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The Role of Extensive Reading in Enhancing EFL Learner's
Vocabulary:
The Case of First Year Students of English at Biskra University

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The Role of Extensive Reading in Enhancing EFL Learners'
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Je déclare en mon honneur d'avoir respecté les critères scientifiques et méthodologiques, ainsi que les critères l'intégrité académique requises dans l'élaboration de la recherche. Entre autres, j'affirme que mon mémoire est un travail personnel et non plagié.

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Abstract

The relationship between extensive reading and vocabulary knowledge has been advocated by many researchers in the last few decades. These studies were based on the belief that students can retrieve a good number of new words while involved in reading a large amount of reading materials; therefore, the current study is conducted to highlight the role of extensive reading on vocabulary enhancement. The study took place at Mohamed Kheider university of Biskra, a descriptive research method was adopted. Two questionnaires were administered to both, teachers of reading expression and first-year English students, to check how they deal with and handle the reading skill since it is the second year to apply the course of reading at UMKB. Also, this study aims at knowing their attitudes about the role of extensive reading towards vocabulary development. The findings have revealed not only the positive effect of extensive reading on vocabulary knowledge and acquisition but also the students' positive attitudes towards reading in general and extensive reading in particular. Most importantly, the more students read extensively, the more their vocabulary improved and retrieved.

DEDACTION

The name of ALLAH, the most Gracious, the most Merciful. In the first place, all the thank goes to “Allah” for providing us with energy and patience to accomplish on this research.

I gladly dedicate this work to:

my family

To my friends: Massouda, Aladdin, Bariza for their support, guide, and encouragement.

To my nephew: Abd el-Matin

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List of abbreviation

E R : Extensive Reading

I R : Intensive Reading

E F L : English as a Foreign Language

E S L : English as a Second Language

L 1 : Mother Tongue / First Language

L 2 : Second Language

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Introduction

INTRODUCTION

Introduction

Reading and vocabulary are central to using and knowing a language. Vocabulary is a significant element that the EFL English learner needs to develop; because without vocabulary students cannot understand others or express their ideas. Tschirmer (2004) noted that vocabulary size has been identified as one of the most important indicators of L2 reading proficiency and academic language skills in general. However, the matter of developing a sufficient amount of vocabulary possessed student's attention for a long time. To overcome the current obstacle, therefore students are always searching for effective techniques and approaches.

During the past two decades, a great number of studies have been confirmed the common assumption that through reading skill, second language learners can learn vocabulary. However, reading was always the researchers' and teachers' suggestion. Krashen (2003a) believed in the power of reading for the advancement of first, second, or foreign language skill. When students read extensively, they come across lexical patterns that help them master and predict what vocabulary may appear next. According to Nuttel (1982), the best way to improve one's knowledge of a foreign language is to go and to live among its speakers, the second-best way is to read extensively in it. Besides, the learner needs to have a positive attitude toward extensive reading, teachers also need to be role model to motivate students through reading extensively. Therefore, there are many reasons why it is so interesting to develop language knowledge and more specific vocabulary through extensive reading.

The present study is being carried out to highlight the role of extensive reading among the students and teachers and the ignorance of extensive reading. In addition, this study seeks to discuss and explain the importance of extensive reading in developing EFL student's vocabulary in the department of English at Mohamed Kheider university of Biskra in particular.

Background of the study

during the mid-1980s, It was believed that reading skills and vocabulary develop when learners are exposed to an amount of sufficient input which is enough to cause language development. Therefore, researchers like Krashen, Hill, & Holden (as cited in Umam, 2013) described extensive reading as a free voluntary reading. They emphasized that students who read for pleasure have developed vocabulary more than those who read

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inside the classroom. Also, Krashen et al. (as cited in Umam, 2013) claimed that free voluntary reading is the best method to empower and improve second language acquisition.

Similarly, Grade (as cited in Benettayeb, 2010) noted that “Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation”(p. 22). In other words, Extensive reading, particularly where students are reading material written at their level, has various benefits for the development of a learner’s language. Although Bamford & Richard (2004) believed that students who read extensively will not only become confident readers, they will also improve their reading, writing, listening, and speaking abilities, and most importantly their vocabularies will get richer. In addition, Nagy and Herman (as cited in Tiryaki & Tütüniş, 2013) referring to extensive reading stated that it can cause an increase in the size of vocabulary the learner possesses (p. 211). Hence, Laufer-Dvorkin (1981) discovered substantial enhancement in a learner’s vocabulary range and discourse abilities through extensive reading strategies. He emphasized that syntax becomes facilitated through extensive reading. The vocabulary range of the English language appears to become ingrained in the minds of the readers. Thereby they continue producing syntax which conforms to these patterns. Also, Nation (1997) assumed that extensive reading allows students to choose their level. which they can read for pleasure rather than inflexible class suggestions. Also, he believed that ER is effective in developing notessecond language proficiency. Whereas, Powell (2005) explained that extensive reading not only develops reading skills but also benefits a whole range of other language skills, boosts confidence, and motivation. Also, it improves learners’ overall attitude to L2. Reading in this sense has to be seen holistically, as a crucial part of students’ total development (p. 29).

To summarise, the literature provides good evidence that vocabulary is learned incidentally from reading, at least to some extent, it seems that extensive reading should be a fundamental dimension of vocabulary teaching.

Statement of the problem

In the context of foreign language learning, one of the main problems EFL students suffer from is how to develop and retrieve vocabulary competence. Students seem that at different levels mainly in higher education, lack independent reading. In other words, they do not read much, either in or out of the classroom. Also, the lack of appropriate use of the

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reading methodology in classes. This is a serious problem, a situation which Krashen (1993b) defined as “a literary crisis”. As a consequence, students started to look for the ideal solution to this current issue. Researchers and teachers are highly recommended to focus on the reading skill especially extensive reading (ER) to enhance vocabulary since vocabulary is a prime concern than grammar in English as a foreign language (EFL).

Additionally, Day & Bamford (1997) claimed that extensive reading offers learners many advantages, such as enhancing language learning in various areas including vocabulary knowledge. Indeed, extensive reading has a positive effect on the vocabulary competence of the learner.

Moreover, within the specific Algerian context, research has shown serious problem faced by Algerian university when tackling vocabulary. In the reading process, this present dissertation aims to state the role of extensive reading in enhancing EFL student’s vocabulary.

Research objectives

As stated above, reading is a crucial skill that plays a significant role in academic success where it holds a prominent place. From that period on, the view on the reading skill changed and researchers started to emphasize the fact that it is among the most important skills to learn. These points led to the initiation of this study which is on: the role of extensive reading in enhancing EFL student’s vocabulary. Hence, the general objectives of this study are:

- 1) To highlight the importance of extensive reading in developing students’ vocabulary.
- 2) To identify teachers and learners’ attitude towards the use of extensive reading.
- 3) Determine the effectiveness of extensive reading on vocabulary by employing various data collection methods, the present study aims at focusing on and discussing the major factors that enhance ER and vocabulary.

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Research questions and hypothesis

Research question

This study tries to explore the effectiveness of extensive reading in developing vocabulary competence. It is an attempt at answering a few questions that pertain to university teachers as well as first-year English students. The specific objectives can be expressed by the following questions:

1. To what extent can extensive reading help in enhancing First-year EFL students vocabulary?
2. What are the teachers and the learners' attitude toward the use of extensive reading as a strategy to improve students vocabulary?
3. What are the difficulties EFL students suffer from in ER?
4. What are the major reading strategies that are used to enhance ER?

Research hypothesis

These research questions are explored based of the following hypothesis:

H1: We hypothesize that if students read extensively, then they will be able to develop their vocabulary.

Introductory notes to methodology

This research primarily depends on the descriptive approach to fully investigate this study, we think that the descriptive method will be appropriate to this case study which is the role of extensive reading in enhancing learners' vocabulary.

In the Algerian context, we have used various data collection methods and sampling. The population that has been chosen in this study is First-Year L.M.D students of English at Biskra university, during the academic year 2020/2021, because both extensive reading and vocabulary are well needed at their academic level.

In this study, an efficient data collection method is included. This involves submitting questionnaires to first-year English students which help us to gather reliable and effective information. As well as, conducting a semi-structured questionnaire for teachers to understand and to see their opinions and suggestions toward this research topic. Since it is

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difficult to deal with the whole population, this sample consists of 40 students and 4 teachers of English at Biskra university likely to reveals valuable original data to increase the quality of the research.

Structure of the dissertation

In an attempt to answer the before mentioned research questions and to test our hypothesis, this dissertation consists of two main chapters: The theoretical and practical chapters. We have used the sixth edition of the APA writing style (American Psychological Association).

The first chapter is a literature review divided into two main parts. Essentially, It introduces the main points and aspects related to the subject under investigation. Part one deals with the first variable, which is reading abilities that cover the issue of extensive reading. Therefore, part two deals with the second variable, which covers vocabulary knowledge. However, this part of the research includes an overview of distinctive points and aspects related to this language element.

Finally, the second chapter deals with the fieldwork and data analysis. It presents and discusses the findings of the data collected from participants. in this chapter, all the research questions will be answered relying on the analysis.

CHAPTER ONE:

Review of the literature

PART ONE:

Reading abilities

CHAPTER ONE: REVIEW OF THE LITERATURE

Introduction

Reading is an important ability in mastering any topic. Reading skill in English is vital; it improves the level of language learning, scientific development, singular development, economic contribution, and citizenship building. In addition, extensive reading importance has increased in popularity in recent years following decades of research detailing their functional effects on language learning, especially on vocabulary knowledge, particularly in an EFL situation, for example, Algeria.

Furthermore, this chapter is divided into two main parts. The first part will investigate the reading skill in general and extensive reading in particular. First, this part aims to shed light on the nature of reading, three types of reading models which are: the Bottom-up model, top-down model and interactive model. It also deals with the importance of reading, reading comprehension, reading techniques which are: skimming and scanning. Second, we will show some types of reading for instance: extensive reading and intensive reading. Moreover, in the second part, we will focus on the advantages of extensive reading skill as it is identified by different scholars (both inside and outside the EFL reading classroom) as a crucial tool for developing vocabulary. Also, we will conclude by providing the components of extensive reading such as the importance as well as the difficulties and tries to clarify its functions and concepts that have been advocated by researchers and different scholars.

In brief, this chapter is more concerned with two major concepts: reading skill and extensive reading. Moreover, it provides a literature review for a better understanding of the reading era.

1.1. Nature of Reading

Many theorists and researchers have attempted to define reading based upon different research purposes. Johnson (2008) mentioned that “*Reading is the practice of using text to create meaning*. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place ” (p. 3). In this context, Johnson (2008) added that reading involves both visual and non-visual data (p. 4). This means during the act of reading, the visual information found on the page combines with the non-visual information contained in your head to create meaning. In that way, what’s in your head is just as important as what’s on the page in the process of creating meaning (reading).

CHAPTER ONE: REVIEW OF THE LITERATURE

Many researchers agree that reading is the act of decoding graphic symbols. To mention a few, Adams (1990) believed that decoding the words of the text individually is important to build an overall understanding of the text (p. 103). Whereas, Benettayeb (2010) confirmed that reading is the act of decoding, also she concluded that reading is a complicated skill than just a decoding operation. It is a key to acquire the language, learning the language, and more than that, a key to information (p. 21).

Reading is different from listening, speaking and writing. Karen & Christine (2007) state that “Reading is like an infectious disease: it is caught not taught; and you cannot catch it from someone who has not got it” (p. 192). Whereas, Smith (1994) defined reading as an interaction between readers, writers, and the text. Reading is thinking and can never be separated from the purpose, prior knowledge, and feelings of the person engaged in the activity nor from the nature of the text being read. The conventions of texts permit the expectations of readers and the intentions of writers to meet (p. 171-182).

In a similar view, Goodman (1988) noted that “reading is matching sounds to letters” (p. 11) . which requires readers to make the interpretation of graphic signs. Whereas, Urquhart and Weir (1998) agree that “reading is the process of receiving and interpreting information encoded in language form via the medium of print” (p. 22), which is The process of obtaining and interpreting data encoded in language form through texts.

1.2. Types of reading models

Redondo Madrigal (1997) showed how reading models describe the process of reading according to cognitive and behavioural scientists research. Reading models emphasizes how students can be able to translate printed texts into meaning by analysis (p. 141). The reading process involves the text, the reader, and the interaction between the two. Theorists have given rise to the emergence of three basic models of how reading occurs: bottom-up, top-down, and interactive.

1.2.1. The bottom-up model

In the 1960s - 1970s era, the bottom-up model emerged as a phonics approach in teaching

reading. Hence, this approach was criticized by different researchers. Burt, Peyton, & Adams (2003) described that the bottom-up models focus on the process of gathering

CHAPTER ONE: REVIEW OF THE LITERATURE

visual data from the written text and composing that data through different systems in the brain that recognize the letters, words, and analyze words in clauses and sentences. Thus, the reader builds meaning by focusing on the smallest units of language and then moving to larger units of language (p. 24). In other words, Reading is a decoding process. Therefore, Brown (as cited in Suraprajit, 2019) believed that the “bottom-up model as using mental data-processing device to put linguistic signal (letters morphemes, syllables, words, phrases, and discourse makers) in order”.

In addition, Dambacher (2010) claimed that “reading is determined by bottom-up processing of visual information. as the signal propagates along a hierarchy of increasingly complex neuronal detectors, mental operations become more and more elaborate”. The reader needs to identify letter features, link these features to recognize letters, and combine letter to recognize spelling patterns. Then, link spelling patterns to recognize words and proceed to sentence, paragraph, and text- level processing. To explain, Gough (as cited in Lui, 2010) As shown in Figure 1 proposed a phonics-based or bottom-up model of the reading process which designed processing in reading as proceeding in serially, from letter to sound, to words, to meaning, in the progression suggested in the accompanying figure (p. 154).

finally, this model demands readers to process the text at grammatical and structural levels and leads them to build comprehensive semantic analyses of the text to build up meaning. A process that focus on the text.

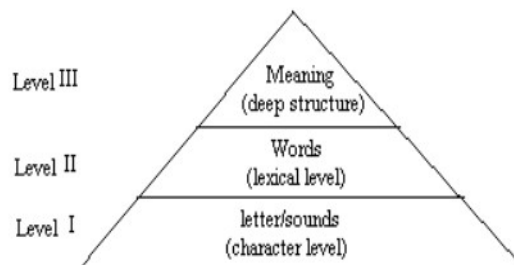


Figure 1: Bottom-up Model

CHAPTER ONE: REVIEW OF THE LITERATURE

1.2.2. The Top-down model

In the 1970s - 1980s period, the top-down model has emerged as a holistic approach in teaching reading. Hence, Goodman (as cited in Suraprajit, 2019) considered the top-down model as “a psycholinguistic guessing game”. Reading for meaning is the primary objective of reading, rather than mastery of letters, letters/sound.

