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**Enhancing EFL Students' Vocabulary through the Use of  
Reading Strategies**

**A case study of Third year Students' of English at Biskra  
University**

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the requirements for the Master's Degree in Sciences of Languages

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## **Abstract**

Language learning and language teaching are processes, which need strategies to facilitate the language to use by learners. However, vocabulary requires reading as a main source of knowledge to study EFL. This research aims to investigate the importance of reading strategies in enhancing students' vocabulary. Furthermore, we aim also to show the impact of including reading strategies as a technique in vocabulary instruction, and the role of reading in language development. In this study, the hypothesis states that the use of reading strategies; will help students to improve their vocabulary knowledge. In order to obtain this objective, we choose a descriptive method that includes two questionnaires as a research tool. One of them was administered to third year students of English at Biskra University. This questionnaire aims to know the importance of vocabulary in their studies and their idea about using the effective reading strategies as a way to achieve vocabulary knowledge. The other questionnaire was administered to teachers to know their way of teaching vocabulary and the importance of teaching reading strategies according to their students' needs. The analysis of students' questionnaire reveals that students' interest in learning vocabulary and are aware about the importance of reading strategies in vocabulary knowledge which they need it in their language development. Moreover, the analysis of teacher questionnaire indicates that teachers emphasize on the importance of teaching reading as a strategy to be used in vocabulary instruction and the effectiveness of teaching reading strategies in enhancing their students' vocabulary. In other word, the use of reading strategies enables students' to improve their vocabulary knowledge which they need it to study EFL.

## **List of Abbreviations:**

1. FL: Foreign Language.
2. EFL: English as Foreign Language.
3. SLL: Second Language Learners

## **List of Tables:**

<b>Table 1.1:</b> Oxford (1990) categories about memory strategies.....	12
<b>Table 3.2:</b> Students' interest in learning vocabulary.....	30
<b>Table 3.3:</b> Importance of vocabulary for students.....	31
<b>Table 3.4:</b> The way of learning vocabulary in the classroom.....	33
<b>Table 3.5:</b> The use of vocabulary strategies.....	34
<b>Table 3.6:</b> Students' reading habits.....	35
<b>Table 3.7:</b> Students' opinion about practice reading.....	36
<b>Table 3.8:</b> Teachers motivation in reading.....	37
<b>Table 3.9:</b> The use of reading strategies.....	38
<b>Table 3.10:</b> The type of reading strategies.....	39
<b>Table 3.11:</b> The use of prediction strategy.....	40
<b>Table 3.12:</b> The use of guessing the meaning of words from context.....	41
<b>Table 3.13:</b> Students' making inferencing during reading.....	42
<b>Table 3.14:</b> Asking questions as a reading strategy.....	43
<b>Table 3.15:</b> The easiness of learning words from reading context.....	44
<b>Table 3.16:</b> Students' agree about the lack of vocabulary.....	45
<b>Table 3.17:</b> The importance of reading strategies in achieving vocabulary.....	46
<b>Table 3.18:</b> Teacher assignment about learning vocabulary.....	49

<b>Table 3.19:</b> The difficulty of vocabulary process.....	50
<b>Table 3.20:</b> Teacher opinion about practice reading.....	51
<b>Table 3.21:</b> Teachers uses of reading strategies.....	52
<b>Table 3.22:</b> The way of explain the strategy.....	54
<b>Table 3.23:</b> Time of using reading strategies.....	55
<b>Table 3.24:</b> The benefit of background knowledge for students.....	56
<b>Table 3.25:</b> The opinion of teachers about the use of inferencing.....	56
<b>Table 3.26:</b> The success of students when they guess the meaning of word from context.....	57
<b>Table 3.27:</b> The opinion of teachers about students' questions.....	58
<b>Table 3.28:</b> Teachers activities that include reading strategies.....	59
<b>Table 3.29:</b> The function of teacher explanation.....	60
<b>Table 3.30:</b> The teachers' opinion about teaching reading strategies.....	61

## **List of Graphs:**

<b>Graph 3.1:</b> Students' interest in learning vocabulary.....	31
<b>Graph 3.2:</b> Importance of vocabulary for students.....	32
<b>Graph 3.3</b> The way of learning vocabulary in the classroom.....	33
<b>Graph 3.4:</b> The use of vocabulary strategies.....	34
<b>Graph 3.5:</b> Students' reading habits.....	35
<b>Graph 3.6:</b> Students' opinion about practice reading.....	36
<b>Graph 3.7:</b> Teachers motivation in reading.....	37
<b>Graph 3.8:</b> The use of reading strategies.....	38
<b>Graph 3.9:</b> The type of reading strategies.....	39
<b>Graph 3.10:</b> The use of prediction strategy.....	40
<b>Graph 3.11:</b> The use of guessing the meaning of words from context.....	41
<b>Graph 3.12:</b> Students' making inferencing during reading.....	42
<b>Graph 3.13:</b> Asking questions as a reading strategy.....	43
<b>Graph 3.14:</b> The easiness of learning words from reading context.....	44
<b>Graph 3.15:</b> Students' agree about the lack of vocabulary.....	45
<b>Graph 3.16:</b> The importance of reading strategies in achieving vocabulary.....	46
<b>Graph 3.17:</b> Teacher assignment about learning vocabulary.....	49

<b>Graph 3.18:</b> The difficulty of vocabulary process.....	50
<b>Graph 3.19:</b> Teacher opinion about practice reading.....	52
<b>Graph 3.20:</b> Teachers uses of reading strategies.....	53
<b>Graph 3.21:</b> The way of explain the strategy.....	54
<b>Graph 3.22:</b> Time of using reading strategies.....	55
<b>Graph 3.23:</b> The benefit of background knowledge for students.....	56
<b>Graph 3.24:</b> The opinion of teachers about the use of inferencing.....	57
<b>Graph 3.25:</b> The success of students when they guess the meaning of word from context...	58
<b>Graph 3.26:</b> The opinion of teachers about students' questions.....	59
<b>Graph 3.27:</b> Teachers activities that include reading strategies.....	60
<b>Graph 3.28:</b> The function of teacher explanation.....	61
<b>Graph 3.29:</b> The teachers' opinion about teaching reading strategies.....	62



## Table of Contents:

Acknowledgement.....	I
Abstract.....	II
List of Abbreviations.....	III
List of Tables.....	IV
List of Graphs.....	V
General Introduction.....	1
1. Statement of Problem.....	2
2. Aim of Study.....	2
3. Significant of the Study.....	2
4. Research Questions.....	3
5. Research Hypothesis.....	3
6. Research Methodology and Designs.....	3
6.1 The choice of the Method.....	3
6.2 Population.....	4
6.3 Sample.....	4
6.4 Data Gathering Tools.....	4
7. Structure of the Dissertation.....	4

## **CHAPTER ONE: VOCABULARY**

Introduction.....	5
1.1 The Nature of vocabulary.....	5
1.1.1 Definitions of Vocabulary.....	5
1.1.2 The Importance of Vocabulary in FL.....	6
1.2 Types of Vocabulary.....	7
1.2.1 Receptive Vocabulary and Productive Vocabulary.....	7
1.2.2 Oral and Printed Vocabulary.....	8
1.3 Learning Vocabulary.....	9
1.3.1 The Process of Learning Vocabulary.....	9
1.3.1.1 Incidental Learning Vocabulary.....	9
1.3.1.2 Intentional Learning Vocabulary.....	10
1.3.2 Learning Vocabulary Strategies.....	11
1.5 Teaching Vocabulary.....	13
1.5.1 The Process of Teaching Vocabulary.....	13
1.5.2 Teaching Vocabulary Strategies.....	14
1.5.2.1 Unplanned Strategies.....	15
1.5.2.2 Planned Strategies.....	15
1.5.2.2.1 Presentation of New Lexical Items.....	15
1.5.2.2.2 Review and Consolidation of Lexical Items.....	16

Conclusion.....	17
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## **CHAPTER TWO: READING**

Introduction.....	18
2.1 Definitions of Reading.....	18
2.2 Models of Reading.....	19
2.2.1 Bottom –Up Model.....	19
2.2.2 Top –Down Model.....	19
2.2.3 Interactive Model.....	20
2.3 Types of Reading.....	21
2.3.1 Extensive Reading.....	21
2.3.2 Intensive Reading.....	22
2.4 Reading Strategies.....	22
2.4.1 Definition of Reading Strategies.....	22
2.4.2 The Importance of Reading Strategies.....	23
2.4.3 Some Reading Strategies.....	24
2.4.3.1 Inferencing.....	25
2.4.3.2 Predicting.....	26
2.4.3.3 Guessing the meaning of new word from context.....	27
2.4.3.4 Questioning.....	27
2.5 Reading Strategies Instruction.....	28

Conclusion.....	29
<b>CHAPTER THREE: Analysis of Results</b>	
Introduction.....	30
3.1 Data Collection and Data analysis.....	30
3.1.1 Students' Questionnaire.....	30
3.1.1.1 Administration of the Questionnaire.....	30
3.1.1.2 Description of the Questionnaire.....	30
3.1.1.3 Analysis the Result of Students' Questionnaire.....	31
3.1.1.4 Discussion the Result of Students Questionnaire.....	47
3.1.2 Teachers' Questionnaire.....	49
3.1.2.1 Administration of the Questionnaire.....	49
3.1.2.2 Description of the Questionnaire.....	49
3.1.2.3 Analysis the Result of Teachers' Questionnaire.....	50
3.1.2.4 Discussion the Result of Teachers' Questionnaire.....	63
3.2 Suggestions and Recommendations.....	64
Conclusion.....	65
General Conclusion.....	66
Bibliography.....	67
Appendices.....	72
Appendix1: The Students' Questionnaire.....	72
Appendix2: Teachers' Questionnaire.....	77
المخلص.....	82

## **General introduction:**

In English language, there are skills and aspects that affect language use. Reading is an important skill to study English as foreign language. Students read different texts that have different subjects to understand the language. They need this receptive skill to get knowledge about many aspects of English Language. Reading is a process of information and at the same time a way of enjoyment because some reading types give the opportunity for students to choose their reading material. However, reading strategies considered as a ways that students followed to understand writing pieces. Moreover, other aspect that takes place in language teaching and research is vocabulary. It is one aspect of language that can be acquired and learned by different ways. One of these ways is reading which consider as one way to get vocabulary knowledge.

EFL students need reading to acquire vocabulary items because vocabulary knowledge is important to learn English Language. This study will provide a whole interest and focus on learning vocabulary by follow different reading strategies. In any FL classroom, the students have problems in English for language communication. Vocabulary is a process that involves difficulties and problems. Also, mastering reading skill is a complex process for EFL students. They do not have much more knowledge about vocabulary which keep them think about a solution to solve the lack of vocabulary. For that, to help students enhance vocabulary, this research will look for ways. Reading is a skill that has impact on students' vocabulary knowledge because is an activity to take from it knowledge in the classroom. Many reading strategies are appropriate for students to improve their vocabulary and can use them in classroom. Moreover, teachers need to focus on activities that allow students to increase their vocabulary. EFL students may achieve vocabulary items successfully through using the appropriate reading strategies.

### **1. Statement of the Problem:**

In any foreign language, students need to acquire and learn vocabulary as one of the important aspects. The use of vocabulary is essential to learn English as Foreign Language. Students have many strategies that they can follow to communicate effectively. Communication needs vocabulary to express ideas and feeling by using the appropriate words. There are many strategies that allow students to use language. For that, they face that the lack of vocabulary need some strategies to be improved. There are different strategies that the process of reading includes to make it understood by the readers. These strategies will be a good technique to enrich vocabulary for students. Also, teachers have the problem of what are the appropriate techniques for teaching vocabulary on EFL classroom. Vocabulary and reading strategies are connected to each other. This study will make this connection and show the importance of it among EFL students.

### **2. Aims of the Study:**

In this research, the main aim of the study is to show for students how reading strategies can enhance their vocabulary knowledge. Then, it will examine the impact of reading strategies in language use. Moreover, the study will take in consideration also the appropriate way to teach vocabulary and reading which gives some techniques that help teacher in teaching process.

### **3. Significance of Study:**

Students need reading and vocabulary as essential processes to use language effectively. They have the opportunity to know more about reading strategies. The study will encourage third year students at Biskra University to practice reading in the classroom or in daily life. The findings of this study which focus on educational theories that help students to benefit from reading to increase their vocabulary knowledge. Also, it will help teachers of vocabulary to use this strategy in teaching vocabulary and makes their students read not only in the

classroom but also out of it. The results that address from the questionnaire will be significant by giving evidence to make a place for reading in the classroom to improve vocabulary that is essential for academic success in study English Language.

#### **4. Research Questions:**

The issue of this study base on a number of questions that will answer later to solve the problem:

- Does the use of reading strategies enhance EFL students' vocabulary?
- What is the importance of vocabulary in communication?
- How to teach vocabulary through reading strategies?

#### **5. Research Hypothesis:**

The questions will answer in the way of testing our hypothesis. The hypothesis which is centered if EFL students use reading strategies, they will be able to enhance their vocabulary.

#### **6. The Research Methodology:**

##### **6.1 The Choice of the Method:**

The present study will be conducted through the descriptive method as an appropriate way to know how EFL students enhance their vocabulary through reading strategies.

##### **6.2 Population:**

The populations that will use in this study are students of third year and teachers that teach in any field related to vocabulary, in English division at Biskra University during the academic year 2016/2017.

### **6.3 Sample:**

The participant will be two groups (70 students) from third year English students and five teachers who teach at English division.

### **6.4 Data Gathering Tools:**

The way to know the effectiveness of reading strategies in enhancing vocabulary is to ask the participants. The instrumentation tool will be used for the data was a questionnaire for students and teachers. For this study, a list of questions for the participants will be selected as the data collection technique. These questions will focus on reading and vocabulary which will be centered in the option that third year student's use reading strategies or not and how these strategies help them to enhance vocabulary as a way to study in English Language, and the opinion of teachers in teaching reading strategies.

## **7. Structure of Study:**

The research will be divided into three main chapters. Two chapters are devoted to theoretical part and third one to practical part. Chapter one provides the reader with an idea about the nature of vocabulary (definitions of vocabulary, the importance of vocabulary in the field of foreign language), and the different types of vocabulary. Then, it gives a focus on the process of learning vocabulary which includes strategies that help students to enrich vocabulary knowledge. Finally, it shows information about teaching vocabulary. Second chapter includes a description of reading skill. It gives a definitions of reading, models of reading, and types of reading. Then, it provides the reader with information about reading strategies. Finally, it deals with the process of reading strategies instruction. Third chapter contains the data collection, data analysis, and suggestions and recommendations.



## **Chapter One: Vocabulary**

### **Introduction:**

Vocabulary is an aspect that has a place in language teaching and language learning especially in foreign language. There are many sources to get knowledge about vocabulary. Students need strategies to improve their vocabulary. Some strategies can be learned in the classroom, which is up to the teacher what to use and out of the classroom what the student uses to acquire new words. These strategies relate to the four skills of language (reading, listening, speaking and writing). The four skills help students to enrich vocabulary by different ways.

In this chapter, the information makes an overview about vocabulary. Firstly, the nature of vocabulary includes a vocabulary definition and the importance of vocabulary in EFL. Secondly, it deals with the different types of vocabulary (receptive and productive vocabulary; oral and printed vocabulary), and other information about learning vocabulary by knowing some strategies. Finally, it finishes with a part about teaching vocabulary.

### **1.1 The Nature of Vocabulary:**

#### **1.1.1 Definitions of Vocabulary:**

The term vocabulary is defined by members of researchers. Hornby (1995) defined vocabulary as "The total number of words in a language; vocabulary is a list of words with their meaning." (Cited in Alqahtani, 2015, p. 24). It refers to all words in any language that have meaning. Other researchers who seem to have a similar point in defining vocabulary, Hiebert & Kamil defined vocabulary as the knowledge of meaning of words. (Hiebert & Kamil, 2005, p. 3). Also, Longman dictionary defines vocabulary as a set of lexemes, including single words, compound words and idioms. (Richards & Schimid, 2002, p. 580). In other words, Neumann and Dwyer (2009) stated that vocabulary is "the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening

(receptive vocabulary)." (Cited in Alqahtani, 2015, p. 24). This definition linked vocabulary to communication because the main objective of foreign learners is to use language effectively according to their vocabulary knowledge.

