming impressions about character motives and behaviors across multiple locations in a text (5) knowing the subtle connotations of words as they are used in particular contexts (6) Drawing upon background knowledge in order to fill in gaps within a text.

To illustrate, such as “*The dress was red,*” the reader must infer the shade of red, the style of the dress, and so on. In this sense, virtually all comprehension requires inference, and students should learn from the very beginning that reading is a matter of actively inferring meaning, based on prior knowledge about text information.

### **2.4.3. Strategies**

Strategy is a plan developed by a reader to assist in comprehending and thinking about texts, when reading the words alone does not give a full meaning to the reader. However, Duffy (2009) said that “A strategy is, in contrast, is a plan. You reason when to do it and you often adjust the plan as you go along” (p.13)

According to (Huang, Chern, & Lin, 2009), Reading strategies are techniques or conscious actions taken to improve understanding and solve difficulties encountered in reading. Kashef, 2012 described about the important role of strategies: they are “conscious and flexible plans that readers apply to particular texts and tasks”.

In addition, Strategies are an important part of comprehension. There are only a few strategies readers use in various combinations repeatedly, with slight variation from one reading situation to another. These include, making predictions, monitoring and questioning what is happening, adjusting predictions as you go, creating images in the mind, removing blockages to meaning, and reflecting on the essence, or the significance or the importance of what has been read.

Furthermore, The National Reading Panel (NICHD, 2000) also cited these strategies as having a positive impact on comprehension. The strategies from their review were; (a) summarization (b) representational imagery (c) story grammar, (d) question generation, (e) question answering, and (f) prior knowledge activation which includes the use of prediction, inferring and making connections to one’s life.

#### **2.4.4. Vocabulary**

It is often defined as knowledge of a word’s meaning. However, there are many aspects of word knowledge, most of which have received little attention from researchers. However, (Chapelle, 1998: Henriksen, 1999).They stated that vocabulary knowledge is an indicator of language ability and in order to be a component second or foreign language learner, a great amount of word is a dominant factor. Hence, such vocabulary knowledge is also required for successful reading comprehension.

Researchers have also suggested that knowing a word completely should take into consideration a variety of linguistic knowledge ranging from pronunciation, spelling, and morphology (Haastrup & Henriksen, 2000) to knowledge of antonym, synonym, hyponym, and collocation meanings (Chapelle, 1998; Henriksen, 1999).

In this respect, Whipple (1925) stated that: “Growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values”. (p.76)

That is to say, having a larger gives the learner a larger database from which to guess the meaning of the unknown words or behavior of newly learned words, having deeper vocabulary knowledge will very likely improve the results of guessing work” Qian (2002

Moreover, Qian (1999, 2002; Qian & Schedl, 2004) studies the roles of breadth and depth of vocabulary knowledge in reading comprehension in academic settings. Breadth of vocabulary knowledge refers to the size of vocabulary that a person knows and depth of vocabulary knowledge relates to how well the person knows a word. Therefore, In fact, Curtis (1987) claims that students’ ability to acquire new knowledge could be affected if they have low vocabulary knowledge.

In addition, the knowledge of word meaning and the ability to access the knowledge efficiently are recognized as an essential factor in reading comprehension (Ali & Mohd. Ayoub, 2012; Bee Eng& Abdullah, 2003). However, Laufer and Sim (1985) claim that in acquiring a foreign language, a learner needs to have sufficient vocabulary knowledge, subject matter knowledge and syntactic structure.

### **2.4.5. Word Reading**

(Anderson et al., 1993) said that word reading includes both a reader's sight words (stored in long-term memory) and word attack skills. The latter include decoding, analogy, and morphological strategies (e.g., using prefixes and suffixes).

Word reading differs from vocabulary knowledge because a reader may be able to read a word but not know its meaning, or may know the meaning of a word if it is spoken out loud but may not be able to pronounce the word in its written form.

## **2.5. Techniques of Reading Comprehension**

In the area of techniques of reading comprehension studies, many researchers have utilized different types of techniques, they are more useful, effective, and beneficial for the students which some of them are as follows: predicting, skimming, and scanning.

### **2.5.1. Prediction**

It is a technique, which most of researchers considered it an essential one that must be used by readers to achieve comprehension when reading. Smith (1988) is one of those researchers who claimed that "it is the core of reading comprehension".

According to Duffy (2009) states that "Predicting is fundamental to comprehension, good readers anticipate meaning, they do this by predicting what they think is going to happen in the selection and by revising their prediction as they read"(p.101).

Moreover, Magilino (1993) stated that "Prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headings, and next in the text as well as personal experience to make predictions before they begin to read"(p:35-53).

However, to Quirogo (2010) predicting reading comprehension strategy refers to the interaction between the reader and the words in the text that aim comprehension of it. For instance, the titles, keywords, and pictures in the text. (p. 14)

Making predictions along the reading provides a valuable interaction between the students and the text as well as it reinforces the interest because the learner keeps attentive to the topic. Additionally, not only the written material contributes to the predicting process, pictures, and charts that accompany the text present more ideas about what is being described with words.

### **2.5.2. Skimming**

Skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview of the content. Harmer (2001: 202) stated that skimming is a technique in looking for a text to get a quick idea of the gist of a text. However, according to Brown (2004: 213) skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Furthermore, there are steps in applying skimming strategy, those are:

For instance, One does not want to read the whole texts or articles; s/he may use various techniques to skim: those are: (1) Read the title, (2) Read the introduction of lead paragraph, (3) Read the first paragraph completely, if there are subheadings, read each one, looking for relationship among them, (4) Read the first sentence of each remaining paragraph, (5) Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjective, typographical cues, (6) Read the final paragraph completely. Arundel in Reading and Study Skill Lab (1999)

Thus, when implementing skimming reading strategies the learners would get the main idea instead of the details, and they also have to ignore some parts of the text that do not seem useful to collect the information needed which might affect full comprehension of the material.

### **2.5.3. Scanning**

Scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning (Brown, 2001). In addition, Maxwell (1970) stated that scanning is the ability to locate specific facts and details quickly.

Nation (2009) stated that “scanning involves searching for particular piece of information in a text, such as looking for a particular name or a particular number” (p.70)

Likewise, According to Arundel in Reading and Study Skill Lab (1999), She also presented several steps to maximize the use of scanning system on reading comprehension: (1) Keep in mind at all the time what is you are searching for, (2) Anticipate in what form the information is likely to appear numbers, proper nouns, etc. (3) Analyze the organization of the content before starting to scan. If the material is familiar or fairly brief, we may able to scan the entire article in a single search. Nevertheless, if the material is long or difficult, it may be necessary to determine which part of the article to scan. (4) Let your eyes run rapidly over several lines of print at a time, (5) Read the entire sentence when you find the sentence that has the information you seek.

In this way, we can say scanning reading strategy is more detailed view of the text where the reader’s intention is to locate the information by carefully reading every single word and it allows the reader to extract just the information needed from a written text, in order to be able to answer specific questions about a text.

## 2.6. The Importance of Reading

“Reading is such a natural part of our everyday life that we are often unaware of every piece of written material that we process”. Nunan (2010)

In addition, Harmer (2001) classified reasons of reading into two broad categories: instrumental reason and pleasurable reason, the first category will help us to achieve some clear aim. He gave an example: We read a road sign so that we know where to go; we read the instructions on ticket machine because we need to know to operate it. Therefore, in other words, reading takes place because we have some kinds of utilitarian or instrumental purpose in mind. The second category, on the other hand, reading takes place largely for pleasure.

According to Hoover, W.A and Gough, P.B.(2001) :When reading, we need to be able to: Recognize different formats such as headlines or faxes and different styles and genre, know letters, words and phrases, understand implication and style, skim, scan, predict, guess and remember, relate what we have read to our own experience, mentally agree or disagree, criticize or commend; physically turn the page from right to left, and read the lines from left to right, Survey books; speed read, read aloud-pore over whatever word means or read for pleasure and general idea.

## 2.7. Sources of Reading Comprehension Difficulties

Researches on reading comprehension show that EFL learners face some difficulties when they read. In fact, students suffer mainly from understanding vocabulary. This problem may fall into multiple categories among them, learners may have difficulties for example with words that have similar lexical forms; Some words seem to be phonetically the same (in terms of sounds) as

in “boss” and “bus”, also in ‘cut’ and ‘cat’, other words seem to be similar at the level of morphology like the words receptive and deceptive.

Another type of difficulties that can be found among EFL readers is the existence of various meanings within the same word, i.e. words that have more than one meaning. As the word “right” which means “exactly”, “legal” claim to get something and a direction side which is the opposite of left. The problem with such category is that the learner knows only one meaning can lead him to a wrong understanding of the whole sentence.

Other causes of comprehension hindrance, when a reader does not know many words in a text, such condition would hinder the effectiveness and efficiency of text processing, which leads to difficulties in reader comprehending the text. (Moghadam, Zainal and Ghaderpour, 2012)

However, Second language learners are typically conscious in their limitation in their vocabulary knowledge which deficit would hinder their ability in performing reading comprehension tasks successfully (Read, 2004).

The last factor, contributing to understanding impediment, is the lack of domain knowledge, which is considered as a "cardinal ingredient" in meaning construction. Since every text is content specific, it requires precise knowledge of its field such as psychology, biology, and history.

Furthermore, insufficient vocabulary leads to many obstacles in reading comprehension since lexis has a very important role for a successful reading. When the learner has a large vocabulary, he will not face problems comprehension in understanding the whole text, and this comes from habitual reading, i.e. whenever the learner reads a lot he will acquire new vocabulary, and then improve his vocabulary knowledge, which makes the reading task much easier for him/her.

## 2.8. The Relationship between Vocabulary and Reading Comprehension

knowledge in vocabulary and reading comprehension are interdependent and there is strong correlation between the two in order to successfully process reading text in any language (Baker, 1995; Nagy, 1988; Nelson-Herber, 1986). However, Reading plays a crucial role in the acquisition of a language, particularly in second and foreign language learning. It is thus essential for educators to ensure that learners acquire adequate vocabulary to be able to read and comprehend academic texts well.

Additionally, (Hu & Nation, 2000) claim that: vocabulary knowledge is, therefore, a vital language-learning component that has to be considered in enhancing reading comprehension. This also concurs with Bonk's (2000) findings that learners who knew less than 80% of the vocabulary in a text were frequently found to have poor comprehension.

In fact, Curtis (1987) claims that students' ability to acquire new knowledge could be affected if they have low vocabulary knowledge. Therefore, it is crucial to know what it takes a learner to understand what he/she is reading specifically when challenged with reading texts of academic nature. Moreover, (Chapelle, 1998; Henriksen, 1999). They also stated that vocabulary knowledge is an indicator of language ability and in order to be a competent second or foreign language learner, a great amount of words is a dominant factor. Hence, such vocabulary knowledge is also required for successful reading comprehension.

Thus, the relationship between vocabulary and reading comprehension is a "vigorous" one and the knowledge of the vocabulary system of a language has been the "foremost indicator of a text's difficulty" (Stahl, 2003).

## 2.9. Conclusion

Reading is a complex cognitive ability that is considered one of the basic language skills and it is highly valued and important which can help students in learning foreign language; however, it is used more by most of EFL learners who always need to read various printed materials such as: books, stories, articles, poems and so on.

Reading skill is a fundamental in improving vocabulary .For this purpose, the next chapter will present a case study, which will deal with some methods that an EFL learners may utilize to enhance their vocabulary through reading.

# *Chapter Three*

### **3.1. Introduction**

The questionnaires of both teachers and students were a useful suggestion to investigate and check their different opinions about enhancing vocabulary through reading. The questionnaire aims at exploring students' weaknesses and finding out the main reasons for the lack of vocabulary they face. However, a pilot questionnaire was administered to three students at the beginning of collecting data in order to find out all the difficulties in the questionnaire's design and as a result, there was no complication for them, which allowed the responses to be collected on the same questionnaire.

This chapter is devoted to the presentation and the analysis of the data obtained through the implementation of the present research tools. The second step will be about the description, analysis, and the interpretation of the results, which will help us to improve or disapprove the hypothesis that has been set at the beginning. This chapter is divided into two sections, one for students and other for teachers.

### **3.2. The Analysis of the Students' Questionnaire**

#### **3.2.1. Sample**

The total number of first year students at the University of M'sila is 167. Replaced in 04 groups, each group contains between 39-42. Fifty (50) students were chosen randomly to respond to this questionnaire. This study took place during the academic year 2017/2018.

### **3.2.2. Administration of the Questionnaire**

The questionnaire was administered to first year students at the University of M'sila in the English department in 29 April 2018. The exact number is 50 students. The questionnaire was given to students during their classes with oral clarification of item.

### **3.2.3. Description of Students' Questionnaire**

The purpose of this questionnaire is to obtain data about the students' attitude towards reading in improving vocabulary. The questionnaire is made of 14 items. The questions were in the form of Likert scale mainly plus closed-ended questions (yes or no/multiple choices) because first year students still are not able to express themselves using the target language very well. The items are organized in five sections in which each section investigates and provides particular information.

