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Exploring the Impact of Lexical Deficiency on Reading Comprehension: The Case of first year Students of English Department at Biskra University

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Declaration

I, Douaa el Amani **MEZIANI**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra, Algeria.

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Dedication

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 for their support, guide, and encouragement.

Acknowledgment

First of all, I would like to praise to Allah Subhaanahu Wa Ta'ala, the Almighty and the Most Merciful. Thank Allah, for blessing me with this beautiful life and also the great chance to finish my undergraduate study. I would like to express my sincere gratitude to Mr Khaled lebiar , my spervisor for giving me such encouragement and continuous guidance so that I could finish this final project I am utterly grateful to the examining members of the jury Dr. slimani said and Dr. Meddour Mustafa Whose valuable remarks will surely help me to polish this work.

I also dedicate my sincere appreciation to all lecturers and staff of the English Department. My special thanks, as ever, go to my beloved father Mr. Mohamed , my mother Mrs. Khadidja , my brothers and my sister for the endless support during my ups and downs.. Thank you for bringing yourselves into my life .

Finally, I have a great expectation that my research will be beneficial and useful for anyone who is interested in the topic I presented in this study.

Abstract

Vocabulary deficiency can have a significant impact on reading comprehension. Students with limited vocabulary may struggle to understand the meaning of unfamiliar words, leading to difficulty in comprehending written texts. This can result in lower reading levels and poor academic performance. Research has shown that there is a strong correlation between vocabulary deficiency and reading comprehension. Effective vocabulary instruction can improve reading comprehension by providing students with the tools they need to decipher unfamiliar words and understand the meaning of the text. The study uses qualitative data to explore the impact of vocabulary deficiency on reading comprehension. The results of the study are expected to provide insights into the importance of vocabulary knowledge in reading comprehension and inform the development of effective strategies for improving literacy skills. Therefore, it is essential for educators and parents to prioritize vocabulary development to ensure successful reading comprehension.

List of Abbreviations

% : Percent .

EFL : English as a foreign language .

Et al : and others .

L1 : first language .

P : Page .

Q : Question .

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General introduction

One of the fundamental English skills that students must acquire is reading. Students who want to learn new information and gain knowledge need to have a certain threshold of reading abilities. Reading is an important skill in the educational setting, according to Brown (2007), because it can be used to evaluate students' general language proficiency. One element of language proficiency that a student must master is reading comprehension. Students need to have strong comprehension skills in order to comprehend and assimilate information from reading material. Every topic calls for reading comprehension because reading is an integral part of every lesson. In reality, there are still various difficulties in learning reading comprehension and the common difficulty that we are facing while reading is the lack of vocabulary which is becoming increasingly evident among EFL learners. Consequently, they face problems with both receptive and productive language skills.

1. Background of the study

English as a Foreign Language (EFL) learners come from various linguistic, cultural, and educational backgrounds. Their prior knowledge, experiences, and attitudes towards reading affect their reading comprehension abilities. EFL learners may face challenges in reading comprehension due to limited vocabulary, the process of creating meaning through reading comprehension involves juggling a number of intricate tasks, such as word reading, word and background information, and fluency (Harris and Graham, 2007). Viewers can understand whenever they can interact via text, they text. They possess the skills necessary to extract information from written material and properly interpret it. In order to understand the information contained in written text, readers engage with the text through written symbols, which is what reading comprehension is. It is, therefore, no surprise that reading comprehension

is crucial, and that EFL students in particular must be taught reading as one of the four language skills in the classroom. The students are supposed to be able to comprehend the reading passages they read well through the teaching and learning of reading. This improves the students' reading abilities so they can efficiently and successfully read and understand English texts.

2. Statement of the problem

Students are experiencing lexical deficiency at the level of reading comprehension. When readers encounter words that they do not understand, they may struggle to comprehend the text as a whole. This can lead to a decrease in reading fluency, as well as a decrease in overall comprehension of the text. Without a strong vocabulary, readers may have difficulty understanding the nuances of a text, such as the connotations of certain words, which can lead to misunderstandings and misinterpretations. Additionally, a limited vocabulary may also hinder a reader's ability to make connections between different texts and ideas, as well as inhibit their ability to express their own ideas and thoughts effectively.

3. Research questions

The following questions are the main ones that this study aims to answer:

RQ1: What obstacles learners/students may face in reading comprehension due to lexical deficiency?

RQ2: What are the teachers' perspectives on the issue of lexical deficiency in reading comprehension?

4. Significance of the study

Reading comprehension is a fundamental skill that is essential for academic success, and it involves not only decoding written words but also understanding the meaning

of what is being read. Research on reading comprehension has identified several challenges that students may encounter when trying to understand what they are reading. These challenges can include difficulty with decoding words, lack of vocabulary and poor comprehension strategies. By understanding these difficulties, teachers can tailor their teaching strategies to address these challenges and help students overcome them.

So, the significance of studying the difficulty of limited vocabulary that students encounter when learning reading comprehension is essential for improving teaching strategies and helping students succeed in their academic pursuits. By understanding the difficulty, teachers can tailor their teaching strategies to address these challenges and help students overcome them.

5. Aims of the study

This study aims to explore, highlight, and describe the reading comprehension difficulties stemming from lexical deficiencies. Thus, the main objectives are the following:

- Exploring and highlighting the reading comprehension difficulties resulting from the issue of students' lack of vocabulary.
- Capturing teachers' perspectives and viewpoints on the issue of students' lexical deficiency and reading comprehension.
- Providing recommendations for future teachers and syllabus designers to help improve the teaching and learning reading comprehension in relation to vocabulary instruction.

6. Methodology

This study seeks to explore the results of vocabulary deficiency on EFL learners' reading comprehension, it is based on the qualitative research method that attempts to describe

the reading comprehension difficulties in relation to vocabulary deficiency, the struggles and challenges caused by it to the reader to understand the written texts. Thus, the data collection tool employed for this study will be the questionnaire. This tool provides a variety of data gathered from different participants; namely, the reading comprehension teachers and the first-year license students at the English Department at Biskra University.

To have an overview about the area of interest, a questionnaire will be administrated to both first year English students of Mohamed Kheider University and teachers of reading comprehension module that are considered as the population. This research is conducted during the academic year 2022/ 2023 so as to obtain a mixture of different perspectives, opinions, and experiences concerning the problem of lack of vocabulary in relation to reading comprehension.

7. Population and Sampling

According to the research questions that this study is seeking to answer, the students were chosen. Due to their inexperience, , and beginner reading comprehension skills , first-year license students were chosen. The English department at Biskra University also just recently added the reading comprehension course. Therefore, the sample for the current research study included 25 first-year license students in addition to three reading comprehension module instructors.

Regarding the sampling method, the purposive sampling method was used for this study. This non-probability sampling method is frequently used in qualitative research to select participants who have significant insights, knowledge, and/or experiences that are pertinent to the research questions and goals.