Almost researchers consisted about the following definition: vocabulary is any words in language that have meaning to create knowledge. All of the definitions show the place of vocabulary in language, and how affects the way of communication.

### **1.1.2 The Importance of Vocabulary in FL:**

Wilkins (1972) said: "There is not much value in being able to produce grammatical sentence if one has not got the vocabulary is needed to convey what one wishes to say...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed." (Cited in Schmitt, 2000, p. 3). A language cannot be meaningful without vocabulary. From this quotation, the importance of vocabulary in EFL is focus in the way that the learners need to express ideas according to their vocabulary knowledge. The grammar rules have a little part in language use whereas vocabulary can grasp the meaning of any context.

Vocabulary is more than an aspect of language that has a role in language use. It plays an important role in learning and teaching foreign language especially in communication. (Schimitt, 2010). FL students cannot communicate without vocabulary. For that, "words are the basic building block of the language." (Read, 2000, p. 1). A word is the initial element that creates language. Vocabulary can be acquired and learned. These two different processes have a goal in improving vocabulary knowledge. In Language teaching, vocabulary is a way to evaluate the development of learning vocabulary that students need it in communication. (Read, 2000). Vocabulary has a role in all language skills (reading, listening, speaking, and writing). (Nation, 2001). Any skill increase vocabulary knowledge by different ways. It is the source of understanding meaning that recognized from skills to be useful in the classroom interaction.

Knowing vocabulary is essential for foreign learners in the school and out, to contact with English Language. Petty, Herold and Stoll (1968) described the importance of vocabulary as "the verbal nature of classroom activities" because words that achieved from classroom activities are essential to create knowledge, which is important in language use. (Cited in Randall & Simpson, 2000, p. 43). These words "...are the visual and auditory symbols..." of communication. (Randall & Simpson, 2000, p. 43) Learners need to see words in classroom activities as a way of assessment, which they lead them to create knowledge through making interactions between them and the teacher in the way of communicating. The proficiency of the learners is up to the knowledge of their vocabulary. (Hopkins, Milton, & Wade, 2010, p. 83). Learners should select the appropriate words to use language effectively as a matter of study a foreign language.

Vocabulary was a widely large area that had a strange effect in language development. It is important because the words are an essential element in language. Learners use vocabulary to master language that creates a success in their studies especially in communication.

## **1.2 Types of Vocabulary:**

Any kind of vocabulary related to the four skill of language (listening, reading, writing, and speaking).

### **1.2.1 Receptive Vocabulary and Productive Vocabulary:**

According to Nation, vocabulary divided to two different types:

- a) "Receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning."
- b) "Productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form."

(Nation, 2001, p. 38). Receptive vocabulary is the words that retrieved meaning from reading or listening, whereas productive vocabulary is the words that produced meaning in speaking or writing words.

Haycraft (1978) pointed that productive vocabulary is words that the students can pronounce them in correct way, and to be understandable in speech and writing whereas, receptive vocabulary is the recognition of words that the students connected with them in reading or listening context. (Cited in Brown & Hatch, 1995, p. 370). Learners recognize words from reading and listening to get meaning, meanwhile in productive, the learners try to produce words that have meaning to be useful. In learning process, students received words firstly than they try to produce it in the appropriate way to understand words that used in language. (Schmitt, 2000, p. 4).

Also there are two term that represent these tow type of vocabulary as passive for reading and listening, and active for speaking and writing. But other researchers distinguished between them by pointed that reading and listening had not all the characteristic of passive term. (Nation, 2001, p. 37).

These two types are different in the nature of context and the way of using words in different situation.

### **1.2.2 Oral Vocabulary and Print Vocabulary:**

Hiebert & Kamil suggested the same types, and they also pointed two kinds of word (oral, print) that lead to two other kind of vocabulary: Oral vocabulary involves the words that get their meanings when speak or read orally, and print vocabulary involves the words that know their meaning when write or read silently. (Hiebert & Kamil, 2005, p. 3). These kinds of vocabulary are given the importance to the main strategies of reading (aloud and silent) in relation of aloud reading to speaking as oral representation, and silent reading to writing as

the way to increase literacy that both lead to knowing vocabulary. (Hiebert & Kamil, 2005, p. 3)

Researchers introduce these types of vocabulary according to what the learners used and retrieved from context the vocabulary knowledge, and show the importance of the four skill of language in vocabulary development.

### **1.3 Learning Vocabulary:**

#### **1.3.1 The Process of Learning Vocabulary:**

Vocabulary learning and teaching have a part in language learning because learning other language is a matter of learning its vocabulary. (Alireza & Minno, 2011, p. 82). Learning vocabulary is difficult process especially in the case of foreign language that learners need to know much possible words to use this language. Learners faced new words that must know it to learn a foreign language. Moreover, learning a different kind of vocabulary is the learner's goal if they need to focus on the meaning, form, or pronunciation of words. (Nation, 2001). There are strategies that the learners follow to learn vocabulary. It is a process which focuses on intentional learning and incidental learning.

##### **1.3.1.1 Incidental Learning Vocabulary:**

Hulstijn (2001) defined "incidental vocabulary as learning knowledge without any intention and it happens accidentally". (Cited in Hairul, Kamarul, & Reza, 2012, p. 189). It is a way of learning that happens when the learners unaware of learning words. Also, (Nation, 2001) pointed that incidental learning vocabulary is a way of guessing words from context. In this way of learning, there is no objective to learn a new word. (Schmitt, 2010, p. 29). Learners recognized words without idea in mind that they will learn a new vocabulary items. Therefore, there are ways of learning vocabulary incidentally which related to the four skill of language (extensive reading, conversation, and listening to stories). (Nation, 2001, p. 290). In

other hand, the teachers tested their learners about vocabulary knowledge without mentioned for them that they have an activity. (Laufer, 2010, p. 27).

It is a way that the learners do not decide to follow it. They get knowledge accidentally. It considered as strategy to develop language.

### **1.3.1.2 Intentional Learning Vocabulary:**

Hulstijn (2001) also define intentional vocabulary learning as "Any activity of transferring verbal knowledge to the memory is called intentional vocabulary learning." (Cited in Hairul, Kamarul, & Reza, 2012, p. 189). In this case, learners memorize or repeat a list of words to achieve knowledge. It is a way of using learning vocabulary strategies to enrich vocabulary knowledge. (Nation, 2001, p. 290). These strategies were decided by learners to learn vocabulary. Also, it is limited in the quality and quantity of words that addressed by the learners. (Caspi & Lowie, 2010, p. 49). The words that learned are specified in its category and number to memorize in particular way. Moreover, intentional learning activity is a way to improve incidental learning. (Schimitt, 2010, p. 35). In teaching process, the learners know that they will be test. (Nation, 2001, p. 290).

It is the learner's way to improve word knowledge because they have the opportunity to choose the appropriate strategy, organize, control, the amount and kind of this knowledge. Learners need this way to store the knowledge, and remember it. This way is a good to regulate learning process.

These two ways of learning are important to improve vocabulary knowledge. Learners need them to deal with words that have part in using language in the classroom. Learning process in foreign language has a strong effect in mastering language and uses it effectively.

### 1.3.2 Learning Vocabulary Strategies:

"Learning strategies are steps taken by students to enhance their own learning." (Oxford, 1990, p. 1). It is important for learners to have strategies because they are special tools to develop the way of learning a language. These strategies are in the fact vocabulary learning strategies. (Takac, 2008, p. 58).

"Vocabulary learning strategies are activities, behaviors, steps or techniques used by learners (often deliberately) to facilitate vocabulary learning." (Cited in Takac, 2008, p. 106). They are techniques that make the way of learning vocabulary organized, and easy to understand vocabulary items which they are different because the learners learn according to their capacity, ability, level, and style. Schmitt (1997) point two major kind of learning vocabulary strategies: memory strategies, and inference strategies. Memory strategies are used by the learners to remember and store words. Inference strategies are ways of guessing words from context that the learners encounter new words to understand meaning. (Cited in Kulikova, 2015, p. 37)

Brown and Payne (1994) suggested five essential steps in vocabulary learning strategies:

**1) Encountering new words:** "having a source for words". It is a way of knowing new words and its meaning from different context. There are different source of this strategy e.g. reading, watching television, and listening to radio.

**2) Getting the word form:** learners try to get the visual and auditory form of the words to retrieve it in good way e.g. associate a new word with other word (native word language) which is similar in sound or writing form.

**3) Getting the word meaning:** this is a way of diffing word by asking (teachers, native people) about the meaning of words. The definition of words is important in understanding word.

**4) Consolidating word form and meaning in memory.** (Oxford, 1990), pointed the memory strategies which divided to four categories as the table below:

The four Categories	The appropriate strategies
1- Creating mental linkages: state an idea in the mind about the word.	- Placing new words into a context e.g. giving the word in form of sentence.
2- Applng images and sounds: create an image and sound environment for the word.	- Using keyword e.g. linking word with a sounds and images that are appropriate to remember it.
3- Reviewing well: make a revising to remember well the words.	- Practice by memorizing and using the word each day.
4- Employing action: a technique to show learners that they learn the word before.	- Using mechanical techniques e.g. writing word on cards to restate in the mind.

Table 1.1 Oxford (1990) categories about memory strategies

**5) Using the word:** learners must use words in their productive skill (in their writing and speaking) to communicate effectively in the classroom. (Cited in Brown & Hatch, 1995)

(Nation., 2005), pointed also four strategies of learning vocabulary:

- **Guessing from context:** is the strategy of "inferring" the meaning of words from written or spoken context. The dominant way of this strategy is reading because the aim of it is to acquire vocabulary and to develop this skill.



- **Learning from word card:** the appropriate way to remember words that are guessing from vocabulary source is to write these words in cards immediately. Card is a tool to motivate learners to use words especially if it is colorful. This strategy is effective to improve vocabulary size.
- **Using word part:** suffixes and prefixes are part of words. Learners use these suffixes and prefixes to link them with words in order to create new words that have a new meaning.
- **Using a dictionary:** when the learners guess words from context, the appropriate way to check the correctness of these words is by looking for them in a dictionary. "Training in the use of dictionaries can have benefits both for receptive and productive vocabulary knowledge."

Learning vocabulary strategies are many to consider them in the process of learning a language. It is defined according to the learners "...because a specific learning activity may be strategic for one learner and non-strategy for another." (Schmitt, 2010, p. 91). Learners choose the appropriate strategy for them to enhance their vocabulary.

## **1.5 Teaching Vocabulary:**

### **1.5.1 The Process of Teaching Vocabulary:**

Teaching vocabulary is an important process that makes the teacher give a consideration about vocabulary items in the classroom, and "how to deal with the vocabulary in any authentic material" that is used in teaching other lessons. (Gower, Phillipis, & Walters, 2007, p. 145). There are two different types of vocabulary lessons. The first is when the main objective is to learn vocabulary items, whereas, the second is in which the students meet vocabulary items by other activities (authentic listening or reading text). (Gower, Phillipis, & Walters, 2007, p. 145). Any way of teaching is dependent on some factors: the type of students

(beginners or not), the words that are targeted (learners need typical terms to communicate in particular topic). (Schmitt, 2000, p. 143)

Thornbury point that not all the vocabulary that the learners need can be 'taught'; learners will need plentiful exposure to talk and text as well as training for self-directed learning. (Thornbury, 2002, p. 30). The teacher cannot teach all language words in classroom, the learners try to learn vocabulary by their own way because students can teach themselves out the classroom.

### **1.5.2 Teaching Vocabulary Strategies:**

According to Hatch and Brown (2000) vocabulary teaching strategies refer to everything teachers do or should do in order to help learners learn the vocabulary of the target language. (Cited in Takac, 2008, p. 19)

There are different strategies, techniques, and activities that teachers followed in classroom to teach vocabulary in appropriate way. Takac stated that teachers decide which strategies are effective to teach vocabulary, for that, any decision for teaching vocabulary is dependent on some principles:

- ❖ **Time:** the effective time that teacher spent for this strategy in classroom.
- ❖ **The content:** the amount of words that learners acquire from the strategy, and how helps them in what they need.
- ❖ **The value:** the objective for learners to use the strategy in their learning. (Takac, 2008, p. 19)

Seal 1991 suggested two different teaching vocabulary strategies (planned and unplanned strategies)

### **1.5.2.1 Unplanned Strategies:**

This strategy is used when the students need to know the meaning of the vocabulary item by asking a clarification from the teacher during the lesson to help them to understand. (Cited in Brown & Hatch, 1995, p. 403)

Seal also suggested three step procedures for these strategies:

#### **The three C's:**

**a- Conveys the meaning:** the teacher gives a definition of the word or explains it by synonyms to get the word.

**b- Checks that the meaning is understood:** the teacher asks questions about the word to know if it is understood for students or not.

**c- Consolidate the meaning:** the teacher stores the meaning in the memory of the students by allows them to relate the word with another context to use it. (Cited in Brown & Hatch, 1995, p. 403)

### **1.5.2.2 Planned Strategies:**

"Planned vocabulary teaching refers to deliberate, explicit, clearly defined and directed vocabulary teaching." (Cited in Takac, 2008, p. 19). It is a way that the teacher uses specific teaching strategies to introduce and present the new words in the classroom.

Sokmen, 1997; Hatch & Brown, 2000; Nation, 2001; Thornobury, 2002 have divided these strategies into two major categories:

#### **1.5.2.2.1 Presentation of New Lexical Items:**

In the classroom, the teacher presents the meaning and form of lexical item by different ways:

- **Connecting an L2 item with its equivalent in L1:** the teacher uses this strategy to check if the student understand the item or not.
- **Oral drill:** the teacher pronounces the word several times for learners.
- **Defining the meaning:** the teacher explain the meaning of word by giving a synonym, antonym or giving example to understand the definition.
- **Phonetic transcription:** giving a phonetic transcription to know the different syllabus of word.
- **Presentation through context:** the teacher explain lexical item during a situation to get a clear image about the word. The simple and easy context for student to understand is including the word in sentence.
- **Presentation of graphic form:** writing the word in the board to be seen by every student. (Cited in Takac, 2008)

#### 1.5.2.2.2 Review and Consolidation of Lexical Items:

The second category refers to any strategy that makes the learners review lexical items and consolidate them in long term memory. (Cited in Takac, 2008, p. 21). It is a way to retrieve words that are stored in memory to use it in classroom. There are many activities to follow this strategy:

- **Mechanical repetition of words.** Repeating the lexical item is automatically a way of memorization.
- **Coping words.** The teacher asks learners to rewrite the words that they learn in notebook or make a word card to remember.
- **Word manipulation.** It is a task to match word with their definition, or making a grouping word.
- **Integrating new words with already know.** The teacher activates the knowledge of learners by linking between known word and the new one.

- **Creating a mental image** by drawing diagrams, illustration of meaning. (Cited in Takac, 2008).

Teaching vocabulary strategies gives the opportunity to students to learn vocabulary in different ways. The teacher chooses the appropriate strategy that applied according to them, and helps them to get vocabulary knowledge to use it when they need for general or specific issues.

## **Conclusion:**

Vocabulary is a large aspect that effect language learning and teaching. It is all the word in any language. The main importance of vocabulary for EFL students' is to communicate effectively in English language. There are different types of vocabulary that are related to the four skill of language (reading, listening, speaking, and writing).These types make students get vocabulary knowledge from different sources. Moreover, learning vocabulary is process that includes many strategies to apply in the classroom. Students choose the appropriate one to enhance their vocabulary. Also, the teacher has a role in enhancing students' vocabulary knowledge by using the good strategy in the classroom to create a good environment for their students to learn vocabulary.

## **Chapter Two: Reading**

### **Introduction:**

In order to get knowledge, students need good resources of it. Many processes that help students to study and use English Language accumulated these resources. Some of these processes were the four skills of the language. Reading is one that is important especially in foreign language. To obtain successful reading, readers use different reading strategies. These strategies are like a guide for FL students that help them to understand the text and develop their way of learning EFL.