**Section one:** Background Information

**Section two:** Students' Attitude towards Reading

**Section three:** Students' Reading Habits

**Section four:** Reading Activities outside the Classroom

**Section five:** Comments and Suggestions

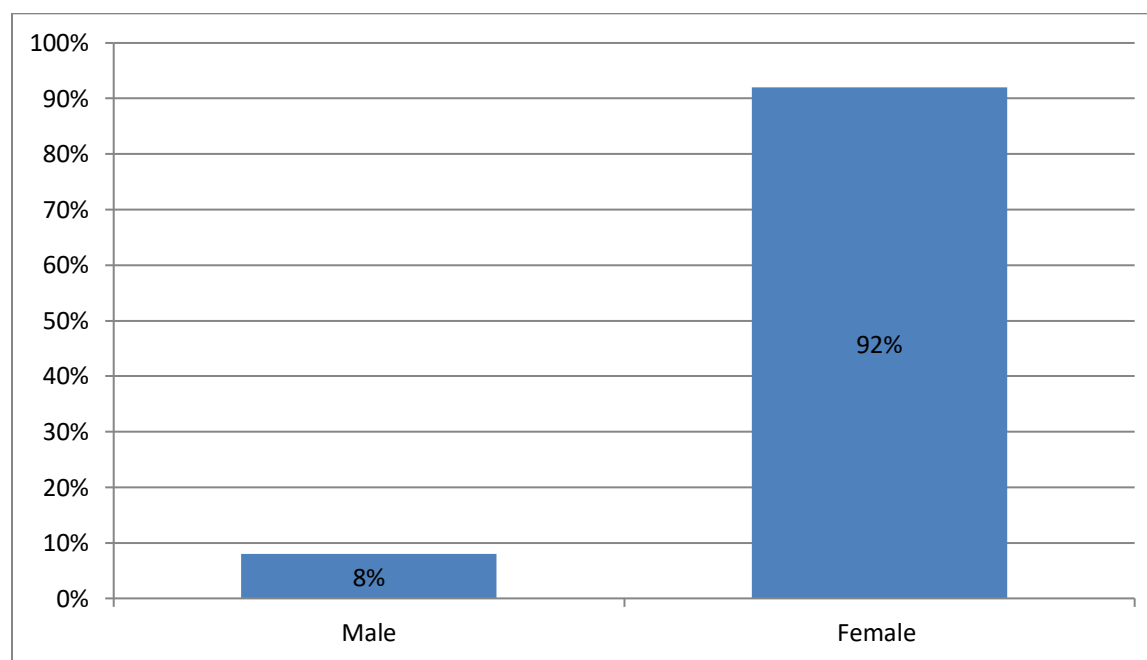
### 3.2.4. Analysis of the Questionnaire

#### Section One: Background Information

##### 1. Gender:

**Table 1:** Students' Gender Distribution

	<b>Respondents</b>	<b>Percentage</b>
Male	4	8%
Female	46	92%
Total	50	100%



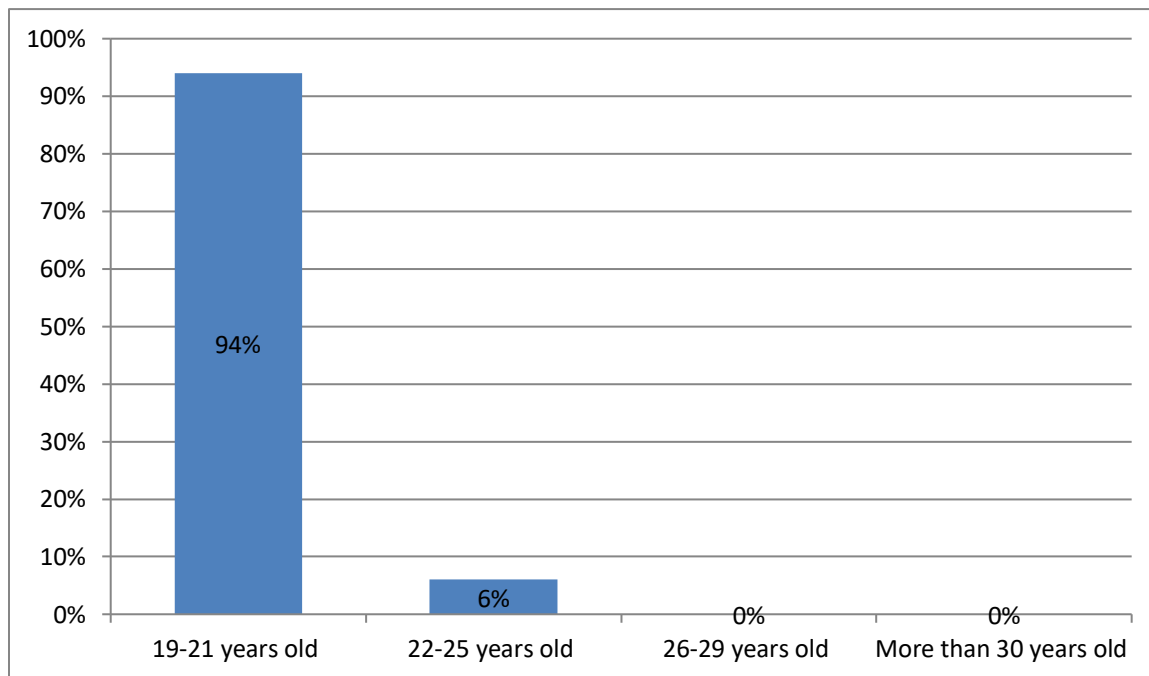
**Figure 2:** Students' Gender Distribution

The participants of this study were 92 % females and 8 % males. The fact that females outnumbering males shows that girls are more interested in learning foreign languages than boys.

## 2. Age:

**Table 2:** Students' Age Distribution

	Respondents	Percentage
19-21	47	94%
22-25	3	6%
26-29	0	0%
More than 30 years old	0	0%
Total	50	100%



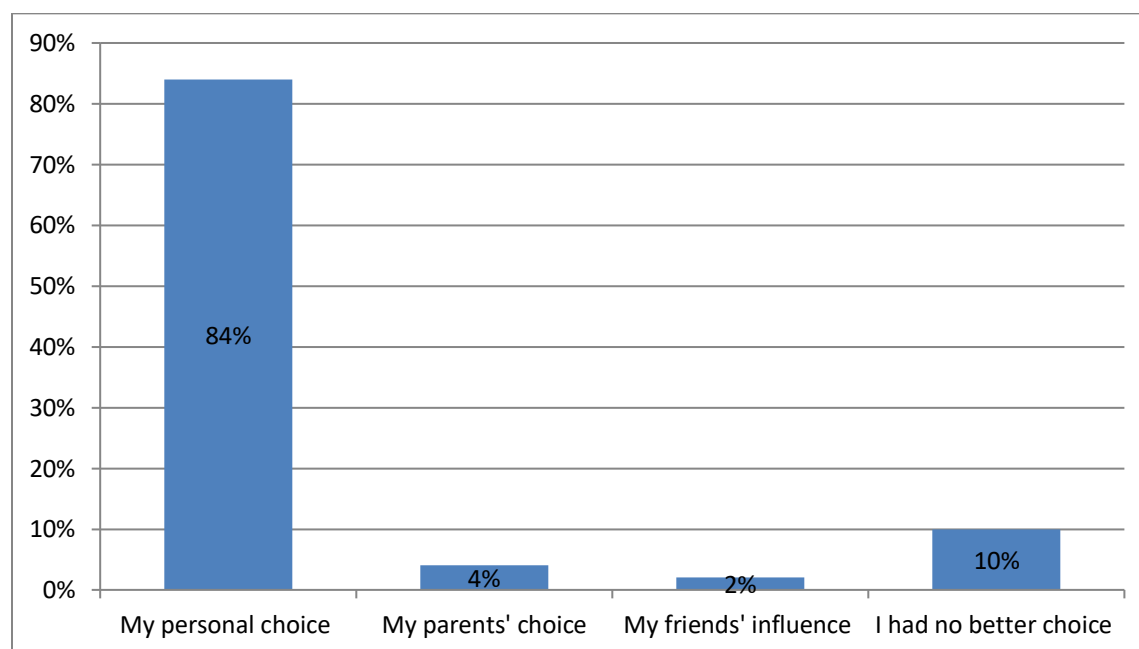
**Figure 3:** Student's Age Distribution

According to the results displayed in table 2, the highest range was between 19- 21 years old, and the lowest was between 22- 25 years old. However, the study did not include any respondents aging between 26-29 or more than 30.

### 3. Studying English was:

**Table 3:** Choosing English

	Respondents	Percentage
My personal choice	42	84%
My parents' choice	2	4%
My friends' influence	1	2%
I had no better choice	5	10%
Total	50	100%



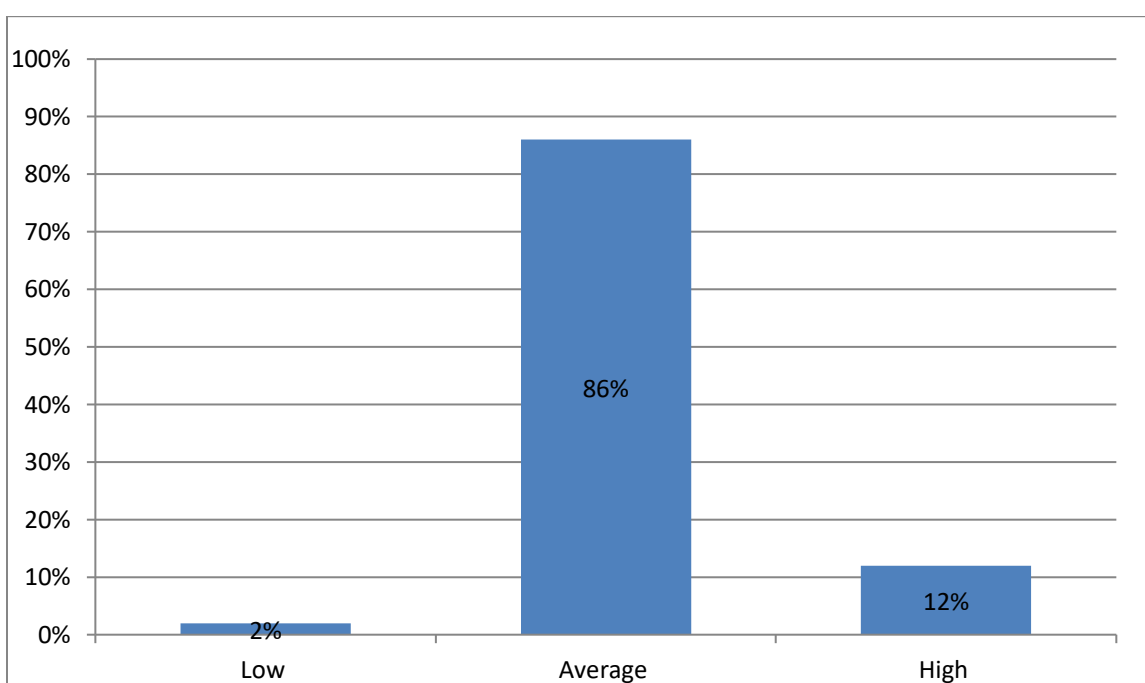
**Figure 4: Choosing English**

The findings show that the majority of students chose English themselves (84%) while the ones whose parents forced or chose this specialty for them are 4%. Only 1 participant representing 2% claimed that choosing English was due to the influence of friends. However, five students 10% said that they did not have other better choice than the English language.

#### 4. My level in English is

**Table 4:** Students' Level

	Respondents	Percentage
Low	1	2%
Average	43	86%
High	6	12%
Total	50	100%



**Figure 5:** Students' Level

The highest percentage is 86 % shows that most students 'level is average in English. (12 %) represents high level of students and the least percentage 2 % shows that their level is less than the average.

## Section Two: Students' Attitude towards Reading

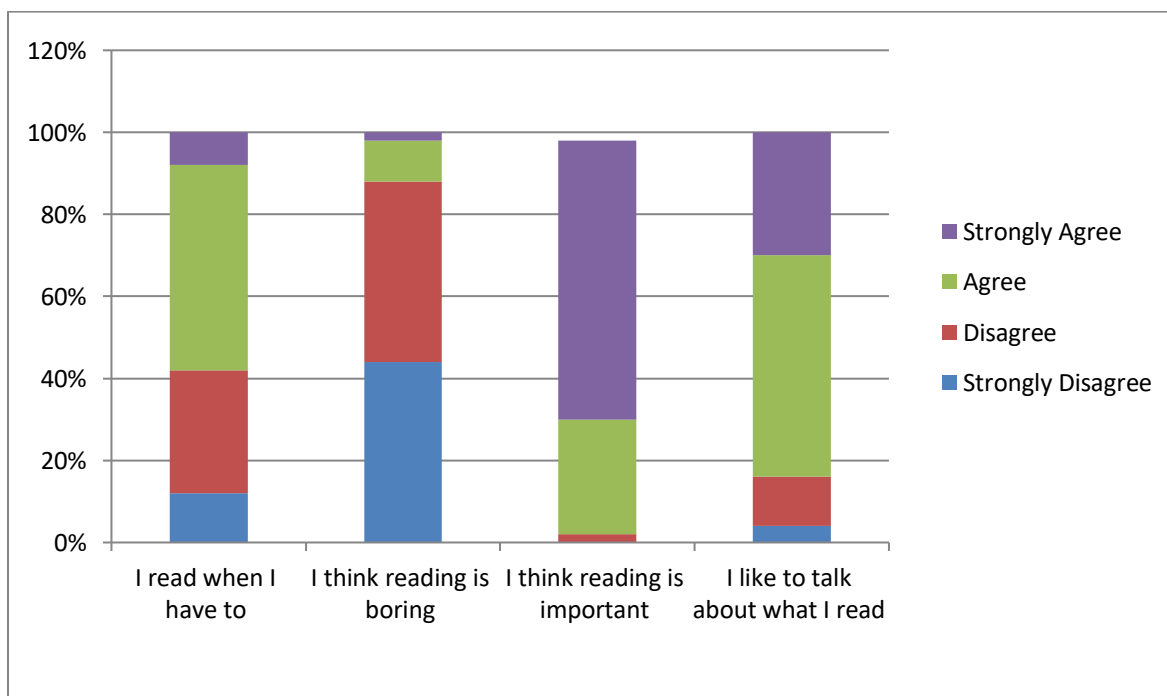
### 1. What do you think about reading?

**Table 5:** Students' Attitude toward Reading

	S/D	Disagree	Agree	S/A	Total
I read only if I have to	12%	30%	50%	8%	100%
I think reading is boring	44%	44%	10%	2%	100%
I think reading is important	0%	2%	28%	68%	100%
I like to talk about what I read with others	4%	12%	54%	30%	100%

**NOTE:** S/D = Strongly Disagree

\*S/A = Strongly Agree



### Figure 6: Students' Attitude towards Reading

According to table 5, half of the population 50% agree that they read only if they have to (and 8 % strongly agree on that, whereas 30 % disagree about this showing that they read with pleasure not only if they have to, 12 % strongly disagree.

The majority of students said that reading is not boring and both disagree and strongly disagree were 44 % whereas 10 % of students agreed that reading is boring and 2 % strongly agree.

(68 %) of students strongly agree that reading is important, additionally, 28 % of students agree on that, whereas no one strongly disagree that reading is important but 2 % of students disagree.

Talking about what they read to others was agreed on by 54 % which was the highest range, 30 % strongly agree; whereas 12 % do not agree on this and 4 % support them by strongly disagree.