Richards (1990) revealed that the top-down model referred to “the use of background knowledge in understanding the meaning of a given text that means readers make a connection between their previous knowledge about a topic, situational or contextual knowledge, or knowledge stored in long term memory in the form of “schemata” and “scripts” (p. 50-51). When readers use their prior knowledge, this is considered a top-down approach. For this reason, top-down model is individualized for readers with high-level competence. As shown in Figure 2, the top-down reading model is also known as a concept-driven model.

Dambacher (2010) referring to the top-down model explained that word predictability is an important use for the efficiency of language processing (p. 11). Moreover, The concept of this process is about guessing the meaning of the target reading material. The reader acquires information from the text, makes prediction, tests and affirms or re-examines those predictions. Yet, (Burt et al., 2003) claimed that “Some researchers have argued that bottom-up models do not account for observed reading phenomena”(p. 24). Certainly, students can engage in predicting meaning through their background knowledge.

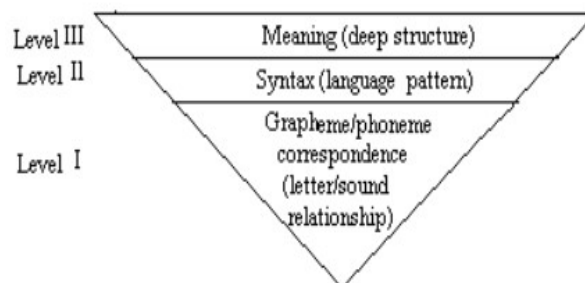


Figure 2: Top-down Model

CHAPTER ONE: REVIEW OF THE LITERATURE

1.2.3. Interactive Model

From the late 1980s to the present, the balanced model to teaching reading has emerged. It was advocated by several researchers. Hence, Eskey (1988) acknowledged that readers should work at mastering both their top-down interpretation and their bottom-up recognition skills. Also, he defined the interactive approach as the permanence interaction between top-down and bottom-up processing in the construction of the meaning of a text (p. 95). Similarly, Sood (2015) explained that “Effective readers possess a set of reading skills and strategies for top-down process, and linguistic competence for bottom-up process and engage in an interactive compensatory process according to texts and situations while reading”(p. 41). It means that both bottom-up and top-down processes function continuously for the reader to understand the meaning of the text.

Therefore, Carell (1998) assumed that “both top-down and bottom-up processing, functioning interactively, is necessary to an adequate understanding of second language reading and reading comprehension”(p. 4). Whereas, Rumelhart as shown in Figure 3 (as Cited in Dechant, 1991) suggested a theory that each level of information moves in both direction from one level to the next interactively (p. 29). Hence, (Burt et al., 2003) concluded that “For L2 readers, who are seldom fluent and frequently do need to activate top-down processes, the modified interactive model seems to be quite viable”(p. 25). Finally, these scholars believe that the interactive model provides feasible results in reading.

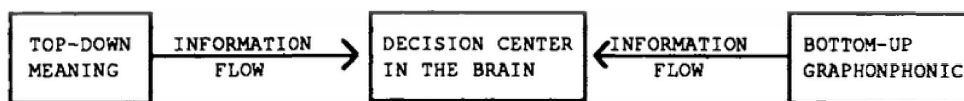


Figure 3: Rumelhart's Interactive Model. (Cited in Dechant, 1991, p. 29)

1.3. Importance of reading

Reading is one of the four skills that students should learn. It is the key to most learning skills. According to Chawwang (2008) stated that “Four language skills are used to attain the English language proficiency: listening, speaking, reading, and writing. Reading is the most important because it is the chosen instrument to acquire knowledge”(p.

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1). Furthermore, Dechant (1991) claimed that reading is an important skill that helps students succeed in their learning process at school and in their lives in general.

In addition, Öney (2018) referring to reading explained that “Through this process, the child gains functional knowledge of the purposes, uses, and principles of the writing system”. whereas, Johnson (2008) claimed that Reading develops students grammar and writing skills. Also, It helps students increase their vocabulary (p. 7). As well, Suraprajit (2019) indicated that reading is crucial for business purposes. It helps the reader to relax and gain knowledge (p. 454). Students are usually asked to read courses, books, and article because reading is an important skill.

1.4. Reading comprehension

Reading comprehension is regarded as skills used by readers to interpret about the meaning during reading. Therefore, researchers like Perfetti, Landi & Oakhill (2005) explained that “reading comprehension is learning to understand writing as well as one understands spoken language has empirical justification” (p. 227). Whereas, Shaywitz (as cited in sayed et al., 2003) emphasized that “reading comprehension is an important life skill. It is one of the most important domains in education, because it is the best predictor of success in higher education and job performance” (p. 375). In other words, reading is an essential element to master any type of pedagogical tasks for example: reading emails.

In addition, Woolley (2011) described Reading comprehension as the process of comprehending meaning from written materials to understand of what is described in the text rather than to acquire meaning from isolated words or sentences (P. 15). A similar view was giving by Snow (2002) noted that reading comprehension is the process of “simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading”(p. 11). As shown in Figure 4. Which result of meaning depends on the reader’s purpose and various changes that may happen to him during a reading activity like interacting in socio-cultural factors.

CHAPTER ONE: REVIEW OF THE LITERATURE

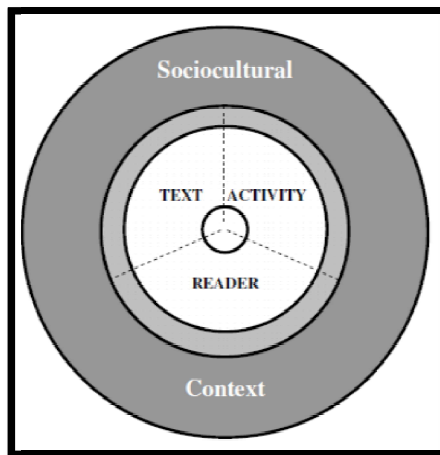


Figure 4 : The components of Reading Comprehension (Snow, 2002, p. 12)

1.5. Reading techniques

Reading techniques help both EFL learners and readers to comprehend information because they facilitate reading in a more focused and efficient way. For example, learners do not need to read the whole text to check specific information. Therefore, researchers have used different types of useful and beneficial techniques such as skimming, scanning. However, skimming and scanning can give important progress for readers to comprehend the texts instead of improving their speed of reading. In general, Asmawati (2015) concluded that skimming and scanning strategies could be used by the students to comprehend narrative text (72).

1.5.1. Skimming

According to Harmer (2001), skimming is a technique in looking for a text to get a fast idea of the abstract of a text (p. 202). In other words, it is used to find the main ideas of the text.

Therefore, Mack & Epstein Ojalov (as cited in The article of New York Times, 2009) introduced the following skimming techniques which are: (1) Read the first and last paragraphs of an article, (2) observe the titles and headings and subheadings, (3) Look at the illustrations, graphs or other visuals on the page, (4) Read the captions of the visuals, (4) Read the first sentence of each paragraph. Hence, Teixeira (2012) noted that skimming gives students an overview of the text that will help them arrive at a more detailed

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understanding (p. 24). For better comprehending, students should be careful while skimming because they may miss important information. Finally, Sutz & Weverka (2009) stated that the skimming strategy takes only the main ideas from the text (p. 166).

1.5.2. Scanning

According to Sutz & Weverka (2009), scanning is quickly analysing the text by capturing specific words or phrases (p. 166-167). Moreover, readers are not concerned with a general point in the text, but specific details. In this technique, The readers look for specific information within a text such as dates, names, and places among others (Yusuf et al., 2017, p. 47). In most cases, Scanning is a technique that demands focus and can be inconvenient.

Furthermore, the scanning technique contains three steps which are as the following: (1) decide what keywords to search for, (2) scan quickly for those words through the text, (3) read the sentences around them to see if they provide the information needed. (4) Applying to scan in reading comprehension makes it readers easier in looking the specific information without wasting time (Setiawan, 2019, p.17).

1.6. Types of reading

Reading skill is the most important activity in any language course, not only as a source of information and pleasurable activity, but as a source of assisting and extending one's knowledge of the language and its related aspects such as culture, civilization, and history. Therefore, it is agreed that reading is a skill which must be learnt because of its importance as a communicative and as a learning tool. For this purpose, learners generally go through two main types in their reading: extensive reading and intensive reading.

1.6.1. Extensive reading (ER)

Extensive reading (ER) has been defined in various ways by educators, researchers, and reading specialists. Extensive reading took a significant meaning in the context of teaching modern languages in general and to the teaching of foreign language reading in particular. Furthermore, to distinguish it from intensive reading, Palmer (1964, as cited in Bamford & day, 1997) was the first scholar who brings the term extensive reading in a

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foreign language (FL) or second language (L2) pedagogy. Moreover, referring to extensive reading Bamford & Day (1997) revealed that it is the act of reading a large number of written materials in order of receiving an overall understanding. Also, he added that readers are concerned with the meaning of the text than the meaning of individual words.

In another way, Krashen (1993a) terms it as a free voluntary reading. While Elley (1981) calls it a “book flood”. It is usually defined as self-selected, easy, and many interesting written texts. It allows the student to enjoy the act of reading as they gain literacy comprehension, gain new vocabulary, and increase their language proficiency. Similarly, Waring (1997) stated that extensive reading is the best strategy for L2 learners because they can use language at their comfort level, in other words, they read materials that they want to read, at a place that they feel comfortable in (p. 11).

Therefore, Powell (2005) defined that Extensive Reading provides the reading activity of a large amount of longer, easy-to-understand material outside the classroom and at each student’s own pace and level. Therefore, the aim is for overall understanding rather than detailed analysis. As a result, there is minimum use of dictionaries (p. 28-29). Considering the definition above, we understand that most reading researchers agree on three aspects of extensive reading strategy which are: the quantity of material, the kind and level of material, and enjoyment in reading. First, regarding the quantity of material, most researchers advocated that a large amount of material is important for reading to be extensive. However, there is no agreement on how much the material should be. For example, Matsumura (1986, as cited in Susser & Robb, 1990) suggested that “ three pages for an hour ”is enough (p. 3). His basic aim of extensive reading is to encourage students to read as much as possible. Second, the second aspect of shows that extensive reading materials should be understandable. Finally, extensive reading should create enjoyment during the reading process.

Krashen (1982, as cited in Powell, 2005) believed that learners can learn a language on their efforts as the following: (1) they receive enough exposure to comprehensible language and (2) it is done in a relaxed, stress-free atmosphere. He also added that reading for pleasure is more successful and longer-lasting than conscious learning (p. 29). Whereas, Grabe & Stoller (2002) defined that extensive reading as reading that involves long texts and that exposes learners to many quantities of material within their linguistic competence.

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Finally, extensive reading is a fundamental strategy. With clear guidelines and objectives, extensive reading offers students the opportunity to learn, gain knowledge, and also to participate actively in that learning.

1.6.2. Intensive reading (IR)

An intensive reading approach is crucial in the teaching of reading as an important language skill. Hence, Palmer (as cited in Day & Bamford, 1997) claimed that intensive reading usually refers to short and careful reading. It deals with difficult foreign language texts to reach a complete and detailed understanding. He also added that Intensive reading is associated with the teaching of reading in terms of its component skills (p. 1). This means students tend to read Texts intensively to practice reading as a skill. For example: differentiating the main points of a text from the details, finding pronoun referents, or guessing the meaning of unknown words. These strategies help them to comprehend a text. It is based on a detailed understanding of texts and skills practice.

At Japanese universities, teachers have adopted an intensive reading approach in all courses. Therefore, Susser & Robb (1990) referring to English instruction-level used in Japan explained that, intensive reading implies a close study of short passages. including syntactic, semantic, and lexical analyses also sometimes translation into the L1 to study meaning. Similarly, Miller (2013) assumed that Students usually in an intensive reading course read passages in their textbooks, and the teachers attend to issues of grammar, vocabulary, text organization and meaning that arise from the readings. Reading skills such as decoding and guessing word meaning from context may be addressed. In some situations, students may be asked to translate sentences or whole paragraphs into Japanese as a means of checking comprehension (p. 69). In methodology context, he claimed that a teacher is a centered approach which means that the teacher controls everything inside the classroom.

Intensive reading is also called a creative process in which learners try to grasp every meaning including the arguments and details. It involves the learning of complex grammatical structures and discourse analyses techniques which are considered as necessary elements for the whole reading process. Nation (2009) added that Intensive reading allows learners to be aware of how the various vocabulary, grammatical, cohesive, formatting, and ideas content aspects of a text work together to achieve the communicative purpose of the text (p. 47).

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Furthermore, intensive reading is related to the cognitive process through practicing particular reading skills in effective and useful ways. Indeed, it provides the standards for explaining text structures and developing knowledge of vocabulary. It occurs through extracting short texts and articles and focusing on vocabulary, sentence structure, and cultural insights inside classrooms.

1.7. Characteristics of extensive reading

According to Moffett (1992, as cited in Bamford & day, 1997), noted that if schools approximate the authentic reading and writing circumstances in which literacy is practiced more outside of school, the more they succeed (p. 2). Hence, an extensive reading strategy introduces students to the dynamics of reading as it is done in real life by including such key elements of real-life reading as choice and purpose. Day & Bamford (2002) demonstrated ten characteristics for extensive reading to be successful and useful (p. 41-136). He stated them as following:

a. The reading material is easy:

Students cannot succeed in reading extensively if they have to struggle with difficult material. For that reason, extensive reading different from other types of reading is that student should read easy materials. Moreover, since students should read a large number of texts, the simple and straight forward material will encourage and motivate them. The same researchers added that the reading materials should be within the students reading competence and level in the foreign language. While for beginning readers, more than one or two unknown words per page might make the text too difficult for overall understanding. For intermediate readers, there should be no more than five difficult words per page. Hu & Nation (2000) stated that learners must recognize at least 98% of the words in a fiction text for unassisted understanding.

b. A variety of reading material on a wide range of topics must be available:

Since a successful extensive reading approach depends on a numerous amount of reading, having a variety of reading material is a useful way to make reading an interesting activity. For instance, a library with available materials for students to choose freely should be useful. Furthermore, students have different learning strategies, styles, and interests as well. Therefore, providing students with a variety of reading materials would encourage

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and motivate them to read. The reading materials should be of many types and based on the purposes for which the students want to read. For examples: students may read magazines, newspapers, fiction, non-fiction, texts that inform, texts that entertain.

c. Learners choose what they want to read:

This is a move from the traditional teaching situation where teachers guide the process into the modern situation where students have the chances to read what they select. Therefore, Self-selection will be always the responsible factor that motivates and encourages students to read extensively. Also, it reduces reading difficulties such as the negative attitude toward reading. Hence, having the option in selecting what one needs to read is beneficial, thus students can choose reading materials they expect to comprehend, enjoy, or gain knowledge from. If the material is difficult to read or contains a large number of unknown words, students will stop reading and select another reading material that suits their competence level.

d. Learners read as much as possible:

The most principle of extensive reading is that students read as much as possible. Therefore, the most critical element in learning to read is the number of times students spend reading because extensive reading with a short period of reading is meaningless. Therefore, to reach the advantages of extensive reading and to establish a reading habit, the minimum amount of reading is a short book a week that consequently leads to quantities.

e. Reading for pleasure, information and general understanding:

What distinguishes between extensive and intensive reading is that: in intensive reading, students most of the time read and try to understand every word in the passage. While in extensive reading, students seek the gist of the text. Moreover, they try to understand the general meaning of the text. Another aim is that students may have pleasure while reading. In addition, Bamford & Day (2004) point out that extensive reading aims to be read in general for overall meaning, information, and enjoyment (p. 1).

f. Reading is its own reward:

Bamford & Day (2002) suggest that there are no follow-up comprehension activities or exercises to be done after reading, they claim that extensive reading is “an experience complete in itself” .i.e. students’ goal is to experience reading, and so, they are not required to show their comprehension by answering such exercises. The aim of setting such activities is to encourage students to understand what they are reading not only reading for the task of reading.