8. Limitations of the Study

This study has some limitations that may be face along the course of research. Firstly, the lack of some primary sources and materials may obstruct to some extent the research progress. For instance, without the earlier studies and data gathered from the intended population, the problem can neither be diagnosed nor solved. In addition to that, having access to sample or population only is not enough for the study since it also requires the participants' tolerant answers in order to get a reliable and relevant data. Therefore, the findings of this present study may not match with the ones produced by another study.

9. Conclusion

This study will highlight the negative impact of vocabulary deficiency on English students' reading comprehension. This issue attracted both teachers and researchers' attention since they have observed its serious consequences that impeded learners' linguistic competence. By expanding their vocabulary, readers can improve their ability to understand and appreciate reading materials. Therefore, the significance of this study lies in describing and capturing the main problem, and try to recommend some useful suggestions that serve both students and teachers.

10. Structure of the Dissertation

The present dissertation is structured as follows:

Chapter One provides a literature review on reading and reading comprehension, including its definitions, purpose, models and strategies. Moreover, it thoroughly discusses the teaching and learning of reading comprehension as well as reading comprehension assessment.

Chapter Two discusses and reviews the vocabulary and vocabulary deficiency in reading comprehension, including the definition of vocabulary, its types, the instructional methods of teaching vocabulary as well as the different areas of vocabulary learning difficulties.

Chapter Three is divided into three sections. The first one of which consists the methodological aspect of this research study. The second section concerned with the analysis of the results obtained from the data collections tools. Finally, the third section presents the discussion and synthesis of the results in relation to the research questions.

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Introduction

The present chapter presents the theoretical aspect of reading and reading comprehension. It covers the definitions of reading, the types of reading, the purpose of reading, and other relevant aspects relating to reading and reading comprehension. Finally, the teaching and learning of reading comprehension as well as the assessment of reading are thoroughly accounted for.

1.1 The Notion of Reading

Reading has been described in a variety of ways, each with a different definition. According to Grabe & Stoller (2002), Reading is the capacity to deduce knowledge from printed words and apply it appropriately. In other terms, the reading process starts with a visual activity and concludes with logical understanding. As the reader reads, he or she really decodes words and attempts to reach the intended meaning. According to Oakhill et al. (2015), reading is the capacity to comprehend a written text (production), with understanding being the end result.

Additionally, Vacca et al. (2000) assert that "reading is a process that occurs inside the mind; it is not directly observable or measurable through any one instrument or procedure" (p 168). According to Baudoin et al. (1994), reading is a complex activity that involves both comprehension—the process of understanding how words, sentences, and connected paragraphs make sense—and word recognition—the process of recognizing how written symbols correspond to one's spoken language.

According to those viewpoints, reading is the interaction that takes place between the reader and the written text. It implies that background knowledge about the

production must be integrated into the reading process. In addition, reading is considered as a completely unique cognitive task, the scale of which is determined by the readers. In fact, when infants begin to read, they genuinely try to interpret the words' meanings; in other words, the reading process begins with visual stimulation and ends with understanding.

1.2 Types of reading

Learners typically read from two primary categories for this purpose: intensive and extensive reading.

1.2.1. Intensive reading

Brown (1988) stated that intense reading involves a focus on grammatical constructions, discourse markers, and the text's structure in order to better understand the precise meaning, ambiguity of interactions, and retention over an extended period of time.

Hornby (2008) noted that an example of a classroom intensive reading involves frequently completing a reading task in a classroom under the guidance of a teacher and expanded to short texts to gather pertinent information. While there is proof that this method of reading benefits language learners, it also aids their lexicon development by allowing them to determine the meaning of words in context.

According to Hornby (2008), Intense reading is a kind of reading where readers other than linguistic expertise should be aware of and concentrate on text context and semantic comprehension since the aim is to obtain such facts. In other words, intense reading calls for learners to locate the words, recognize their meanings, and eventually identify an accurate reading.

Susser & Robb (1990) stated that intensive reading entails a close examination of brief passages including translation into the L1 is occasionally used in conjunction with syntactic, semantic, and lexical analyses to investigate meaning. Similar to this, Miller (2013) made the assumption that students in an intensive reading course typically read passages from their textbooks while the instructors address any grammar, vocabulary, text organization, and meaning issues that emerge. In terms of methodology, he asserted that a teacher adopts a centered strategy, meaning that they have complete control over all aspects of the classroom.

1.2.2. Extensive Reading

Extensive reading is a language teaching tool where students are expected to read a sizable quantity of text for global comprehension, according to Bamford et al. (2004). The objective is to enjoy the texts for educational reasons; various reading specialists, academics, and educators have described extensive reading in different ways. In other words, in-depth reading is used to develop a wide understanding of a language.

Powell (2005) defines extensive reading as the reading of a substantial amount of longer, simple-to-understand material outside of the classroom at the individual speed and level of each student. The objective is therefore for general comprehension rather than thorough study. As a consequence, dictionaries are rarely used. Given the definition mentioned above, it is clear that the majority of reading researchers concur on three elements of an extensive reading strategy: the volume of material, the nature and difficulty of the material, and pleasure of reading.

First, when it comes to the volume of the material, the majority of researchers argued that extensive reading requires a lot of material. No one can concur on how

—
much the material should cost, for example, according to Matsumura (1986, as quoted in Susser & Robb, 1990), "three pages for an hour" is sufficient (p. 3). His primary goal in assigning extensive reading is to motivate students to study as much as they can. Second, the second component of extensive reading demonstrates that in-depth study materials ought to be comprehensible. The act of reading should be enjoyable for the reader.

1.3 the purpose for reading :

Knowing the goal of reading, or the reason we read, is crucial before we start. Knowing why you're reading improves its effectiveness and encourages readers to embrace a style that fits your goals. "When we read for different purposes, we engage in many types of reading, particularly in an academic setting," says Grabe (2009, p7).

According to the goal of reading itself, each reader is unique, according to Alderson (2000), when a reader is trying to determine the text's primary idea, they will overlook all the details they come across. In the event that a different reader wishes to locate the crucial details, the purpose would be entirely different. The purpose for which you are reading a text will also have an impact on how you read it, the skills you need or use, and your final comprehension and memory of the text, according to Alderson (2000).

For EFL settings in particular, teachers must inform students of the provided goals in order for them to fully profit from reading. According to Nuttal (1982), the teachers draw students' attention to the kinds of purposes that reading in a foreign language might be helpful for. The reason we read affects how we read regardless of where we read (whether it's at school, work, or elsewhere). Students read a text in order

to comprehend it, to create meaning from what is known, and to apply this understanding.

Stoller & Grabe (2002) offer four reading goals in response to this. The following bullet statements provide an explanation of them:

1.3.1. Reading to learn from text

This method is employed when the reader reads a sizable quantity of written materials slowly to aid in memory. Therefore, this purpose is founded on the needs of the individual and calls for the following three abilities: 1) The capacity to remember the most significant and specific details the text's concepts and draw connections between them, 2) Recognize and create rhetorical frames that organize the text's material, 3) The capacity to match the text's information with the readers' prior knowledge.