### Section Three: Students' Reading Habits

#### Q 01: How well do I read?

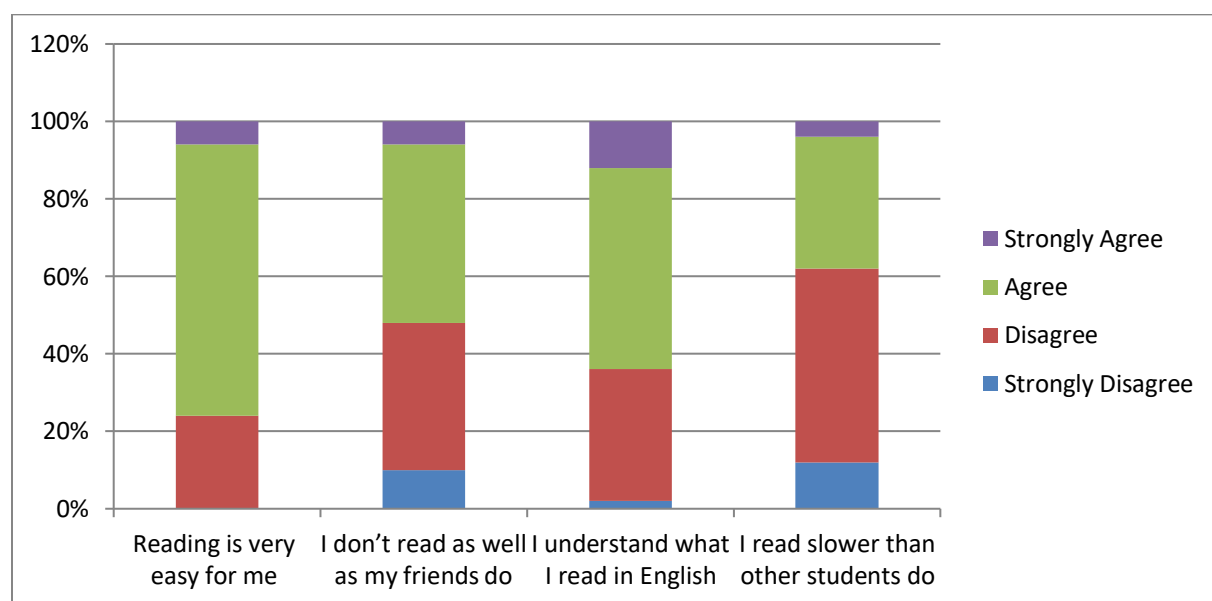
**Table 6:** Students' Reading Habits

	S/D	Disagree	Agree	S/A	Total
Reading is very easy for me	0%	24%	70%	6%	100%
I don't read as well as my friends read	10%	38%	46%	6%	100%
When I read					

in English by myself I understand everything I read	2%	34%	52%	12%	100%
I read slower than other student do	12%	50%	34%	4%	100%

**NOTE:** S/D = Strongly Disagree

\*S/A = Strongly Agree



**Figure 7: Students' Reading Habits**

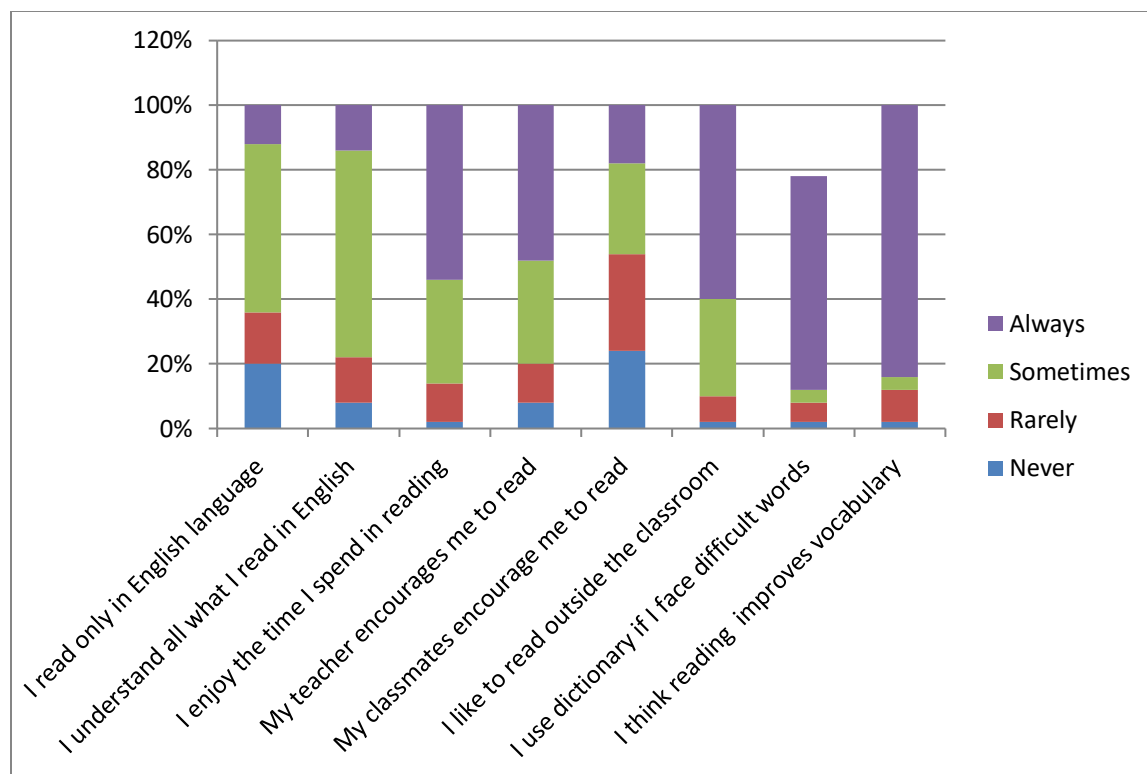
The majority of students find reading an easy process (70 %) and 6 % strongly agree on this, whereas 24 % find it difficult and no one strongly disagree on the easiness of reading.

(46 %) of students agree on their weakness in reading comparing to other students supported by 6 % of strongly agree, while 38 % of students disagree on that and 10 % strongly disagree.

## 1. Students' habits in Reading

**Table 7:** Students' Reading Habits

	Never	Rarely	Sometimes	Always	Total
I read only in English language	20%	16%	52%	12%	100%
I understand all what I read in English	8%	14%	64%	14%	100%
I enjoy the time I spend in reading	2%	12%	32%	54%	100%
My teacher encourages me to read	8%	12%	32%	48%	100%
My classmates encourage me to read	24%	30%	28%	18%	100%
I like to read outside the classroom	2%	8%	30%	60%	100%
I use a dictionary if I face difficult words	2%	6%	4%	66%	100%
I think that reading improve vocabulary	2%	10%	4%	84%	100%



**Figure 8: Student's Reading Habits 2**

According to the results, 20% of students never read in English language, while 16 % rarely do, whereas 52 % of the students sometimes read in English and 12 % always do.

(14 %) of students always understand all what they read in English, 65 % sometimes understand. In the other hand, 8 % never understand and 14 % rarely do.

Most students enjoy their time when they read (54%), whereas 32 % sometimes they do enjoy, while 2 % never enjoy the time they spend in reading and 12 % rarely do.

Teachers always encourage their students to read (48 %). For 32 % of students, teachers sometimes encourage them. However, 12 % said that teachers rarely encourage them and with 8 % of students, teachers never do.

However, Friends never encourage each other for 24 % of students, and for 30 % they rarely do, whereas 28 % said that friends/classmates sometimes encourage them to read and 18 % confirms that their friends always push them to read.

Reading outside was the highest choice students have chosen (60%), while 30 % said that they sometimes like reading outside. 2% of student did not support the idea at all and 6% said they rarely read outside.

The majority of students use dictionary when facing a difficult word (66 %), 4% sometimes do and 6 % rarely use it whereas 2 % never use a dictionary.

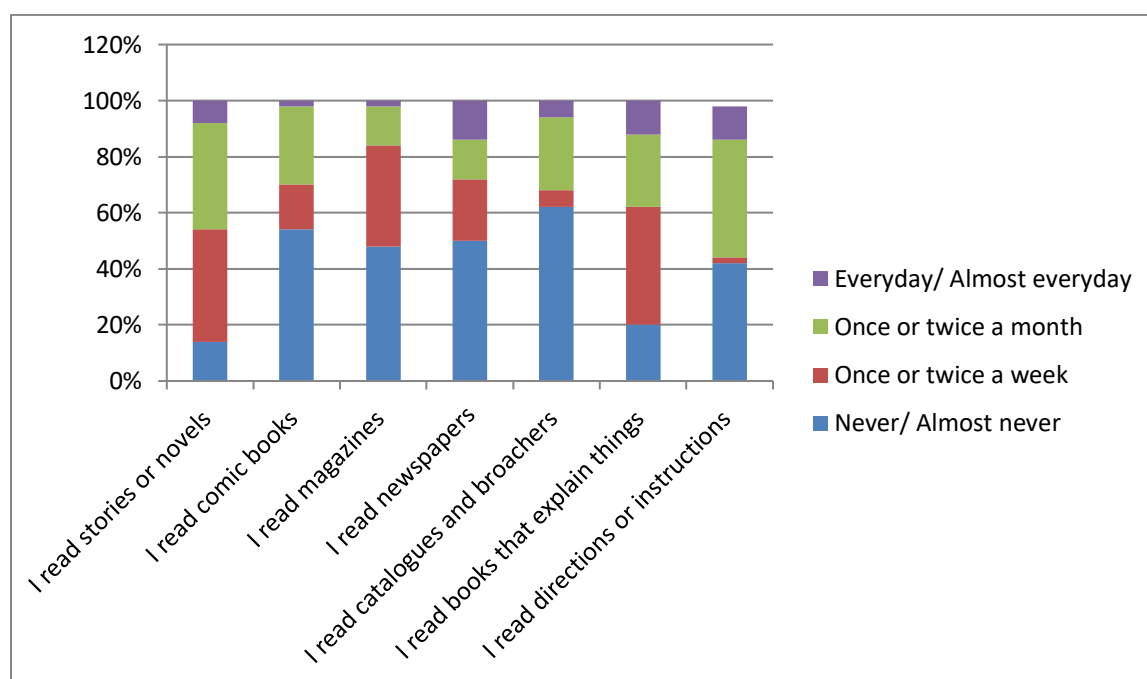
According to most students, reading contributes in improving vocabulary (84 %). 4 % of students said it can contribute sometimes, but students with (10%) rarely do and for (2 %), it never contributes in improving vocabulary.

## 2. Reading activities outside the classroom

**Table 8:** Students' Reading Types

	<b>Never/Almost never</b>	<b>Once or Twice a Week</b>	<b>Once or twice a month</b>	<b>Every day/ Almost everyday</b>	<b>Total</b>
I read stories or novels	14 %	40 %	38 %	8 %	100 %
I read comic books	54 %	16 %	28 %	2 %	100 %
I read magazines	48 %	36 %	14 %	2 %	100 %
I read newspapers	50 %	22 %	14 %	14 %	100 %
I read catalogues and brochures	62 %	6 %	26 %	6 %	100 %

I read books that explains things	20 %	42 %	26 %	12 %	100 %
I read directions or instructions	42 %	2 %	42 %	12 %	100 %



**Figure 9: Students' Reading Types**

(38 %) of students read stories or novels once or twice a month, whereas 40 % do the same once or twice a week. For 8 % of students, they read stories or novels daily while for 14%, they never do.

As it is shown in the table, comic books seem not preferable to students since 54 % said that they never read it. However, 16 % read it weekly, 28 % monthly, and 2 % daily.

Similarly, magazines were rejected by most of students (48 %). For 36 %, they read it once or twice a week whereas once or twice a month for 14 %, and daily for 2 % of students

The same as comic and magazines, newspapers were also not the best type of students' reading (50 %). 22 % read it once or twice a week, 14 % once or twice a month, and also 14 % read it daily or almost every day.

Reading catalogues and brochures was never chosen by 62 % of students, 26 % read such types once or twice a month, 6 % once or twice a week, and 6 % every day or almost every day.

Books which define and explain different things were read by 42 % once or twice a week, 26 % once or twice a month, 12 % daily or almost every day, and never read by 20 % of students.

For directions and instructions, 42 % of students never read them, the same percentage with students who read them once or twice a month; whereas 12 % read it every day or almost every day and 2 % read them once or twice a week.

## **Section Four: Reading Activities outside the Classroom**

### **1. Students 'difficulties when they read**

**Table 9:** Students' Reading's Difficulties

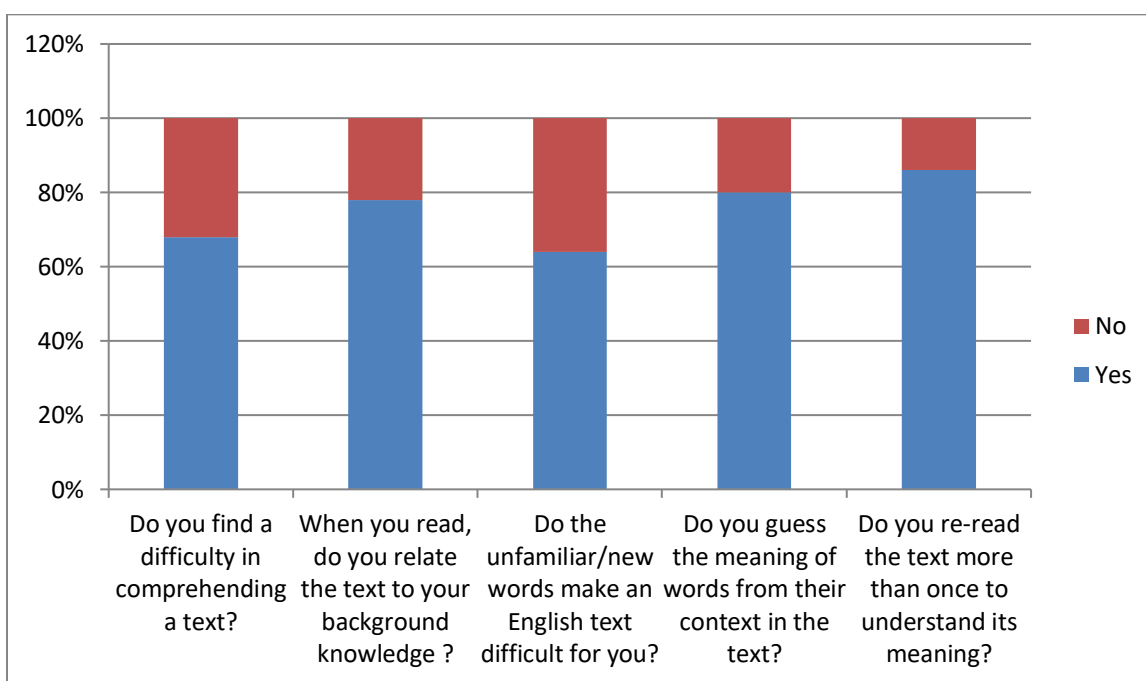
	Yes	No	Total
Do you find difficulty in comprehending a text?	68%	32%	100%
When you read, do you relate the text to your background knowledge?	78%	22%	100%
Do the unfamiliar/new words make an English text difficult	64%	36%	100%

for you?

Do you guess the meaning of words from their context in the text?	80%	20%	100%
---	-----	-----	------

Do you re-read the text more than once to understand its meaning?	86%	14%	100%
---	-----	-----	------

---



**Figure 10: Reading's Difficulties**

According to the table (9), most students find a difficulty in reading comprehension (68%) while 32 % have no problem.

The majority of students relate their background knowledge with any text they read (78 %) whereas 22 % do not.