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g. Reading speed is usually faster rather than slower:

Since the reading materials should be easy and understandable, students can read faster and faster. Using dictionaries would be better avoided because it may interrupt the reading process and probably make fluent reading impossible. Therefore, according to Bamford & day (2002), Students are asked to ignore or guess the meaning of the unknown words if they encounter them since the goal of extensive reading is enjoyment and comprehension not looking for every such detail while reading. Whereas, Nuttall (1996, as cited in Bamford & day, 2002) revealed that “speed, enjoyment and comprehension are closely linked with one another”.

h. Reading is individual and silent:

reading extensively is usually done outside the classroom, students are going to read at their own pace, when and where the student selection, especially when the aim of reading is for personal interest, and general rather than academic purposes. Reading silently is beneficial. Therefore, Bamford & day (2002) claimed that extensive reading helps students to discover that reading is their personal interaction with the text and an experience that they have responsibility for.

i. Teachers orient and guide their students:

Teachers and educators should not interfere while reading extensively. The main teacher’s role is to guide and advice students about which and what kind of books to read. In addition, teachers may explain the benefits of extensive reading that it helps them gain vocabulary knowledge, enhance reading speed, improves writing and oral fluency. The teachers’ explanation may encourage students to keep reading as much as possible. Orientation is when Students are exposed to the library of reading materials and how it is sectioned into difficulty levels.

j. The teacher is a role model of a reader

To achieve a successful result, the teachers have to be role model in the classroom community. When teachers read the same material as their students read, and discuss with them the materials being read, this gives the students a model of what it is to be a reader and also makes it possible for the teacher to recommend reading material to individual students. Henry (1995, as cited in Bamford & day, 2002) expressed that teachers of extensive reading are asked to commit to reading what their students read. she also added that reading the same as her students read to make her become a part of that community that forms within the class. Also, Day & Bamford (2002) added that successful teachers of extensive reading are also good readers. For example, teaching the attitudes of a reader.

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1.8. Importance of extensive reading

Researchers advocated that there is a correlation between reading and students in academic success since reading improves students' literacy level. Furthermore, Students who read various materials enrich their vocabulary to communicate easily in a foreign language. Through reading, EFL learners will be able to understand simple sentences, piece of writing, grammatical structure, and the sequence of ideas to determine the meaning of the words that are used in context. Therefore, reading establishes the interaction between learners and unfamiliar words. As a result, they can easily deal with all that is new. Good readers are those who have large vocabulary knowledge that they use effectively. There is a fact, that the definite way to acquire vocabularies is through extensive reading because it avoids academic failure.

According to Nuttel (1982), the best way to improve one's knowledge of a foreign language is to go and to live among its speakers, the second-best way is to read extensively in it. This summarizes the importance of extensive reading in academic success.

In addition, Grabe (1991) assumed that when learners have a longer concentrated period of silent reading, it helps them to enrich the vocabulary and builds their structural awareness. Also, it contributes to developing automaticity, enhancing background knowledge, improving comprehension skill, and promote confidence and motivation (p.396). According to him extensive reading have many advantages, it provides chances that make learners enjoy reading, it promotes the love of reading habit and it helps students improve fluency. If students read a lot, they will improve creativity and cognitive development.

The same idea presented by Day & Bamford (2004), they have advocated that including extensive reading in the foreign language curriculum enhances EFL students' language development and academic achievement. To achieve this goal students should learn how to read extensively (p. 1).

Unfortunately, the importance of extensive reading is underestimated. Yet, there is evidence showing that extensive reading leads to language development. Moreover, students who read extensively read better, write better, and read fast with correct spelling and less memory loss. They can also retrieve their vocabulary competence by reading extensively. Extensive reading motivates students to read and it fosters a reading habit that makes students confident in their reading abilities which in turn makes the reading task enjoyable and decrease anxiety among students. Which is the major purpose of ER.

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Extensive reading increase learners knowledge beyond linguistic items. It builds students vocabulary and fluency. If students read a lot, they will acquire many new words and they will be able to automatically monitor their reading speed. Many researchers have emphasized that extensive reading can have a great influence on readers and their future.

In addition, Krashen (1993b) advocated that free voluntary reading is one of the most powerful tools we have in language education. He also suggested that students will gain many positive and successful results if they practice free voluntary reading for a long time. There is a high link between free voluntary reading and literacy development. Krashen (1993b) showed that the positive consequences of pleasure reading are: improving reading comprehension, improving writing style, enrich vocabulary knowledge, better spelling , better grammar structure.

1.9. Difficulties of extensive reading

In the one-year extensive reading program implemented in a Shanghai senior high school, He & Green (2012) emphasized that researchers detected four main challenges in implementing extensive Reading in this specific context. Therefore, The challenges that obstacle to the successful practice of Extensive Reading observed in this program are the following: reluctant readers, the change of the role of the teachers, the change of the classroom culture, and students' academic pressure from the Chinese context (p. 34-36). Yet, The feedback from this program finding helped the researchers gain deeper insight into the Chinese context, where the researchers continue their investigations for better progress.

Furthermore, Learning about any EFL methodology or approach invites EFL teachers and look for appropriate techniques to achieve a successful implementation for example: implementing ER. In the Mexican context, Archer (2012) claimed that EFL teachers had to struggle with students' motivation to learn English, especially if they have to take it as a subject. Hence, negative attitudes such as rejection, anger, and fear among other negative feelings appear and establish a wall between the student and the teacher because of the lack of motivation (p. 178).

In the Algeria context, Benettayeb (2010) found out that First- year EFL University students at the university of Hassiba Benbouali (Chlef) confront three main difficulties in reading which are : (1) Structural problem. (2) Content (especially cultural) problem. (3) Vocabulary problem.

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On another side, Brown (2001) noticed that L2 students with negative attitudes are not willing to interact and participate. This reaction decreases their language input; as a result, they will not achieve high language proficiency. Brown also stated that these negative attitudes can be modified when students face real situations such as establishing a conversation with native speakers (p. 72-80).

In addition, Renandya, Hidayati, & Ivone (2020) stated 10 of the most important reasons why ER is not widely or effectively implemented. They mentioned them as the following:

- limited time.
- lack of relevant reading materials.
- The delayed impact of ER.
- Legitimacy issue.
- Lack of support from leaders.
- Limited knowledge about ER.
- No personal experience with ER.
- Lack of motivation.
- Limited professional development opportunity.
- ER principles are too demanding.

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Conclusion

Through the discussion above, extensive reading considered a powerful approach in teaching a foreign language or other new languages. It creates excellent, fluent, pleasurable, and skilful EFL students that read on their desire. The effectiveness of extensive reading appears clearly when EFL students have sufficient background knowledge that enables them to understand the material whatever the contexts are.

Furthermore, extensive reading is not an easy task that deals with large amounts of materials but it is the overgeneralization of all that is fundamental and successful to build successful learners and future teachers. It is believed that extensive reading is one of the most important approaches in any language. Moreover, enriching vocabulary is needed and essential to afford opportunities for EFL students to acquire English vocabulary. Hence, this chapter showed as it is known that the mastery of vocabulary relies mostly on reading in general and extensive reading in particular. All researchers agree with the unlimited and never ended benefits extensive reading achieve.

Part Two:

Vocabulary knowledge

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Introduction

After giving a review of the literature related to reading abilities and extensive reading in particular, this second chapter attempts to give a systematic description of the greatest aspect in language which is vocabulary knowledge. Considering the importance of vocabulary acquisition from the various reading elements (newspapers, fiction, magazines, etc.) and its use in the different learning skills (writing, listening, speaking, and reading), no one can disclaim its relevance to our study.

Furthermore, This chapter highlights on the importance of vocabulary knowledge, through focusing specifically on its main points that should be taken into consideration for progressing. Hence, This chapter will include the definition of vocabulary term, types of words, and words difficulties. Also it involves what is a word, the most common main steps to learn vocabulary, and learning strategies. In addition, the relationship between vocabulary and reading comprehension, the importance of vocabulary would be also mentioned here. Finally, this means that if students understand the words when they read any text or any passage, it will be easy for them to get the meaning, find synonyms and antonyms without any obstacles.

2.1. Definition of vocabulary

Vocabulary plays a fundamental role in foreign language learning. However, vocabulary is every word we know or we attempt to know in a specific language. According to Merriam Webster dictionary (2021), Vocabulary is a lexicon which means a list or collection of words or of words and phrases that are alphabetically organized and explained. Whereas according to vocabulary (2021), The vocabulary or lexicon of a language is a system rather than a list. Its elements interrelate and change subtly or massively from generation to another. Further, Tnahh Huyen & Thi Thu Nga (2003, as cited in Rouhani & Purgharib, 2013) who defined vocabulary as a language element that connects the four language skills including listening, speaking, reading, and writing in learning a foreign language.

Furthermore, Hatch & Brown (1995, p. 01, as cited in Benettayeb, 2010, p.26) defined vocabulary as “a list or set of words that individual speakers of a language might use”. Hence, vocabulary can be defined as a vocabulary item, sometimes called a lexical item. Therefore, Penny Ur (1996) noted that “Vocabulary can be defined roughly, as the words

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teachers teach in the foreign language and it can be more than one word and idioms item” (p. 60). In addition, J. Hadfield and C. Hadfield (2008, p. 45) claimed that:

- Vocabulary is a single word which sometimes called lexical items. For example: cat, table.
- Vocabulary is more than two words that together make one meaning. For example: a noun like washing machine.
- Vocabulary is a phrasal verb like: pass out or come up with.
- vocabulary can be a multi word phrase or chunk of language such as: never mind, by the way.

2.2. What is a word

Word meaning was defined differently by many researchers. Katamba (2005) demonstrated how hard it is to explain what kind of object a word is (p. 6). Hence, knowing a word means that different types of information should be acquired. According to Merriam Webster dictionary (2021), “the entire set of linguistic forms produced by combining a single base with various inflectional elements without change in the part of speech elements”. Therefore, Nation (1990) suggested the following list of the different kinds of knowledge that one must master in order to know a word (p. 41).

- The meaning(s) of the word.
- The written form of the word.
- The spoken form of the word.
- The grammatical behavior of the word.
- The collocations of the word.
- The register of the word.
- The associations of the word.
- The frequency of the word.

According to Katamba (2005), concluded that the term “word” is used ambiguously (p. 17). He added that in order to avoid the vagueness, learners should differentiate between three different types of word which are as the following:

- A word form (i.e. a particular physical manifestation of one or more lexemes in speech or writing).

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- A vocabulary item (i.e. lexeme).
- A unit of grammatical structure that has certain morphological and syntactic properties.

In addition, Aitchison (2012, as cited in Schmitt, 2020) stated that most of words have some degree of fuzziness in their meaning. Therefore, in order to understand a word we should compare a word and its concept with other words and their concepts. She explained the relationship between the word meaning and the thing (p. 42).

2.3. Types of word:

Generally speaking, word types in English can be one-word and two-word forms. Therefore, the capacity to connect two-word expressions is applied particularly in the US. It is standard practice to write for example: underway, anymore, or someday as one word in American English. Whereas, the two-word forms are still the norm in British English. Yet, there is one notable exception to this for example you can see the one-word form “thankyou” in British English rather than in American English. This doesn't make it an acceptable spelling at the moment, though the situation may eventually change.

In addition, a compound is formed when two words are used together to acquire a new meaning. Hence, Compound words can be written in three ways: as open compounds (spelled as two words, e.g., ice cream), closed compounds (joined to form a single word, e.g., doorknob), or hyphenated compounds (when two words joined by a hyphen, e.g., short-term). Also, more than two words can form a compound (e.g., mother-in-law). Many English words started as two-word phrases, e.g. somebody, everyone, today, or tomorrow. Over time they became fused into the one-word forms we use now.

2.4. Word difficulties

In vocabulary, learners can face various word difficulties. Furthermore, Gower, Philips, & Walter (1995) concluded what makes vocabulary words is easy or difficult in the following main factors (p. 143). Which are:

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2.4.1. Similarity to L1

The struggle of vocabulary words often depends on how similar the words are in the form and the meaning to the learners' first language. This similarity between English and L1 may be misleading rather than beneficial.

2.4.2. Similarity to English words already known

According to Gower et al (1995), "once students have some English then a word which is related to an English word they are already familiar with is easier one which is not. For example, if students have already met the word friendly they should be able to guess the meaning of unfriendly" (p. 143).

2.4.3. Connotation

Another difficult aspect is the connotation of the word. Hence, connotation means when a word has a positive or negative meaning. For example, the words skinny and slim could be used to describe someone thin and healthy or someone thin but sick. These words are very different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude.

2.4.4. Spelling and pronunciation

Spelling and pronunciation of many English words are difficult for students who speak languages with a very regular spelling system. For example, learners confuse the meaning, spelling, and pronunciation of these words: through, though, thought, tough, thorough.

2.4.5. Multi-word items

According to Gower et al (1995), "a lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car"(p. 143). Also, a phrasal verb such as to put someone up. Phrasal verbs are difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

2.4.6. Collocation

Therefore, Gower et al (1995) showed that collocation is how a lexical item collocates cause a difficulty (p. 144). For example, people are "injured" or "wounded" but things are "damaged".