This chapter deals with reading and reading strategies. Firstly, reading definition will be introduced then it includes models of reading, types of reading. Secondly, this chapter defines reading strategies, state information about the importance of reading strategies, and some reading strategies (inferencing, predicting, guessing the meaning of word from context, and questioning). Finally, reading strategies instruction takes part in the end of this chapter.

### **2.1 Definitions of Reading**

Grabe described reading, as a complex combination composed many processes that allowed the reader to understand the language. (Grabe, 2009, p. 14). Moreover, Urquhart and Weir (1998) defined reading as "the process of receiving and interpreting information encoded in language from via the medium of printed". (Cited in Grabe, 2009, p. 14). It is a way of interpreting a piece of writing by creates a meaning for it to understand what refer to these writing symbols. Longman dictionary define reading as perceiving a written text in order to understand its contents. (Richards & Schmid, 2002, p. 443). The purpose of reading is to understand the content of the text, and what extent to. Other researcher which stated a reading definition as" reading is now generally understood to been active, purposeful, and create mental process in which the reader engages in the construction of meaning from a text."

(Eskey, 2005, p. 564). Reading is a process that allowed the reader to try to understand any piece of writing to create thoughts about what does mean.

All the researchers pointed that reading is interpreting a written text to understand the meaning. Reading is important for comprehend the language to be used.

## **2.2. Models of Reading:**

Reading models explain how the readers do when they read, and describe the interaction that happens between the text and the brain to understand the meaning of this written piece. (Eskey, 2005). Researcher pointed three models of reading which are: bottom-up, top-down, and the interactive model.

### **2.2.1 Bottom –Up Model:**

Eskey described it as a process "from the text to brain", which the reader decodes the writing piece word-by-word and sentence by sentence to understand what means (Eskey, 2005, p. 564). It is a way that the readers go from what they have in the text to interpreted in their brain to understand the meaning of the text. Grabe & Stoller pointed that bottom –up model is a "mechanical pattern in which the reader creates a piece by piece mental translation of the information in the text with little inference from the readers' background knowledge." (Grabe & Stoller, 2002, p. 25).The readers create an image about the meaning of every single piece in the text with a little information that have in their mind.

It is a model that deals with what the text mean, and the interpretation of readers that come from what they understand.

### **2.2.2 Top –Down Model:**

Eskey also describe top-down model as a process "from brain to text", which the readers use what they have knowledge in their brain to decode the text. (Eskey, 2005, p. 564).

Goodman (1976) called it "psycholinguistic guessing game". (Cited in Ferris & Hedgcock, 2009, p. 23). The readers use their cognitive ability to guess the linguistic information of this written text. It focuses on the importance of the readers' background knowledge. (Grabe, 2009, p. 89). It is necessary for readers to have prior knowledge to understand the text. (Eskey, 2005), (Grabe & Stoller, 2002), (Grabe, 2009), and (Ferris & Hedgcock, 2009) pointed that during this model, the readers prepare expectations to guess about what the text is talking from the knowledge that stored in their mind. It focuses on the importance of the readers' background knowledge. (Grabe, 2009, p. 89). It is necessary for readers to have prior knowledge to understand the text.

Top-down model is process that supports what the readers know before reading the text to use this knowledge when they need for comprehension.

### **2.2.3 Interactive Model:**

"Interactive model infer that successful reading entails a balanced interaction between bottom-up and top-down processing skills." (Eskey, 2005, p. 565). It mixed the process of bottom-up with the process of top-down. During this model, the readers take ideas from bottom-up and combine them with the ideas of top-down. (Grabe & Stoller, 2002). The readers interpret the text with link it by a prior knowledge to understand. Moreover, Ferris and Hedgcock pointed that interactive model play a greater role in developing text comprehension. (Ferris & Hedgcock, 2009, p. 27). The interaction between the two model help readers to understand better the text. Certain aspects of bottom-up process do not match up with aspect of top-down because some inferences from the text do not need to link them with background knowledge. (Grabe, 2009, p. 90).Sometime, the readers understand the text without knowledge of their mind.

This process manages between what the readers have in their mind and what understand from the text to create a new knowledge to make a good interpretation for the text.



## **2.3 Types of Reading:**

There are many researchers classify reading into two different types of reading: extensive, and intensive reading.

### **2.2.1 Extensive Reading:**

It is a way of reading that allowed the students to choose a text to read it for pleasure outside the classroom. (Harmer, 2007, p. 99). Nation described extensive reading as a " form of learning from meaning –focused input." (Nation, 2009, p. 50). Reading extensively allows the learners to concentrate on the meaning of the text. Day and Bamford (1998) point three characteristics of extensive reading:

- A large quantity of varied: the reader can read a different book.
- Self-selected: the learners have the opportunity to choose the reading materials.
- It is consider as enjoyable reading at a reasonably fluent speed. (Cited in Nation, 2009, p. 50)

It is a process of knowing different words and supports the ability to control them to be useful because learners read a variety of book. (Nation, 2009). Teachers need to motivate their students to read extensively to improve their vocabulary knowledge that lead to proficiency development of language. (Nation, 2009, p. 54). Students get vocabulary knowledge from extensive reading which is beneficial for study English Language in many disciplines.

Extensive reading is a best way to evaluate the knowledge of students that use it in the classroom. The readers have the opportunity to select the text and read it in any time, and in any place to enjoy by what they read.

### **2.3.2 Intensive Reading:**

Harmer pointed that intensive reading refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classroom. (Harmer, 2007, p. 99). It is a way of reading which take place on classroom program, and concentrate on how the language built in the text. "Intensive study of reading texts can be means of increasing learners' knowledge of language features and their control of reading strategies." (Nation, 2009, p. 25). Language features are consisting of communicative context of the text, vocabulary items (words), and grammatical features (rule of language); reading strategies that used with the text (any tools that the readers use to understand the text). (Nation, 2009, p. 26).

Nation mentions some objectives of intensive reading:

- It allows the teacher to assess the comprehension skill of students, if they understand the text or not.
- In vocabulary field, intensive reading leads the students to know the meaning of words and use these words to be useful in context.
- Intensive reading can used to help learners develop useful reading strategies. (Nation, 2009, p. 27). It helps learners to guide the text by using reading strategies.

Intensive reading is one of the helpful instructions that have important part in knowing the features of language. It allows the students to communicate effectively in the classroom.

## **2.4 Reading Strategies:**

### **2.4.1 Definitions of Reading Strategies:**

Paris, Wasik, and Turner (1991) describe strategies as "action selected deliberately to achieve particular goals". (Cited in Koda, 2005, p. 205). Any learners do things to obtain what they need. Also, Rubin (1987) views reading strategies as "any set of operations, steps, plans, routines, used by the learners to facilitate the obtaining, storage, retrieval, and use of

information". (Cited in Koda, 2005, p. 205). Reading strategies are tools that the readers use to understand the text for getting knowledge. Moreover, Longman dictionary defined reading strategies as a ways that selected from the reader to understand the meaning of the text. (Richard & Schmidt, 2002, p. 444).

Reading strategies are guides that the readers follow to give a meaning of what they have read.

#### **2.4.2 The Importance of Reading Strategies:**

Chamot and O' Malley pointed that the essential purpose of using strategies is for vocabulary learning in any language learning task. (Chamot & O'Malley, 1990, p. 122). Paris et al (1991) suggested that the importance of reading strategies is consisting in some issues:

- Strategies lead the readers to guide, control, and assess the ideas that they can take it from the text.
- Readers can choose, and use any specific strategy that allows them to understand the text.
- "Strategies that foster reading and thinking can be taught directly by teachers."
- Strategic reading can develop the way of learning language (vocabulary knowledge, grammar roles) that is important in the classroom. (Cited in Paris, Turner, & Wasik, 1991, p. 609)

Moreover, reading strategies is conscious processes that controlled by the readers to solve reading problems. (Grabe, 2009, p. 221). The readers use the strategies intentionally to deal with the problems that they face. In other way, the use of reading strategies helps students in developing writing skill by the knowledge of vocabulary and the new ideas that the readers achieve from text. (Balchowicz & Olge, 2008)

Reading strategies have a great importance for the learners in the classroom that have an effect in Language Learning.

### **2.4.3 Some Reading Strategies:**

Firstly, there are different reading strategies that can the students' use to comprehend the text. For that, Chamot and O'Malley categorized three general reading strategies to metacognitive strategies, cognitive strategies, social and affective strategies. (Garcia, 2000, p. 822)

#### **❖ Metacognitive Strategies:**

Grabe said that " metacognitive strategies have been described as strategies that require an explicit awareness of reading of itself and that most support the goals of reading." (Grabe, 2009, p. 223). Metacognitive strategy is a way that makes the readers aware about what they read, and make a goal for what they read. Chamot and O'Malley also pointed that metacognitive strategies refer to students' conscious thinking about and reflection on reading. (Garcia, 2000, p. 822). In these strategies, the readers are aware in using expressions to give their thought about the text. Furthermore, metacognitive strategies control, and guide the actions that the readers use to understand the text. (Koda, 2005)

These strategies enable the readers to direct the aim of their reading, and regulate their thought about the text.

#### **❖ Cognitive Strategies:**

Weinstein and Mayer (1986) define cognitive strategies as "a broad assay of actions that help to control behavior, emotions, motivation, communication, attention, and comprehension." (Cited in Paris, Turner, & Wasik, 1991, p. 610)

These strategies are way that the learners use them to guide their understanding, the way of express ideas and emotion, and make them aware about learning. Cognitive reading strategies described as the way of achieving reading with using background. (Garcia, 2000, p. 822).

#### ❖ **Social and Affective Strategies:**

"Social and affective strategies refer to how students interact with others during the act of reading." (Garcia, 2000, p. 822). These strategies are ways of contacting between readers. During reading, the interaction is happen between students, and teachers to work to gather in answering the task of reading. (Ferris & Hedgcok, 2009, p. 40).

Readers need these strategies to exchange ideas and though about the information, that grasp from reading to understand better the text.

Secondly, during these three general strategies, some researchers include specific strategies (e.g. inferencing, predicting, guessing the meaning of new words from context, and questioning).

#### **2.4.3.1 Inferencing:**

The readers make inferences means" they form mental model of the situation and events" in the text to understand better. (Cain, Elbro, & Oachill, 2015, p. 38). They make an interpretation consist of ideas and thoughts that stored in their mind about the information of the text. Furthermore, they can form different inference according to their understanding for what they read. (Cain, Elbro, & Oachill, 2015, p. 39)

Cain, Elbro, & Oachill distinctive between two types of inference:

**Local cohesion inferences:**" the reader clarifies the meaning of words and phrases by linking them to other words and phrases in the text." (Cain, Elbro, & Oachill, 2015, p. 40). The

readers try to relate the words and phrases in the text to understand what mean. This type also called a lexical inference because joined between the lexical items in the text. (Cain, Elbro, & Oachill, 2015, p. 40)

**Global coherence inferences:**" they connect different parts of the text by linking them within the mental model of the text (setting, character's emotion, or goals from key words in the text.)" (Cain, Elbro, & Oachill, 2015, p. 40).The features of the text are combined together to refer to some principles in the text, for example some words refer to some characteristics (words refer to places). The readers make these inferences to form a " coherent understanding". (Cain, Elbro, & Oachill, 2015, p. 41). These inferences give a completely coherent from the beginning to the end of the text to make it easy for better understanding to any information of the text.

Any text provides information that leads the readers to make a guess about what this information (words or phrases) refer to in reading.

#### **2.4.3.2 Predicting:**

Pearson and Duke defined predicting as "predicting is making guess about what will come next in the text you are reading." (Duck & Pearson, 2002, p. 208). It is a way of think about what the text talk in advance to understand the text. It also is a comprehension-reading strategy leads the readers to good comprehending to the text. (Duck & Pearson, 2002).This strategy consists of different activities such as "...activating prior knowledge, previewing, and overviewing." (Duck & Pearson, 2002, p. 212). The readers look for what they have knowledge in their mind to make an overview than they activate this knowledge to understand the text. Predicting has effect in the readers' memorization, which they can store knowledge in their mind according to what they have before. (Duck & Pearson, 2002)

Predicting is a strategy that works with what the readers have a previous knowledge. The knowledge that obtained from this strategy is helpful in the study of language.

#### **2.4.3.3 Guessing the meaning of new word from context:**

This strategy is one of reading strategies that is helpful for the reader as Clark & Nation (1980) said, "the ability to guess the meaning of a word without referring to a dictionary saves time and allow the reader to continue reading without interpretation." (Tugrul, 2012, p. 178). This strategy allows the reader to solve the problem of unfamiliar words that make the reader think about their meaning and stop reading. Many words when are presented in context is able the reader to know the meaning of words, different form of words, and grammar structure. (Cited in Tugrul, 2012, p. 178). Furthermore, guessing the meaning of new words from different texts help the reader to see different words that lead to improvement in vocabulary knowledge. (Tugrul, 2012, p. 179).

It has a great importance in building vocabulary knowledge for students which they need it to use the language in different situation.

#### **2.4.3.4 Questioning:**

Ferris and Hedgcock pointed that the students ask questions about the content of the text to be answer that allow them to give their ideas and thoughts about the subject of the text. (Ferris & Hedgcock, 2009). In other way "questioning can involve annotation, but it can also take place on a separate sheet of paper or computer file used for note taking or a double-entry journal." (Ferris & Hedgcock, 2009, p. 178). The part that the students keep it is consist questions that they wrote when they read a text. It helps them later on "to write a summary or essay based on the text." (Ferris & Hedgcock, 2009, p. 178). The answer of the questions can help students develop the productive skill especially writing by using the appropriate words and ideas.

This strategy helps students to give an answer to something that ambiguous in their mind about the text or something that do not understood. The readers when ask a questions, they going on the text by their thinking to achieve the purpose of reading.

#### **2.4.4 Reading Strategies Instruction:**

Teaching reading strategies is one helpful process of direct instruction that the teacher can use it during reading, which must include the practice of using reading strategies by students. (Grabe, 2009, p. 335). Nation point that reading strategies are activities to test reading but do not teach it because reading is not a productive skill to see or hear it. (Nation., 2005, p. 575). Teaching reading strategies helps students to check if they understand the text, how can benefit from what they read, and not how they study reading. Some researchers give an importance to teaching reading strategies on the development of reading performance of SLL. (Cited in Nation, 2005, p. 576). This way of teaching is have an effect on the ability of students reading especially when they read in different languages.

Reading instruction should include teaching reading strategies that have a part in helping students to regulate their process of reading to get knowledge about the language.

#### **Conclusion:**

Reading is important skill in any language that consider as a source for knowledge. This chapter shows the models of reading which they indicate how the process of reading happen in the brain of the reader, and how the readers accumulate with it. There are two way of reading that mentioned as type of it. Some readers can choose their material of reading, and state their purpose of reading.

Furthermore, during the process of reading the readers use some strategies, which are necessary to regulate the way of reading and state the purpose of using each strategy. These strategies have an effect in comprehension, and vocabulary knowledge because without them the readers cannot understand the meaning of the text.



## **Chapter Three: Field Work**

### **Introduction:**

This chapter is devoted to the practical part (fieldwork), in which is concerned with data collection, data analysis, findings and discussions, and suggestions and recommendations. In this chapter, the data collected from students' questionnaire and teachers' questionnaire that analyzed and discussed to test the hypothesis of this research. The information that gathering from this research tool aims to determine the use of reading strategies to enhance vocabulary among third year LMD English students' in Biskra, Algeria.

### **3.1 Data Collection and Data Analysis:**

#### **3.1.1 Students' Questionnaire:**

##### **3.1.1.1 Administration of the Questionnaire:**

The questionnaire addressed to seventy students' selected randomly from third year at the department of foreign languages, English Division in Mohamed Kaither University – Biskra. It includes questions that asked to students' to answer them about vocabulary, reading, and how students' use reading strategies to enhance their vocabulary knowledge.

##### **3.1.1.2 Description of the Questionnaire:**

The questionnaire is composed of seventeen questions. It designed as open-ended and close-ended questions. Students' tick the right answers for some questions and the other questions they give their opinions about the topic. This questionnaire divided to four sections as follows:

**Section one:** (Q1-Q4) information about vocabulary to know if students interest in learning vocabulary or not, how they learn it in classroom and what is the importance of it in their studies.