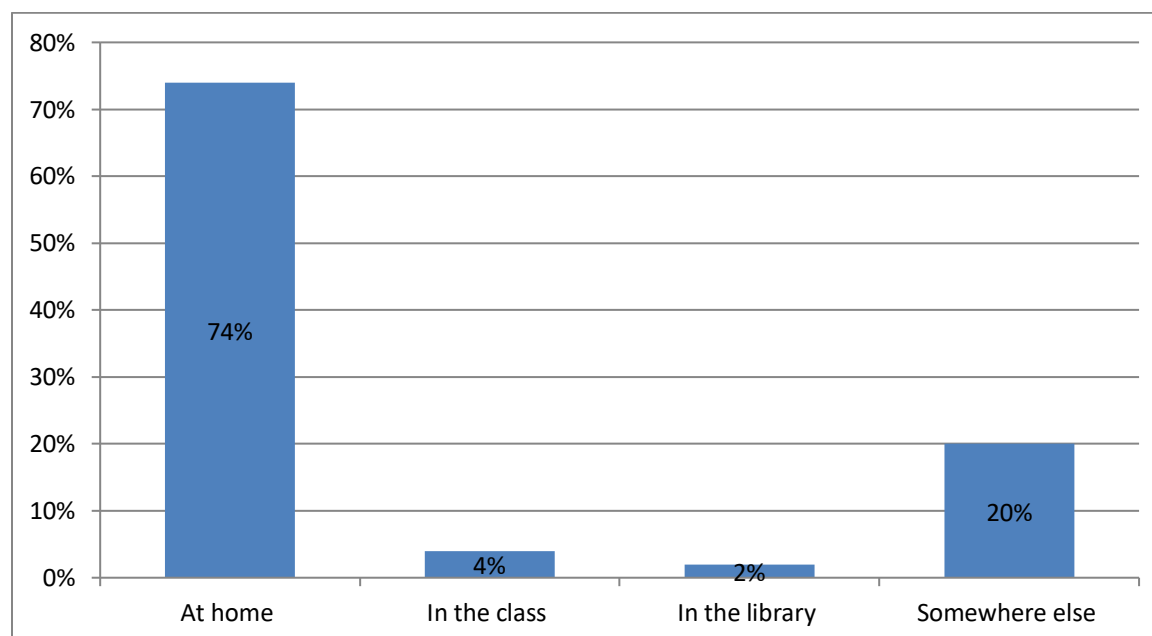
Most students find that new words create them a difficulty in any English text ( 64%) but for 20 % of students, it is not a difficulty at all.

The contextualizing strategy was chosen among 80 % of students, whereas 20 % do not use this strategy when they read a given text. (86 %) re-read the text more than once when they do not understand the text's meaning, while 14 % do not read again.

## 2. Where do you prefer to read

**Table 10:** Students' Favorite Place to Read

	Respondents	Percentage
At home	37	74%
In the class	2	4%
In the library	1	2%
Somewhere else	10	10%
Total	50	100%



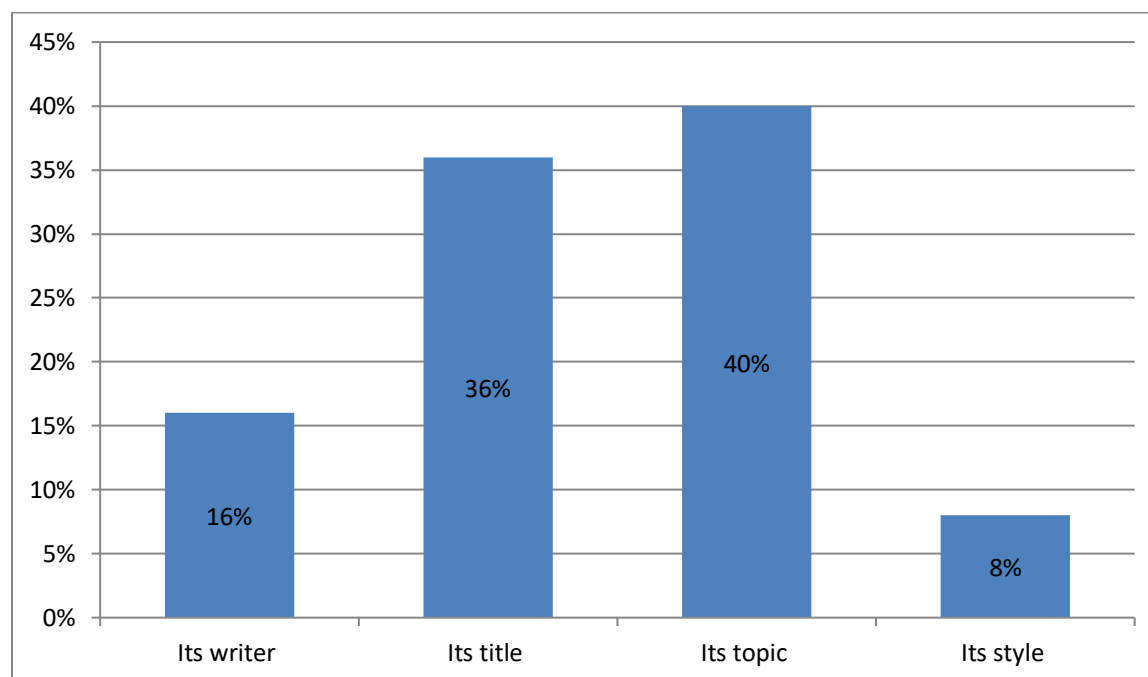
**Figure 11:** Students' favorite place to read

The preferable place for reading was home (74%). 4 % of students prefer to read in the class whereas 2 % prefer the library. (20 %) have chosen somewhere else, two students prefer reading beside the sea, two other students find reading in the garden much better, for another student, reading in the campus is more comfortable, whereas for another student, reading in the bus is the best; three students find that reading a book while traveling is more enjoyable.

### 3. What attracts you more to read a book?

**Table 11:** Students' Attraction to Read a Book

	Respondents	Percentage
Its writer	8	16%
Its title	18	36%
Its topic	20	40%
Its style	4	8%
Total	50	100%



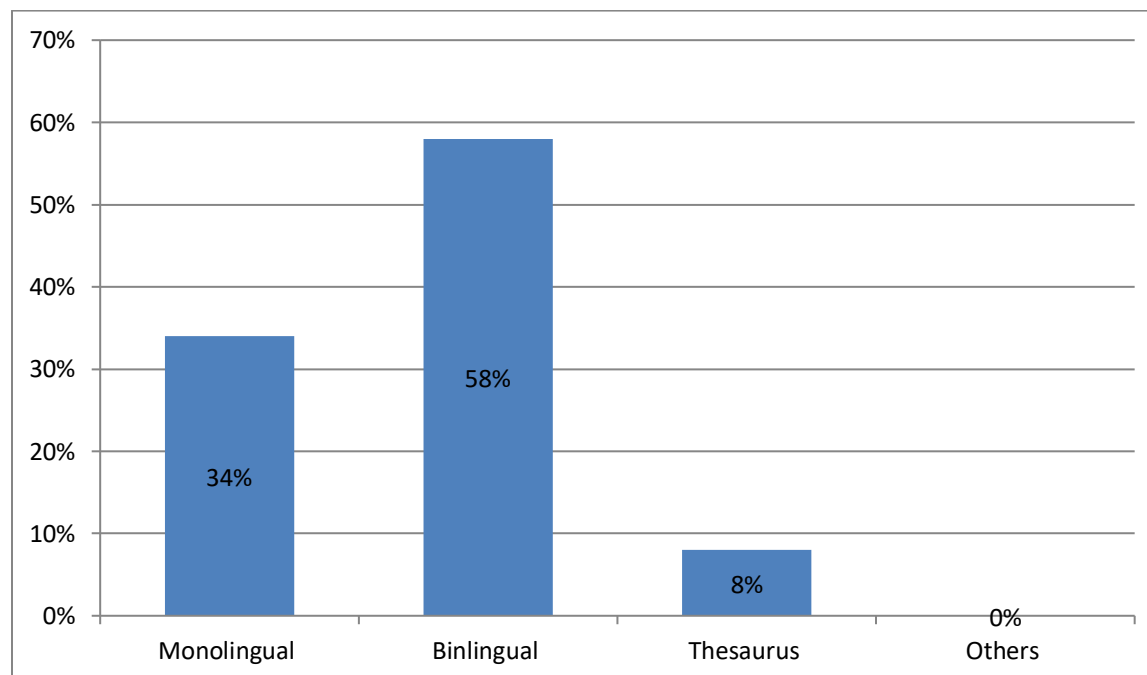
**Figure 12:** Students' Attraction to read a Book

According to the results shown in table 11, students are mostly interested in the topic of the book (40 %). (36 %) of students focus on the book's title whereas 16 % are attracted by the writer and the style was 8 % of students point of interest

#### 4. Which dictionary do you use generally?

**Table 12:** The Type of Dictionary the Students Prefer to Use

	Respondents	Percentage
Monolingual	17	34%
Bilingual	29	58%
Thesaurus	4	8%
Others	0	0%
Total	50	100%



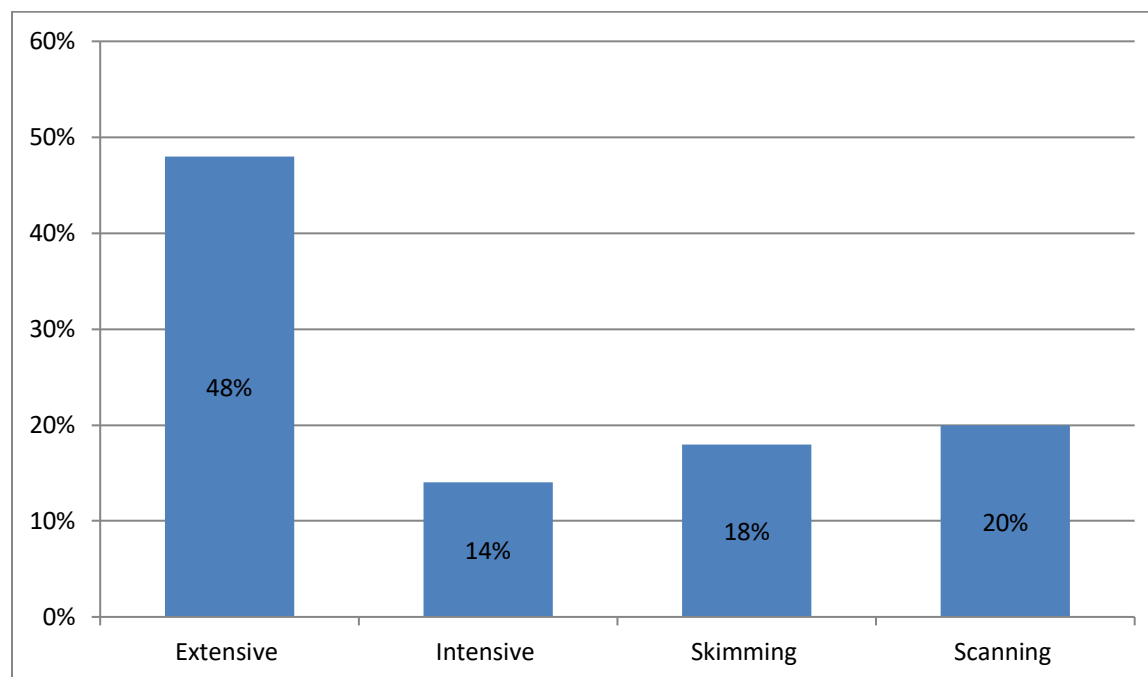
**Figure 13:** The Type of Dictionary the Students prefer to use

Table 12 shows that, Bilingual dictionary is the most useful type for students with (58%). Monolingual is the best choice for 34 % of students, whereas 8 % prefer using thesaurus and no one has another type of dictionary, which he uses except of the mentioned ones.

### 5. What type of reading do you prefer?

**Table 13:** Students' Reading Types

	Respondents	Percentage
Extensive	27	48%
Intensive	7	14%
Skimming	9	18%
Scanning	10	20%
Total	50	100%



**Figure 14:** Students' Reading Types

The majority of the students prefer extensive reading with (48 %) which means extensive reading is important. 14 % was for intensive reading. In addition to that, skimming was chosen by 18 % of students whereas scanning was 20%

### **Section Five: Suggestions**

At the end of the given questions, students of first year were provided to express and suggest any idea related to the research topic. Here are the obtained suggestions:

- We must read a lot
- We must improve our knowledge and master the language and this can be achieved through reading because reading generates new vocabulary
- Short stories including romantic and detective books are the best enjoyable way to keep reading.
- We must use a dictionary always because it is so helpful in learning new vocabulary
- We must read novels because they are like another world which is far from the reality

#### **3.2.5. Data Interpretations of Students' Questionnaire**

The results of analysis of students' questionnaire as it is shown in the first section about general information show that girls with (92%) have more tendency and more interest in learning foreign languages and English particularly than boys(8 %).

According to the analysis of students' responses to the second section, which is about students' attitude towards reading, most of the students (68%) considered reading important. As Suk (2016) points out, "Reading ability is an important second-language (L2) skill in academic setting, where L2 learners are required to read, to learn and complete related tasks"(p. 73). Accordingly, reading is a starting. It improves understanding and builds vocabulary.

The analysis of students' reading habits shows that (64%) of the students understand all what they read. In addition, when students were asked about the encouragement of teachers to read, most of respondents agreed that their teachers play a major role in motivating them to read. Consequently, encouragement can play a vital role, motivator and when it comes from others it helps boost self-confidence, and help to form an overall successful person.

A significant number of students (66%) stated that they use a dictionary if they face difficult words. In particular, the most important basic skill in using a dictionary is to find out the meaning of word or expression one has in mind.

In addition, Howard (2002) stated that "A dictionary is more than just a reference book; it is also a (partial) record of the vocabulary of a language. In this case, it is support the result of 84% participants who think that reading improve vocabulary.

When asked about students' reading types (40%) of the students like to read short stories or novels. The respondents seem to be involved with short stories or novels for enjoyment. This is probably because of the benefits of reading short stories or novels are gaining knowledge, memory improvement and vocabulary expansion. In contrast, (36%) of respondents like reading magazine and (22%) of them prefer to read newspaper and a few numbers of (6%) chose reading catalogues and brochures and other (2%) select reading directions or instructions.

The analysis of section four, "students' difficulties when reading", it seems that 68% of students find difficulties in comprehending a text. Hence, students with learning disabilities after experience poor comprehension due to their failure to read strategically and to spontaneously monitor their understanding while reading. Consequently, these students may encounter various problems, such as: vocabulary knowledge, decoding and word recognition.

When students were asked about guessing the meaning from context, the majority of them 80% agreed on it. Indeed, presenting vocabulary in context will enable students to improve their vocabulary. There is much research by Texas Reading Initiative (2008) claiming that “If we really wish to teach students meanings of the words and how they used it”. It is useful to present them in context and students are more likely to deduce meaning from context. As well as Scott Thornbury (2002), argues that guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom.

In addition to that, from the results obtained from the fourth question which is about the type of dictionaries the students prefer to use, we noticed that (58%) of students use bilingual dictionary and (38%) use monolingual dictionary. Thus, Bilingual dictionaries are the most used dictionaries by Foreign Languages Learners. Also students generally like to use bilingual dictionaries because; the advantages of bilingual dictionaries are its brevity, simplicity, bring instant satisfaction and you can look up a word from the target language (the target language you are learning) and you will see a direct translation for this word in your native language.