1.3.2. Reading to Integrate Information

Stoller & Grabe (2002) state that Reading is a great way to integrate new knowledge into your prior-knowledge reading from a variety of sources, filtering the material as it comes in and going over his or her background knowledge. The reader must then decide whether the new knowledge is ready for integration and how to integrate it in accordance with his or her reading objectives. For instance, reading helps us incorporate knowledge into our writing.

1.3.3. Reading for General Comprehension

This type of reading task is one of the most challenging, according to Stoller & Grabe (2002), because general comprehension reading is a skill that requires the mastery of a number of other abilities as well. The viewer must be proficient, self-

assured, and extremely well former of the overarching notion that the author tacitly posed in the piece. If the reader understands the main ideas' intended meaning, this concept cannot be found. Therefore, it is evident enough to state that reading for general comprehension is a challenging reading job.

1.3.4. Reading to Search

The majority of users employ this strategy. Its function is usually used to look up straightforward details about a subject. A word, a date, or a person could be the assignment. Additionally, reading to search necessitates using the general search technique of scanning the text's main concept.

As a conclusion, we may state that giving reading a reason keeps students interested in what they are reading and helps to improve comprehension. Students learn how to set goals for themselves and use particular reading techniques and styles process.

1.4 Reading Comprehension

Reading comprehension is the process of concurrently extracting and building meaning through engagement and interaction with written language, according to Snow (2002). There are three components to reading: the reader, the text, and the action or goal of reading. When the reader recognizes the meaning in which his or her schemata (last experiences) are activated, reading comprehension takes place. The reader then employs their cognitive talents to filter and organize the information they have learned.

The best readers don't understand until they create new connections and make connections between the newly received information and already known information.

Reading comprehension is also described by Westwood (2001, p.19) as "a complex intellectual process of involving a number of abilities." Similarly, reading comprehension is viewed by Moreillon (2007) as the combination and structuring of new knowledge with previous knowledge along the same lines. In other words, whether students read a newspaper, a book, or click on a link to a website, they are actually activating their background information. This suggests that reading comprehension is linked to the sources of information people encountered throughout life.

Through years of acquiring new knowledge and integrating it into our thinking, we have formed this mental picture, which represents what we already know, believe, and think about the subjects we are dealing with. Additionally, Harmer (2007) claims that "if the reader continues to purchase the newspaper, he or she will use all this prior knowledge to anticipate the relevant article's contents both before and during the reading" (p.14)

Furthermore, as stated by Moreillon (2007, p.19), "Like the elephant's tail, background knowledge is always behind us supporting our comprehension." Reading comprehension is therefore the ultimate goal of reading.

In addition, the reading comprehension is seen by Pang et al. (2003) as the active process meaning construction by the reader from a text. This technique involves combining past information with inferences made from various words and expressions in order to: to absorb information, concepts, and points of view.

As noted by Hancock (1998, p.69), "comprehension entails understanding the vocabulary, seeing connections among words and concepts, arranging thoughts, recognizing the author's purpose, assessing the context, and making judgments."

1.5 Models of Reading

Reading comprehension has become simple because to the many helpful models and ideas that have been proposed by researchers over the past 20 years. Readers are able to understand the printed items' intended meaning thanks to these models. In actuality, the major goal of models is to interpret the meaning of written words. Three popular models are chosen.

1.5.1. Bottom-up Model

In this model, the reader must convert the printed letters into sounds in order to decipher the text's meaning. According to Alderson (2000), the behaviorism theory is referred to in the bottom-up model. Because the reader is required to follow a system that focuses on decoding a series of written, phonemic, syntactical, and semantic aspects until he or she gets the meaning of the text, the 1940s and 1950s are considered to be a passive rather than active period in literature.

As stated by Harmer (2001, p.90), "bottom-up model is when the reader indicates on each individual letter, word, and phrase to fulfill the meaning of the text by; collecting the text's particular pieces to reach the whole meaning that is meant by the author." It suggests that in order to understand the text's deeper meaning and essential concepts, the reader must comprehend it in great depth.

According to Stoller & Grabe (2002), the bottom-up paradigm employs a mechanical translation process, which calls for a high level of expertise in order to construct words letter by letter, sentences word by word, and texts sentence by sentence, observing the text's linear structure. There are proponents and opponents of this hypothesis, which is thought to be a conventional viewpoint. In this approach, the

reader must demonstrate a high degree of reading ability by thoroughly explaining each word, sentence, and phrase in order to understand the overall message of the written content.

1.5.2. Top-Down Model

Top down models are "those models that have been used to describe the application of prior knowledge to working on the meaning of a text," according to Hedge (2000). The relationship between the reader's expectations and past experiences and the writer's goal is further strengthened by top-down models, which are a perspective. To digest material and determine the writers' intended meaning, a set of preconceived notions and past knowledge are used. The readers' expectations (schemas) are employed as a filtering technique to separate the incoming data based on the readers' prior knowledge.

Similar to this, according to Alderson (2000, p.112) "most of the models that emphasize on the significance of the background knowledge that a reader holds while reading are called schema-theoretic models. They are predicated on the activation of earlier data to serve as a filter for fresh data. Top-down models demand that schemata be activated with the fewest amount of written information and the greatest amount of prior experiences.

This type of paradigm focuses on the interaction between the reader and the text as they are reading, during which the reader processes information and increases their knowledge.

1.5.3. The Interactive Method

According to Stoller and Grabe (2002), reading calls for top-down view formulation of hypotheses and construction of the text's meaning through decoding of letters and words. Consequently, the interactive model enables readers to take an active role and do both as a meaning-builder and a letter identifier, Alderson (2000).

A reading interaction model, rather than a top-down or bottom-up paradigm, tends to provide a more appropriate conception of reading performance, according to Stanovitch (1980). They give a more accurate assessment of the information already available or how both proficient and incompetent readers employ sentence context and orthographic structure. This type of model combines the reliable findings from top-down and bottom-up models. In other words, it connects the basic principle of the top-down model, which relies on past data to anticipate and filter, with the central idea of the bottom-up model, which involves deciphering letters and words the approaching data.

To sum up, only those three models can assist the reader in deciphering the text's precise meaning and identifying its essential themes.

1.6 Reading Techniques

Different reading techniques are used by proficient readers to decipher the meaning of written texts. Cohen (1986) defined a reading strategy as an intellectual process readers consciously undertake to achieve a specific goal before beginning to read. Aside from that According to Grellet (1981), reading strategies are vital for producing effective readers because they help readers manage their time by ignoring extraneous information and slowing down their reading. As a result, for time savings and subsequent reading, effective reading techniques should be used.