**Section two:** (Q5-Q7) includes questions about reading to point how often students read and whether they motivated to read from their teachers.

**Section three:** (Q8-Q13) about reading strategies to get the idea about the use of reading strategies in vocabulary, whether students' know how to use these strategies or not, and which one is helpful for them to achieve vocabulary knowledge.

**Section four:** (Q16-Q20) consist of the importance of reading strategies in vocabulary. This section aims to know the relation between reading and vocabulary and show if the use of reading strategies enhances students' vocabulary knowledge or not.

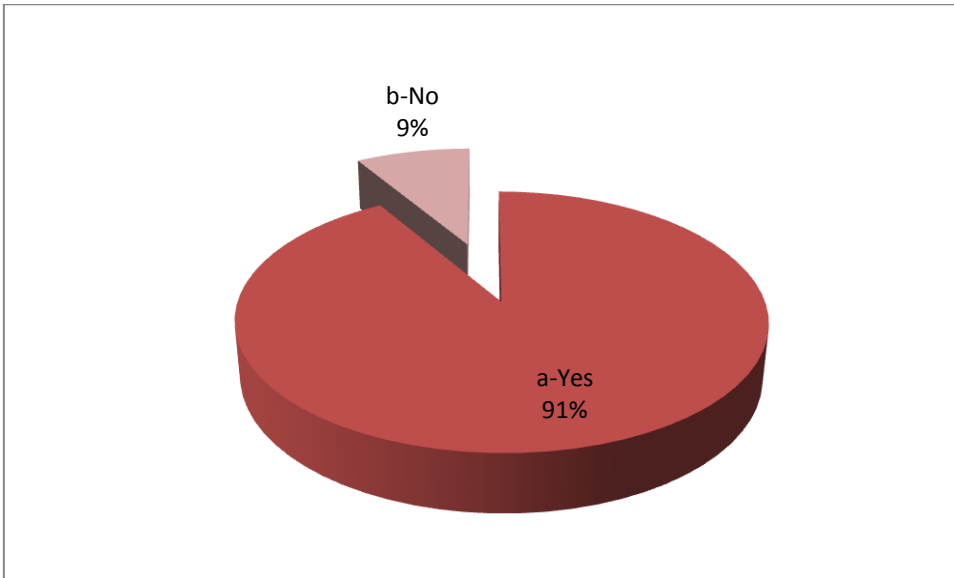
### **3.1.1.3 Analysis the Result of Students' Questionnaire:**

#### **Section one: Vocabulary**

**Q1-**Are you interested in learning vocabulary?

Response	Number	Percentage
a-Yes	64	91%
b-No	06	09%

**Table 3.2 Students' interest in learning vocabulary**



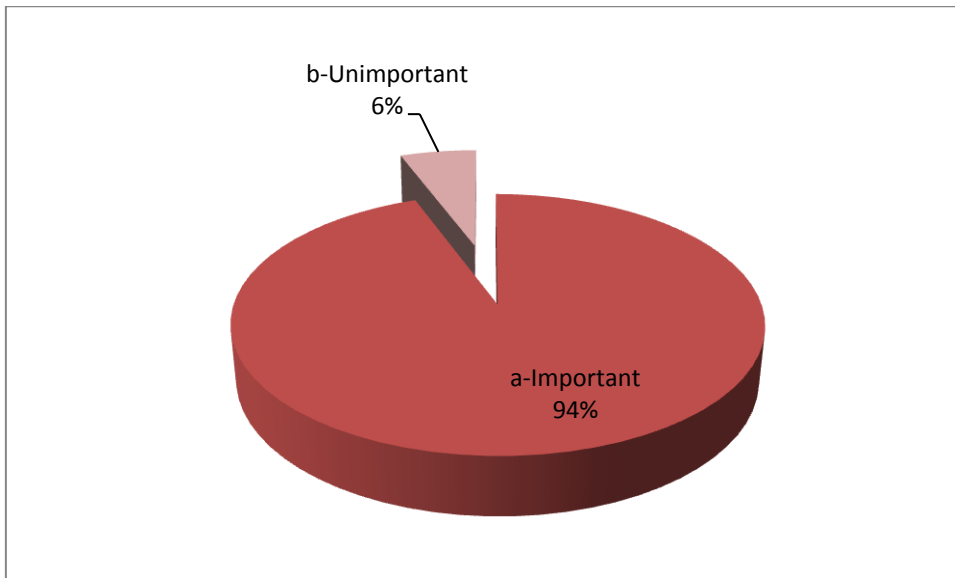
**Graph 3.1 Students' interest in learning vocabulary**

The table below shows that 91% of students' are interested in learning vocabulary. This means that they give an especial state to vocabulary in study EFL. Only 09% do not interest in leaning vocabulary.

**Q2-** Do you think that vocabulary is?

Response	Number	Percentage
a-Important	66	94%
b-Unimportant	04	06%

**Table 3.3 Students' think about vocabulary**



**Graph 3.2 Importance of vocabulary for students**

The result consists that 94% of students' consider vocabulary as important, and 06% as unimportant because many reason as they justify.

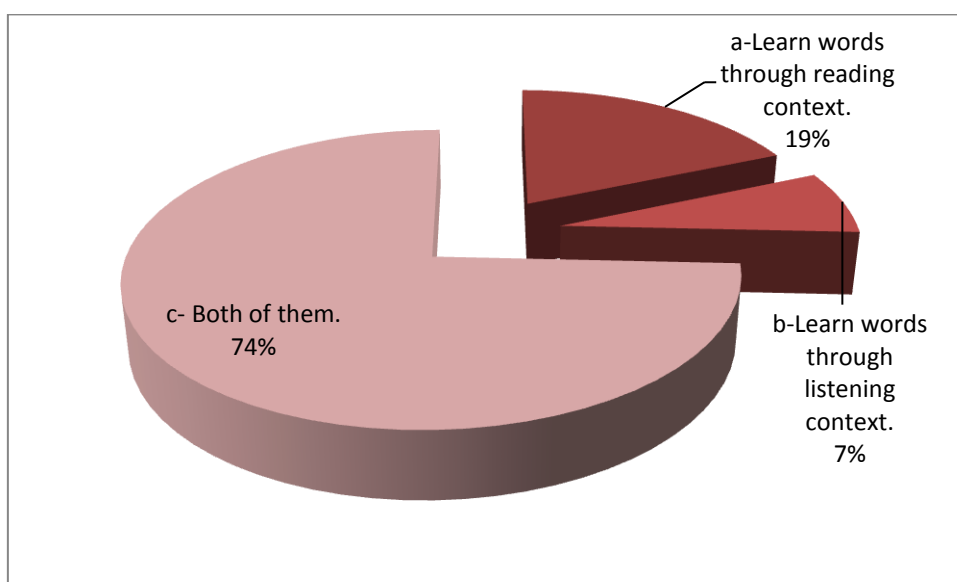
Justification:

- It is important in speaking and writing skill. (30students)
- It is important in expressing ideas and thought effectively. (25students)
- It helps in understanding the language in different field of studies. (10students)
- The wrong use of specific terms can have negative impact. (02students)
- There is other aspect in language that is more important. (02students)

### Q3-How do you learn vocabulary in classroom?

Response	Number	Percentage
a-Learn words through reading context.	13	19%
b-Learn words through listening context.	05	07%
c-Both of them.	52	74%

**Table 3.4 The way of learning vocabulary in the classroom**



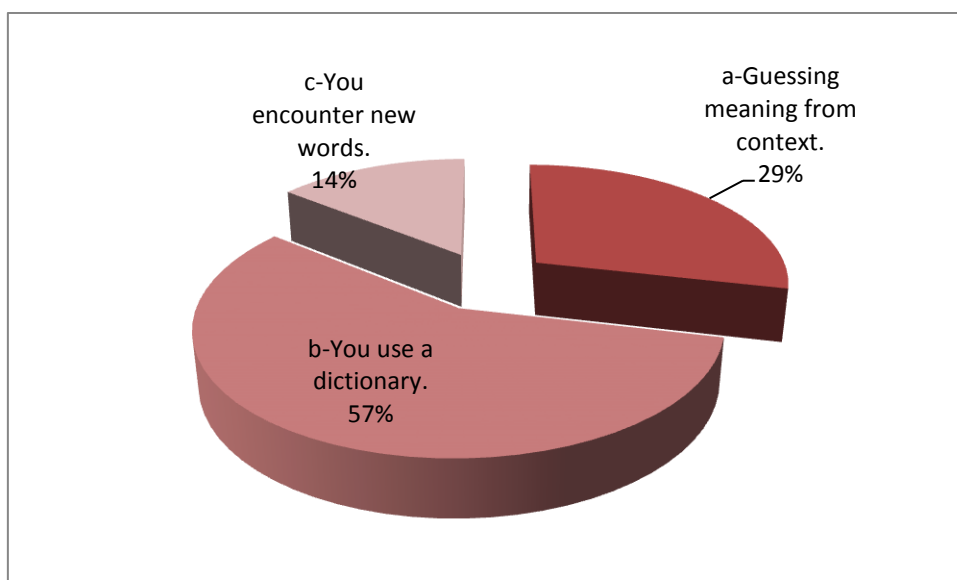
**Graph 3.3 The way of learning vocabulary in the classroom**

The table indicates that the most sources of learning words is listening, and reading which 74% of the students' use both of them, 19% of them use only reading context and 07% just use listening. From this result, we point that students' interest in learning word from different sources especially reading.

**Q4-Which of these vocabulary strategies do you use?**

Response	Number	Percentage
a-Guessing meaning from context.	20	29%
b-You use a dictionary.	40	57%
c-You encounter new words.	10	14%

**Table 3.5 The use of vocabulary strategies**



**Graph 3.4 The use of vocabulary strategies**

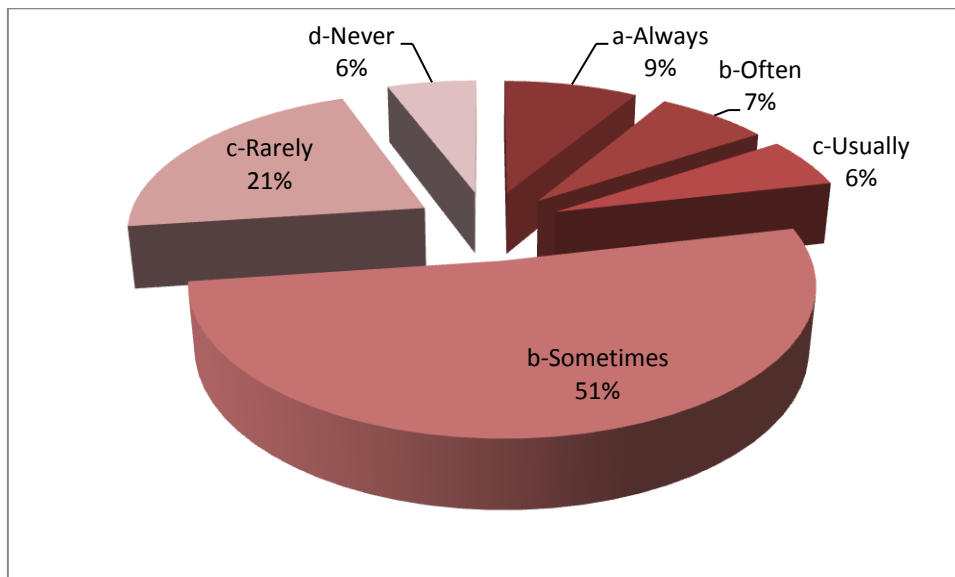
The result shows that 57% of the students' use dictionary as the most vocabulary strategy that they apply in the classroom. The next strategy is use by 29% of them, and the last one is use by 14% of the students'. This means that the students' learning vocabulary by following a vocabulary strategies which are appropriate to them.

## Section two: Reading

Q5-How often do you read?

Response	Number	Percentage
a-Always	06	09%
b-Often	05	07%
c-Usually	04	06%
b-Sometimes	36	51%
c-Rarely	15	21%
d-Never	04	06%

**Table 3.6 Students' reading habits**



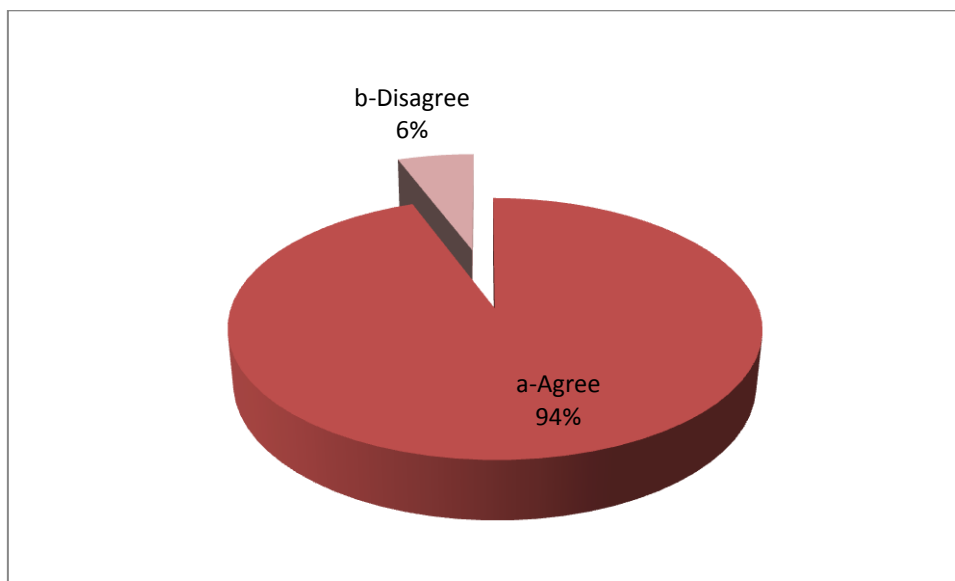
**Graph 3.5 Students' reading habits**

The table reveals that most of the students' read time to time, and 06% of them they do not read. This show that third year students' like to read and consider reading as important skill but they do not read enough.

**Q6-** Does reading practice help you to improve your knowledge?

Response	Number	Percentage
a-Agree	66	94%
b-Disagree	04	06%

**Table 3.7 Students' opinion about practice reading**



**Graphic 3.6 Students' opinion about practice reading**

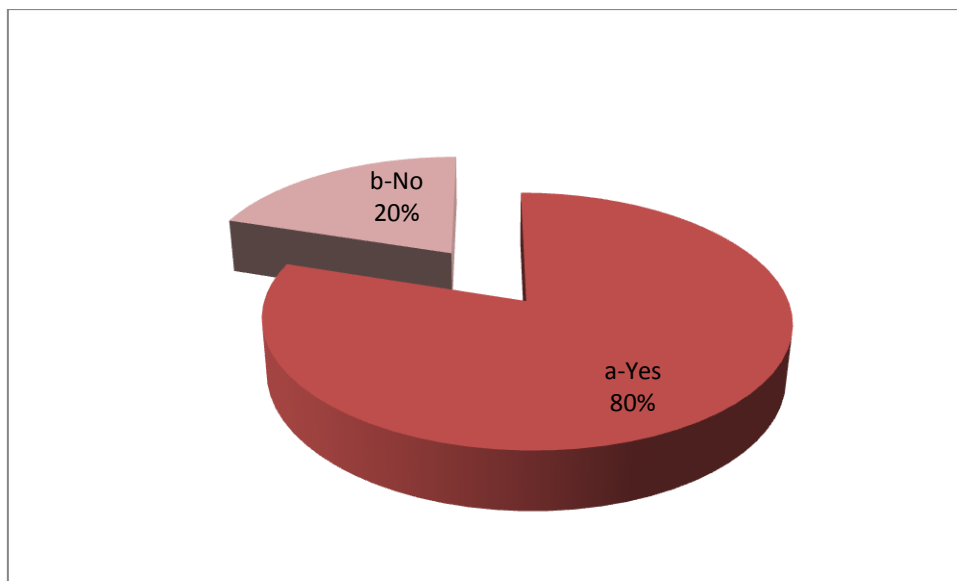
The graphic below shows that 94% of students' when they practice reading their knowledge improve, and 06% of them when they practice reading their knowledge not improve. This result indicates that there is an effect of practice reading in the knowledge of students.