Finally, the analysis of the last question, the type of reading students prefer, reveals that the majority of respondents (48%) prefer to use extensive reading, whereas, (20%) of respondents use scanning reading. Hence, the reasons behind using extensive reading for students because according to Richard Day stated: extensive reading means that read many and easy books for enjoyment. Research for extensive reading also suggested a list of key characteristics of extensive reading in language learning, which are; quantity of reading is emphasized and they can choose what to read. With students able to choose what they read, they have more control over the level of reading and the teacher orients and guide the students. There is much research claiming that extensive reading programs results in L2 vocabulary acquisition

even in the absence of teacher instruction (Pitts, White, Karshen 1989). Conversely, the reasons behind the lack of using intensive reading for students are; (Bamford & Welsh 1). Researchers have cited some negatives which are; the tendency to focus too much attention on sentence level syntax can turn a nominal “reading” class into a grammar class. There is, of course, nothing wrong with grammar, but it simply is not the same as “reading” (Sausser, Robb 1990). Besides, Nation (2009) questions whether intensive reading teachers are choosing their texts with a view to making subsequent texts more comprehensible. If the chosen reading passage is full of low-frequency words, then the students will experience little future benefit from the effort put in to comprehend it.

### **3.2.6. Description of Students’ Interview**

The interview has been done with three students; they are first year students at University of Mohamed Boudiaf-Msila. The questions were divided into three, the first questions which is about, what is reading from your perspective? The second one, what is your reading strategy? The third one, what strategy do you prefer to use to enhance your vocabulary?

#### **3.2.6.1 Analysis of Students’ Interview**

##### **1. Reading from Students’ perspective.**

When asking the students about their view toward reading, students (A) says, reading is exploring new ideas, words, and expressions. Students (B) says, reading is moving from the real world to another beautiful magical world. As for students (C), reading is one of the four learning skills, which is necessary.

## **2. What is your Reading Strategy?**

Regarding the second question, which seeks information about strategies used in reading, student (A) claims, scanning strategy is the best especially when it comes to reading novels. Students (B), says, using scanning strategy is important in reading. Students (C) stated, scanning and intensive strategies are important in reading

## **3. What strategy do you prefer to use to enhance your vocabulary?**

For students (A) says, Translation is helpful to improve your vocabulary. Students (B) suggested, using dictionary while reading English texts. While student (C) says, audio- material, e.g. listening to English songs help to enhance your vocabulary.

### **3.2.6.2 Data Interpretation of Students' Interview**

The students' questionnaire is purposely designed to investigate the students' points of view and their attitudes toward reading in order to improve vocabulary enhancement. The analysis of the questionnaire ends up with the following findings:

The population was characterized by the over representation of females who were mostly between the age of 19-21, students show a positive and negative attitude toward these items.

The majority of students chose English by themselves and they were not forced which means they are interested in this language and they can master it if they use the best way. Furthermore, most students' level is average, which allows them to move forward in the learning process. The majority find that reading is an important tool in improving vocabulary.

However, most students read only if they have to which improves their lack of interest in reading even though most of them approved the given encouragement of teachers in reading. Since most students do not read only if they have to, they obviously prefer extensive reading and

use it as their basic strategy throughout the reading process. Reading comprehension for First year students can be achieved through using contextualization and bilingual dictionary as the most useful tools. These are the analysis of the students' questionnaire results.

The results obtained from students' interview show different views related to their responses to the questions. The results were concluded from their answers to the first question, which present different ideas toward reading. Besides, it seems that these students use different reading strategies, as it is shown in the results obtained from the answers of the second question between scanning and intensive reading strategies.

Lastly, using a dictionary and translation are two essential factors the students prefer to use as a strategy in enhancing their vocabulary, as it seems from their responses to the last question.

### **3.3. The Analysis of Teachers' Questionnaire**

#### **3.3.1 Administration of the Questionnaire**

Teaches questionnaire are distributed to nine teachers currently teaching First Year students' at University of M'sila in April 2018.

#### **3.3.2 Description of the Teachers' Questionnaire**

The teacher questionnaire is designed to nine teachers in the department of English who taught different modules at M'sila University. The types of the questionnaire are open-ended questions in which teachers are asked to give full statement and others are close-ended questions in which require "yes/no" frequent options. The main objective is to survey the teachers' techniques and strategies that they follow in teaching vocabulary as well as their contribution in

improving students' vocabulary. Moreover, it seeks to recognize teachers' attitudes toward learners' difficulties in both reading and vocabulary.

The questionnaire includes items organized in three sections, each section intended to investigate and provide particular information:

**Section one:** general information, which contains two items.

**Section two:** overview of reading which contains fifteen items.

**Section three:** Comment and Suggestions

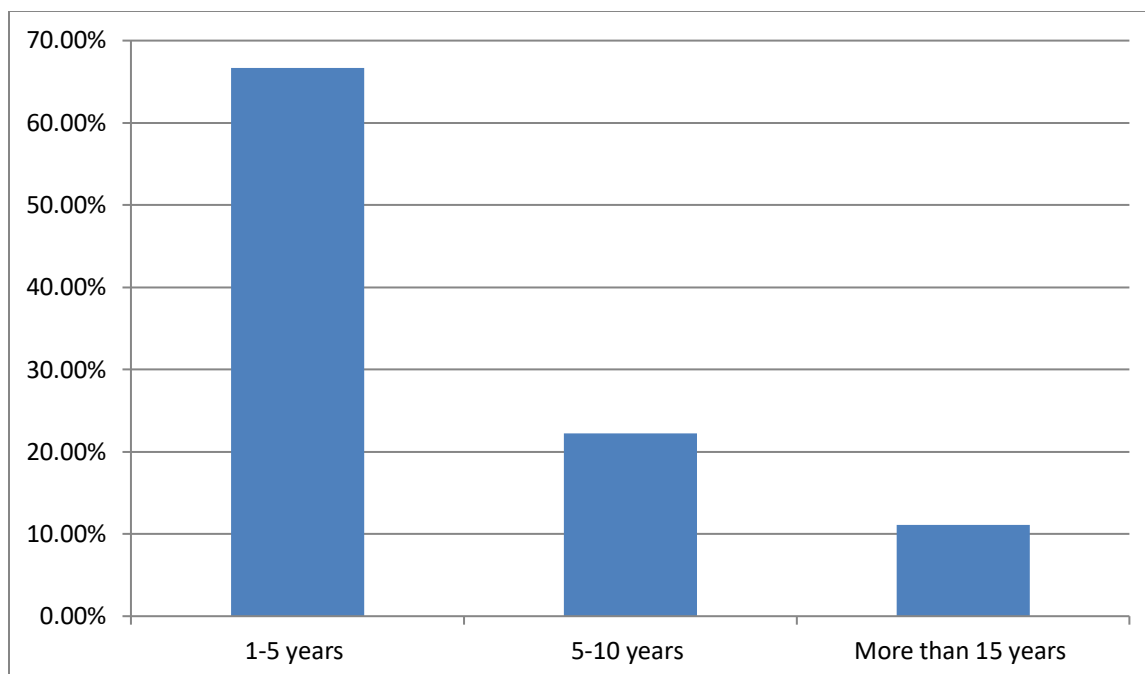
### 3.3.3. Analysis of the Questionnaire

#### **Section One: Background Information**

##### **1. How long have you been teaching**

**Table 14:** Teachers' Experience

	Respondents	Percentage
1-5 years	6	66,66%
5-10 years	2	22,22%
More than 15 years	1	11,11
Total	9	100%



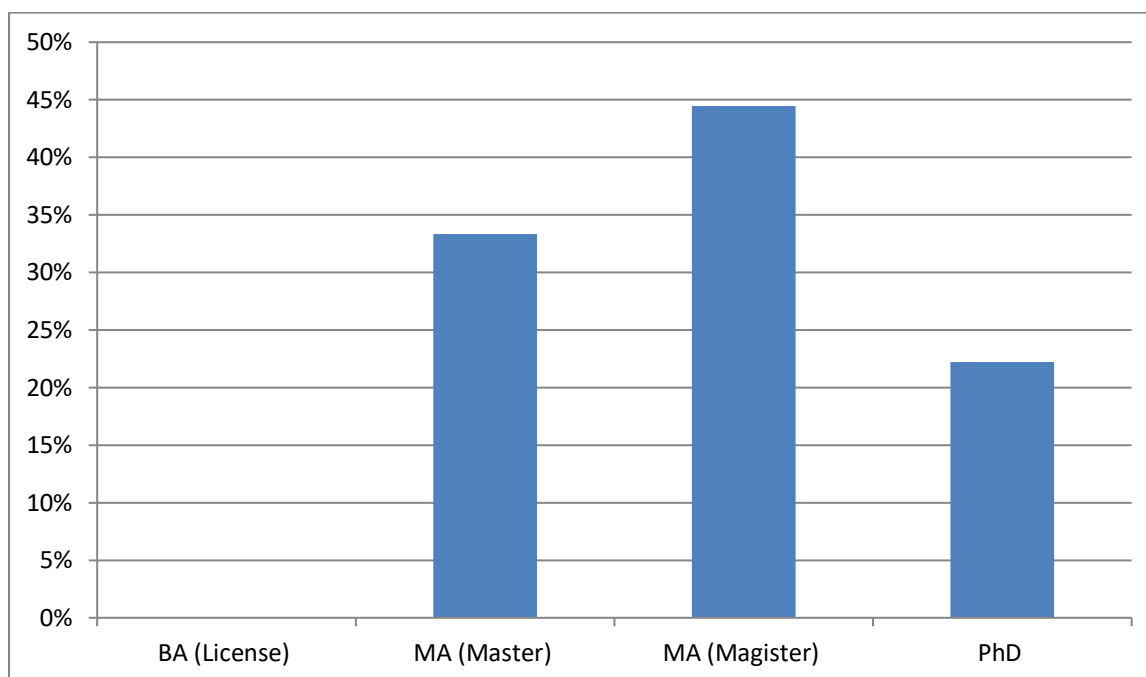
**Figure 15: Teachers' experience**

According to the table 14, we observe that the number of teachers who have been teaching English Language between 1 and 5 years are six teachers (66, 66%) of the whole population. This rate reflects the small experience time when it comes to compare with the other rate 2 (22, 22%) for the teachers who have been teaching between 5 and 10 years which seems to be an acceptable experience period of time and the teachers who have more experience is, more than 15 years.

## 2. What is your study degree?

**Table 15: Teachers' Qualification**

	Respondents	Percentage
BA (License)	0	0%
MA (Master)	3	33,33%
MA (Magister)	4	44,44%
PhD	2	22,22%
Total	9	100



**Figure 16: Teachers' qualification**

Table 14 shows that the teachers qualification differ to include, there is (0%) of teachers who hold a license degree, whereas remaining three teachers (33,33%) hold a master degree (more qualified), Four teachers (44,44%) have a magister degree and only two teachers (22,22%) have a doctorate diploma. These results indicated the diversity of the educational level among the teachers.

## **Section Two: Teaching vocabulary through Reading**

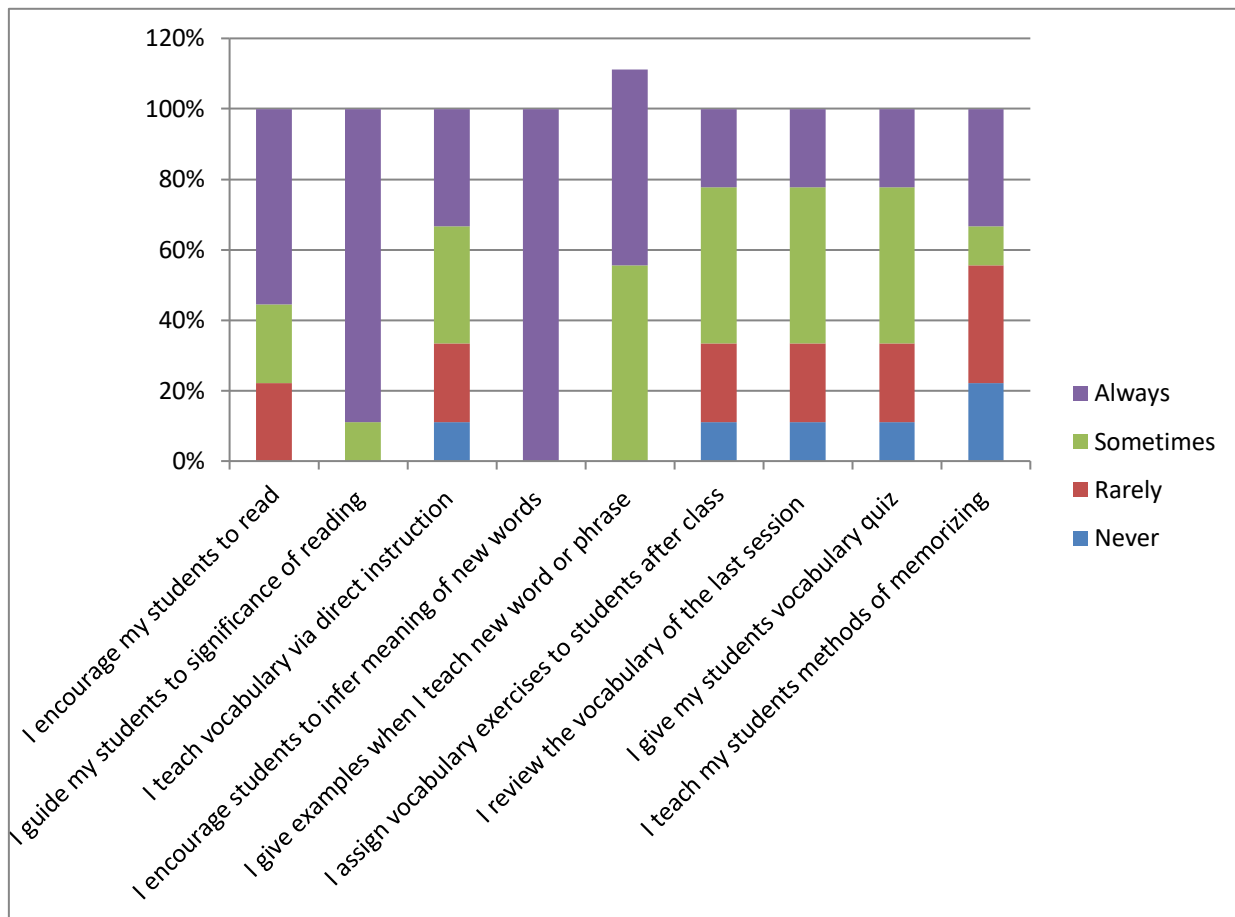
### **1. Improving vocabulary through reading**

**Table 16: The Contribution of Teaching Vocabulary through Reading**

	Never	Rarely	Sometimes	Always	Percentage
I encourage my students to read	00.00 %	22.22%	22.22%	55.55%	100%

I guide my students' to significance of reading	00.00%	00.00%	11.11%	88.88%	100%
I teach vocabulary via direct instruction	11.11%	22.22%	33.33%	33.33%	100%
I guide to infer the meaning of new words	00.00%	00.00%	00.00%	99.99%	100%
I give examples when I teach new word	00.00%	00.00%	55.55%	55.55%	100%
I assign extra vocabulary exercises to students after class	11.11%	22.22%	44.44%	22.22%	100%
I review the vocabulary of the last session	11.11%	22.22%	44.44%	22.22%	100%
I give my students vocabulary quiz	11.11%	22.22%	44.44%	22.22%	100%
I teach my students methods of memorizing	22.22%	33.33%	11.11%	33.33%	100%

---



**Figure 17: The Contribution of Teaching Vocabulary through Reading**

Table 16 shows that, 0 (00, 00%) of teachers never encourage their students to read in the classroom, 2 (22,22%) rarely do, whereas 2 (22,22%) of teachers sometimes encourage their students, and 5 (55,55%) of teachers always do.