Numerous researches have emphasized the significance of employing these reading strategies, particularly for people who are illiterate owing to reading difficulties or who have a poor attitude toward reading comprehension. The following four main tactics have been chosen:

1.6.1 skimming

A useful and significant strategy for extracting broad informational themes is skimming. According to Grellet (1981), skimming is a method the reader does to get a broad overview of the written material and determine the author's aim. "You let your eye run over it rather like throwing a flat stone onto a lake, so that it just skims the surface," says West (2000, p.12) of the method.

According to Slaght & Harben (2009), skimming has three primary goals:

- Understanding the subject of the written material;
- Recognizing the key point that the author stressed in this text
- Evaluating how much the text advances the reader's objectives.

In fact, skimming focuses on the most significant and helpful elements that readers employ to accomplish their goals, such as the text's title, the author's conclusion, the opening paragraph, the primary ideas, and the topic sentences in each paragraph.

1.6.2 Scanning

The term "scanning" refers to quickly skimming a text to look for a specific piece of information (Grellet, 1981). This means that scanning is the ability to quickly read a text to find a specific piece of information that is required, such as a date, a name, or a location. Ignore all irrelevant information and focus only on a number or a name.

For instance, students can use the name list in a phone book to locate a phone number. The reader can quickly discover information by scanning without reading the entire text. To scan a text is to skim through it rapidly in search of a particular piece of information. (Harmer, 2001). We use scanners to find the specific information we need. All readers employ the scanning strategy to locate pertinent information in a document. (Brown, 2009). By giving test-takers a text that requires quick recognition of pertinent pieces of information, scanning is evaluated.

1.6.3 Predicting

A key skill that is regarded as the foundation of all strategies is prediction. It aims to foretell future events using three criteria: grammatical, logical, and cultural norms. It is described by Grellet (1981) as a technique to increase forecasting capability; by offering students unfinished sections and having them gradually predict what will happen next. Predicting is the utilization of background knowledge before we start reading a topic, according to Slaght & Harbbsen (2009). It indicates that the students have learnt enough about it to make educated guesses about what will happen next and what kind of information they will have. Additionally, it is to determine how much it contributes to the goal of reading .

1.6.4 Inference

Inference, according to Grellet (1981) is to be active. It is an essential technique that allows for the logical, syntactic, and cultural aspects to be used to determine the meaning of words that are unknown. It wouldn't be beneficial for the students to When dealing with unfamiliar text, teachers should advise students to make an effort and determine the meaning of any difficult words on their own to practice making inferences.

Furthermore, inference is a tactic readers utilize to infer the writer's goal, according to Slaght & Harbben (2009). Usually, authors encourage readers to consider implicit meaning.

To sum up, interference is a step that helps the reader appreciate the writer's underlying meaning and the text more fully.

1.6.5 Previewing

The process of previewing is a technique that readers employ to find the information they need through the preface, the table of contents, and the headings of the paragraphs. Students are said to find previewing to be a very helpful study ability. It implies that only in a In just a few minutes, the reader has all the information needed after consulting the table of contents to identify the page that has the information that is lacking, (Grellet,1981).

Overall, reading techniques are crucial to the reader's ability to comprehend the written content; as a result, a good reader uses them because they are aware of the critical role they play in reading comprehension.

1.7 Reading and Text Selection

A proper reading comprehension process depends on materials for reading. It's crucial to choose the right book for students and teachers alike. A suitable, well chosen instructional resource that primarily relies on the cognition of the learner. In fact, students should choose the materials that match their interests; for example, it is better to let students choose the genres of texts and subjects that most interest them.. Above all, careful selection of texts encourages motivation and participation in the classroom, which benefits both the teacher and the student. The selection of texts is based on

various The use of real materials is one of the variables that can result in the successful use of texts, as the reader can react to texts at any time. As stated by Shahidullah (1995-96, p.226), when choosing texts for students, "Students' present linguistic level, the level of their content, and their cultural schemata must be taken into consideration".

1.8 Teaching and Learning of Reading

According to Brown (2006), learning is the process of gaining information about a topic or a skill through study, experience, or instruction. Additionally, he divides up the definition of learning into smaller parts; (1) Learning is a process of acquiring knowledge, (2) retention of knowledge, wherein retention involves memory, cognitive organization, and storage systems, 3) Learning includes paying active, deliberate attention to and responding to events inside or outside the organism, Learning includes some kind of practice, sometimes encouraged practice, is relatively permanent but prone to forgetfulness, and results in a change in behavior.

From the description given above, learning is a behavior carried out by people in an effort to acquire knowledge, form attitudes, and develop concepts and skills as a result of interactions with their environment. Learning actually has a connection to the process of skill or information acquisition and retention within the cognitive system. Reinforced practice is another method for facilitating learning. The interaction between the teacher and the pupils is the main activity during the learning process.

As cited Brown (2006), teaching can also be described as offering knowledge, guiding someone in the study of something, supplying instructions, or causing someone to know or grasp something. Education is creating the right environment for learning, directing and encouraging learning, and enabling the learner to learn. To put it another way, teaching is a means of enabling someone to acquire knowledge, foster attitudes,

and improve concepts and abilities. Learning and teaching activities are inextricably linked. This is so that the teaching process may be based on how pupils learn, which will help to determine the teaching methods that will best serve the needs of the students.

Johnson (2008) state that reading comprehension techniques are methods that readers employ to extract information and derive meaning from a specific book. They are the steps in the thought processes that are used to comprehend. These need to be explicitly taught. Three Below are descriptions of the pre-reading, reading, and post-reading comprehension skills. furthermore Teaching reading comprehension involves the teacher guiding and facilitating learning, providing opportunities for students to learn, and creating the environment for learning. By encouraging students to engage in activities in an effort to learn, guidance is provided. Giving them tasks will accomplish the activity.

However, taking into account the technique utilized while assigning work to the pupils is crucial. A teacher should think about the most effective method to use for a specific task or activity. Reading comprehension lessons use the Teacher also aids children in learning the following macro and micro reading skills by (Brown, 2006, p.188) :

Micro skills

- 1) Recognize the distinguishing English graphemes and orthographic patterns.
- 2) Keep in short-term memory linguistic chunks of various durations.
- 3) Write at a speed that is appropriate for the task at hand.

- 4) Identify a core of words and analyze word order variations to understand their importance.
- 5) Recognize patterns, rules, and elliptical forms in addition to grammatical word classes (noun, verb, etc.), systems (such as tense, agreement, pluralization), and patterns.
- 6) Be aware that many grammatical structures might convey the same concept.
- 7) Recognize coherent devices and their function in indicating the relationships between and among clauses in written discourse.

Macro skills

- 1) Recognize written discourse's rhetorical forms and the importance of these elements for interpretation.
- 2) Recognize the structure and function of written texts' communication purpose.
- 3) Use prior knowledge to infer context that is not explicitly stated.
- 4) Drawing linkages and connections between events, determining causes and consequences, and identifying relationships such as the main idea, supporting thought, new information, provided information, generalization, and exemplification from described events, ideas, etc.
- 5) Separate literal meaning from implicit meaning .
- 6) Recognize references that are culturally distinctive and interpret them in the context of the relevant cultural schemata.
- 7) Create and employ a variety of reading techniques, such as skimming and scanning.