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2.4.7. Appropriate use

According to Gower (1995), “when to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in a particular context”(p. 144). For example, “pushing” can mean “almost” in “he is pushing fifty”. But “pushing” is only used in this way with older people, we do not say “he is pushing three”. Also, students should put into consideration formal or informal use.

2.5. Main steps to learn vocabulary

Researcher have always searched for successful learning vocabulary techniques. Furthermore, Brown & Payne (1994, as cited in hatch and brown, 1995), have investigated more than 100 ESL students in order to come up with effective learning vocabulary strategies (p. 372-391). According to them, those strategies can help students to enrich their vocabulary. They have confirmed five main steps as shown in figure (5) as the following:

- **Encountering new words:** which means having a source for words.
- **Getting the word form:** getting a clear image, either visual or auditory or both.
- **Getting the word meaning:** which mean learning the meaning of each word.
- **Consolidating word form and meaning in memory:** which is making a strong memory connection between the forms and meaning of the words.
- **Using the words:** learners should apply what they have gained.

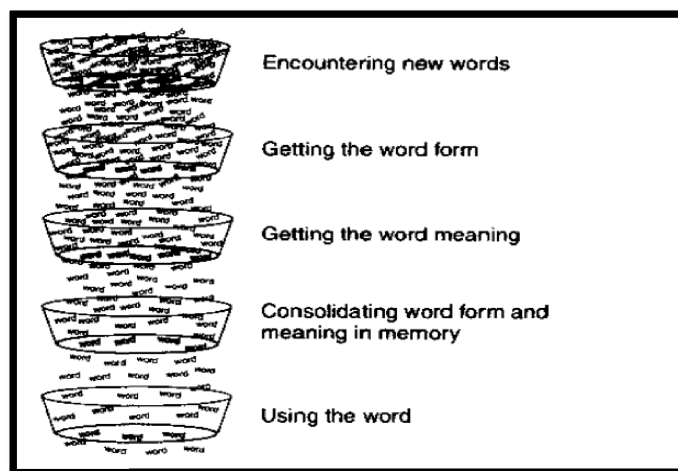


Figure 5: Five essential steps to learning new vocabulary

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2.6. Learning strategies

Vocabulary learning strategies are techniques used by the language learners to acquire new English words. Furthermore, Cameron (2001) claimed that vocabulary learning strategies are “actions that learners take to help themselves understand and remember vocabulary”(p. 92). Hence, Zhang (2011) mentioned that the main learning strategies are as the following: using dictionary, guessing, and many more (p. 7-13).

2.6.1. Dictionary Use

According to Nation (2001), dictionary use is related to the intentional method of vocabulary learning as opposed to guessing, which is generally associated with incidental learning of vocabulary (p. 263). Therefore, dictionary strategies are commonly used among learners inside and outside the classroom. They carry out dictionaries in order to know the meaning of unknown words (e.g. English to English dictionary). Hence, When learners face a new or difficult words that they cannot understand from context, they can either ignore it, or use a dictionary.

2.6.2. Guessing

According to Gu & Johnson (1996), there is two types of guessing as the following: (1) cognitive strategies which is guessing by using background knowledge or wider context. (2) guessing by using linguistic clues or immediate context (p. 650). As similar to using dictionary strategies, guessing strategies are also related to the incidental learning of vocabulary. It allows learners to use all possible clues to guess and understand the meaning.

2.7. Importance of vocabulary

Vocabulary learning is important for students who learn English both as a foreign language and as a second language. Furthermore, Lewis (1993) expressed that “lexis is the core or the heart of language” (p. 89). Hence, Learning languages not a matter of only memorizing the rules of that language but rather developing sufficient vocabulary to communicate either by writing or speaking.

Therefore, McCharty (1990) noted that the importance of vocabulary as the following: “no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way (p.

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Viii). In addition, Wilkins (1982, p. 111, as cited in Setiawan, 2010, p. 11) stated that the absence of grammar can be conveyed but without vocabulary, nothing can be conveyed. Also, he affirmed that the student's ability to read, write, listen, and speak is due to their vocabulary knowledge. In reading context, vocabulary facilitates learners comprehension concerning written materials. In writing context, it reinforces them to expand their ideas based on the topic sentence that they want. While In listening, they can understand what other person speaks and express relying on their vocabulary knowledge. In speaking, vocabulary facilitates the learners to explain their ideas orally in an academic way.

In addition, Treffers-Daller (2010) stated that "vocabulary is everywhere: it connects to the systems of phonology and orthography, morphology, syntax, grammar and to meaning systems"(p. 14). Which explains the importance of vocabulary in the language. Also, The use of dictionaries that overspread among our students explain that students want to know words either unfamiliar or encounter. on another side, Schmitt (2010, p. 4, as cited in Rasouli & Jafari, 2016) found out that "students carry on around dictionaries and not grammar books". Therefore, students often carry on dictionaries, not grammar books. Which explain how important vocabulary for EFL learners. Finally, students academic success and failure strongly depends on students vocabulary knowledge.

2.8. Relation between reading and vocabulary

Reading plays a crucial role in the acquisition of a language, particularly in second and foreign language learning. Needless to mention, Reading skill is an essential technique for vocabulary development for both native and non-native speakers. However, Hu & Nation (2000, as cited in Ibrahim et al., 2016) stated that the relation between reading comprehension skill and vocabulary range is complex and dynamic (p. 116). Hence, studies on L1 and L2 showed that vocabulary knowledge and reading abilities are closely related to achieve academic success. Therefore, Nation (2001) stated that Vocabulary knowledge helps reading, and reading can contribute to vocabulary growth (p. 143).

In particular, extensive reading is an essential component in language teaching to learn the English language; because English often is used outside the classrooms, in communication, and academic fields and education. As a result, most researchers have advocated that extensive reading helps in language development to enrich vocabulary. Therefore, the main benefit of extensive reading has often realized in vocabulary growth.

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And there is strong evidence that extensive reading does support vocabulary growth. Moreover, Krashen (2003a) believed in the power of reading for the advancement of first, second, or foreign language skill. Therefore, When students read extensively, they come across lexical patterns that help them master and predict what vocabulary may appear next.

Furthermore, to understand how vocabulary is acquired by learners through extensive reading, they must start to learn how to read extensively. Moreover, learners improve their English by reading widely and constantly, so they realize that by reading they become more confident and motivated English language readers. According to Ibrahim, Sarudin, & Muhamad (2016), concluded that “it is important for learners to be exposed to reading sub-skills of predicting and guessing from contexts in order to compensate for the low vocabulary size” (p. 122).

In addition, vocabulary is an indicator of power because it enables students to receive and perceive, so we believe that vocabulary knowledge is due to reading. Hence, no one can deny the fact that the more one reads the greatest vocabulary acquires. As West (as cited in Celik, 2018) determined that the kind of reading aims is to facilitate the use of vocabulary that was already learnt in a given reading text while he was preparing extra reading materials (p. 74). Finally, there is a powerful relationship between vocabulary and reading in general and extensive reading in particular. students who are more exposed to read a great number of materials their vocabulary knowledge get enrich easily and fluently. As a result, the ability to use appropriate vocabulary inappropriate context is evidence that students read and understand their reading.

CHAPTER ONE: REVIEW OF THE LITERATUE

Conclusion

To conclude, the value of language realizes when the learner can read extensively and extend his range of vocabulary knowledge, and the study of vocabulary is a flourishing area in the language teaching and learning process. Furthermore, the prominent role of vocabulary development is known and universal in any language such as foreign, second, or native language. Moreover, vocabulary always describes as the supplier of language. Therefore, extensive reading and vocabulary knowledge are the light of our study and play important role in teaching and learning English as a foreign language (EFL). Finally, teachers can use many programs, such as extensive reading, and all pedagogical vocabulary activities to expand EFL learner's vocabulary size.

CHAPTER TWO:

the field work

CHAPTER TWO: THE FIELD WORK

Introduction

In our research design based on two main steps: the theoretical part provides a review of the two main variables. In this chapter, we move from the theoretical part into the practical one to elicit information. Because of the nature of the study, it is indispensable to extract participants, opinions about the research topic. For that reason, we choose the most effective procedure that enables us to elicit credible information from target informants which is a questionnaire to have a brief description of both teachers and students' views. The questionnaire administers to two main variables of the study: first-year English students and "reading module" teachers of English language at the Mohamed Kheider University of Biskra. The current research is to highlight the importance of the extensive reading strategy for the sake of enhancing the learners' vocabulary.

3.1. General methodology

To show the role of extensive reading in enhancing EFL learners' vocabulary competence, we have to look for the appropriate method. By definition, the methodology of the research is the overall plan and design that researchers or students approach to their study. The qualitative approach is the implied methodological approach in this present study because qualitative approach is related to the nature of this enquiry. Dawson (2002) stated that "qualitative research explores attitudes, behaviour and experiences [...] It attempts to get an in-depth opinion from participants. As it is attitudes, behaviour and experiences which are important"(pp. 14-15). We have used questionnaire administers to two main variables of the study: First-year English students and "reading module" teachers of English language at the Mohamed Kheider University of Biskra.

3.2. Data collection methods

3.2.1. The Students' questionnaire

3.2.1.1. The population

First-Year LMD students at the department of English at Biskra University represent the population used in this questionnaire during the academic year (2020/2021). The population has been intentionally chosen on the basis that this level suits better this study where students had already received both formal instruction and experienced reading in

CHAPTER TWO: THE FIELD WORK

English during this year. In addition, they need more vocabulary for their academic success.

3.2.1.2. The sample

Since it is impossible to deal with the whole population, our sample is composed of 40 informants (27 female and 13 male) of First-Year EFL students. The participants have been selected randomly among the ten existing groups. The students are asked to answer the questionnaire via Google form on internet.

3.2.1.3. Description of the Questionnaire

The questionnaire (see appendix 01) consists of 20 questions carefully selected and simplified according to students' level. They are grouped in three sections. Most questions are closed-ended questions; respondents had to answer with dichotomies (yes/no questions), or tick the appropriate answer (s) from a series of options. However, there are some open-ended questions where the respondents were asked to provide explanations or further alternatives.

Section One in entitled general Information (Item1-Item4): This section attempts to obtain general information about the student's age, gender, whether English was their choice and if they use English outside the classroom.

Section Two is called reading Abilities (Item1-Item7): This section seeks information about some aspects of the reading skill and more precisely extensive reading. First, students were asked about their reading experience in English. In addition, we are interested to know where students read and if they practice reading for pleasure during free time. Moreover, we focus to know the extent to which students are encouraged to read by their teacher.

Section Three in entitled vocabulary Knowledge (Item1-Item5): this section investigates vocabulary knowledge in English as foreign language. It aims at providing data about students' perspectives of vocabulary concerning its importance. Hence, the coming questions aims to know the priority students' give to either vocabulary or grammar and the best skill students' use to acquire vocabulary. Also, what difficulties students face during reading action and their opinions on the role of extensive reading in enhancing their vocabulary in order to solve this difficulties.

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3.2.1.4. Piloting of the Questionnaire

The questionnaire was provided to the supervisor, to five First-Year students at Biskra University to be piloted. Accordingly, the supervisor agreed that the questions meet the objectives of the tools. Nevertheless, changes included adding close-ended yes/no questions. Finally, it was suggested that the administration of the questionnaire via the Internet would be more adequate than the one executed using hard copies.

3.2.1.5. Analysis of The Students' Questionnaire

I. Section One: General Information

Item 1: Gender

Gender	Number of respondents (N)	Percentage (%)
Female	27	67.5%
Male	13	32.5%
Total	40	100%

Table 1: Student's Gender

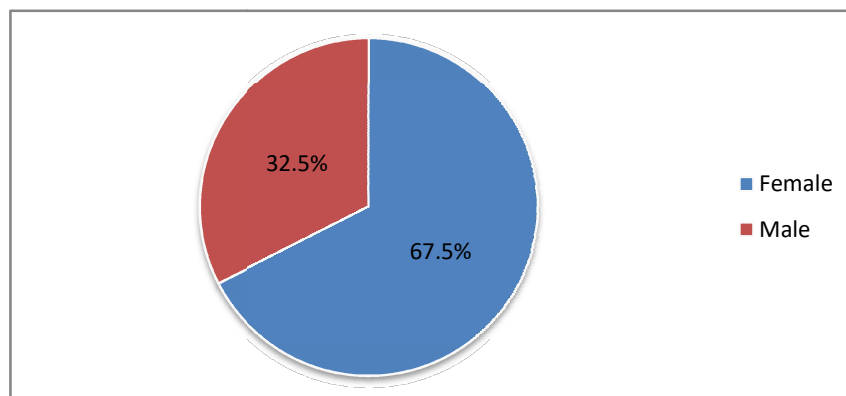


Figure 6: Student's Gender

As the above statistics have shown, we can deduce that female are more than male. In fact, out of 40 only 13 are male, that is, 32.5% of the sample are male respondents while the rest (67.5%) are female. This indicates that females prefer to study in literary majors than males. Hence, female students consider the English language as an easy language to learn and more importantly it is the language of the world. Generally, males have a tendency towards scientific majors.

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Item 4: Age:

Age	Number	Percentage (%)
18-20	35	87.5%
20-25	3	7.5%
25-30	2	5%

Table 2: Student's Age

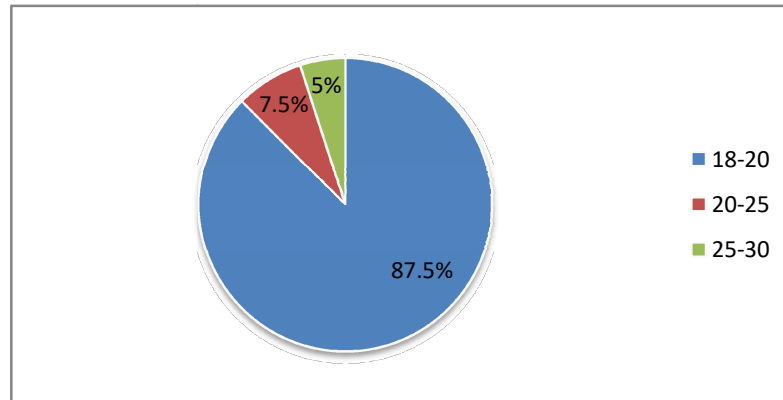


Figure 7: Student's Age

The figure above shows, the majority of first-year English students (87.5%) are between (18-20) years old. Whereas 7.5% of students are between (20-25) and only 5% are from (25-30) years old which give a good various opinions and views for our research.

Item 3: How did you choose English?