According to the guidance for the students toward the significance of reading to increase their vocabulary, it seems 8 (88, 88%) of teachers which the majority of them guide their students toward the significance of reading to increase their vocabulary and only one teacher sometimes do. Whereas 0 (00, 00%) of teachers rarely or never do.

Only 1 (11, 11%) of teacher teach vocabulary via direct instruction using prefixes, roots, suffixes, and compound words to unlock the meaning, while 2 (22, 22%) of teachers do.

3 (33, 33%) of teachers sometimes teach via different direct instruction as using prefixes, roots, suffixes and compound words, and 3 (33, 33%) always do.

According to the encouragement for the students to infer the meaning of new words and phrases in the context, it seems all the teachers with 9 (99, 99%) always do.

5 (55, 55%) of teachers always give an examples when they teach new word or phrase and also 5 (55, 55) sometimes do.

Only one teacher never assign extra vocabulary exercises to students after class, but 2 (22, 22%) of teachers rarely do. However, 4 (44, 44%) of teachers sometimes assign extra vocabulary while 2 (22, 22%) always do.

Reviewing the vocabulary of the last session with students, only 1 (11, 11%) of teachers never, 2 (22, 22%) rarely do, while 4 (44, 44%) of teachers sometime do review the vocabulary of the last session and 2 (22, 22%) of teachers always do.

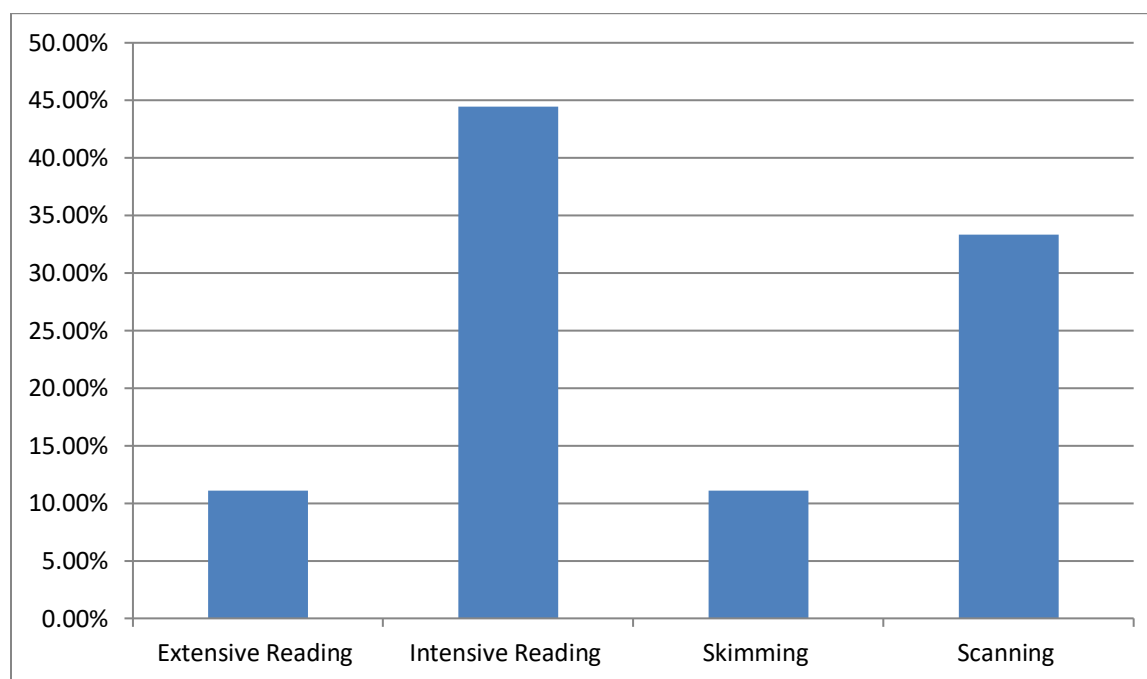
1 (11, 11%) of teachers never give vocabulary quiz to his/her students, 2 (22, 22%) rarely do. Whereas 4 (44, 44%) sometimes do, and always with 2 (22, 22%) of teachers do.

Teaching students methods of memorizing new words, it seems that 2 (22, 22) never do, while 3 (33, 33) rarely do. However, only one teacher sometimes teach methods of memorizing new word and with 3 (33, 33%) always do.

## 2. Which technique do you think is more effective in reading?

**Table 17:** Teachers' Effective Techniques in Reading

	Respondents	Percentage
Extensive Reading	1	11,11%
Intensive Reading	4	44,44%
Skimming	1	11,11%
Scanning	3	33,33%
Total	9	100%



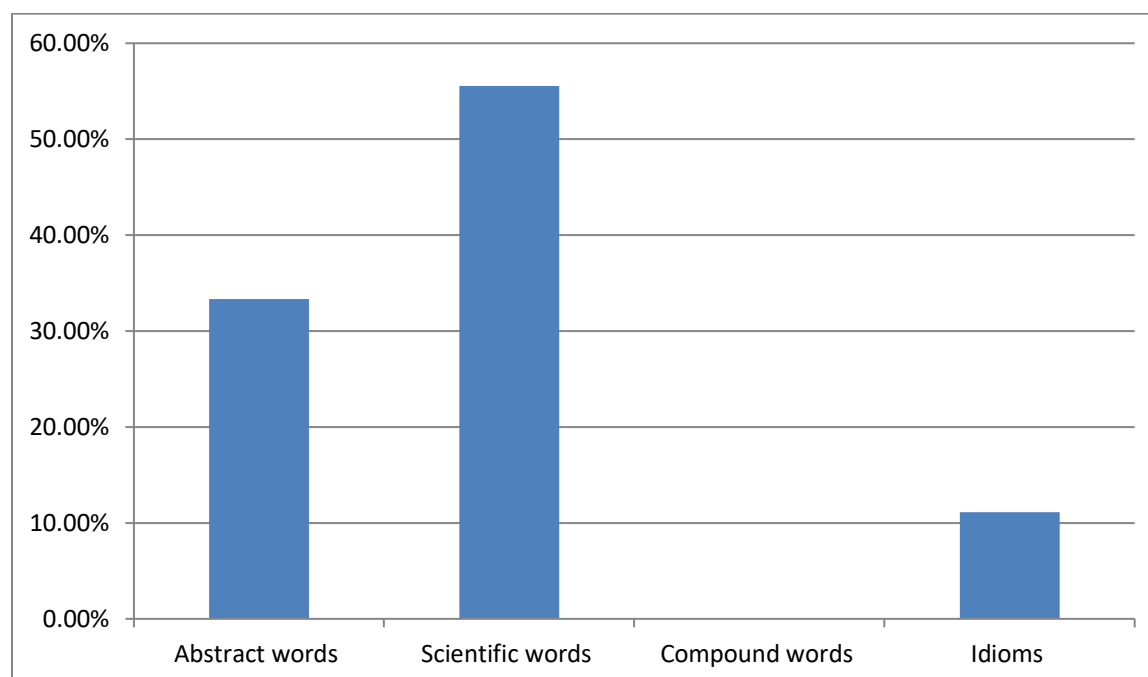
**Figure 18: Teachers' effective techniques in reading**

Through the results displayed on the table 17, we notice that only one teacher considered extensive reading as an effective technique in reading and encourage the students to read effectively in English. While four teachers think that intensive reading is the suitable technique in reading. Only one teacher suggests skimming is one of the techniques of readings, and three teachers considered that scanning is an important technique in reading.

### 3. What type of items do you find difficult to teach in the classroom

**Table 18:** Teachers' Difficult Items to Teach in the Classroom

	Respondents	Percentage
Abstract Words	3	33,33%
Scientific Words	5	55,55%
Compound Words	0	00.00%
Idioms	1	11,11%
Total	9	100%



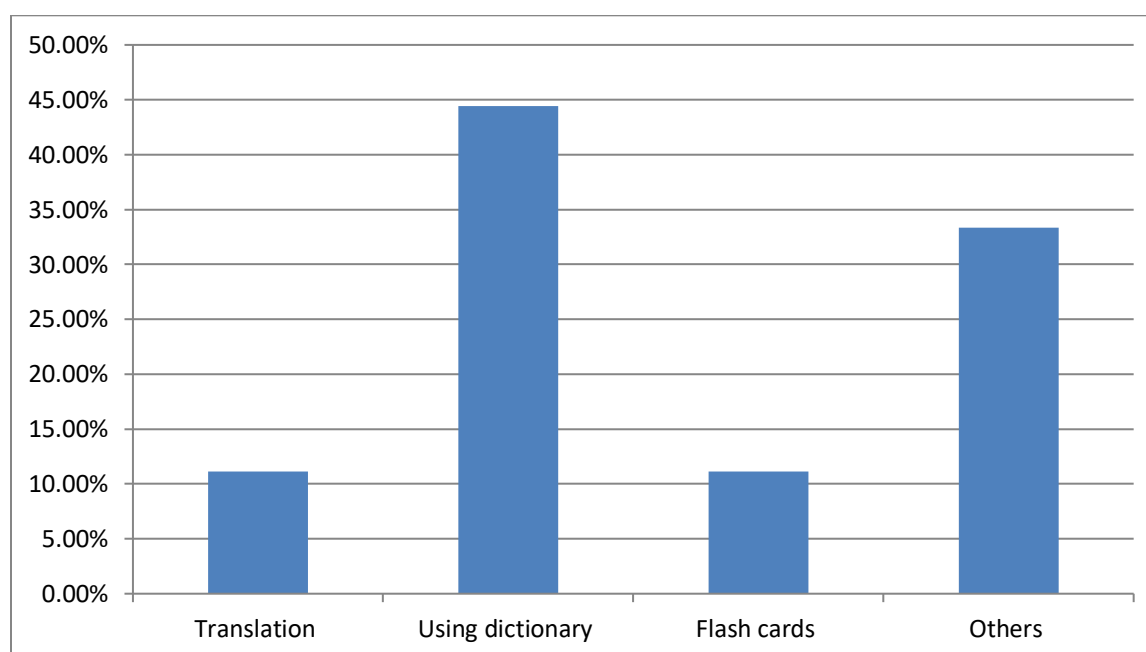
**Figure 19:** Teachers' difficult items to teach in the classroom

This table 18 indicates that five teachers (55, 55%) and three teachers (33,33%) think that the scientific words and the abstract words are the difficult items to teach in the classroom, but only one (11, 11%) teacher thinks that idioms are the difficult items to teach in the classroom and (00, 00%) of teachers suggest that compound words are a difficult item in teaching.

#### 4. According to you, what is the effective way to enrich students' vocabulary?

**Table 19:** Teachers' Effective Way to Enrich Students' Vocabulary

	Respondents	Percentage
Translation	1	11,11%
Using Dictionary	4	44,44%
Flash Cards	1	11,11%
Others	3	33,33%
Total	9	100%



**Figure 20:** Teachers' effective way to enrich students' vocabulary

On table 19, we notice that 4 (44, 44%) of teachers said that using dictionary is one of the effective ways that help to enrich students' vocabulary. But one of them 1 (11, 11%) thinks that translation is an effective method to improve students' vocabulary, and the other teacher 1 (11, 11%) suggests flash card as another factor to enhance students' vocabulary.

\_ If "others" why?

The majority of teachers said that the effective way to enrich students' vocabulary by:

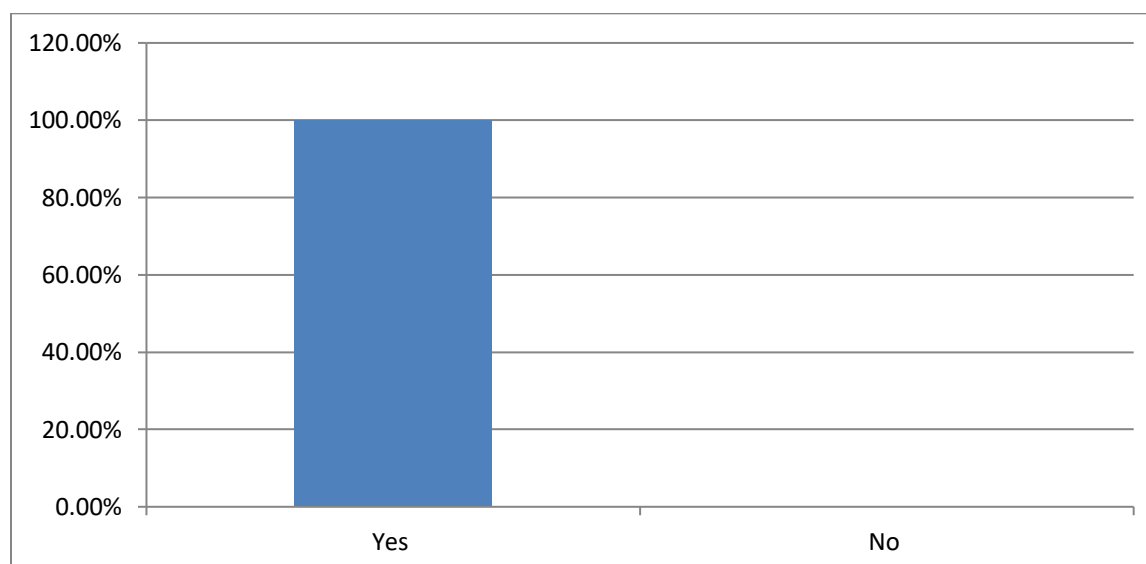
- ✓ Reading and watching movies

- ✓ Gaps filling activities and Genuine English practice
- ✓ Reading literature texts, for example fiction and poetry full of new words
- ✓ Other teacher said that it depends on a student's desires and needs

### 5. Do you think that reading contributes in the improvement vocabulary?

**Table 20:** The Contributions of Reading in Improving Vocabulary

	Respondents	Percentage
Yes	9	99,99%
No	0	0%
Total	9	100%



**Figure 21:** The contributions of reading in improving vocabulary

The answers above show that all the teachers said that reading contributes in improving vocabulary.

\_If “yes” ,explain why?