Identifying discourse markers, determining a word's meaning based on context, and turning on schemata to aid with text interpretation. The reading comprehension strategies are aligned with the micro and macro skills. As a result, when teaching reading comprehension, a teacher should go over the three steps of reading comprehension with the class before, during, and after reading to help the students understand a text's context and main ideas and develop their macro- and micro-reading skills.

1.9 Principles in Teaching Reading Comprehension

There are some principles behind the teaching of reading proposed by Harmer (2001:70) They are:

- 1) principle 1 : is that reading is not a passive activity. Reading involves active engagement in the sense-making of words, the understanding of arguments, and determining if statements are in accord.
- 2) Principle 2: Reading comprehension must be active on the part of the students. According to Harmer, pupils who are interested and involved in the book they are reading will benefit more from reading.
- 3) Principle 3: Students should be prompted to respond to a reading text's substance rather than merely the language. According to this notion, pupils should have the chance to respond to the text's message, encouraging personal participation on their part.
- 4) Principle 4: Reading relies heavily on prediction. The fourth principle talks about students' expectations and how the active reading process might start if they have access to text hints that will allow them to anticipate what will happen in the next section of a specific book.

5) Principle 5: Align the work with the subject.

Choosing proper reading assignments for students is crucial since it can counteract dry and inappropriate questions, making the reading activity more engaging and difficult for the students.

The five principles for teaching reading offer some crucial considerations for the instructor, such as the necessity of fostering student engagement and equipping them with the skills necessary to respond to texts. The Principles also emphasize the importance of prediction in reading since it relates to students' active reading processes. Additionally, selecting the right activities is one of the factors to take into account to make the reading activity more engaging and difficult. The instructor and students can be helped to achieve a high-quality reading process by making use of those ideas.

1.10 Assessment of Reading

According to Richard & Schmist (2002:35) assessment is a systematic method of gathering data and drawing conclusions about a student's aptitude or the caliber or effectiveness of a teaching program based on a variety of sources of evidence. A few reading exams must be completed in order to get data on the pupils' growth in reading comprehension. The reading process and outcome cannot be seen and particularly observed, in contrast to speaking and writing. This is why inference must be used in all reading evaluations.

The different genres of written text, the elements of reading ability, and particular activities must all be taken into account when constructing reading assessments.

1.11 Improving Reading Comprehension

Readers choose what they wish to read for better comprehension of the content for a variety of reasons and using a variety of reading approaches. For instance, numerous techniques can be used to increase reading comprehension to help the reader understand the message so that they can develop into active, intentional readers who have control over their own reading comprehension.

-Comprehension monitoring :

Salkind (2008) describes comprehension monitoring as a technique that helps readers develop their ability to comprehend what they are reading. It helps pupils to be conscious of what they already comprehend, to recognize issues when comprehension falters, and to take steps to address their understanding issue.

-Cooperative learning :

According to Salkind (2008), cooperative learning is having readers read aloud to one another in order to share knowledge. To fully learn and grasp the actual meaning, students may work alone on components or together on an overall problem before sharing their findings.

-Summarizing :

This type focuses on the readers' capacity to combine or synthesis information from a text to explain in their own terms the main points of the materials. And thus enables readers to sum up the information in one or two sentences without reading the material (Lee, 2005), in phrases. This requires the reader to draw attention to the key concepts and ideas that link or integrate the other ideas or meanings of the text into a logical whole.

-Understanding vocabulary :

One of the key components of efficient reading is vocabulary. Language is created to aid students in learning content-specific terminology because the text is filled with concepts and technical language that students need to comprehend if they are to be good readers and learners. Additionally, using vocabulary broadens and deepens word knowledge, improving comprehension of written content.

Conclusion

In conclusion, Through the discussion above reading comprehension is the ability to understand and interpret written text , it involves several cognitive processes such as decoding, vocabulary acquisition, inference making, and critical thinking. Improving reading comprehension skills is crucial for academic success and lifelong learning. There are various strategies and techniques that can be used to enhance reading comprehension, such as pre-reading, active reading, summarizing, and asking questions. With consistent practice and effort, individuals can improve their reading comprehension abilities and become more confident and effective readers and they can have a positive impact on academic success and personal development .

2. Chapter Two: Vocabulary Dificiency

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Introduction

One of a language's most crucial components is its lexicon because without it, speakers will be unable to comprehend and communicate in that language. As a result, in order to improve their English, EFL students must increase their vocabulary. proficiency. When students attempt to learn a new language, they face numerous obstacles and problems. As a result, this chapter discusses the key elements that influence language acquisition. The main challenges EFL learners encounter when learning vocabulary are then discussed. Finally, it offers a few answers to assist students in finding solutions to their issues.

2.1 Definition of Vocabulary

Among of the major things that hinders reading comprehension is vocabulary. As a result, one of the most important aspects of learning and teaching a new language is vocabulary. Vocabulary is defined as "the entire stock of words belonging to a branch of knowledge or known by an individual" by Graves (2000, as cited in Mukoroli, 2011). "A language's lexicon is its vocabulary, which includes words and expressions," he continues. Vocabulary is "to suggest that it represents the breadth and the depth of all the words we know, the words we use, recognize, and respond to in meaningful acts of communication," according to Vacca et al (2000, p.256). Additionally, according to Ur (1999, p.60), "Vocabulary can be roughly described as the words teachers teach in the foreign language". Therefore, vocabulary is a representation of the breadth and depth of all the words we know, use, and identify in meaningful communication acts. It all comes down to the meaningful terms we use when speaking and writing in various situations.

According to Oxford Dictionary's definition from 2005, a language's vocabulary is its entire corpus of terms. On the other hand, the Longman Dictionary (1995) defines vocabulary as the various perspectives on how we use vocabulary and how a particular speaker

understands, acquires, and uses words. In a similar path, according to Brown (1995, p.66), "vocabulary is a list of words in a language that every speaker might use." Finally, Hatch & Brown (1995) define vocabulary as a list or collection of terms from a specific language that people use to communicate.

From these different definitions, we can notice that the word vocabulary is all about the meaningful words we speak and write at different contexts .

2.2 Types of Vocabulary

There are two main categories of vocabulary learning: receptive vocabulary and productive vocabulary. The definition of productive vocabulary given by Grains and Redman (1986, p. 64) is "the language items which the learner can recall and use." properly in both speech and writing." Additionally, according to Nation (2000, p.37), the term "productive" "carries the idea that we produce language forms by speaking and writing to convey messages to others."

Conversely, receptive vocabulary is described as "language items which can only be recognized and understood in the context of reading and listening materials" (Grains and Redman 1986, p.64). Nation (2000, p.37) indicated that "receptive carries the notion that we attempt to understand language that we are exposed to from others by listening or reading. Receptive vocabulary use basically entails understanding the word's meaning and form while reading and listening. However, effective vocabulary use calls for the desire to convey meaning through speaking or writing, as well as the ability to locate and create the most appropriate spoken or written form of a word (Nation 2000, p. 38). In essence, receptive and productive vocabulary are frequently referred to as passive (for listening and reading) and active (for speaking and writing).