**Q7-Does your teachers motivate you to read?**

Response	Number	Percentage
a-Yes	56	80%
b-No	14	20%

**Table 3.8 Teachers motivation in reading**



**Graph 3.7 Teachers motivation in reading**

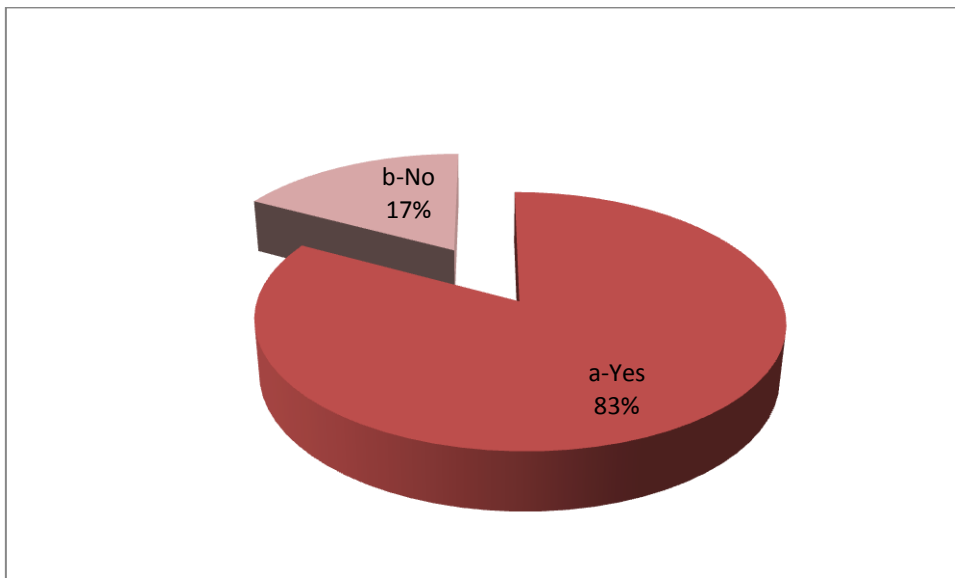
This result indicates that 80% of students' motivated, and 20%, they do not motivate by their teachers, which shows that the teachers give importance to motivate their students' about reading skill and their benefits.

### Section three: Reading Strategies

**Q8-**When you read do you use any strategy?

Response	Number	Percentage
a-Yes	58	83%
b-No	12	17%

**Table 3.9** The use of reading strategies



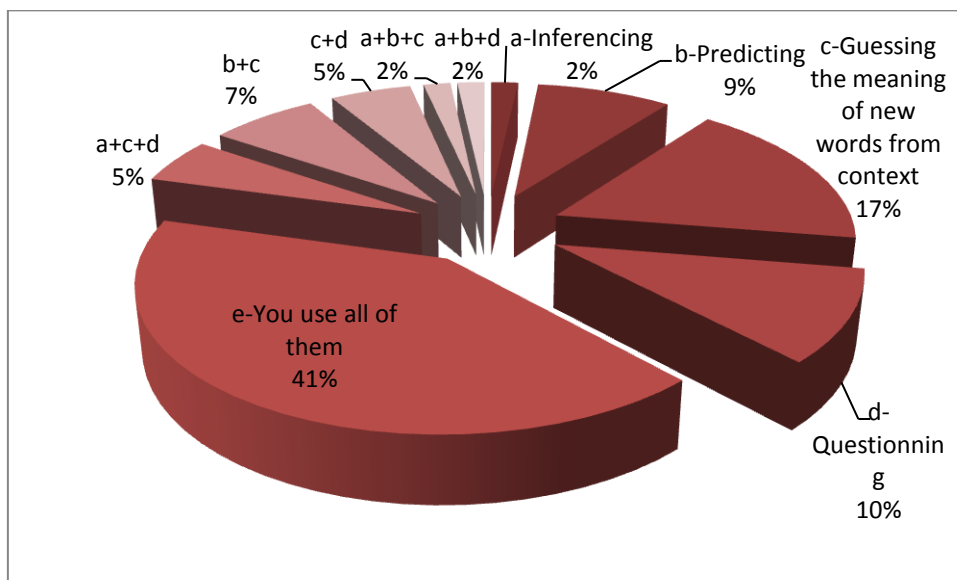
**Graph 3.8** The use of reading strategies

The table below reveals that 83% of the students' apply some strategies when they read, and 17% of them do not apply. This means that they use strategies to understand what they read.

**Q9-** Which of these strategies do you use?

Response	Number	Percentage
a-Inferencing	01	02%
b-Predicting	05	09%
c-Guessing the meaning of new words from context	10	17%
d-Questionning	06	10%
e-You use all of them	24	41%
a+c+d	03	05%
b+c	04	07%
c+d	03	05%
a+b+c	01	02%
a+b+d	01	02%

**Table 3.10** The type of reading strategies



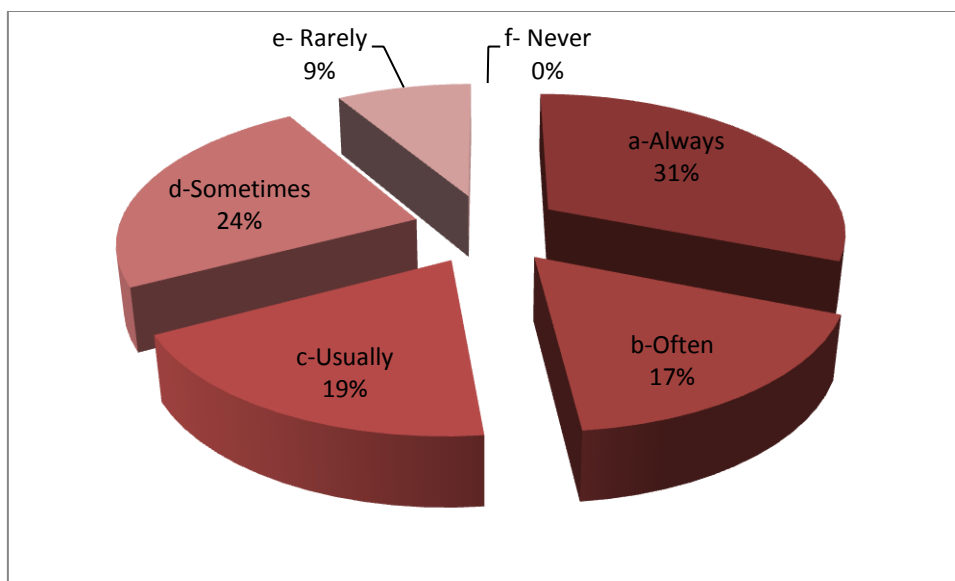
**Graph 3.9** The type of reading strategies

The result shows that 41% of students use all of these strategies in reading. Other students use only one strategy or use combined between two or three. This means that they give the importance to regulate their reading.

**Q10-**Does your background knowledge help you to understand the phrases of the text?

Response	Number	Percentage
a-Always	18	31%
b-Often	10	17%
c-Usually	11	19%
d-Sometimes	14	24%
e- Rarely	05	09%
f- Never	00	00%

**Table 3.11** The use of prediction strategy



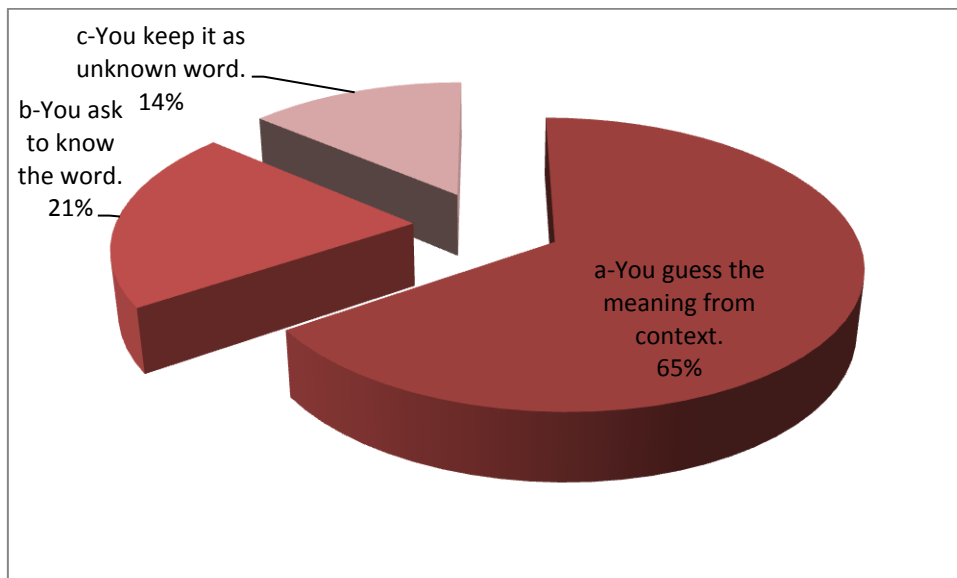
**Graphic 3.10** The use of prediction strategy

The table below indicates that 31% of students always use prediction as reading strategy to understand the phrases of the text, and 24% sometimes use it. The result shows that background knowledge of students have impact on understanding vocabulary items.

**Q11-What do you do when you meet a new word in reading context?**

Response	Number	Percentage
a-You guess the meaning from context.	38	65%
b-You ask to know the word.	12	21%
c-You keep it as unknown word.	08	14%

**Table 3.12 The use of guessing the meaning of words from context**



**Graphic 3.11 The use of guessing the meaning of words from context**

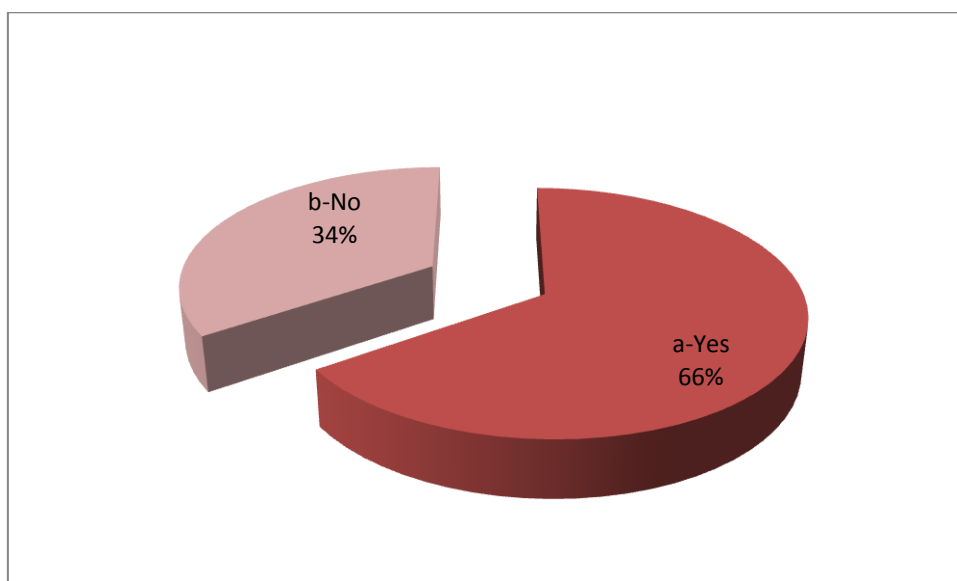
The graphic reveals that most of students use the strategy of guessing the meaning when they meet new word during reading, 21% they ask (teacher or class might) to know the

meaning, and the rest keep the words as unknown. This strategy is helpful for students to acquire words in the text.

**Q12-Do you link between vocabulary items to understand the meaning of words or phrases in reading?**

Response	Number	Percentage
a-Yes	38	66%
b-No	20	34%

**Table 3.13 Students' making inferencing during reading**



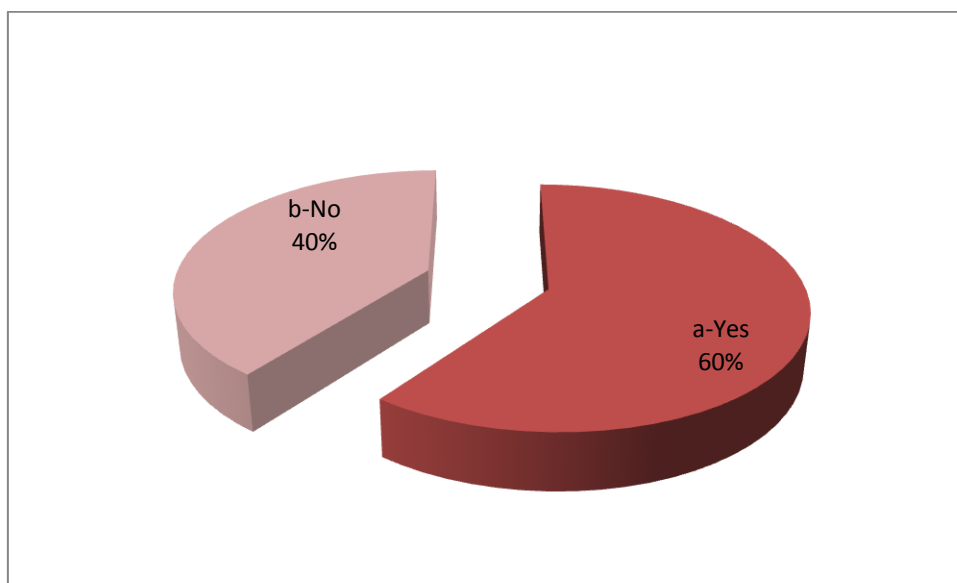
**Graphic 3.12 Students' making inferencing during reading**

The result shows that 66% of students link between vocabulary items to understand their meaning, and 34% of them do not link. This means that most of students make inferencing during reading.

**Q13-**Does asking questions about the text help you to achieve vocabulary knowledge?

Response	Number	Percentage
a-Yes	35	50%
b-No	23	33%

**Table 3.14** Asking questions as a reading strategy



**Graphic 3.13** Asking questions as a reading strategy

The table above reveals that 60% of students ask questions to achieve vocabulary knowledge, and others do not use this strategy. This result indicates that asking one who knows the text is more effective for students.

**Q14-** Why you choose a specific reading strategy?

-It is a comfortable, suitable, and benefits one that helps to improve knowledge. (20students)

-It is according to the style of student, and reading material (time, text). (15students)

-It is for organization, and developed result. (10students)

-It is helpful in understanding the text. (13student)

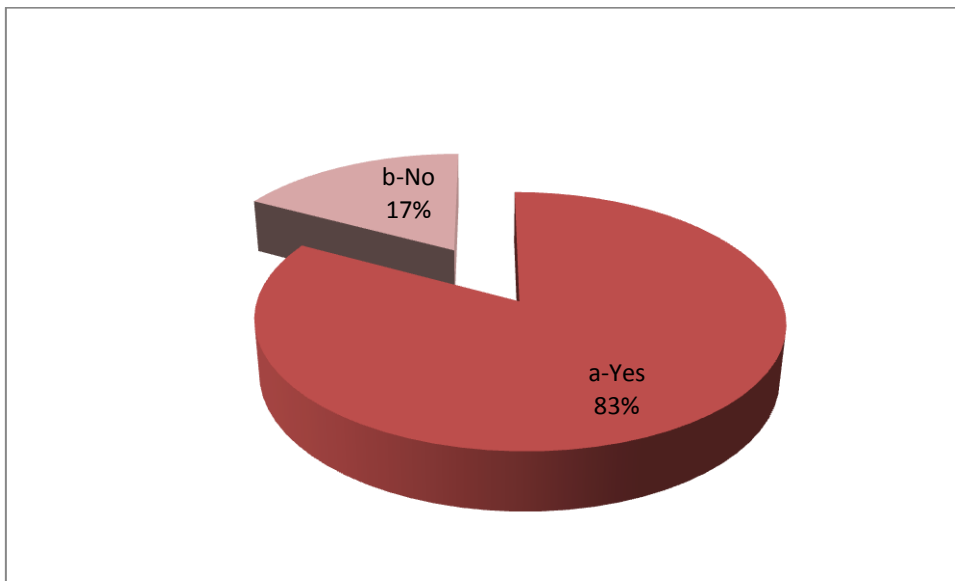
The result reveals that students' give reasons that able them to choose a specific reading strategy. Most of them choose specific strategy because it is comfortable, suitable, and benefits one that helps them to improve knowledge.