According to their explanations, we find that they agreed that reading enriches students' vocabulary. Because the more we read, the more we discover new vocabulary. Reading and its context we learn and improve our vocabulary

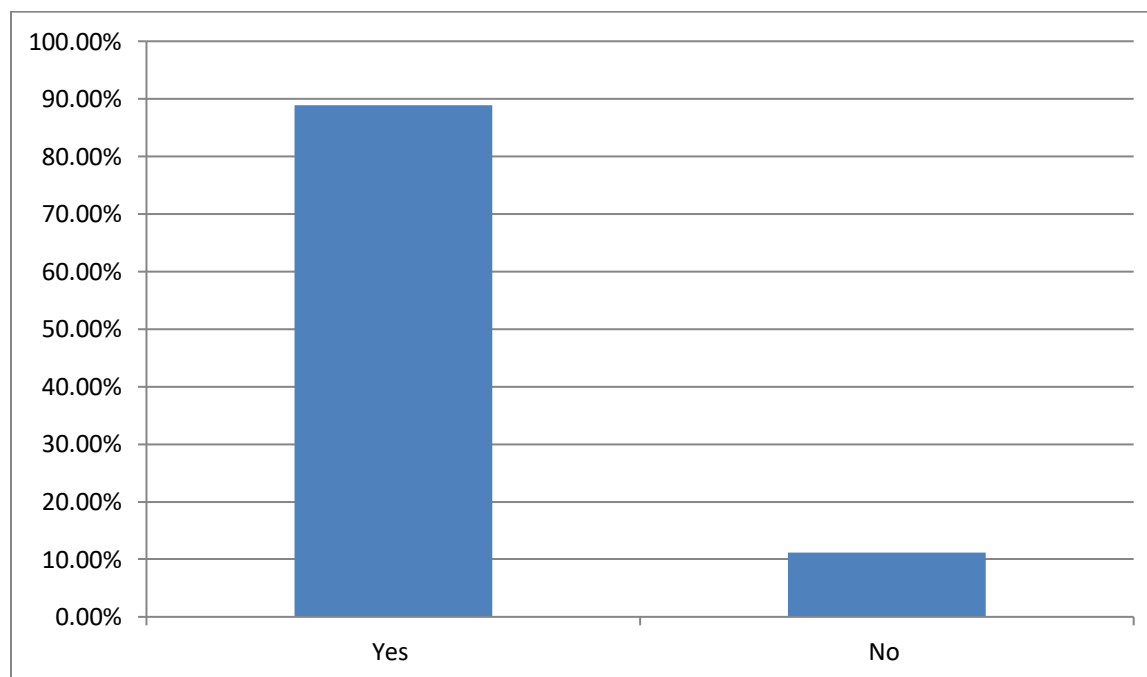
Another teacher said that through reading the student acquires vocabulary and learning a foreign language is done mainly through reading which also helps to be able to speak the language

One of the teacher added, If teacher takes into account “diversity” in the corpus of texts he/she chooses, reading will be an enjoyable task for students. It means that reading is crucial to the improvement of vocabulary.

### 6. Is vocabulary an important factor in reading comprehension?

**Table 21:** Vocabulary and It is Importance in Reading Comprehension

	Response	Percentage
Yes	8	88,88%
No	1	11,11%
Total	9	100%



**Figure 22:** Vocabulary and its importance in reading comprehension

From table 21, we notice that all teachers said that vocabulary is considered as an important factor in reading comprehension skill and only one teacher said that vocabulary is not an essential factor in reading comprehension

-If “yes” why?

One of the teacher said that students cannot comprehend at least 60% of a text’s main ideas if they do not understand most of the text’s vocabulary knowledge. In addition, most researchers have collected data and findings which extremely emphasize that lack of vocabulary is the only factor which prohibits students’ reading comprehension

The other teacher said through lexis we understand the text and be able to read effectively and If the students do not know about vocabulary they will not understand the messages addressed by the writer

Another teacher said vocabulary is equal to reading and they complete each other and vocabulary can help the students to understand the text very well

### **7. What do you think are the main problems students face in learning vocabulary?**

According to the views of teachers:

- Students have lack of knowledge reading the phonological and morphological aspects
- They cannot use the vocabulary they have learnt because they learn it by heart but they have never used it in real practice
- Memorizing, lack of practice and using the vocabulary the right way in the right context
- psychological problems for example (laziness, boredom, or lack of interest)
- Lack of motivation and the absence of the habit of checking dictionaries repeatedly

### **Section Three: Suggestions**

### **1. Do you have any further suggestions?**

At the end of the questions, we wished to give our teachers free space to add any suggestion or ideas. Here are the obtained suggestions:

One of the teacher said that, since vocabulary is one of the most important factors to increase students reading proficiency, it is recommended to provide enough practices such as new teaching methods or giving emphasis to the morphological and phonological aspects

Another teacher said that vocabulary learning demands some techniques as the frequency of use, sight and transfer.

Some of teachers suggest to the other teachers to use different techniques to teach vocabulary (e.g. contextulization) and to encourage their students to read.

### **3.3.4. Data Interpretation of Teachers' Questionnaire**

Throughout the analysis and the interpretation of the questionnaire, there is an agreement among with (99%) of teachers about the contribution of reading in improving vocabulary, and with (88%) of teachers agreed on the importance of vocabulary in reading comprehension.

We found that (55%) of teachers support their students to read. Also, the majority of teachers 99% guide their students to infer the meaning of new words and phrases in context.

When asked about the effectiveness techniques in reading, it seems that (44%) of teachers posit intensive reading as the effective techniques in reading, while (33%) of teachers support scanning. In this case, intensive reading as a methodology is a teacher centered approach, meaning the instructor directs most of what happens in class, including what to read, when to read, and what vocabulary, grammar, text organization, or comprehension points are to be discussed. Both Chall (1987) and Nation (1993) have long advocated that direct vocabulary instruction is the most efficient means of vocabulary building. While scanning is useful

technique for finding answer to a particular question, and it involves moving through the passage seeking specific words and sentences. (Yan, p. 165). Scanning is useful in prereading stage to build knowledge. Another possible prereading use of scanning is to check predictions that students make about the content of the text to be read. Scanning is also a useful strategy after having read a text as well.

The analysis of the third question, which is about, difficult type of items to teach in the classroom (55%) of teachers, suggested scientific words as the difficult items. Consequently, you cannot teach scientific words the same way you would drill other vocabulary words because science is meant to be understood, not memorized. Another reason, the problem of pronunciation and spelling of scientific words, the student will often avoid technical word in his oral recitations because s/he is uncertain of their pronunciation and s/he will refer to an apparatus or process as “what-do-you-call-it”, even when not entirely ignorant of its proper name.

When teachers were asked about the effective way to enrich students’ vocabulary, some of them with (44%) suggested using vocabulary is an effective way. Indeed, the benefits of a dictionary generally contains at least the following information about each word which can be used by the foreign languages learners; its spelling, the standard pronunciation, definitions to represent the words’ one or more meaning, parts of speech, example sentence in which the word used synonym and antonym. While (33%) of teachers proposed other elements such as, gaps filling activities, reading literature texts for example fiction, poetry full of new words.

### **3.3.5. Description of Teachers’ Interview**

The interview has been done with three teachers; one female teacher and two males teachers, they are teaching different levels year. Such informants have a Master, Magister and Doctorate degree in English, their experience ranges from two to fifteen years in the domain of teaching

English, the questions were divided into three, the first questions which is what is reading from your perspective? The second one, what is your reading strategy? The third one, what strategy do you prefer to teach vocabulary for your learners?

### **3.3.5.1. Analysis of Teachers' Interview**

#### **1. What is reading from your perspective?**

When asking about the definition of reading from your perspective teacher (A) says that, reading is one of the four basic skills. It is overarching in the sense it allows learners to achieve understanding of one's self and the world around. Reading also contributes to the individuals' growth (throughout the stages of development) via widening his assimilation and sharpening his ability to solve problems.

Teacher (B) claimed that reading is an activity or a process characterized by the translation of symbols or letters, into words and sentences that have meaning to the individual Teacher (C) says reading should be constant, deep, critical and reflective.

#### **2. What is your reading strategy?**

According to teacher, (A) suggested skimming text for the students in order to have the full import of what a text is likely to tackle. Then, asking them to scan the text paying attention to some details that can help them to do tasks.

For teacher (B), reading the books, which are directly relevant to ones subject area of research. Read, paraphrase and summarize.

Teacher (C) says when it comes to reading for pleasure use skimming strategy but reading for specific information use scanning strategy.

### **3. What strategy do you prefer to teach vocabulary for your learners?**

Teacher (A) says, practicing so that the words are enhanced and better remembered. The word should never be learned in isolation but in a meaningful context. Encourage your students to learn about vocabulary learning strategies

While teacher (B) states that, suggesting texts and audio-visual material to raise the learners awareness and curiosity, For example, when I more often feel my students emphasizing new terms they read or hear for the first time. So the best way is to suggest a text of prose, poetry or history.

Teacher (C) says, defining vocabulary in context, in other word to make the students to read a passage and start defining the difficult words from the context

#### **3.3.5.2. Data Interpretation of Teachers' Interview**

Through the analysis and the interpretation of the questionnaire, there is an agreement among the teachers about the important role of reading in improving vocabulary. The analysis of the questionnaire allowed the researcher to come out with the following findings: We have found that vocabulary knowledge is an indicator of language ability and in order to be a competent second or foreign language learner, a great amount of words is a dominant factor. and reading skill is a complex activity that requires much time and practice.

The teachers who have participated in this study believe that the techniques used in reading have a great impact on improving EFL learners vocabulary .In addition, teachers suggested that it is important to encourage the students to read inside and outside the classroom. Therefore, from the analysis of teacher's responses about reading comprehension, teachers should explain the difficult words in the text before, during and after reading. These are our results from the teachers' responses.

The results obtained from teachers' interview reveal that these teachers have different perspectives concerning to their responses. The results were deduced from the answers of the first question. Moreover, these teachers use different reading strategies, focusing on their students' needs and levels such as, skimming and scanning, as it is shown in the results obtained from the answers to the second question.

Finally, the responses to the third question show differences among these teachers on teaching their students to enhance their vocabulary through multiple techniques and strategies by stating different arguments to support their views such as encouraging the students to learn about vocabulary learning strategies, practicing and using audio-visual materials.

### **3.4. Discussion of the Main Results**

The purpose of this study is to find out the extent to which reading can improve EFL learner's vocabulary, the way to improve it, as well as the causes and difficulties learners may encounter. Additionally, the study seeks for solution that can overcome their lack of vocabulary.

This section will state the main findings with relation to the research questions. Thus, the results will confirm or disconfirm the hypothesis.

Research question one: What are the factors behind the lack of vocabulary at Mohammed Boudiaf First Year English Student? The relevant hypothesis; such students may suffer from insufficiency of practicing and using new words in context, and students have lack of knowledge reading the phonological and morphological aspects. The analysis of teachers' questionnaire and students' questionnaire reveal that these students are suffering from such problems; therefore, one may notice that the first hypothesis is confirmed.

As for as the second question "How can reading be helpful to vocabulary acquisition? The hypothesis of this question may be related to students' lack of vocabulary and the

contribution if reading to improve their vocabulary. This hypothesis is confirmed. As a result of this question, learning a foreign language is done mainly through reading and because the more a students' read, the more s/he discover new vocabulary, this observed in the answer of question five to teacher questionnaire. For research question three: What strategies can teachers use in reading skill for a better vocabulary improvement? Teachers can follow different strategies in order to enhance their student vocabulary through reading, some of these strategies through extensive and intensive reading and scanning skill. The results of teachers' interview confirm this hypothesis, in addition to that students' suggested other strategies as a way to improve their vocabulary through translation and using dictionaries as it is shown in students' questionnaire.

### **3.5. Conclusion**

The results obtained from the analysis of the students' and the teachers' questionnaires revealed the major points that have been conducted in this research. It provided the necessary overviews about the research.

The students' questionnaire affirmed that the majority of first year students of English at university of Msila like to study English. This of course will facilitate the process of learning, and it will increase the learner's research of knowledge. Concerning the reading tasks, we deduced that the students are conscious about the importance of the reading skill, and its designed strategies, and most of them confirmed that reading comprehension helps them in gaining much vocabulary.

The teachers' questionnaire proved that the participants have a good experience in teaching, and this would be very helpful in encouraging the students to be active and proficient readers to enrich their vocabulary. In order to ensure good and proficient readers, teachers should use effective techniques for reading texts and practice in vocabulary. Thus, students will be more competent readers, and their vocabulary will be improved.

### 3.6. Pedagogical Implications and Some Recommendations

This study examines the role of reading comprehension in enhancing vocabulary. The findings have confirmed that the student's vocabulary is related to reading efficiency and activating their reading comprehension to gain much vocabulary words.

#### Suggestions for Teachers

To make the learning process successful teachers need to:

- Teachers' role depends on their students' needs and level.
- Motivating learners to read more in order to activate their comprehension.
- The students have to be provided with appropriate teaching strategies depending on learning styles and learners' needs. In this respect, Nuttal (1982), states that teacher has first, to provide the students with appropriate texts, and second, to use activities which focus the students interest.
- Using exercises to review vocabulary items, such as the following tasks: fill in the gaps, cross words, true false. These would help learners to guess meaning from context.
- Encouraging learners to read more inside and outside classroom because reading skill and comprehension in particular help learners to be open-minded and get enough knowledge.
- Enabling learners to communicate in the second language in order to improve their proficiency in English vocabulary.
- Explaining the difficult words, also, ask questions related to the content.

## Suggestions for Learners

For a better understanding and comprehension while reading, an EFL learner has to enlarge his vocabulary amount in which words familiarity plays a vital role in understanding the whole text. Thus, learners can develop the vocabulary knowledge through increasing the reading habit and extensive reading; learners have to regard reading as a long-life learning.

- Learners ought to interact with texts in order to gain the correct meaning and comprehension:
- Learners should read extensively in order to activate reading comprehension and gain enough vocabulary.
- Using the words that they have learned and mastered in context in order to improve their level.
- Reading short stories, journals and explaining the difficult words by using dictionaries.
- Learners should be motivated to read any piece of writing. -

Finally, these suggestions and recommendations may be helpful for both teachers and learners of English as a foreign language. Therefore, it can be the best method for activating reading comprehension and gaining much vocabulary words.

## General Conclusion

Vocabulary learning is not a goal in itself; it is done to help learners listen, speak, read, or write more effectively, it is one of the main four learning skills and it is a principal way to learn a second language. Besides that, It is the most needed part in which it is considered the basic step to start learning any language

This research is divided into three chapters, chapter one tried to give general information about vocabulary, by showing its definition, its description; its importance and it also present vocabulary-learning strategies.

The second chapter tended to define both reading and reading comprehension as well as we tried to show its components and its types, which are as follows: Intensive reading and Extensive reading. In addition to that, it tried to demonstrate techniques of reading comprehension, which are predicting; skimming and scanning that may enable students to achieve comprehension and help to improve their vocabulary. Finally, we stated reading comprehension difficulties and the relationship between vocabulary and reading comprehension.