2.3 what is a word

Many researchers defined word meaning in various ways. Katamba (2005) showed how challenging it is to define the type of thing a word is. (p. 6). Consequently, learning a word requires learning various kinds of knowledge. "The entire set of linguistic forms produced by combining a single base with various inflectional elements without change in the part of speech elements," according to Merriam Webster dictionary (2021). Nation (1990) proposed the following list of the various types of knowledge one must possess in order to know a word as a result. (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.

Katamba (2005) came to the conclusion that the phrase "word" is used ambiguously. (p. 17). He continued by advising students to distinguish between the following three word types in order to prevent vagueness:

- A word form, which is the way one or more lexemes are physically expressed in speaking or writing.
- A word or phrase (i.e. lexeme).
- A grammatical structure element with specific morphological and syntactic characteristics.

Additionally, according to Aitchison (2012, as cited in Schmitt, 2020), most words have some degree of ambiguity in their meaning. As a result, in order to comprehend a word, its idea must be compared to that of other words. She clarified the connection between the object and the word meaning. (p. 42).

2.4 The Importance of Learning Vocabulary

The importance of vocabulary has increased in linguistic writings. Meara (1995, p.11) emphasizes the critical significance of word acquisition for understanding and using a language. He asserts that “vocabulary is one of the most if not the most important element that makes up a language; we cannot learn a language without its words.”

According to Read (2000, p.1-2), "words must have all the priority of language teaching" in a similar vein. To measure the students' progress in vocabulary learning, exams and activities are required.

Learning vocabulary is a need and a necessity for language development, according to Morgan & Rinvolduri (2004, p.5); they write, "if teachers have not always recognized the need to devote time to the teaching of vocabulary, students themselves feel a very real need." to put effort and time into the procedure. Additionally, Willkins (1972) (cited in Thornbury, 2002, p.13) addressed his students and gave them the following advice: "If you devote the majority of your time studying grammar, your English will not improve very much. If you pick up more

phrases, your progress will be the greatest. Grammar can be used to communicate very little, but words can be used to say almost anything. "

certainly learning new words is a necessary job. For those learning English as a second language (EFL), words are crucial components because they frequently want to learn new words and expand their lexicon out of both need and desire. They innately understand the significance of vocabulary in their language learning because, according to Krashen (1989), they carry dictionaries rather than grammar texts with them.

As a result, it follows that readers cannot comprehend a written message unless they are familiar with the meaning of the majority of the words used. This is true for learners at all educational levels. It is an essential part of literature. building vocabulary to enable readers to understand a range of materials at all reading levels . A large vocabulary is also more specifically predictive and reflective of high levels of reading accomplishment, according to the book *Vocabulary for Success in Life*. Researchers found that constant word learning is necessary for reading comprehension to increase.

2.5 The Lexical Approach in Teaching Vocabulary

In order to achieve successful language, teaching lexicon must be developed. The lexical approach, in Lewis's words (2005, p.2), "is not a new all-encompassing method, but a set of principles based on a new understanding of language." Therefore, we can infer from what he said that he Rather than railing against the conventional methods of teaching grammar, he focuses on the various techniques that teachers can employ to teach vocabulary in novel and successful ways. (lexis). There are numerous terminologies used to characterize this theory; they frequently lack precision and frequently have meanings that are similar. We can use the lexical phrase and lexical patterns as examples.

- The lexical phrase :

-In both the written and spoken word, Nattinger & DeCarrico (1992) created a collection of phrases that function as units and have a particular purpose (cited in Read, 2000). 34 years old lexical expressions are used. These expressions, which can be broadly categorized into four groups, are almost grammatical structures.

- Polywords: These are regarded as concise and reliable expressions. They serve a variety of purposes.

- Institutionalized terms: These are words and expressions that are regarded as lengthy and They were composed of aphorisms and proverbs, and their framework was set.

- Phrasal constraints: These are sentences that have one or two spaces that must be filled in with phrases like "the sooner, the better..."

- Sentence builders: These are phrases that fill in one or two gaps to create a sentence that expresses a concept, such as "not only... but also."

- the lexical sequences :

There are phrases and sequences within word groups, and each of these has a unique structure. They are largely fixed in structure, though there might be some variation in the actual words, as Read (2000, p.23) states. Additionally, he asserts that "it may be challenging, if It's not difficult to figure out what they're saying just by understanding the words' individual meanings. Although they can be recognized as common expressions that can be used to communicate in everyday life, they can also occasionally be difficult to understand, particularly when the words are separated. It's the case with phrases like "nice to meet you" or "I'm sorry I have to break the bad news to you."

2.6 Effective Strategies and Techniques for Teaching/Learning Vocabulary

Without some vocabulary knowledge, language learners are unable to develop or understand the foreign language. Thus, the growth of vocabulary knowledge is important and it can only be feasible when the teacher employs effective vocabulary teaching strategies and techniques.

Four strategies are offered by Vacca et al. (2000): two for increasing vocabulary and two for developing self-reliance while learning vocabulary.

- **Operating context:** The practice of defining words and creating sentences is beneficial because students must learn words in a variety of contexts. "We know that using the context provided in most text tells us something about the words meaning," claim Vacca et al. (2000, p.267). In addition, when we operate the context, students may discover the meaning of the unknown words.
- **Classifying and categorizing:** Classifying and categorizing words is a technique that addresses word relationships and gives students the chance to use words in combination rather than singly or to imply concepts. Indeed, "such tactics entail the processes of joining, excluding, selecting, and implying" (ibid, p.270). This method teaches pupils how to evaluate words critically.
- **Self-selection strategy:** It is concerned with the words or terms that the students have discovered in literature or in unintentional learning experiences . Students choose words to study in class, as suggested by the technique's name, then they provide an a justification of the words' significance and the need for learning them.
- **Word knowledge rating :** : It focuses on which rate are students familiar with vocabulary words, students use self-selection strategy to choose words with the teacher and witting them in the board Dale (1965, cited in Vacca, Gove, Burkey, Lenhart, According to

McKeon 2000, p.282) , there are several perspectives on what students experience when a teacher presents something new on the board as an example to show the student's vocabulary cognition :

- a) I've never seen the word.
- b) I've heard of it, but I don't know what it means.
- c) I recognize it in context. It has something to do with.
- d) I know the word in one or several of its meanings.

There are two other major types of teaching vocabulary techniques to be tackled in this point: Incidental vocabulary teaching and planned vocabulary teaching.

- Incidental vocabulary acquisition :

According to its definition, it is a learning technique that is "the by-product of any activity not explicitly geared at committing information to memory." (Hulstijn, 1992, p.113-125). Following the same line of reasoning, Seal (1991, p.298) asserts that "incidental vocabulary is the teaching of problem vocabulary that emerges unexpectedly during a lesson."