#### **Section four: Reading Strategies and Vocabulary**

**Q15-**Is it easy for you to learn words when they presented in reading context?

Response	Number	Percentage
a-Yes	58	83%
b-No	12	17%

**Table 3.15** The easiness of learning words from reading context



**Graph 3.14** The easiness of learning words from reading context

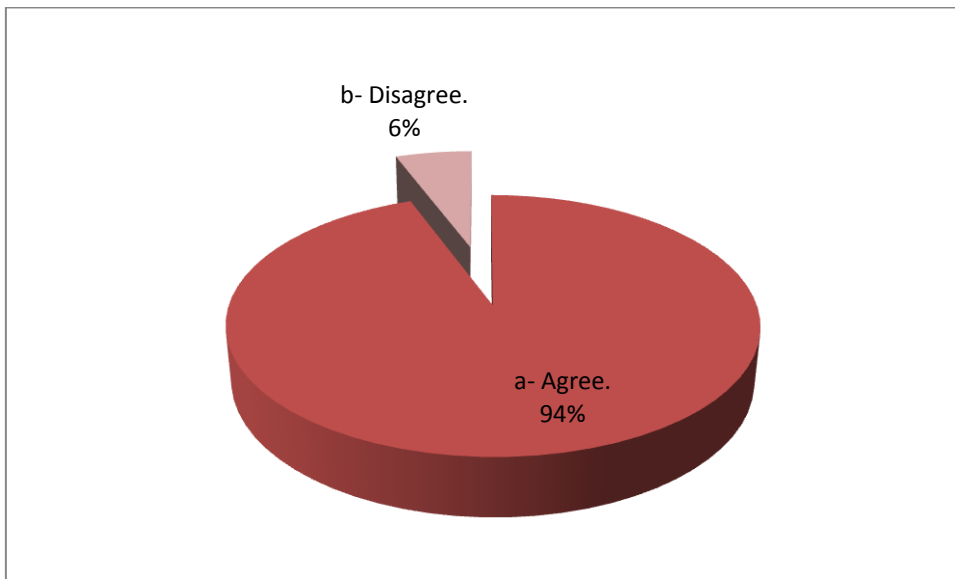
The result indicates that 83% of students' consider that learning words from reading context as an easy process, and 17% of them consider it as not easy. It shows that reading skill is an easy way to obtain vocabulary knowledge because they can see the words, and understand it in the text.



**Q16-Do you agree that a lack of vocabulary is due to poor reading?**

Response	Number	Percentage
a- Agree.	66	94%
b- Disagree.	04	06%

**Table 3.16 Students' agree about the lack of vocabulary**



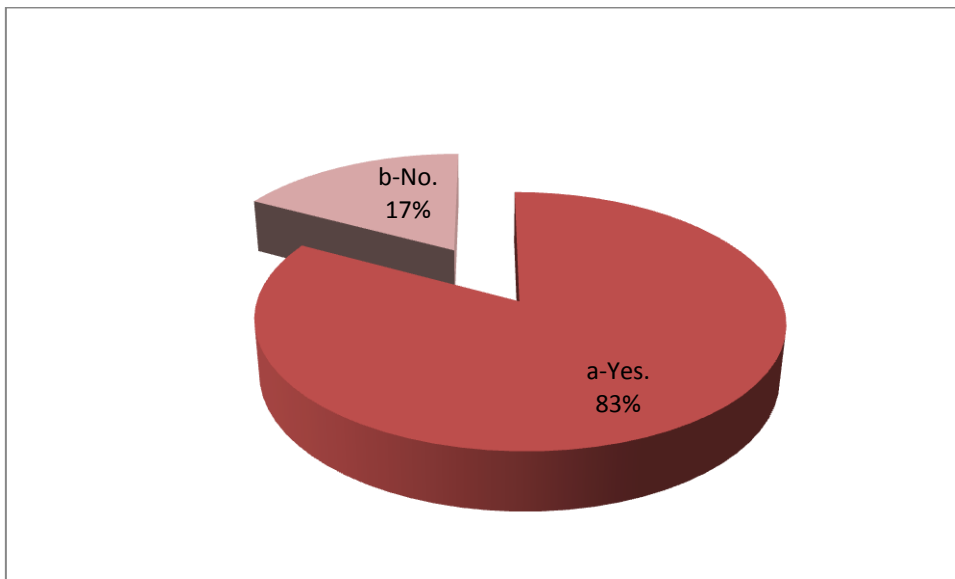
**Graph 3.15 Students' agree about the lack of vocabulary**

The table below indicates that 94% agree that the lack of vocabulary is due to poor reading, and 06% of them they disagree. This means that when students' read their vocabulary knowledge developed.

Q17-Do you achieve vocabulary knowledge when you use reading strategies?

Response	Number	Percentage
a-Yes	58	83%
b-No	12	17%

**Table 3.17 The importance of reading strategies in achieving vocabulary**



**Graphic 3.16 The importance of reading strategies in achieving vocabulary**

The result shows that 83% of students' agree that the use of reading strategies enhance their vocabulary, and 17% of them disagree. This means that the use reading strategies has a great importance in enhancing students' vocabulary knowledge.

### **3.1.1.4 Discussion the Result of Students' Questionnaire:**

The analysis of the first section shows that 94% of students' interesting in learning vocabulary because they consider it as an important in speaking and writing skill. Most of students received vocabulary knowledge from reading and listening context to be use during productive skill. This process helps EFL Students to communicate effectively. They also use a dictionary as a vocabulary strategy to guide them to acquire vocabulary knowledge because it suitable, and useful in classroom.

The result of the section two indicates that most of students read time to time, which they agree that reading practice help them in improving their knowledge but they do not practice it enough. Furthermore, 80% of students are motivating by their teachers, which is important in their attitude toward the interesting of reading.

The analysis of the section three consists that 83% of students use strategies when they read. Most of students use different strategies (predicting, inferencing, guessing the meaning of new words, and questioning) but they do not aware about how to apply them and the function of each strategy to be uses appropriately and effectively.

The last section reveals that 83% of students said that learning words from reading context is an easy process for them that they learn vocabulary when see the items, and make connection with their mind to understand the text. Moreover, 94 % of students agree that the lack of their vocabulary is due to poor reading that this result gives important to practice reading in many time during the year for students. The final question shows that most of students use reading strategies to achieve vocabulary knowledge.

### **3.1.2 Teachers' Questionnaire:**

#### **3.1.2.1 Administration of the Questionnaire:**

The questionnaire was given to five teachers' selected randomly from the department of Foreign Languages, English Division in Mohamed Kaither University –Biskra. It includes questions that asked to teachers' to answer them about vocabulary, reading, and how students' use reading strategies to enhance their vocabulary knowledge.

#### **3.1.2.2 Description of the Questionnaire:**

The questionnaire is composed of fifteen questions. It designed as open-ended and close-ended questions. Teachers' tick the right answers for some questions and the other questions they give their opinions about the topic. These questions are formed as follow:

**Section one:** (Q1-Q3) information about teaching vocabulary

**Section two:** (Q4-Q5) includes an overview about reading, and how they make their students read.

**Section three:** (Q6-Q12) about teaching reading strategies, and vocabulary. It includes question about how teachers deal with reading strategies in reading instruction, and their relation to vocabulary.

**Section four:** (Q13-Q15) shows the importance of teaching reading strategies in vocabulary.

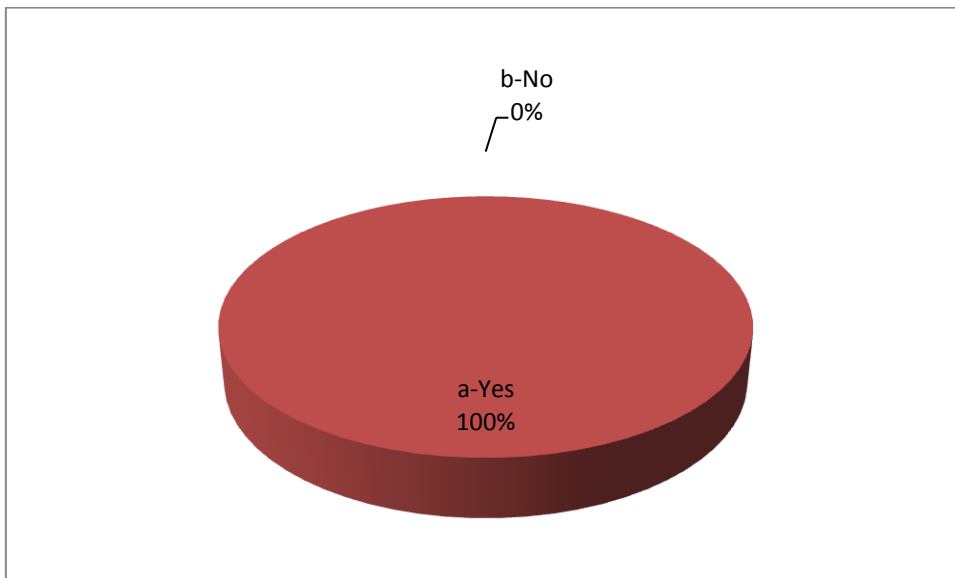
### 3.1.2.3 Analysis the Result of Teachers' Questionnaire:

#### Section one: Vocabulary

Q1-Do you assign your students to learn vocabulary?

Response	Number	Percentage
a-Yes	05	100%
b-No	00	00%

**Table 3.18 Teacher assignment about learning vocabulary**



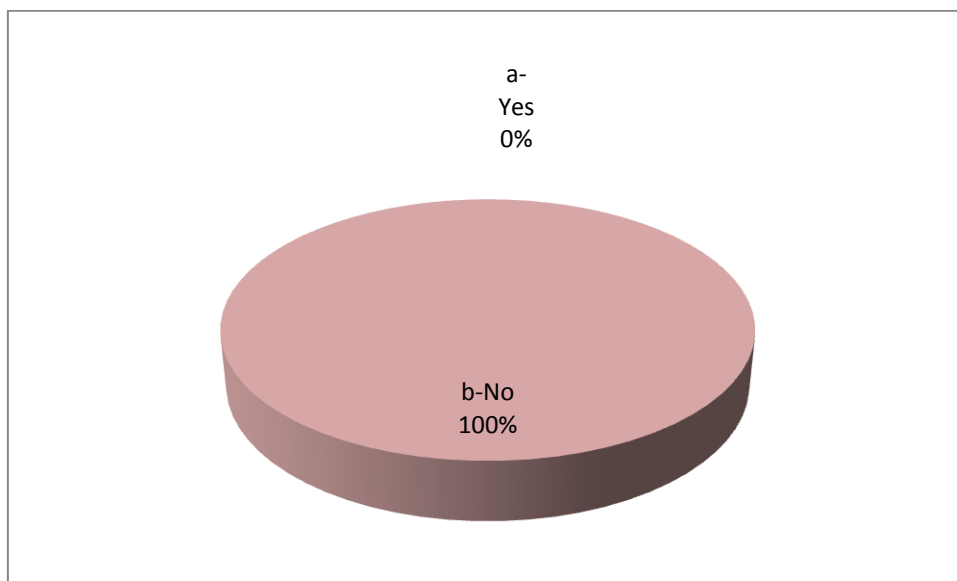
**Graphic 3.17 Teacher assignment about learning vocabulary**

The table below shows that all the teachers give assignment to their student to learn vocabulary. This means that teacher give importance to vocabulary to be learned by EFL Students.

**Q2-Is vocabulary an easy process for your students to learn in the classroom? If no, why?**

Response	Number	Percentage
a-Yes	00	00%
b-No	05	100%

**Table 3.19 The difficulty of vocabulary process**



**Graphic 3.18 The difficulty of vocabulary process**

The graphic indicates that 100% of teachers consider vocabulary as difficult process to learn in the classroom as they justify in the following point. This result shows that learning vocabulary in the classroom is not enough to get knowledge because vocabulary items need practice outside the classroom.

-Teacher one, and two: It takes time to understand the use of new word, and carve it in memory.

-Teacher three: Many vocabulary items need practice to learn them.

-Teacher four and five: It is difficult to learn different word in short time, and in indirect instruction.

**Q3-How do you teach your students vocabulary?**

-Teacher one: She did not teach vocabulary but she gives her students assignment that includes vocabulary.

-Teacher two, and three: through context (reading texts).

-Teacher four, and five: through listening to videos, discussion a different subject, and reading a text.

The result shows that most of teachers use different ways to teach vocabulary. From this result, we point that teacher's interest in teaching vocabulary from context especially reading.

**Section two: Reading**

**Q4-How to make your students read?**

-Teacher one: by giving them writing and reading assignments.

-Teacher two, and three: They give their students activity to read a book, or short story outside the class.

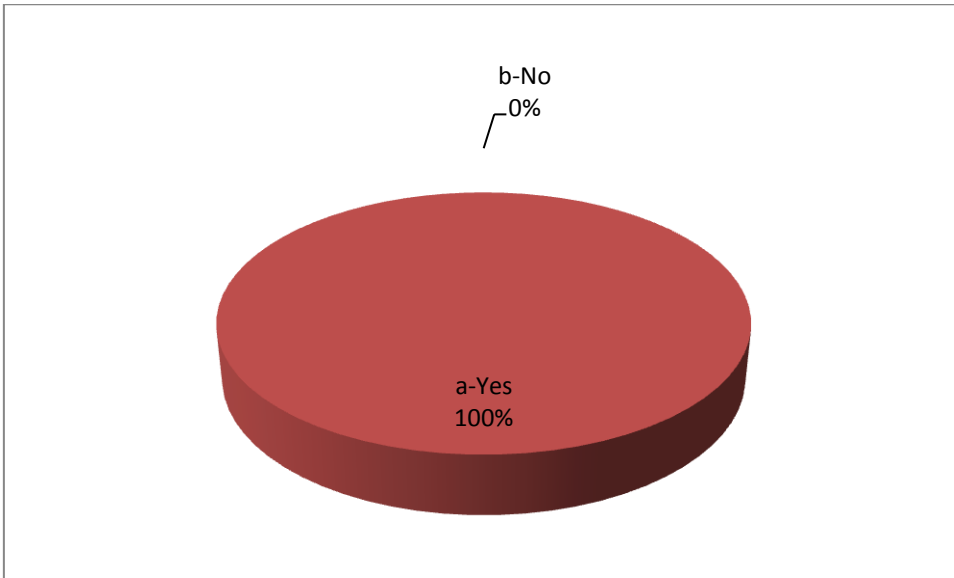
-Teacher four, five: they motivate them through advices and some activities.

The result indicates that most of teachers give assignment about reading to their students as a way to make them read. This means that most teachers give effort to create the interest of reading among EFL Students.

**Q5-It is helpful for your students to practice reading to get knowledge?**

Response	Number	Percentage
a-Yes	05	100%
b-No	00	00

**Table 3.20 Teacher opinion about practice reading**



**Graphic 3.19 Teacher opinion about practice reading**

The table below reveals that all of teachers accept that practice reading help their students to get knowledge. This means that reading is one of language source to obtain knowledge.