The last chapter which is the practical work of this investigation consists questionnaire and interview carried out at English department of Msila University with first year LMD students and teachers of English as a foreign language. The results obtained from the analysis of the students' and teacher's questionnaire and interview. It revealed many points that have been conducted in this research confirm the research hypothesis that vocabulary acquisition without reading is meaningless, reading comprehension depends on vocabulary knowledge, and the more students read, the better their vocabulary improved.

## References

- Abdulkarim. A. H. (2003). *The Relationship between Vocabulary Size, Reading Strategies, and Reading Comprehension of EFL Learners in Saudi Arabia*, Fort Collins, Colorado State University
- Anderson, RC., and Freebody, P .(1981). *Vocabulary and knowledge*. In J.T. Gutrie (Ed.), *Comprehension and teaching*. Research review (pp. 77-117). Newark, DE: International Reading Assn
- Asmawatin, A. (2015). *The Effectiveness of Skimming-Scanning Strategy in Improving Students Reading Comprehension at the Second Grade of SMK Darussalam Makassar*, State University of Makassar, Vol. 1, No. 01
- Bauer, L. (1983). *English Word-Formation*. Cambridge University Press
- Biemiller, A., & Boote, C. (2006, February 1). *An effective method for building meaning vocabulary in primary grades*. Journal of Educational Psychology, 98(1), 44–62. (ERIC Document Reproduction Service No. EJ734337). Retrieved August 18, 2009, from ERIC database.
- Carter, R., Bowring, M., Goddard, A., Reag, D., and Keith, S. (2001). *Working with texts: A core introduction to language analysis*. Psychology Press.
- Chou, P. T-W. (2011). *The Effective of Vocabulary Knowledge and Background Knowledge on Reading Comprehension of Taiwanese EFL Students*, *Electronic Journal of Foreign Language Teaching*, Vo. 8, No. 1, pp. 108-115
- Coady, J., and Huckin, T.(1997). *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*. Cambridge University Press.
- Cruse, D. A. (1986). *Lexicology Semantics*. Cambridge University Press.

- Djafer, S. (2013). *The Role of Teaching Vocabulary in Improving Reading Comprehension: The Case of first year English student at Mohamed Kheider University*. Biskra
- Duffy. (2009). *Explaining Reading: A Research for Teaching Concepts, Skills, and Strategies*, (2<sup>nd</sup> ed), p. 122, New Work, London, The Guilford
- Engku, H. I., Isarji, S & Ainon, J. (2016). *The Relationship between Vocabulary Size and Reading Comprehension of ESL Learners*, Canadian Centre of Science and Education, Vol. 9, No. 2; 2016
- Fatemeh, A. (2013). *Investigating the Effect of Drawing Inferences in EFL Learners Reading Comprehension Ability by Using Recall of Short Stories*, International Journal of Language and Linguistics. Vol. 1, No. 4, 2013, pp.155-159
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. Basic Books.
- Howard, J., & Etienne, Z.A (2000). *Words, Meaning and Vocabulary. An Introduction to modern English Lexicology*. Cromwell Press, Trowbridge.
- Howard, J. (2002). *Lexicology: An Introduction*. New York.
- Howatt, A.P.R., & Widdowson, H.G. (2004). *A History of Language Teaching*. 2<sup>nd</sup> ed. Oxford University Press.
- Hatim, B., & Munday, J. (2004). *Translation: An Advanced Resource Book*. London: Routledge.
- Howard, J. (2002). *Lexicography: An Introduction*. London: Routledge.
- Jones, S., Murphy, M.L., Paradis, C., & Willners, C. (2012). *Antonyms in English. Construals, Constructions and Canonicity*. Cambridge University Press.

- James, A., & Westney, P. (1981). *New Linguistics Impulses in Foreign Language Teaching*.  
Tubingen: Narr
- Jennifer, B., Joanna, T., Leonie, H., Margaret, D., Mark, H., and Michael, F. A. (1948). *Oxford  
Advanced Learner's Dictionary*. Oxford University Press.
- Kripke, S. (1982). *On Rules and Private Languages*. Oxford: Brasil Blackwell. Longman  
Concise English Dictionary (1985). Paul Procter. Longman.
- Lipka, L. (1992). *An Outline of English Lexicology*. (2<sup>nd</sup> ed). Max Niemeyer Verlag Tubingen.
- May, C. (2009). *Explicit Instruction of Reading Strategies That Enable EFL Learners to Achieve  
Comprehension in Reading: The Case of Third Year Lycée Learners*. Mentouri  
University, Constantine
- Meara, P. (1980). *Vocabulary acquisition: a neglected aspect of language learning*. Cambridge  
University Press.
- Melissia, E. (2012). *Effective Reading Comprehension Strategies for Students with Autism  
Spectrum Disorders In the Element General Education Classroom*. Reading  
Comprehension Strategies for Students with ASD
- Merriam Webster. "n, d". Retrived from  
<https://www.merriam-webster.com/dictionary/glossary>
- Meza, J. M-G. (2017). *The Impact of Scanning Reading Strategy in Young EFL Learners'  
Reading Comprehension*, p. 34, Barranquilla, Colombia
- McCarthy, M. (1990). *Vocabulary*. Oxford University Press.
- M C Shane, S. (2005). *Applying Research in in Reading Instruction for Adults- first Step for  
Teachers*. National Center Family Literacy.

National Reading Panel. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Retrived from

<https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

Nation, P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.

Nation, P., and Carter, R. (1989). "Introduction". *AILA Review, Vocabulary Acquisition*, 5.

Newmark, P. (1981). *Approaches to Translations*. Oxford Pergamon.

Newmark (1988). *A Textbook of Translation*. Hertfordshire: Prentice Hall International.

Nguyen, T.T. H., and Khuat, T. T. N. (2003). *The effectiveness of learning vocabulary through games*. *Asian EFL Journal Quarterly*, 5(4). Available online at

<http://www.asian-efl-journal.com/dec-03-vn.pdf>

Nida, E. A., & Taber, C.R. (1982). *The Theory and Practice of Translation*. Leiden: E.J. Brill.

Read, J. (2000). *Assessing Vocabulary*. Cambridge University Press.

Rouai, S. (2013). *The Use of Reading Strategies in Improving Reading Comprehension: The Case of First LMD English Students*. Ouargla. University of Kasdi Merbah

Samra, D. (2013). *The Role of Teaching Vocabulary in Improving Reading Comprehension: The Case of first year English student at Mohamed Kheider University*. Biskra

Snow, E. (2002). *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. Rand Education

Siddiek, A., & Mohamed, I. (2013). *The Role of Background in Enhancing Reading Comprehension*, *World Journal of English Language*, vol. 3, No. 4; 2013

Sidek H.M. (2015). *The Role of Vocabulary Knowledge in Reading Comprehension: A Cross-Linguistic Study*. *Procedia-Social and Behaviora Sciences*, 197, 50-56. DOI:

10.1016/j.sbspro.2015.07.046

Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University Press.

Thornbury, S (2002). *How to Teach Vocabulary?*. U.S.A.

Todd, L. (1987). *An Introduction to Linguistics*. Longman. New York Press.

The Collins English Dictionary. (2006). Second Edition. HarperCollins. The University of California

Zietlow, C, D., (2009). *A Teacher Development Process for Comprehension Strategies*

*Instruction*. Public Access Theses and Dissertations from the College of

Education and Human Sciences. 40. Retrived from

<http://digitalcommons.unl.edu/cehsdiss/40>

# *Appendices*



## ***Section Two: Students' Attitude toward Reading***

Mark the response that best describe your statement

What do you think about reading?

		Strongly Disagree	Disagree	Agree	Strongly Agree
a-	I read when only if I have to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b-	I think reading is boring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c-	I think reading is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d-	I like to talk about what I read with the others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ***Section Three: Students Reading Habits***

1-How well do I read?

		Strongly Disagree	Disagree	Agree	Strongly Agree
a-	Reading is very easy for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b-	I do not read as well as other students in my class do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c-	When I read in English by myself I understand almost everything I read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d-	I read slower than other students do in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Never	Rarely	Sometimes	Always
a-	I read only in English language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b-	I understand all what I read in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c-	I enjoy the time I spend in reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d-	My teacher encourages me to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e-	My friends/ classmates encourage me to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f-	I like to read outside the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g-	I use a dictionary when I face difficult words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h-	I think that reading contributes in improving vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### ***Section Four: Reading Activities outside the Classroom***

		Never or Almost Never	Once or twice a week	Once or twice a week	Everyday or Almost everyday
a-	I read stories or novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b-	I read comic books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c-	I read magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d-	I read newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e-	I read catalogues and brochures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f-	I read books that explain things (For example, you might read about your favorite singer, athlete, animals, or a place you visited)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g-	I read directions or instructions(For example, you might read them to put a machine together, to learn how to play a game)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		<b>Yes</b>	<b>No</b>
h-	Do you find difficulty in comprehending texts?	<input type="checkbox"/>	<input type="checkbox"/>
i-	When you read do you relate the text to your background knowledge?	<input type="checkbox"/>	<input type="checkbox"/>
j-	Do the unfamiliar/new words make an English text difficult for you?	<input type="checkbox"/>	<input type="checkbox"/>
k-	Do you guess the meaning of words from their context in the text?	<input type="checkbox"/>	<input type="checkbox"/>
l-	Do you re-read the text more than once to understand its meaning?	<input type="checkbox"/>	<input type="checkbox"/>

1- Where do you prefer to read?

a. At Home     b. In the class     c. In the library     d. Somewhere else

If “somewhere else”, Specify, please!

.....

2- What attracts you more to read a book?

- a. It is writer     b. It is title     c. It's topic     d. It is Style

3- Which dictionary do you use generally?

- a. Monolingual     b. Bilingual

*(Written in only one language)*

*(Used to translate words from one language to another)*

- c. Thesaurus     d. Others

*(Reference book that lists words in groups of synonyms and related concepts)*

4- What type of reading do you prefer?

- a. Extensive reading     b. Intensive reading

*(Reading for enjoyment)*

*(Reading in detail & carefully with specific aim)*

- c. Skimming     c. Scanning

*(Reading quickly to get the general idea)*

*(Reading deeply to get a specific information)*

### ***Section Five: Suggestions***

Would you kindly add any further comments and suggestions?

.....  
.....  
.....

***Thank you for your collaboration***

## Appendix B

### Teachers' Questionnaire

Dear Teacher,

This questionnaire is an essential component of a study on Enhancing Vocabulary through Reading at Mohammed Bodiab University First Year English Students. It is greatly appreciated if you can spare some time to complete this questionnaire and help us to determine the status of vocabulary teaching and thereby improve it. Please answer all questions as truthfully and accurately as possible. All answers are confidential and complete anonymity is assured.

#### Section One: Background Information

1- How long have you been teaching?

a. 1-5 years       b. 5- 10 years       c. More than 15 years

2- What is your study degree?

a. BA(License)       b. MA(Master)

c. MA (Magister)       d. PhD

#### Section Two: Teaching Vocabulary through Reading

		Never	Rarely	Sometimes	Always
a-	I encourage my students to read in the classroom				
b-	I guide my students' attention toward the significance of reading to increase their vocabulary				
c-	I teach vocabulary via direct instruction using prefixes, roots, suffixes,				

	and compound words to unlock the meaning				
d-	I encourage my students to infer the meaning of new words and phrases in the context				
e-	I give an examples when I teach new word or phrase				
f-	I assign extra vocabulary exercises to students after class				
g-	I review the vocabulary of the last session with students				
g-	I give my students vocabulary quiz				
i-	I teach my students methods of memorizing new words				

10- Which technique do you think is more effective in reading?

a. Extensive reading

*(Reading for enjoyment)*

b. Intensive reading

*(Reading in detail & carefully with specific aim)*

c. Skimming

*(Reading quickly to get the general idea)*

c. Scanning

*(Reading deeply to get a specific information)*

11- What type of items do you find difficult to teach in the classroom?

a. Abstract words

b. Scientific words

c. Compound words

d. Idioms

12- Do you think that reading contributes in the improvement of vocabulary?

a. Yes

b. No

If “yes”, Why? .....

.....

13- Is vocabulary an important factor in reading comprehension?

a. Yes

b. No

If “yes”, Why?

.....

14- What do you think are the main problems students face in learning vocabulary?

.....

15- According to you, what are the effective ways to enrich students’ vocabulary?

.....

.....

### **Section Three: Suggestions**

Would you kindly add any further comments and suggestions?

.....

.....

*Thank you for your collaboration*

## **Appendix C**

### **Teachers' Interview**

Q01: What is reading from your perspective?

Q02: What is your reading strategy?

Q03: What strategy do you prefer to use to teach vocabulary for your learners?

## **Appendix D**

### **Students' Interview**

Q01: What is reading from your perspective?

Q02: What is your reading strategy?

Q03: What strategy do you prefer to use o enhance your vocabulary?

## ملخص:

مفردات اللغة هي الطريقة الأساسية لتعلم لغة أخرى، فهي الجزء المطلوب لتعلم أي لغة. نظراً لصعوبة هذه المهارة، يعاني العديد من الطلبة من نقص المفردات الخاصة بهم مما أدى إلى الفشل في زيادتها. لهذه الأسباب، فإن الغرض الرئيسي من هذا البحث هو وصف مواقف المتعلمين من القراءة واستكشاف الأسباب وراء ضعفهم في تعلم الانجليزية كلغة ثانية، لجعل متعلمي اللغة الاجنبية على دراية بالمفردات وهو ما يجعلهم على بينة من أهميتها وتطوير المفردات الخاصة بهم من خلال القراءة وذلك بالتعامل مع بعض الاستراتيجيات الفعالة التي سوف تساعدهم على تخطي صعوباتهم. تهدف هذه الدراسة الي التحقق من تعلم المفردات وإيجاد العلاقة بين الاستراتيجيات المستخدمة وكفاءة التعلم المكتسبة وتعزيزها من خلال القراءة المطبقة على طلاب السنة الأولى الذين يدرسون اللغة الانجليزية كلغة أجنبية. فنحن نفترض أن ممارسة طلاب السنة الأولى للغة الانجليزية باستخدام استراتيجيات القراءة بشكل مناسب سيجلب لهم تعزيز مفرداتهم. إن العمل يتكون العمل من فصل تمهيدي على المنهجية المعتمدة لإجراء البحث، وتنقسم بقية المذكرة إلى قسمين رئيسيين، الجزء الأول يمثل الجزء النظري من الدراسة، حيث في الفصل الأول نطرح نظرة عامة على المفردات أما الفصل الثاني، يتناول قراءة الفهم، استراتيجياتها وتقنياتها الرئيسية وعلاقتها بالمفردات. الجزء الثاني بدوره يشمل العمل الميداني لدراسة آراء الطلبة والمدرسين ووجهات نظرهم اتجاه المشكلة المطروحة. تم استخدام الاستبيان والمقابلة كأدوات البحث تم تقديمها على التوالي لطلاب السنة الأولى والأساتذة في جامعة محمد بوضياف –المسيلة. البيانات المستخلصة تشير إلى أن نقص مفردات الطلاب من الممكن أن يتم تحسينه من خلال استخدام تقنيات القراءة بكفاءة.