Schmitt (2000) claims that this strategy as it is , "Learning through exposure" occurs when one is more concerned with linguistic use than learning itself. Therefore, context is crucial in supporting such learning.

When language learners hear or see new words used in a variety of contexts, they acquire the meanings of those words indirectly or implicitly. For instance, through routine interactions, discussions with others, and in-depth independent reading (Read, 2000). Therefore, this approach requires a lot of understandable information as well as

independent learning. Indirect vocabulary learning, according to Anderson & Nagy (1991, p.88), "concerns unconscious processes of learning through reading or hearing without being aware of the objectives of learning. When students read or listen to tales, movies, television shows, or the radio, they unintentionally pick up new words".

Practically, unplanned vocabulary teaching consists of three stages (Read, 2000) :

a- The teacher explains the meaning to the class using a variety of techniques, such as body language, synonyms, opposites, or anecdotes (a quick story or joke).

b- Through a series of questions, the teacher evaluates the students' comprehension of the words.

c- By facilitating them in using the words in various contexts, the teacher supports the knowledge that the students have learned.

In brief, incidental vocabulary acquisition is the process of unintentionally learning new words while engaging in an action. Additionally, this unintentional vocabulary learning occurs when a student shows a lack of understanding of a term during a lesson or when the instructor feels that his explanation of the material is insufficient. So, in order to have a distinct picture, he or she would need to clarify some words.

- Planned vocabulary teaching/learning

Planned vocabulary plays a role with deliberately learning a number of words, so one of the teacher's objectives that should be improved throughout the course is teaching words. When the instructor enters the classroom with a piece of equipment or set of vocabulary words that he or she has determined in advance will be taught throughout the session." Additionally, vocabulary teaching strategies (VTS) can rely on a variety of methods and instruments, including:

Using dictionaries is a great way to acquire new words and phrases. The conscious thought required to decide whether or not to look up a term was helpful for vocabulary retention, according to Grabe & Stoller (1997, p.112). Educators should begin by giving their students access to various dictionaries and instruct them on how to use them and pick reputable dictionaries to acquire words.

- Glossary: It is thought to be a simple method for determining meaning because it requires no work and saves time. In fact, "the glossary is comprehensive and useful in the event that the student cannot infer the meaning from the context. one of the dictionaries the most beneficial methods for increasing students' vocabulary understanding". (Oxford Dictionary, 2008, p.55)

- Focusing on meaning:

When we talk about the semantic value of words, we truly mean the various semantic relationships between them, which typically involve homonymy, antonymy, synonymy, and hyponymy. It all comes down to how new and old terms relate to one another. Vacca et al (2000, p.268) state that "the focus of instruction is to help the student associate new words with more familiar ones," which lends support to this viewpoint. McCarthy (1990, p.16) also emphasized that "this type of evidence suggests that synonymy in an absolute sense has no validity in vocabulary study." Furthermore, "Antonyms in particular can show whether kids really understand the meaning of new words" (Vacca et al, 2000, p.267).

To sum up, teaching vocabulary is a gradual process that requires teachers to concentrate not only on teaching new terms but also on improving their students' understanding of words they have already learned. Understanding how teachers use various tactics is crucial. level of the student, so vocabulary instruction and learning are frequently planned in the sense that instructors pick particular vocabulary words to teach. Utilizing various presentation methods adds variation and aids in the retention of new vocabulary.

2.7 the Relationship Between Vocabulary and Reading Comprehension

One of the most important aspects of learning a new language is developing one's vocabulary.

Graves & Wattstaffe (2002) state, “vocabulary plays an important role in reading, in many other aspects of schooling, and in the world beyond the school” (Cited in Vacca et al, 2000,p 255). However, many EFL teachers contend that language can impair students' ability to comprehend what they read. It is true that a text's abundance of unfamiliar terms can make readers less eager to read it; however, once a reader has a strong vocabulary base, reading comprehension improves, making it clear that vocabulary richness improves reading comprehension.

Additionally, Stah (1992, cited in Mukoroli, 2011) discovered that learning new words immediately enhances comprehension. He says that comprehension of a text inevitably declines as the difficulty of the words in the text rises. Because of this, it's essential for students to comprehend the lexis thoroughly in order to comprehend the new ideas and terminology.

Three hypotheses were put forth by Anderson and Freeboy (1981) regarding the necessity of vocabulary information for reading comprehension. (cited in Vacca et al 2000, p.254). They are the Instrumental hypothesis, Knowledge hypothesis, and Aptitude hypothesis.

a- aptitude hypothesis :

Vacca et al (2000, p.254) suggest, “both vocabulary and comprehension reflect general intellectual ability.” Therefore, vocabulary and comprehension are related skills; they are mental aptitudes because students who are more intellectually competent will be able to recognize the meaning of words to a greater extent.

b- Knowledge hypothesis :

Students who have a strong vocabulary background are knowledgeable about a variety of subjects and have a sufficient vocabulary to enhance reading comprehension. "Students with large vocabularies related to a given topic also have more knowledge about the topic, which in turn produces better comprehension," claim Vacca et al. (2000, p.254).

c-Instrumental hypothesis :

According to this theory, there is a cause and effect relationship between vocabulary and reading understanding. That is, "the instrumental hypothesis can be defended thus: if comprehension depends in part on word meaning knowledge, vocabulary instruction ought to influence comprehension." (ibid). It implies that vocabulary understanding affects reading comprehension favorably and vice versa.

2.8 Factors Affecting Learning Vocabulary

Learning a foreign language is affected by many factors. Takac (2008) listed a number of different factors.

2.8.1 Linguistics Features of Lexical Items

Takac (2008, p. 4) asserts that there are three primary factors to consider when discussing the linguistic characteristics of lexical items. The first problem is that there is no universally accepted meaning of the term "word" among linguists. While defining a "word" as "any sequence of letters bounded on either side by a space or a punctuation mark," Carter (1992, p.4), for example. Or, as "a minimal free form," according to Bloomfield, it is "the smallest meaningful unit of language." The second topic that needs to be addressed is the variety of vocabulary forms (as cited in Takac, 2008, p.4) . Any language has a large variety of lexical forms in its lexicon. Like morphemes, both free and bound (for example, laughing,

unbelievable), compounds (for example, bus driver), idioms (for example, to bit the dust), and other expressions, like greetings, catchphrases (e.g., "they don't make them like that anymore"), and trinomials (e.g., "sick and tired"). (e.g. how do you do). The third consideration is the fact that lexical objects cannot be separated from one another. Also noted by Laufer (1997) were other elements like pronunciation, orthography, length, morphology, similarity of lexical forms, and grammar that influence the learning of new word , (as cited in Takac 2008).