- Your own choice
- Imposed to you
- Accidentally

Choices	Your choice	Imposed to you	Accidentally	Total
Students' (N)	26	5	9	40
Percentage (%)	65%	12.5%	22.5%	100%

Table 3: Student's choice to learn English

CHAPTER TWO: THE FIELD WORK

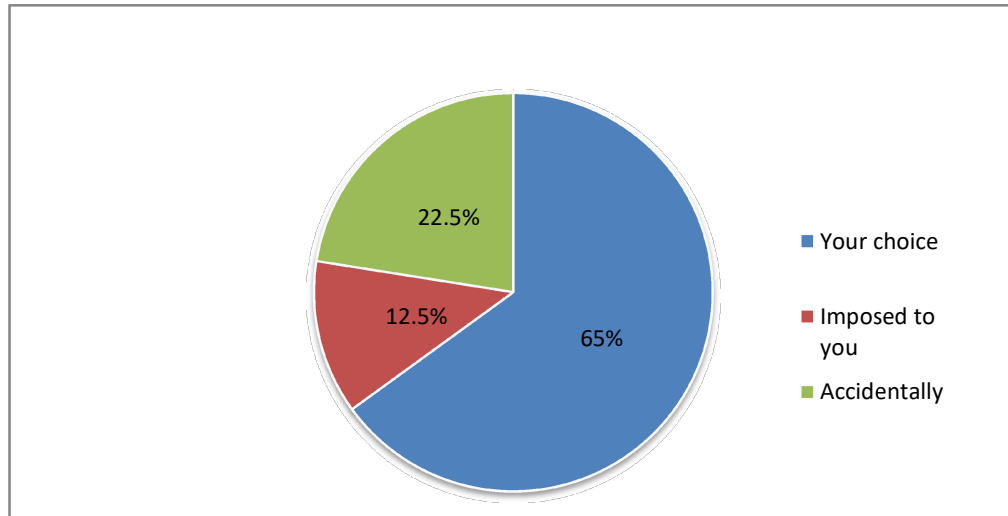


Figure 8: Student's choice to learn English

The greater part of participants of the students (65%) have chosen to learn English by their personal desire, this means that they are motivated to learn and expected to realize good feedback in studying English. Whereas, the rest (12.5%) who are obliged to learn English, they are supposed to be unmotivated to achieve satisfactory results in their studies. Also, 22.5% a few have chosen English major accidentally.

Item 4: Do you use English outside the classroom?

- Yes
- No

Choices	Yes	No	Total
Number of students	39	1	40
Percentage (%)	97.5%	2.5%	100%

Table 4: student's use of English outside the classroom

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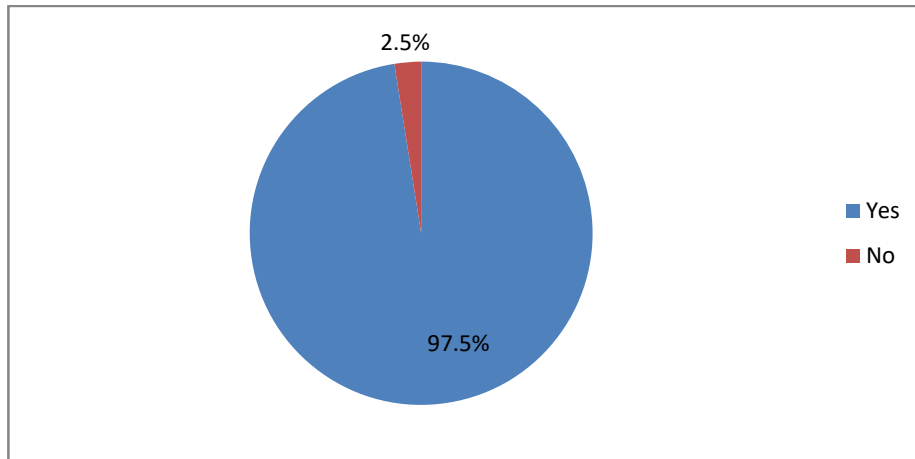


Figure 9: student's use of English outside the classroom

As the statistics have shown, the majority of the students (97.5%) answered that they use English outside the classroom. Hence, this makes them motivated to apply and improve their English to achieve good progress in studying English.

If yes, how often?

This item is a sub-question to the item 4.

- Always
- Often
- Hardly ever
- Never

Choices	Always	Often	Hardly ever	Never	Total
Student's N	4	34	1	0	39
Percentage (%)	10.3%	87.2%	2.6%	0%	100%

Table 5: student's answers about how often they use English outside the classroom

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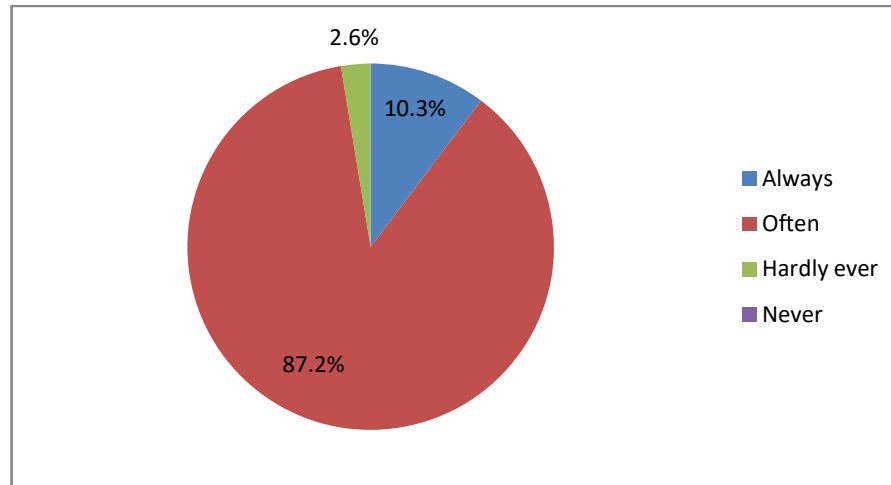


Figure 10: student's answers about how often they use English outside the classroom

Concerning this question, only 4 participants (10.3%) said they always use English outside the classroom while 2.6% of students answered they hardly ever do use it. Whereas the majority of students (87.2%) said that they often use English outside the classroom since the purpose of learning English is using it outside the classroom to achieve better results.

II. Section Two: Reading Abilities

Item 1: Do you read in English?

- Yes
- No

Choices	Yes	No	Total
Student's number	40	0	40
Percentage	100%	0%	100%

Table 6: students' answers about reading in English

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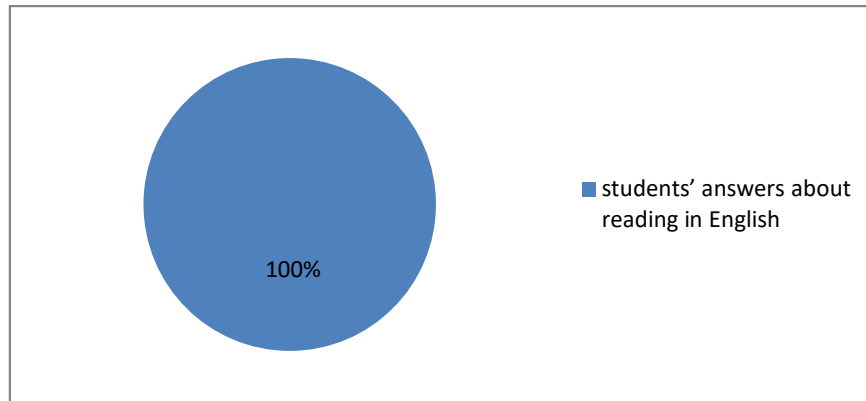


Figure 11: students' answers about reading in English

The statistics above revealed that all of the respondents said that they read in English. These results considered as a positive finding since they are still aware of the significant role of reading habit among the learners.

Item 2: Reading books in English is difficult.

- Agree
- Strongly agree
- Disagree

Choices	Agree	Strongly agree	Disagree	Total
Students'(N)	22	1	17	40
Percentage	55%	2.5%	42.5%	100%

Table 7: Students' answers about reading difficulties

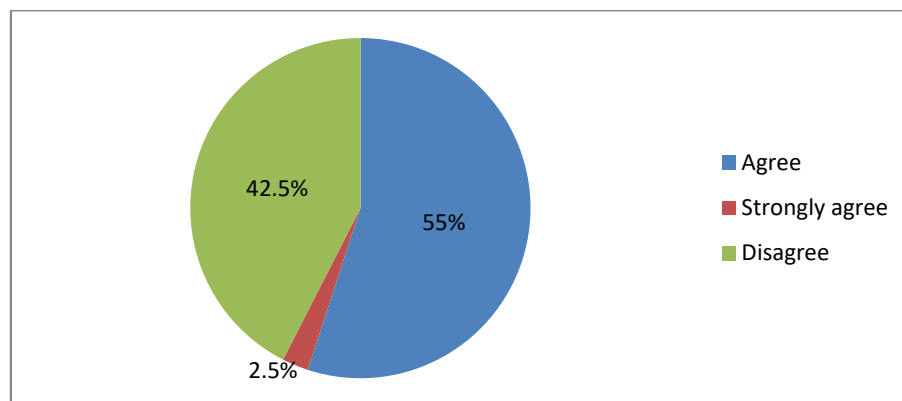


Figure 12: students' answers about reading difficulties

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Concerning this statement, 22 participants (55%) agreed that reading in English is difficult and 2.5% strongly agree about the difficulty, while, 42.5% said it is not. This can be explained by the fact that they lack sufficient vocabulary knowledge required to understand while reading or they may lack the appropriate strategies to make the reading tasks easy and most importantly the appropriate materials. These statistics were supported by Nation (2001) stated that vocabulary knowledge helps reading, and reading can contribute to vocabulary growth (p. 143).

Item 3: Apart from your classroom studies, do you read (in English) in other domain?

- Yes
- No

Choices	Yes	No	Total
Student's number	36	4	40
Percentage	90%	10%	100%

Table 8: Students' answer about their reading in other domain

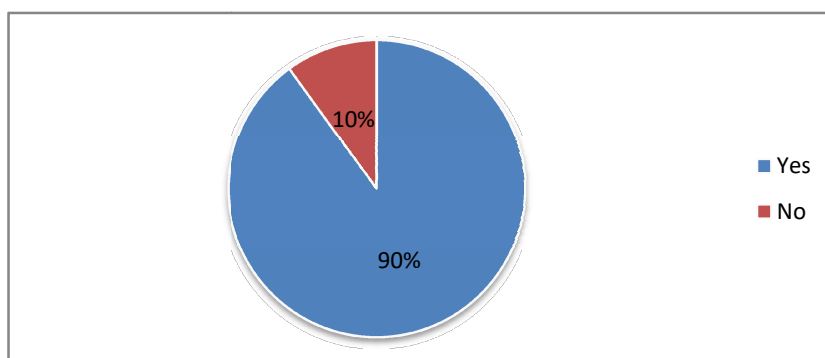


Figure 13: Students' answer about their reading in other domain.

The majority of the students (90%) say they read in other disciplines apart from their studies while ten percent (10%) admit they do not; a possible reason would be that most of them prefer to read from their own choice and interest for pleasure. It may also be due to the overloaded programme/ syllabus they are pursuing.

Item 4: What kind of reading materials you usually read?

- Books
- Articles
- Comics

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- News paper and magazines
- Others

Choices	Books	Articles	Comics	News paper /magazines	Others
Students' N	25	22	6	22	11
Percentage	62.5%	55%	15%	55%	2.5%

Table 9: Students' areas of interest in reading

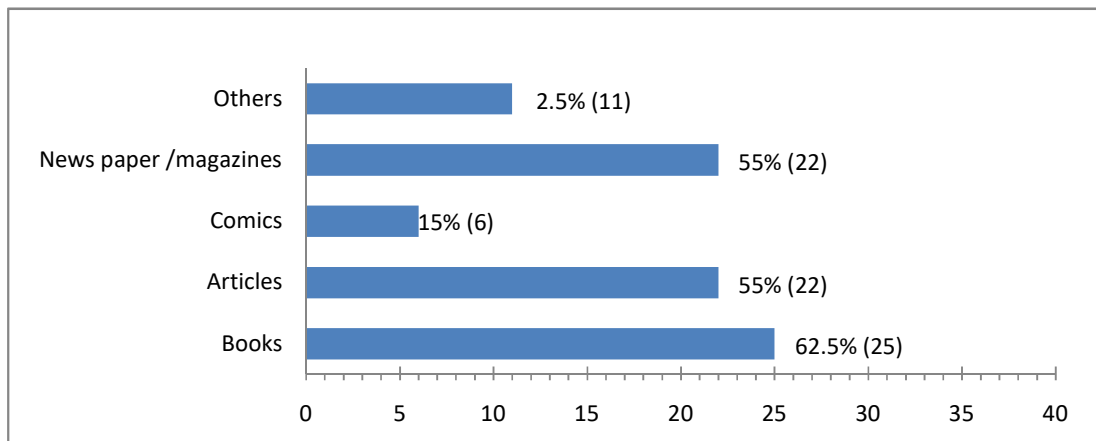


Figure 14: Students' areas of interest in reading

As the figure above shows, students are more familiar with books (62.5%), articles (55%), newspaper and magazines (55%). While few students choose comics (15%).

A possible explanation might be that the vocabulary used in these materials suit the students' level and interest. Hence, it motivates and encourages them to read extensively and may fit their interests. Considering the previous question about reading in English, we may assume that students are even ignorant of what the other areas of reading are about. Yet, something is sure ;Students display a high rate of ignorance about any other kind of extensive reading .This seems very tangible in the sub-question (others) where students mentioned some other areas which are of personal interest such as movies subtitles, social media information. This shows that students use English outside the classroom differently.

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Item 5: Are you satisfied with the reading instructions and materials in the classroom? Why?

- Yes
- No

Choices	Yes	No	Total
Students' number	20	20	40
Percentage	50%	50%	100%

Table 10: Students' answers on the satisfaction of reading materials in classroom

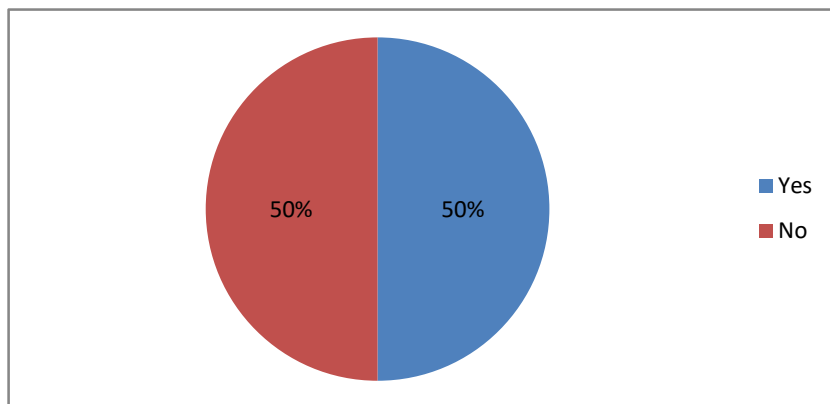


Figure 15: Students' answers on the satisfaction of reading materials in classroom

The figure above shows the half of the students (50%) are satisfied on the reading materials suggested in the classroom while the other half of the sample (50%) admitted they do not. This may be explained by the fact that the desire and interest for the reading materials is likely to be different from one to another.