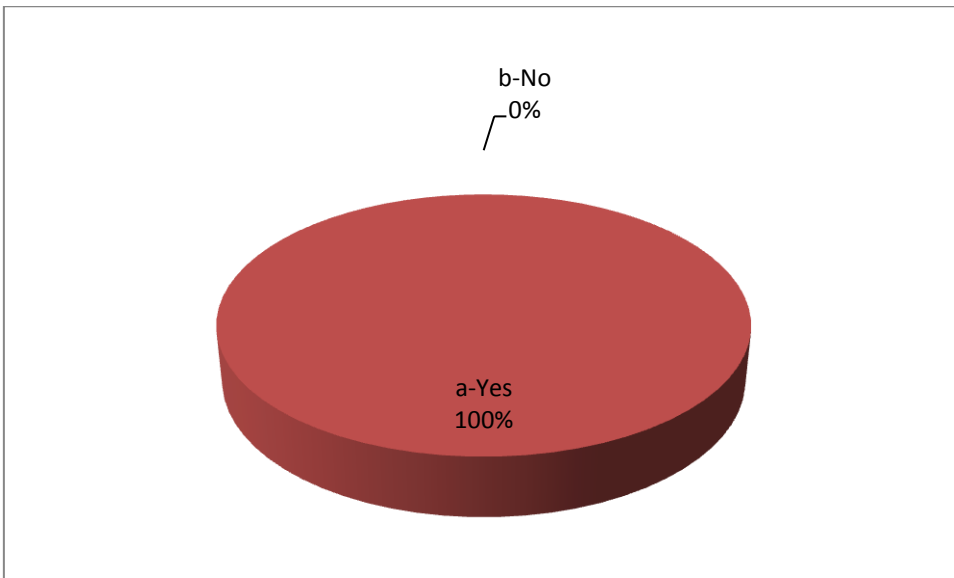
**Section three: Teaching reading strategies and vocabulary**

**Q6-** Do you follow any strategy in teaching reading? Which is?

Response	Number	Percentage
a-Yes	05	100%
b-No	00	00%

**Table 3.21 Teachers uses of reading strategies.**





**Graphic 3.20 Teachers uses of reading strategies.**

The graphic indicate that 100% of teachers follow reading strategies as they named them. This result shows that teachers facilitate the process of reading by using different strategies to make their students understand the text.

-Teacher one: Eclectic.

-Teacher two: The traditional one.

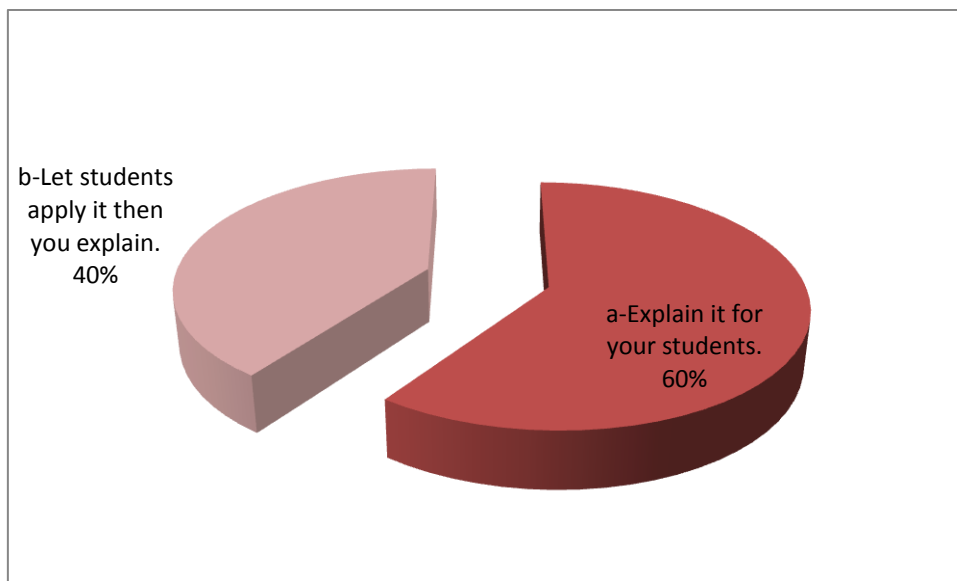
-Teacher three: active and critical reading which include inferencing and analyzing the content of the text.

-Teacher four, and five: reading and discussion.

**Q7-When you use the strategy do you?**

Response	Number	Percentage
a-Explain it for your students.	03	60%
b-Let students apply it then you explain.	02	40%

**Table 3.22 The way of explain the strategy**



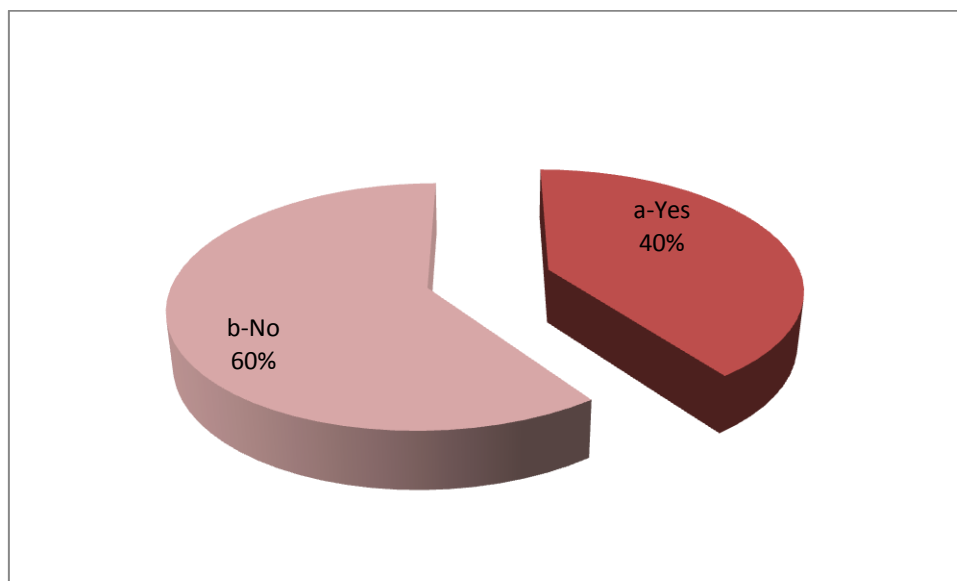
**Graphic 3.21 The way of explain the strategy**

The table shows that 60% of teachers explain the strategy for their students, and 40% of them let students apply the strategy then they explain. This means that teachers give importance to explain the strategy before reading to guide their students in the way of reading.

**Q8-Do you give enough time to your students to apply reading strategies? Why?**

Response	Number	Percentage
a-Yes	02	40%
b-No	03	60%

**Table 3.23 Time of using reading strategies**



**Graphic 3.22 Time of using reading strategies**

The result indicates that 40% of teachers give time to their students to apply reading strategies, and 60% of them did not give time because many factors as they justify. This means that the time of reading instruction is not enough as well to apply reading strategies.

-Teacher one: the number of students, and the lack of interest in reading.

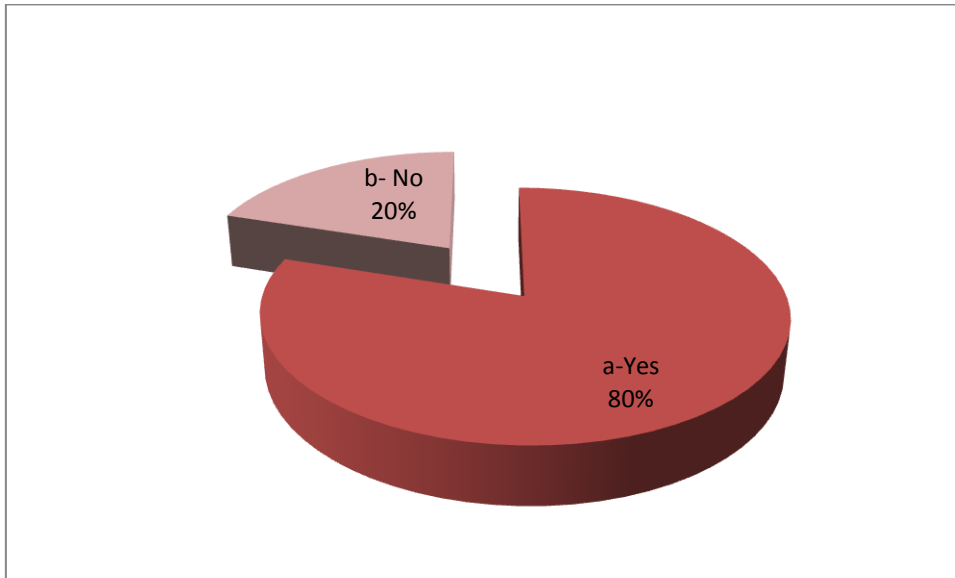
-Teacher two: the length of the lesson, and the time of the lesson in the schedule.

-Teacher three: the difficulty and unfamiliarity of the text especially scientific and technical texts and the length of the text and the new words it contains.

**Q9-Does your students need background knowledge when they read to encounter the meaning of words?**

Response	Number	Percentage
a-Yes	04	80%
b- No	01	20%

**Table 3.24 The benefit of background knowledge for students**



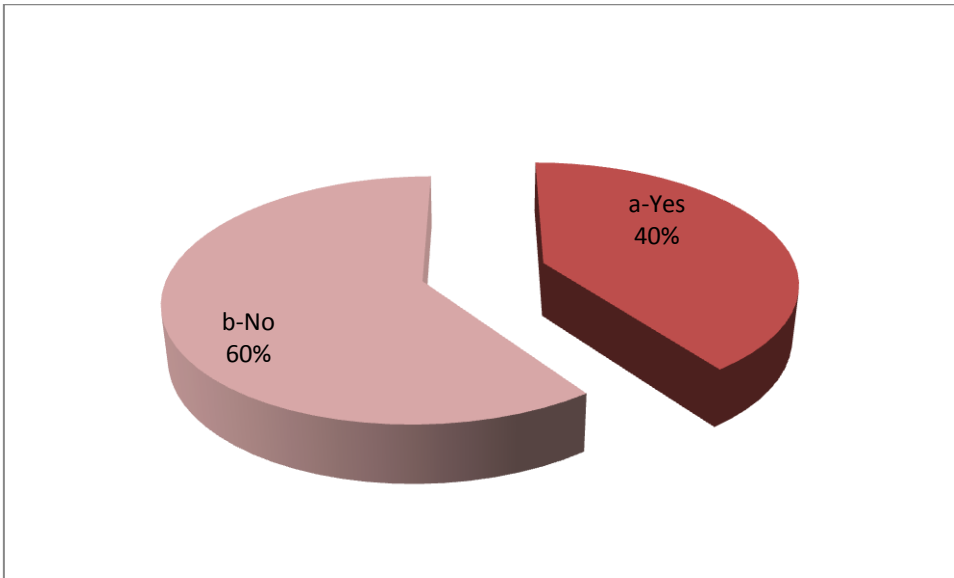
**Graphic 3.23 The benefit of background knowledge for students**

The graphic below reveals that 80% of teachers said that their students need background knowledge to encounter words, and 20% of them said no. This result means that prediction is a strategy that teachers appreciate to use it because their students need.

**Q10-**Does inferencing help your students to understand words and phrases when they read?

Response	Number	Percentage
a-Yes	03	60%
b-No	02	40%

**Table 3.25 the opinion of teachers about the use of inferencing**



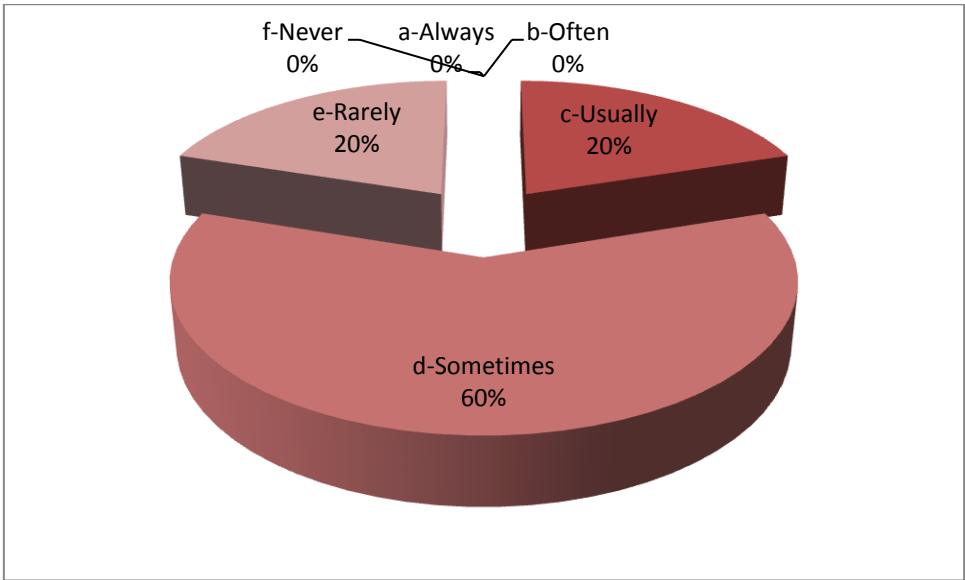
**Graphic 3.24 The opinion of teachers about the use of inferencing**

The result indicates that 60% teachers accept that inferencing strategy helps their students in understanding words and phrases, and 40% them they did not accept. This result shows that there is an effect in students' vocabulary knowledge when they use inferencing.

**Q11-**How often your students succeed in guessing the meaning of new words from reading context?

Response	Number	Percentage
a-Always	00	00%
b-Often	00	00%
c-Usually	01	20%
d-Sometimes	03	60%
e-Rarely	01	20%
f-Never	00	00%

**Table 3.26 the success of students when they guess the meaning of word from context**



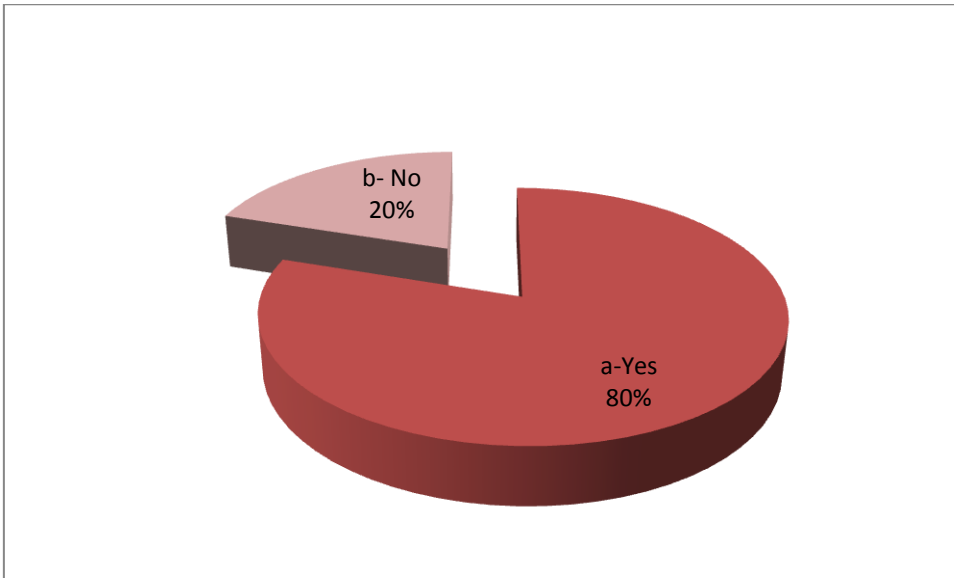
**Graphic 3.25 the success of students when they guess the meaning of word from context**

The table shows that 60% of teachers said that their students sometimes succeed in guessing the meaning of words from context, 20% usually succeed, and 20% rarely succeed in the guessing. This means that the strategy of guessing is difficult for some students to apply it.