Why?

This item is a sub-question to the item 5 to get their different attitudes and opinions about the various explanation of their answers. The student views are stated below in brief inclusive points:

Students who answered “yes”:

- It develops their reading skill in general and they enjoy it because it is simple and fun.

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Students who answered “no”:

- It is limited, not enough, boring, and does not fit the students interest and level.
- Some students mentioned the absence of their teacher.

Item 6: Does your teacher encourage you to read extensively?

- Yes
- No

Choices	Yes	No	Total
Students' number	36	4	40
Percentage	90%	10%	100%

Table 11: Students' opinions on the encouragement of their teachers towards reading

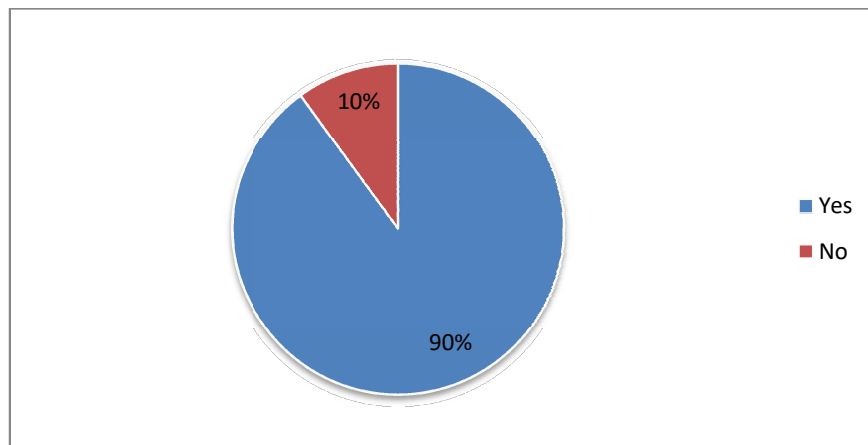


Figure 16: Students' opinions on the encouragement of their teachers towards reading

According to the results presented previously, most of students (90 %) stated that their teachers do encourage reading activities and tasks. Thus, we believe that it is a better way to involve students and expose them consistently within reading tasks what result in improving all their linguistic competence and abilities. The rest (10%) students answered that their teachers do not encourage reading activities. This category apparently wants more reading activities in their classroom or mostly because their teachers were absent.

Item 7: Where do you generally prefer to read?

- Outside the classroom
- Inside the classroom

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Choices	Outside	Inside	Total
Students' number	38	2	40
Percentage	95%	5%	100%

Table 12: Students' preferred places for reading

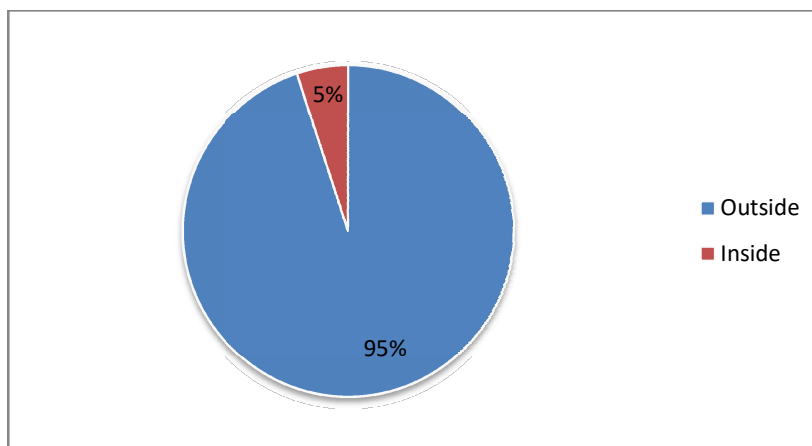


Figure 17: Students' preferred places for reading

This question explicitly seeks the students' preferences about which settings they read in. Within the question, there is a reference for one of the principles of the extensive reading strategy which is reading outside classrooms. We can see that the great part of respondents (95%) preferred to read outside the classroom, independently from their teachers. Accordingly, they prefer to read extensively. We deduce that students like to be in a suitable atmosphere and feel at ease in doing their readings. Yet, two students (5%) have chosen to read in the classroom. Here, we emphasize the role of the teacher through providing good and appropriate reading materials, as well as motivating students to ameliorate their reading ability.

III. Section Three: Vocabulary knowledge

Item 1: Which one comes first, vocabulary or grammar?

- Vocabulary
- Grammar

Choices	Vocabulary	Grammar	Total
Students' number	39	1	40
Percentage	97.5%	2.5%	100%

Table 13: the position' vocabulary and grammar has in English language

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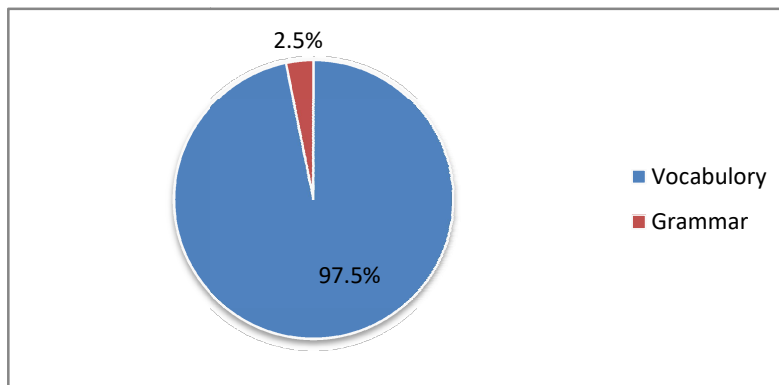


Figure 18: the position' vocabulary and grammar has in English language

This table show that all students argue on the importance of vocabulary than grammar. 97.5% strongly supports the importance that is given to vocabulary, against only 2.5% state grammar. The majority of students convinced about the great importance of vocabulary in foreign language and in the process of learning.

Item 2: Do you give importance to vocabulary?

- Very much
- Little
- Somehow
- Not really

Choices	Very much	Little	Somehow	Not really	Total
Students' N	31	1	8	0	40
Percentage	77.5%	2.5%	20%	0%	100%

Table 14: The importance of vocabulary

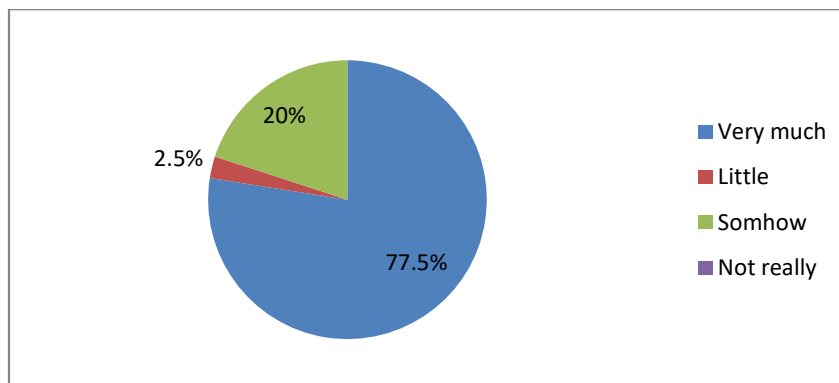


Figure 19: The importance of vocabulary

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Vocabulary is crucial element in learning any foreign language. But this does not mean that all students give the importance to vocabulary in the same manner and for the same degree. The majority of students (77.5%) selected “very much” and 20% selected “somehow”. Whereas only 2.5% choose “little”, which is only one person and none of them choose “not really”. This is a positive opinion because it shows how much students are aware of vocabulary importance.

Item 3: Which skill do you think help you better in getting much vocabulary words?

- Reading
- Writing

Choices	Reading	Writing	Total
Students' number	40	0	40
Percentage	100%	0%	100%

Table 15: The Importance of Reading Skill for vocabulary

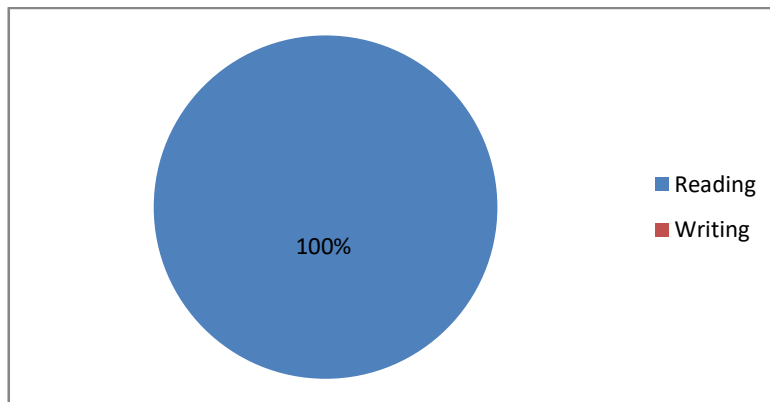


Figure 20: The Importance of reading skill for vocabulary

The above table represented the importance of reading skill to enrich vocabulary. It demonstrated that students selected reading as an option with (100%) rather than writing with (0%). However, first-year English language students in general give much priority to receptive skills “reading”, rather than productive skills “writing” to develop their vocabulary competence.

Item 4: Do you face problems while you read?

- Yes
- No

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Choices	Yes	No	Total
Students' N	31	9	40
Percentage	77.5%	22.5%	100%

Table 16: Students' answers about reading problems

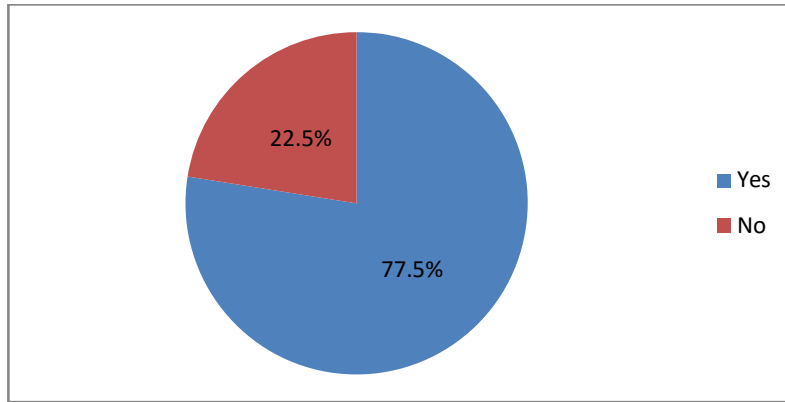


Figure 21: Students' answers about reading problems

Based on the statistics represented above, the majority of students (77.5%) answered that they face problems when they read while only (22.5%) do not. This probably goes back to the lack of reading or the negative attitude toward the selected reading materials in classroom. This also could be explained by lack of vocabulary proficiency. Extensive reading is the best way to extremely reduce this problem.

What are they ?

This item is a sub-question to the item 4 to get their different opinions about the various difficulties they face during reading skill. This question was set because it is regarded as the core and from the main elements that our hypothesis premises on. The students' answers are stated below in brief inclusive points:

- Students' lack of vocabulary proficiency (new and difficult words).
- Students' lack of reading skill.
- Students' wrong book choices for their level.
- Students' lack of comprehension skill.

Item 5: You think that extensive reading can develop your vocabulary?

- Yes
- No

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Choices	Yes	No	Total
Students' number	39	1	40
Percentage	97.5%	2.5%	100%

Table 17: Students' answers about extensive reading importance for vocabulary

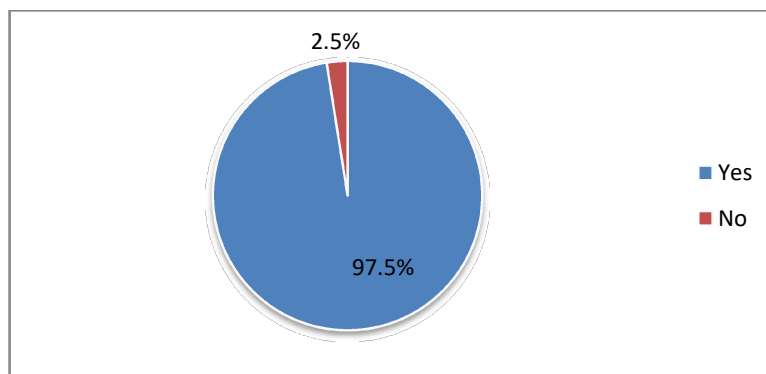


Figure 22: Students' answers about extensive reading importance for vocabulary

The great majority of students (97.5%) answered that they agree on the role of extensive reading for vocabulary enhancement while only 2.5% do not. It is a positive result that shows how much students are aware on the importance of extensive reading on their vocabulary development and difficulties.

Please explain.

This item is a sub-question to the item 5 to see students' different opinions and explanations on how extensive reading can develop their vocabulary. This question was set because it is regarded as the core and from the main elements that our hypothesis premises on. The student answers are stated below in brief inclusive points:

- The extensive reading strategy enables students to know about the English styles, learning more vocabulary, mastering the use of words in their specific contexts.
- Extensive reading reduces the exaggerated repeated dictionary use.
- It increases the familiarity with the construction of paragraphs, structures, texts, and words.
- The more students read the more words they gain.
- Extensive reading makes faster vocabulary improvement rather than normal reading.
- Extensive reading makes students unconsciously recognize new words.
- Extensive reading does not only enrich vocabulary, but also grammar.
- Extensive reading helps them get positive attitude towards reading skill.

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3.2.2 The teachers' Questionnaire

3.2.2.1. The sample

The second questionnaire is designed to be administered to reading teachers at the English department at University of Biskra. The sample included four (04) teachers. The obtained data was useful to know how teachers deal with the reading skill and the methods, techniques they follow in teaching this module. As well as, the challenges encountered by the students with this skill. This questionnaire was submitted online via email.

3.2.2.2. Description of the Questionnaire

The questionnaire (see appendix 02) consists of 17 questions. They are grouped into four sections. Most questions are closed-ended questions. Teachers had to answer with dichotomies (yes/no questions), or tick the appropriate answer (s) from a series of options. However, there are some open-ended questions where teachers were asked to provide explanations or further alternatives.

Section One: general Information (Item1-Item3): The section attempts to obtain general information about the teacher's gender, degree of qualifications, and years of experience.

Section Two: reading abilities (Item1-Item2): This section seeks information about some aspects of the reading skill. First, teachers were asked if they guide students to read inside and outside the classroom. In addition, we are interested to know what are the teachers' pieces of advice for students.

Section Three: vocabulary knowledge (Item1-Item3): The objective of this section is to seek data about teachers' perspectives of vocabulary concerning its importance. Hence, the coming questions aims to know the difficulties teachers face while teaching new vocabulary items. Also, techniques used to understand new words.

Section four: vocabulary and reading (Item1-Item3): The aim of this section is to know about teachers' opinions on the relationship between reading and vocabulary. And whether good readers make good vocabulary achievement.

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3.2.2.3. Analysis of the Questionnaire

I. Section One: General Information

Item 1: Gender

- Female
- Male

Gender	Female	Male	Total
Teachers' number	4	0	4
Percentage	100%	0%	100%

Table 18: Teachers' gender

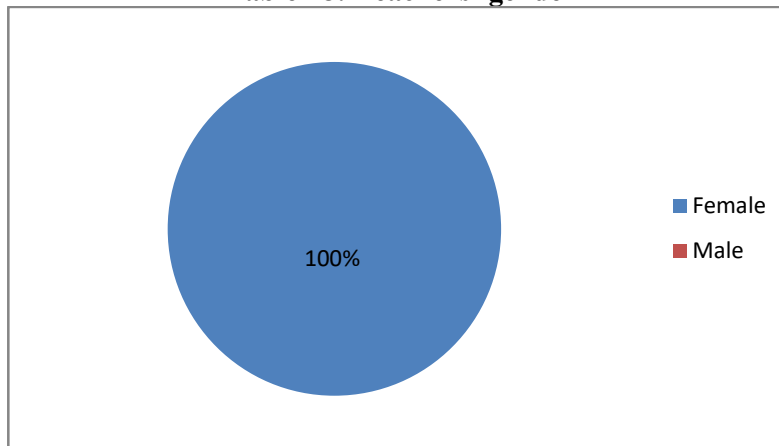


Figure 23: Teachers' gender

From the responses above, majority of teachers participated in this enquiry are females (100%). In our days, this confirms that most Algerian females like to teach English as a foreign language.

Item 2: Degree or qualifications

- MA
- Doctorate

Choices	MA	Doctorate	Total
Teachers' number	2	2	4
Percentage	50%	50%	100%

Table 19: Teachers' Qualification

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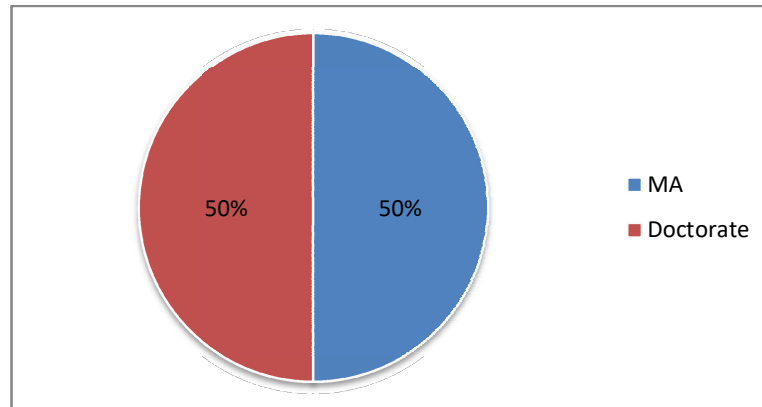


Figure 24: Teachers' Qualification

From the figure above, we see equal results for both of MA (50%) and doctorate (50%) qualification. This variation of teachers is considered too beneficial for the students to take advantage of their different experiences.

Item 3: Years of experience

Choices	2	10	Total
Teachers' number	2	2	4
Percentage	50%	50%	100%

Table 20: Teaching Experience

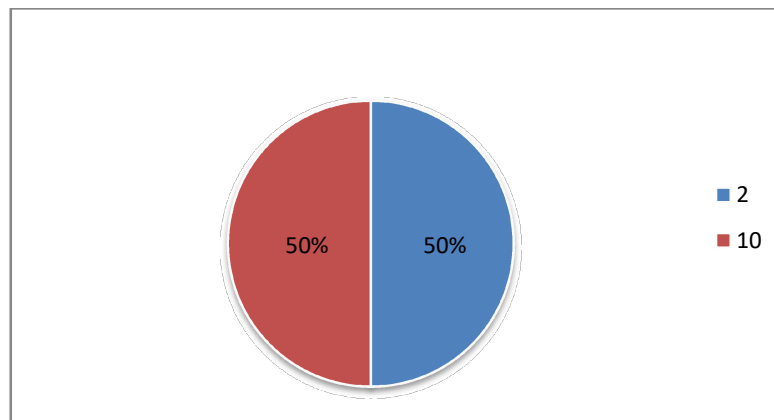


Figure 25: Teaching Experience

The results obtained show equal percentage. There are (50%) of them spend (2) years teaching while (50%) spent (10) years. These variations open the path for different opinions, perceptions, and experiences which is beneficial for students.

II. Section two: Reading Abilities

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Item 1: Do you motivate your students to read in English inside and outside the classroom?

- Yes
- No

Choices	Yes	No	Total
Teachers' number	4	0	4
Percentage	100%	0%	100%

Table 21: Teachers' motivations for students to read

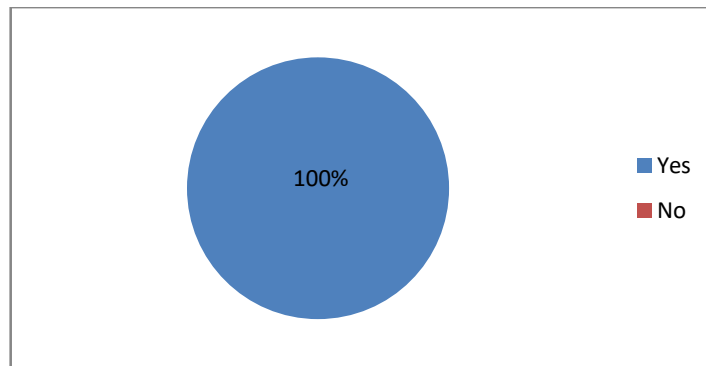


Figure 26: Teachers' motivations for students to read

As it is illustrated above, all the teachers' answers (100%) confirm that all of them do encourage their students to read in English outside and inside the classroom, because they are aware of key role that the reading skill plays in the development of the language.

Item 2: If you have an opportunity to advise your students to read, which advice will you give?

- Read books
- Search on internet
- Read articles
- Read stories

Choices	Read books	Search on net	Read articles	Read stories
Teachers' N	4	2	3	2
Percentage	100%	50%	75%	50%

Table 22: Teachers' reading materials instruction for students

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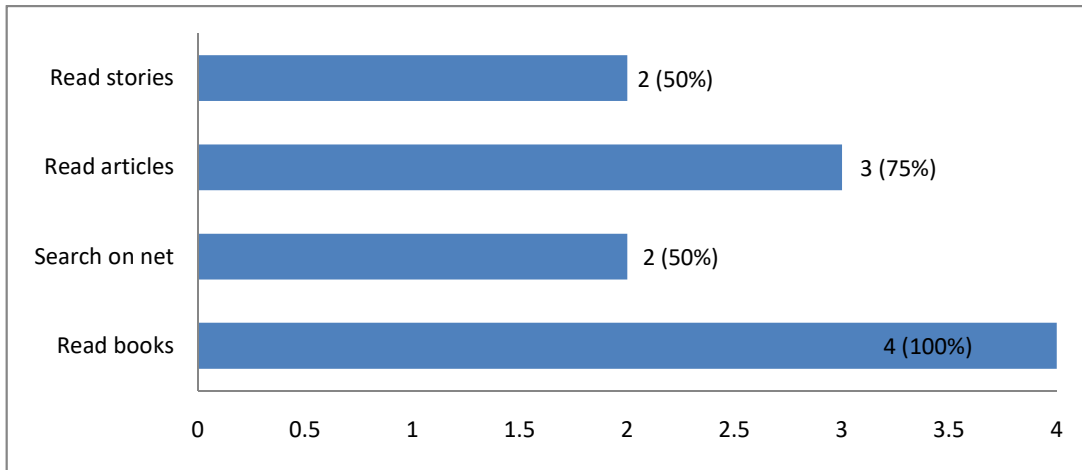


Figure 27: Teachers' reading materials instruction for students

As it is illustrated above, all the teachers shared the same advice that is reading books (100%) and they all almost shared reading articles advice (75%). Whereas half of them agreed on both searching on internet (50%) and reading stories (50%).

Others.

This item is a sub-question to the item 2 to get their other opinions about the reading materials instruction for their students. The teachers' answers are stated below in brief inclusive points:

- To read academic works to acquire academic language
- Reading magazine/ using dictionary to grasp new words
- Read anything in English language

III. Section three: Vocabulary Knowledge

Item 1: How much do you consider vocabulary as an important element for EFL learners?

- Very important
- Important
- Not important

Choices	Very important	Important	Not important	Total
Teachers' N	3	1	0	4
Percentage	75%	25%	0%	100%

Table 23: The importance of vocabulary

CHAPTER TWO: THE FIELD WORK

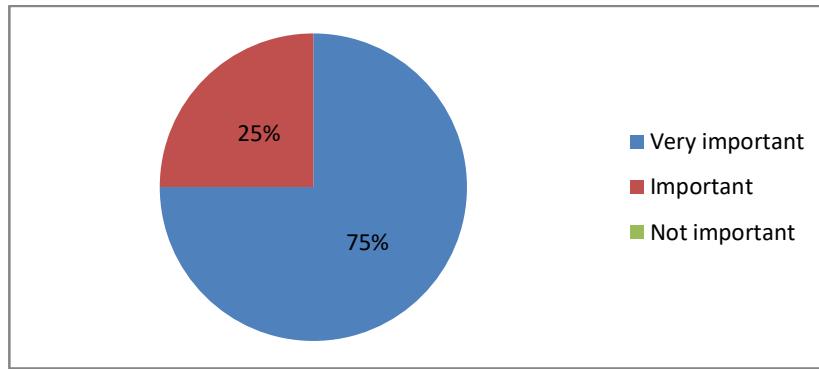


Figure 28: The importance of vocabulary

From the figure above, the majority of teachers (75%) considered vocabulary as a very important element while (25%) selected important level. This shows how much vocabulary is necessary for learners' development.

Why?

This item is a sub-question to the item 1 to get teachers' opinion about why they assume t vocabulary is very importance. The teachers' answers are stated below in points:

- Vocabulary is a crucial part to build the learners' language proficiency.
- Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language.
- It is the basis for the development of all the other skills like reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation.

Item 2: Do you encounter difficulties while teaching new vocabulary items?

- Yes
- No

Choices	Yes	No	Total
Teachers' N	3	1	4
Percentage	75%	25%	100%

Table 24: Teachers' difficulties about teaching new vocabulary item

CHAPTER TWO: THE FIELD WORK

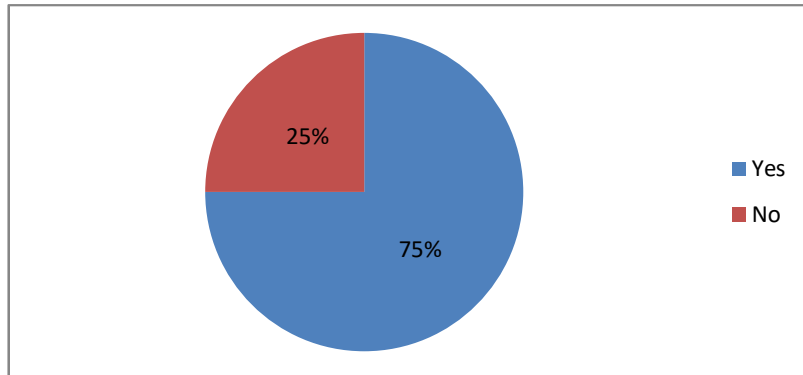


Figure 29: Teachers' difficulties about teaching new vocabulary item

As it is illustrated above, the majority of teachers (75%) face some difficulties while teaching students new vocabulary items while only (25%) do not. This can be explained by the lack of students reading. Also the lack of vocabulary knowledge.

what are they ?

This item is a sub-question to the item 2 to identify their difficulties while teaching students new vocabulary items. The teachers' answers are stated below in brief inclusive points:

- Students inability to comprehend some vocabularies out of the context.
- Facing difficulties like: long words, hard spelling words, several meanings of idiomatic expressions.

Item 3: There are many techniques that can be used to understand new words, which ones do you use the most ?

- Relying on main ideas
- Inferring word meaning from context
- Asking others for help
- Using a Dictionary

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Choices	Relaying on main ideas	Inferring word meaning from context	Asking others for help	Using a Dictionary	Total
Teachers' N	2	2	0	0	4
Percentage	50%	50%	0%	0%	100%

Table 25: Teachers' techniques

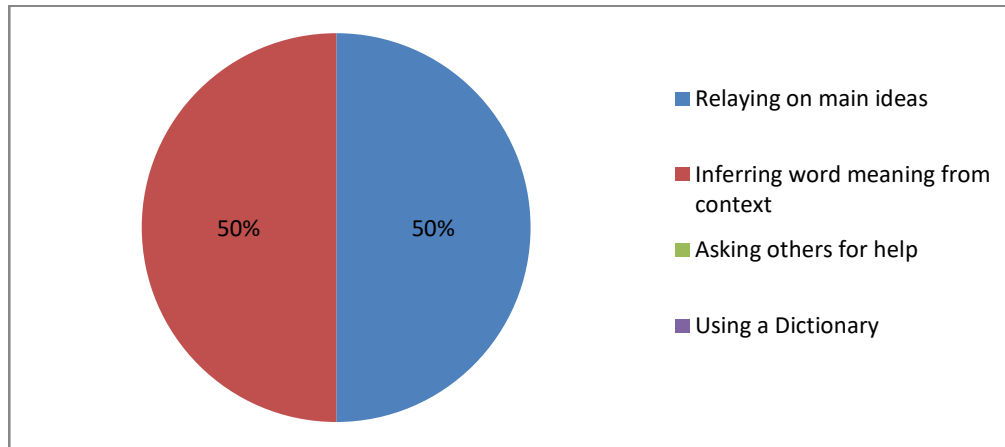


Figure 30: Teachers' techniques

As it is illustrated above, all teachers equally selected both: relaying on main ideas (50%), Inferring word meaning from context (50%). This can be explained that, teachers have a good vocabulary knowledge probably due to reading that helped them to understand from the context. This shows the importance of vocabulary competence.

IV. Section 4: Vocabulary and reading

Item 1: In your opinion, does reading contribute to the development of the vocabulary?