**Q12-**Does your answers about the vocabulary items of the text help your students to acquire vocabulary knowledge?

Response	Number	Percentage
a-Yes	04	80%
b-No	01	20%

**Table 3.27 The opinion of teachers about students' questions**



**Graphic 3.26 The opinion of teachers about students questions**

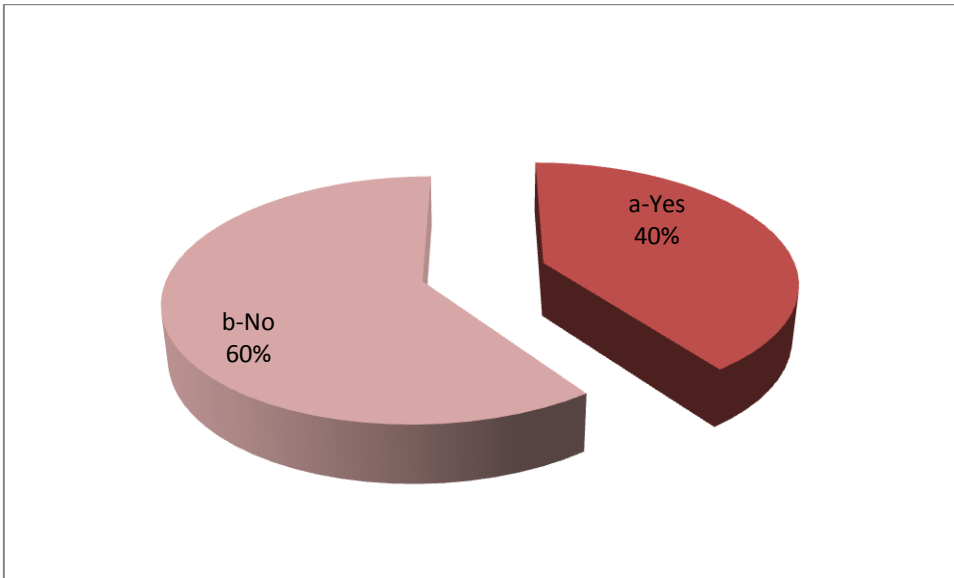
The graphic shows that 80% of teachers' answers help students to acquire vocabulary, and 20% of teachers' answers help not the students. This means that the use of questioning strategy help most students to acquire vocabulary.

**Section four: the importance teaching reading strategies in vocabulary**

**Q13-**Do you give your students activities include reading strategies to achieve vocabulary?

Response	Number	Percentage
a-Yes	02	40%
b-No	03	60%

**Table 3.28 Teachers activities that include reading strategies**



**Graphic 3.27 Teachers activities that include reading strategies**

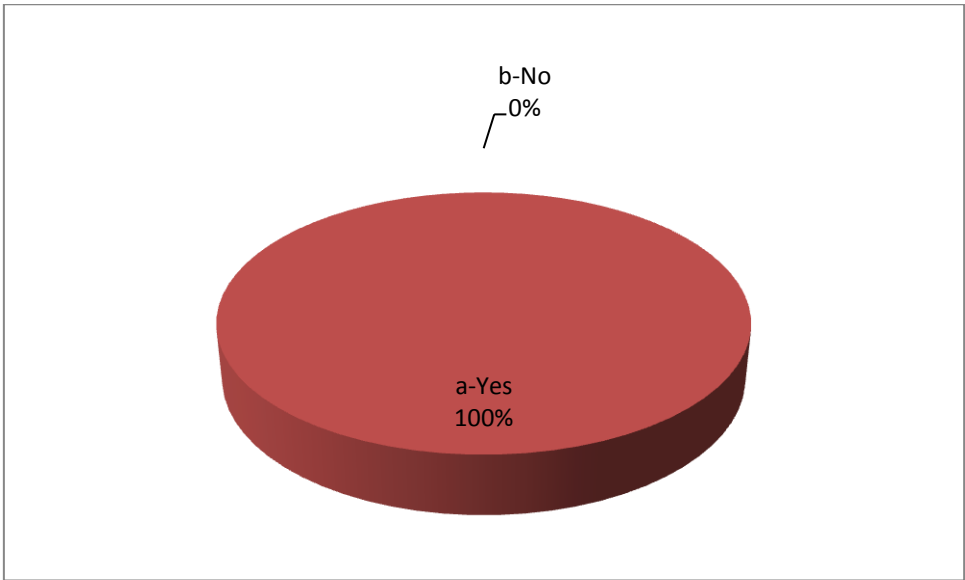
The result shows that 60% of teachers not give their students activities include reading strategies to achieve vocabulary, and 40% of them give activities. This means that there is no a special instruction to teach vocabulary by using reading strategies from students.

**Q14**-Does your explanation about the text help them to understand, and remember vocabulary items?

Response	Number	Percentage
a-Yes	05	100%
b-No	00	00%

**Table 3.29 the function of teacher explanation**





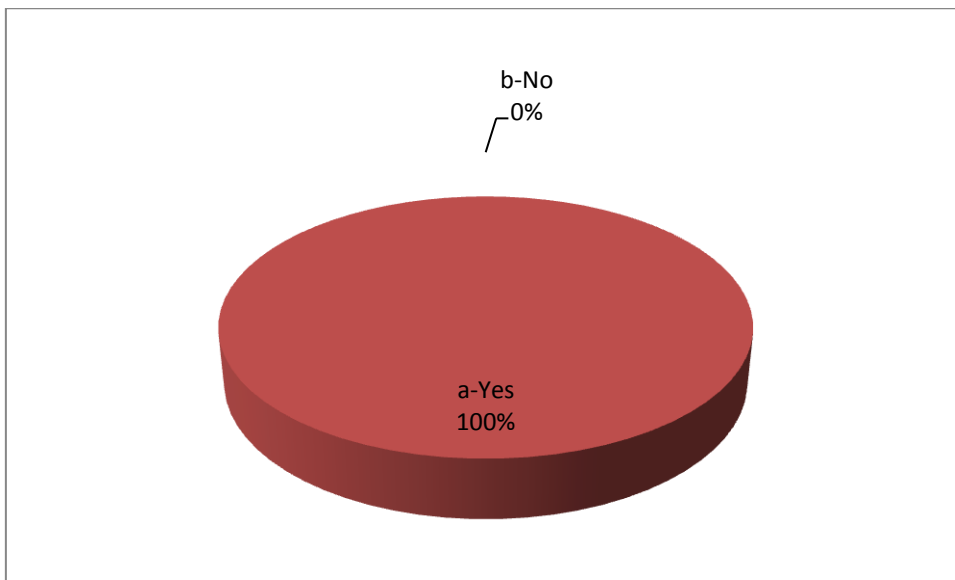
**Graphic 3.28 the function of teacher explanation**

The table below reveals that all of teachers' explanations about the text help their students to understand and remember vocabulary items. This result means that students understand well with the explanation of their teachers.

**Q15-Do you agree that teaching reading strategies enhance your students' vocabulary?**

Response	Number	Percentage
a-Yes	05	100%
b-No	00	00%

**Table 3.30 The teachers' opinion about teaching reading strategies.**



**Graphic 3.29 The teachers opinion about teaching reading strategies.**

The result shows that all the teachers agree that teaching reading strategies enhance their students' vocabulary. This means that reading strategies has effect in students' vocabulary.

#### **3.1.2.4 Discussion the Result of Teachers' Questionnaire:**

The analysis of the first section shows that all of the teachers assign their students to learn vocabulary. They consider vocabulary as difficult process to learn in the classroom because it take time to understand the form and the function of words that need practice to be stored in students' memory. Moreover, they teach vocabulary by different ways especially through reading context.

The result of the second section indicates that most of teachers give their students different assignments to make them read especially reading books. This strategy that the teachers follow is one way of practice reading that help their students to get knowledge about EFL.

The analysis of the third section reveals that 100% of teachers follow a strategy in teaching reading which they use different strategies specially reading the text then discuss the

context. This way of teaching is beginning with the explanation of the strategy for students to guide them when they read. Moreover, 60% of teacher did not give enough time to their students to apply reading strategies because many factors that related to students, the nature of lesson, and the type of the text. In other way, teachers appreciate that the use of reading strategies helps their students in achieving vocabulary knowledge.

The last section shows that 60% of teachers did not give their students activities include reading strategies to achieve vocabulary which this means that there is no a special instruction to teach vocabulary by using reading strategies. Furthermore, teachers explain the text for students to help them understand and remember vocabulary items. Most of teachers agree that teaching reading strategies enhance students' vocabulary.

### **3.2 Suggestions and Recommendations:**

Learning EFL is a process, which need efforts to develop language skills (speaking, writing, reading, and listening) and language aspects (vocabulary, grammar...etc.).

In the light of this study, we obtained some results that are recommending as follow:

- ❖ Vocabulary is wide area that needs more interest and care about how to acquire and learn words of language.
- ❖ Reading is a skill that need more practice to get knowledge about the language.
- ❖ There are many reading programs that is helpful in developing students' language especially vocabulary knowledge for example, Sustained Silent reading, and Extensive Reading...etc.
- ❖ Teachers should give an importance to vocabulary instruction to facilitate the way of teaching by using different vocabulary strategies.
- ❖ Teachers should explain to their students the reading strategies and function of each strategy to be use in appropriate way.

- ❖ Students should try to solve the language problem by themselves because what obtained from classroom is not enough to study EFL.
- ❖ Language Learning Strategies are using according to the students' needs and abilities because students does not have the same capacity, and the same environment to learn vocabulary or other field in the language by the same way.

Language Learning and Language Teaching have different faces because we cannot say that is good or not until we have enough experience about these two processes.

### **Conclusion:**

This chapter has dealt with the result of questionnaire as a research tool that used in the study. According to the analysis of students' questionnaire, students are interested in learning vocabulary because it has a great importance in learning EFL. Furthermore, the result also shows that students use different reading strategies to improve their vocabulary knowledge but most of them not aware about the appropriate use, and function of each strategy.

In other way, the analysis of teachers' questionnaire shows that teachers appreciate that reading has an effect on EFL Students' vocabulary knowledge. There is no a special instruction about reading strategies and vocabulary because many factors, but teachers give importance to teaching reading strategies to enhance EFL Students' vocabulary.

## **General conclusion:**

Vocabulary has important place in any FL because it consider as a main aspect in communication. There are different strategies to learn vocabulary especially from reading context which is the input of many students. In other word, students need a special instruction to allow them acquire words according to their need, and abilities.

Reading is a skill of receiving knowledge as well as in FL. Students should interest to read in English to solve different language problems. Reading process includes different strategies that students use them as a way to regulate their reading, and facilitate the text to be understood.

In language learning, reading strategies have impact in acquiring vocabulary knowledge which used by students when they need. Therefore, teachers should give interest to teach vocabulary through different strategies that allow students to learn vocabulary in appropriate and direct instruction. Moreover, these strategies have a function in the languages which make students to use them in order to enhance their vocabulary. Learning vocabulary from reading context needs reading strategies as a guide for EFL Students to acquire vocabulary items. Furthermore, the result of the field work provides that both students and teachers agree that the use of reading strategies enhance vocabulary knowledge. As a result, students should use reading strategies as a technique to develop their level in EFL.

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## Appendices:

### Appendix 01:

#### Students' Questionnaire:

The current questionnaire selected as a data collection tool for a research about **Enhancing EFL Students' Vocabulary through the Use of Reading Strategies**, for obtaining a master s' degree in applied linguistics. I will be grateful if you could answer this questionnaire and give your opinion about vocabulary and reading strategies. In advance you are kindly thanked for your contribution.

Please, tick the appropriate answer or make a full statement when it is necessary.

#### Section one: Vocabulary

1- Are you interested in learning vocabulary?

a- Yes

b- No

2- Do you think that vocabulary is?

a- Important

b- Unimportant

Justify .....

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**3-How do you learn vocabulary in classroom?**

a- Learn words through reading context.

b- Learn words through listening context.

**4-Which vocabulary strategies do you use?**

a- Guessing the meaning of words from context.

b- You use a dictionary.

c- You encounter new words.

**Section two: Reading**

**5-How often do you read?**

a- Always

b- Often

c- Usually

d- Sometimes

e- Rarely

f- Never

**6- Does reading practice help you to improve your knowledge?**

a- Agree

b- Disagree

7- Does your teachers motivate you to read?

a- Yes

b- No

**Section three: Reading Strategies and vocabulary**

8- When you read do use any strategy?

a- Yes

b- No

-If yes, you can answer the rest questions of this section

9- Which of these strategies do use?

a- Inferencing.

b- Predicting.

c- Guessing the meaning of a new word from context.

d- Questioning.

e- You use all of them.

**10-** Does your background knowledge help you to understand the phrases of the text?

a- Always

b- Often

c- Usually

d- Sometimes

e- Rarely

f- Never

**11-** What do you do when you meet a new word in reading context?

a- You guess the meaning from context.

b- You ask to know the word.

c- You keep it as unknown word.

**12-** Do you link between vocabulary items to understand the meaning of words or phrases in reading?

a- Yes

b- No

**13-** Does asking questions about the text help you to achieve vocabulary knowledge?

a- Yes

b- No

**14-**Why you choose a specific reading strategy?

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**Section four: Reading Strategies and Vocabulary**

**15-** Is it easy for you to learn words when they presented in reading context?

a- Yes

b-No

**16-** Do you agree that a lack of vocabulary is due to poor reading?

a- Agree

b- Disagree

**17-** Do you achieve vocabulary knowledge when you use reading strategies?

a- Yes

b- No

**Appendix 02:**

**Teachers' Questionnaire:**

The current questionnaire selected as a data collection tool for a research about **Enhancing EFL Students' Vocabulary through the Use of Reading Strategies**, for obtaining a master s' degree in applied linguistics. It will be grateful if you could answer this questionnaire and give your opinion about teaching vocabulary and reading strategies. In advance you are kindly thanked for your contribution.

Please, tick the appropriate answer or make a full statement when it is necessary.

**Section one: Vocabulary**

1-Do you assign your students to learn vocabulary?

a- Yes

b- No

2- Is vocabulary an easy process for your students to learn in the classroom?

a- Yes

b- No

If no

why?.....  
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3-How do you teach your students vocabulary?

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**Section two: Reading**

4-How to make your students read?

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5-It is helpful for your students to practice reading to get knowledge?

a-Yes

b- No

**Section three: Teaching reading strategies and vocabulary**

6-Do you follow any strategy in teaching reading? Which is?

a- Yes

b- No

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.....

**7-**When you use the strategy do you?

a- Explain it for your students.

b- Let students apply it then you explain.

**8-**Do you give time to your students to apply reading strategies?

a- Yes

b- No

**9-**Does your students need background knowledge when they read to encounter the meaning of words?

a- Yes

b- No

**10-** Does inferencing help your students understand words and phrases when they reading?

a- Yes

b-No

**11-**How often your students succeed in guessing the meaning of new words from reading context?

a- Always

b- Often

c- Usually

d- Sometimes

e- Rarely

f- Never

**12-**Does your answers about the vocabulary items of the text help your students to acquire vocabulary knowledge?

a- Yes

b- No

**Section four: the importance teaching reading strategies in vocabulary**

**13-**Do you give your students activities include reading strategies to achieve vocabulary?

a- Yes

b- No

**14-**Does your explanation about the text help them to understand, and remember vocabulary items?

a- Yes

b- No

**15-** Do you agree that teaching reading strategies enhance your students' vocabulary?

a- Agree

b- Disagree

## ملخص:

تعتبر وسيلة القراءة مهارة ذات أهمية في اكتساب المعرفة عن أي لغة يريد القارئ التغلغل بأفكاره في القراءة بها بواسطة استراتيجيات. ان مفردات اللغة هي وحدة أساسية التي تمكن متعلمها من التكلم و التحكم في اللغة ببساطة دون أي تعقيدات. ان هذا البحث العلمي عبارة عن دراسة وصفية، فهي تبين أهمية استعمال استراتيجيات القراءة باللغة الإنجليزية في اكتساب المزيد من مفردات اللغة التي لها دور في تحسين اللغة الإنجليزية التي يدرسها طلاب السنة الثالثة ليسانس في جامعة محمد خيذر بولاية بسكرة. من اجل تحقيق نتائج هذا البحث، اطرقتنا لاستخدام وسيلة الاستبيان للطلبة و الأساتذة عن طريق الإجابة لبعض الأسئلة التي تهدف إلى معرفة آراء الطلاب حول استخدام استراتيجيات القراءة في إثراء معرفتهم اللغوية. أما الاستبيان المتعلق بالأساتذة فيهدف إلى تبين أهمية تدريس هذه الاستراتيجيات و تبيان علاقتها بالتنظير اللغوي للطلبة. لاذ تحليل النتائج إلى ان الطلبة مهتمين بدراسة مفردات اللغة و لديهم حس وعائي بأهمية استعمال استراتيجيات القراءة في تحسين مستواهم الدراسي للغة الإنجليزية، و من ناحية الأساتذة إقرارهم بأهمية تدريس هذه الاستراتيجيات لطلابهم. بينت التجربة ان استخدام الطلاب لاستراتيجيات القراءة له دور فعال في تحسين المستوى اللغوي لدراسة اللغة الإنجليزية التي تعد لغة أجنبية.