- Yes
- No

Choices	Yes	No	Total
Teachers' N	4	0	4
Percentage	100%	0%	100%

Table 26: Teachers' opinion about the role of reading on vocabulary development

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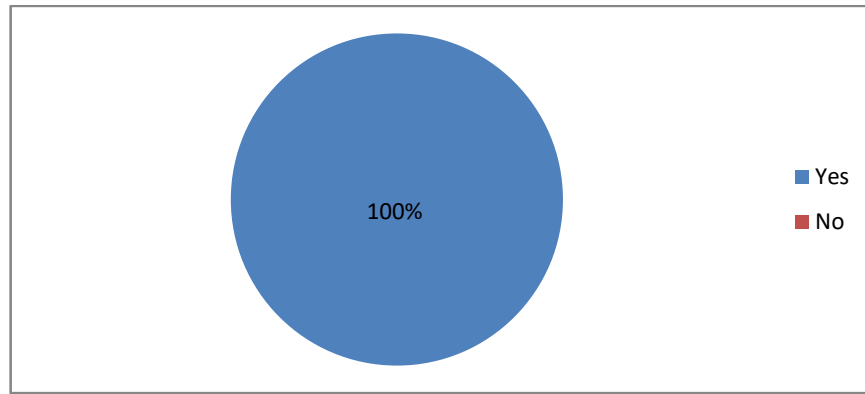


Figure 31: Teachers' opinion about the role of reading on vocabulary development

As the figure above shows, all teachers (100%) agree that reading does contribute to the development of the vocabulary. This shows how much reading is important for students to enrich their vocabulary range.

If (yes), please, explain how ?

This item is a sub-question to the item 1 to see teachers' explanation about how reading

contribute to the development of vocabulary. The teachers' answers are stated below in brief inclusive points:

- Through reading skill, students can acquire new vocabularies and will be extended to thousands of words to be used later on.
- Through reading, students can easily comprehend the meaning of difficult vocabularies.
- Reading is the main source of new vocabulary. by getting exposed to books, stories...etc. learners will be able to enlarge their repertoire with different types of words and expressions

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Item 2: Do you think that your “adequate” vocabulary helps you with a better understanding of a text?

- Yes
- No

Choices	Yes	No	Total
Teachers' N	4	0	4
Percentage	100%	0%	100%

Table 27: Teachers' opinion on the role of vocabulary

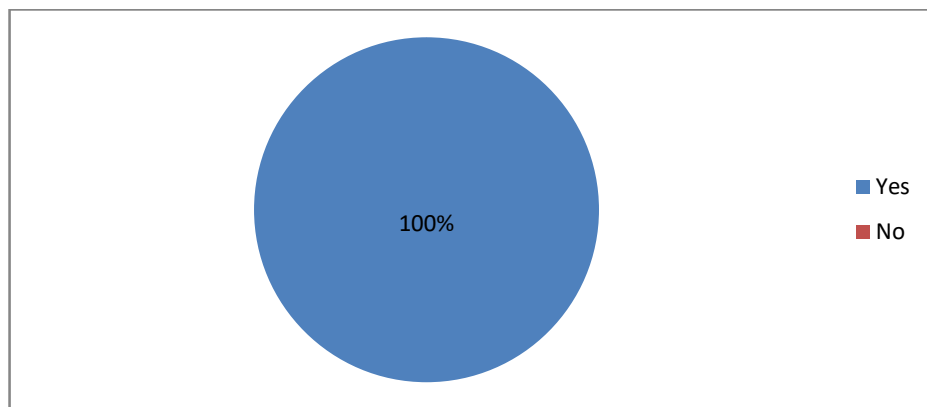


Figure 32: Teachers' opinion on the role of vocabulary

As the figure above shows, all teachers (100%) agree that vocabulary range helps with better understanding of a text. This shows the importance of vocabulary range for students comprehension.

Item 3: In your opinion, do good readers make good vocabulary competence?

- Yes
- No

Choices	Yes	No	Total
Teachers' N	4	0	4
Percentage	100%	0%	100%

Table 28: Teachers' opinions about whether good readers make good vocabulary

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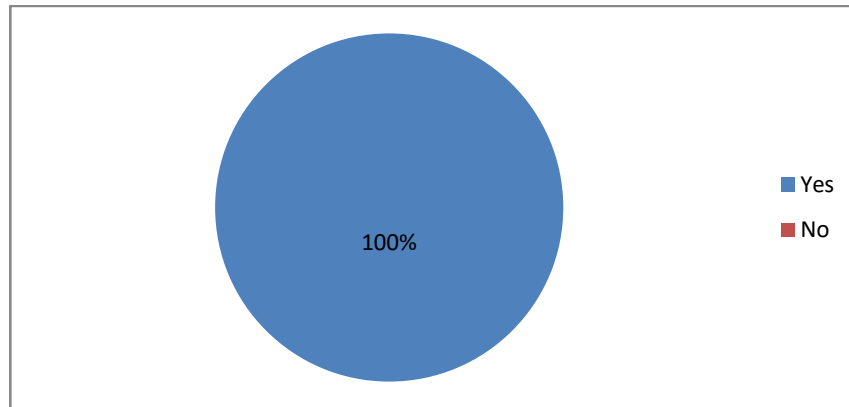


Figure 33: Teachers' opinions about whether good readers make good vocabulary

As it can be seen from the graph, all the teachers argued that whoever reads a lot in the language will inevitably enhance once vocabulary competence. Teachers stressed that whenever students read, they will have a rich vocabulary background to rely on.

Please, explain how?

This item is a sub-question to the item 3 to see teachers' explanation about how good readers make good vocabulary competence. The teachers' answers are stated below in brief inclusive points:

- having a strong vocabulary is a key component of reading comprehension
- Good reader will be skilful at different levels of reading such as comprehension, critical reading, thinking, and vocabulary without any doubt. As much as students read, they will have a good command of English and vocabulary.
- The more you read the better learner you will be. This includes having the ability to produce correct language

3.3. Results and discussion

The results presented through the aforementioned analysis of both questionnaires are eventually aimed to answer the research questions. Accordingly, collecting and analyzing questionnaires help us to obtain statistics about students and teachers' attitudes, beliefs, and opinions about vocabulary development. Also, whether students read extensively or they read only when they are obliged to and if they are aware about the importance of ER as it results from questionnaire' analysis.

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These hypotheses are tested in order to answer major research questions of this study, which are: To what extent can extensive reading help in enhancing First-year EFL students vocabulary ?What are the teachers and the learners' attitude toward the use of extensive reading as a strategy to improve students' vocabulary ?What are the difficulties EFL students suffer from in ER ?What are the major reading strategies that are used to enhance ER ?.

Since the main aim of this study is to highlight the importance of ER in developing students' vocabulary, the students' questionnaire findings showed a positive results. All students were interested in extensive reading as a strategy to enrich their vocabulary and to retrieve it too. Also, they are aware of vocabulary importance. The analysis also exposed that they have little difficulties in reading skill. It confirms that reading is not an easy skill because students have some difficulties in dealing with vocabulary and new words. The results of the study strongly support the necessity of extensive reading. Furthermore, it shows that when students have reading skill, they will ameliorate their proficiency in vocabulary.

Furthermore, the teachers' questionnaire findings also showed a positive results that there is an agreement about the important role of extensive reading in fostering vocabulary. All teachers motivate students to read inside and outside the classroom, because motivation is a crucial element in ameliorating students in reading and vocabulary.

All in all, extensive reading and vocabulary development are strongly related to each other; furthermore, every time students read, there are chances to increase their vocabulary.

3.4. Implication

After having analysed all the data gathered from the answers provided by the students of First-Year and the teachers of reading expression modules, we have found out that all of them have the desire to improve vocabulary performance and production. Students seemed so eager to master the reading skill; their responses showed that most of them are aware of its importance in the language. Thus, they confirm that should increase their levels and be motivated to read greatly and extensively to enhance their vocabulary range. On the other hand, the teachers' answers showed that teaching the reading skill is very challenging because it requires great different efforts. In addition to that, the teachers' questionnaire

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evidenced that the participants have a good experience in teaching, and this would be very helpful in encouraging students more to be active and proficient readers.

3.5. Limitations of the study

This study had different limitations that need to be acknowledged. Since we are living in the current situation with the quarantine of COVID-19. The first limitation has to do with the problem in data gathering; students were hard to be reached, although we tried using social media to connect with students. Initially, we faced difficulties accessing some books and articles, because they were rarely free on the net. Added to previously-mentioned limitations, the time was not enough to make a deep analysis. Thus, it can be said that the results could have been developed further.

3.6. Findings and recommendations

Based on the literature and empirical findings, these are some suggestions and recommendations addressed to the students and the teachers.

- Creating a positive atmosphere of challenge among students to enrich the idea of practicing extensive reading that leads to students' conviction towards the role that extensive reading.
- Urging students to read interesting materials where they foster their minds to extract new vocabulary.
- Encouraging students to read easy materials that are appropriate for their level rather than dealing with hard materials that cause unsatisfactory results since compulsory and difficult activities create an unpleasant atmosphere.
- Reading is always needed in learning or acquiring any language.

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Conclusion

This present chapter presents the methodology of the study and data collection tools. Then, analyzing data of both questionnaires of students and teachers. we have found out that all of them have the desire to improve the vocabulary performance. Students seemed so eager to master the reading skill; their responses showed that most of them are aware of its importance in the language. Thus, they confirm themselves that should increase their levels and be motivated to read greatly and extensively to enhance their vocabulary proficiency. On the other hand, the teachers' answers showed that teaching vocabulary the reading skill is sometimes challenging because it requires great different efforts. In addition to that, the positive attitudes and motivation of the students.

General Conclusion

Enhancing vocabulary is a difficult task for EFL learners. Our case study attempts to highlight the role of extensive reading as an effective strategy to develop learners' vocabulary. Hence, it seeks also to find whether implementing extensive reading in EFL settings meet the students and teachers' interests and objectives in teaching / learning English language vocabulary. Also, in this provided study the application of extensive reading to promote student' vocabulary and language is needed and students always in need to benefit from extensive reading.

In order to answer the dissertation' questions and confirm or reject our hypotheses; the research work had been divided into two main chapters. The theoretical chapter which discuss the literature review of the two variables which are reading abilities and vocabulary knowledge, and the practical chapter. Therefore, the hypotheses of the study were confirmed. It has revealed that if students read extensively, then they will be able to develop their vocabulary.

From conducting this study we become totally aware about the necessity of reading extensively all what is interested because we know that the key to develop any skills and language fields is extensive reading. Therefore, the benefits of extensive reading cannot be calculated and measure because ER stills the core of language development in any discipline. Both teachers and students showed strong approval, positive attitude, and seemed motivated towards the contribution of Extensive reading and its considerable benefits in enhancing the vocabulary. They confirmed that both reading and vocabulary have complementary function in learning the language so that they cannot be treated separately.

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Appendices

Appendix 1

Students' Questionnaire

Dear students,

This questionnaire is a part of research designed as a data collection tool for the accomplishment of a master dissertation in sciences of the language. We designed this questionnaire to highlight **The Role of Extensive Reading Strategy in Enhancing EFL Student's Vocabulary**. We are very grateful to involve you in this study by answering attentively the following questionnaire after reading the questions below. Thank you for being cooperative.

Your answers are voluntary and will be confidential. Responses will not be identified by individual. All answers will be compiled together and analyzed as a group.

Please, use a tick (√) to indicate your chosen option ,and write your answer when needed.

I. Section One: General Information

Item 1: Gender Male Female

Item 2: Age:

Item 3: How did you come to English

Your own choice

Imposed on you

Accidentally

Item 4: Do you use English outside the classroom?

Yes no

If yes, how often?

Always sometimes often hardly ever

never

II. Section two: Reading Abilities

Item 1: Do you read in English? No Yes

Item 2: Reading books in English is difficult. Agree Strongly agree

Disagree

Item 3: Apart from your classroom studies, do you read(in English) in other domain ?

No

Yes

Item 4: What kind of reading materials you usually read?

- Books
- Articles
- Culture
- Comics
- News papers and magazines
- Others

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

Item 5: Are you satisfied with the reading instructions and materials in the classroom?

Why?

Yes

No

.....
.....

.....Item 6: Does your teacher encourage you to read extensively ?

Yes

No

Item 7:Where do you generally prefer to read ?

- In the classroom
- Out of the classroom

III. Section three: Vocabulary Knowledge

Item 1: Which come first vocabulary or grammar?

- Vocabulary
- Grammar

Item 2: Do you give importance to vocabulary?

- Very much
- Little
- Somehow
- Not really

Item 3: which skill do you think help you better in getting much vocabulary words?

- a. Writing
- b. Reading

Item 4: Do you face problems while you read

Yes no

What are
they.....

Item 5: Do you think that extensive reading can develop your vocabulary?

Yes No

Please, explain:

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

Thank you for your participation

Appendix 2

Teachers' questionnaire

Dear teachers,

This questionnaire is a part of research designed as a data collection tool for the accomplishment of a master dissertation in sciences of the language. We designed this questionnaire to highlight **The Role of Extensive Reading Strategy in Enhancing EFL Student's Vocabulary**. You are kindly requested to answer the following questions related to your assessment of your learners' reading skill.

Your answers are voluntary and will be confidential. Responses will not be identified by individual. All answers will be compiled together and analyzed as a group.

Please, use a tick (√) to indicate your chosen option ,and write your answer when needed.

Section one: General information

Item 1: Gender: Male Female

Item 2: Degree or qualifications :

- Licence
- MA
- Doctorate

Item 3: Years of experience

.....

Section two: Reading abilities

Item 1. Do you motivate your students to read in English inside and outside the classroom?

Yes

No

Item 2. If you have an opportunity to advise your students to read ,which advice will you give?

- Read books
- Search on internet
- Read articles
- Read stories

Others:

.....

.....

.....

.....

Section three: Vocabulary knowledge

Item 1: How much do you consider vocabulary as an important element for EFL learners?

- Very important
- Important
- Not important

Why?

.....

.....

.....

.....

Item 2: Do you encounter difficulties while teaching new vocabulary items?

Yes no

What are

they?.....

.....

.....

Item 3: There are many techniques that can be used to understand new words, which ones do you use the most?

Relying on main ideas

Inferring word meaning from context

Asking others for help

Using a dictionary

Others.....
.....
.....

Section 4: Vocabulary and reading

Item 1: In your opinion, does reading contribute to the development of the vocabulary ?

Yes

No

If 'Yes', please, explain how ?

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

Item 2: Do you think that your “adequate” vocabulary helps you with a better understanding of a text?

Yes

no

Item 3: In your opinion, do good readers make good vocabulary competence ?

Yes

No

Please, explain how?

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

Thank you so much for your help