2.8.2 The Influence of First and Other Languages

According to Takac (2008, p. 8), the level of linguistic equivalence affects how the first language (L1) functions in the vocabulary-acquisition process. It might make learning words in a second or foreign language easier in some circumstances. In addition In some cases, it might be difficult. When reviewing and applying prior material, or when attempting to create a complex lexical item that has not yet been learned as a unit, this may occur. One can predict the challenges L1 speakers may encounter when learning the target language by performing contrastive analysis. The learner's approach to learning L2 is based on the "equivalence hypothesis," according to Ringbom (1987, p135). The learner tends to presume that the system of L2 is roughly similar to his L1 until he discovers that it isn't. is not. (As cited in Takac 2008).

2.8.3 Individual Learner Differences

One of the most crucial components that play an essential part in the process of learning vocabulary is the use of vocabulary learning strategies. Vocabulary learning techniques enact explicit teaching that includes a variety of activities, such as noting a new word, paying attention only to certain things, inferring meaning from context, and storing information in long-term memory. (Ellis, 1994, as cited in Takac, 2008). Individual learner differences, such as dread of failure, motivation, and attitudes toward vocabulary acquisition, however, also have a significant impact. (Takac, 2008, p.17).

2.8.4 The Organization and Development of the Second Language and Mental Lexicon

Mental lexicon and the structure and growth of the second language both have an impact on language development. According to Hulstijn, the mental lexicon is "a memory system in which a vast number of words, accumulated over time, has and been stored." Takac (2008) cited 2000. Because it allows the learner to retain and retrieve a large number of words in their memory, this method needs to be well-structured. Numerous studies on the L2 mental vocabulary have been done with the goal of elucidating how the words are arranged and extracted in the mind. The results of those studies indicate that L2 words are stored apart from L1 words, but that L1 and L2 lexicons are still in contact. (Takac, 2008, p. 11) .

2.9 Difficulties Faced by EFL Learners when Learning Vocabulary

One might believe that learning and acquiring language is an easy task. However, it is an important and complicated one. The problems and challenges that students experience during this procedure are numerous. In 2002, Thornbury addressed some of the The following are issues that students run into when acquiring vocabulary:

2.9.1 Pronunciation and Spelling

Both the pronunciation and spelling issues that EFL students face when acquiring vocabulary are significant challenges. Many studies and studies demonstrate that the harder words to enunciate are also the harder words to learn. According to Thornbury (2002, p. 27), the hardest words to learn are those that have consonant clusters, such as breakfast, crisps, and strength. McCarthy (2010, p.5) agrees that the unpredictable nature of word articulation is a major obstacle to learning English. Here are a few well-known examples:

Table 2.1

Words and Pronunciation

word	pronunciation
Cough	/kɒf/ rhymes with off
Tough	/tʌf/ rhymes with buff
Though	/ðəʊ/ rhymes with go.
Through	/θru:/ rhymes with you.
Bough	/baʊ/ rhymes with now .

According to Thornbury (2002), sound-spelling mismatches are significant contributors to errors in pronunciation or spelling, which are what make a word hard to learn. Words with silent letters, such as abroad, listen, and honest, present another challenge for spellers, explains Thornbury.

2.9.2 Length and Complexity

Thornbury (2002, p. 27–28) writes that "Long words seem to be no more difficult to acquire than short ones. High frequency words in English, however, typically have a short length, so the student is more likely to encounter them frequently, which is a factor that favors their learnability. In other terms, learning long words is not difficult. However, the fact that short words are more common and helpful for learners, making them more learnable than lengthy ones, makes them less learnable. the various situations that stress occurs in Polysyllabic terms can also be viewed as a challenge for EFL students.

2.9.3 Grammar

Another issue is the grammar attached to words, especially if it differs from that of their L1 counterpart. For instance, Spanish speakers who are learning English might say, "He

explained me the lesson," assuming that the word "explain" follows the same structure as both Spanish explicar and English tell. The decision of whether to use an infinitive or a -ing version, such as (to run), after a verb like "love," "hope," or "enjoy," can also be a challenge in grammar (running). Additionally, there is a grammar issue with phrasal verbs because some phrasal verbs are connected while others are not. For example She watched after her father, for instance, or she looked it up. (Thornbury, 2002, p. 28).

2.9.4 Meaning

Learners get perplexed when word meanings overlap. The verbs "make" and "do" are two examples of this: we can say you make the breakfast and make a reservation. However, we suggest that you clean your home and fill out a survey. Words that can signify several different things can be challenging for students who study since and still. Learning one interpretation of the word may prevent learning and accepting another interpretation that is distinct (Thornbury, 2002, p. 28).

2.9.5 Range of Connotation and Idiomaticity

Words that are frequently used in a variety of situations are typically regarded as being simpler than their equivalents that are less frequently used, according to Thornbury (2002, p. 28). In contrast to the verbs "impose" and "place," the word "put" has a wider range of meanings. Likewise, More reliable than "skinny," "slim," or "slender" is "thin." Words with style restrictions and connotations, such as very informal words, present another challenge in acquiring vocabulary. (chunk for throw, swap for exchange). Idioms and idiomatic expressions can be more difficult for learners to understand than words with clear definitions.

2.10 Solutions to Vocabulary Learning Difficulties

Learners must master vocabulary because it is one of the basic components of any language. However, they ran into a lot of issues and challenges while doing so. Graves, August, and Jeannette (2013, p.4-5) state that some potential answers The following can assist students in expanding their vocabulary understanding and resolving these issues:

2.10.1 Providing Rich and Varied Language Experiences

Making learners participate in a variety of language experiences is an effective way to expand their vocabulary, claim Graves et al. (2013, p. 4). Through the four language skills, learners will be able to develop their vocabulary by using this technique. The authors (Beck, Mckeown, According to Graves, August, and Jeannette (2013), (Kucan & Kucan, 2003, as cited in Graves, August, and Jeannette, 2013), students in the primary classes begin acquiring new words by using their speaking and listening abilities. This helps them advance their vocabularies. Additionally, according to (Applebee, langer, Nystrand, and Gamoran, 2003; Beck & Mckeown, 2006; Guthrie & Humenick, 2004, as cited in Graves, August, and Jeannette, 2013), students need to engage in authentic conversations. so that they can talk about a variety of subjects and relate what they have learned in school to problems they are facing in the real world. Additionally, students who have completed the intermediate classes are more advanced and have a wide vocabulary. As a result, they continuously expand their vocabularies by using reading as their primary linguistic experience. (Cunningham and Stanovich, 1998; cited in August Grave and Jeannette, 2013)

2.10.2 Teaching Individual Words

Teaching specific terms is another strategy that aids students in expanding their vocabularies, according to Graves et al. (2013, P. 4). In essence, the amount of vocabulary knowledge students will have at the end shows that we are unable to teach them all the terms they require. This does not preclude us from teaching the students some of the words, though.

(Beck, Mckeown, & Omanson, 1987; Graves, 2009a; Stahl & Fairbanks, 1986, in Graves, August, Jeannette, 2013) claim that study has revealed a lot about successful and unsuccessful methods of teaching specific words. Therefore, it is more effective for learners to acquire vocabulary when they have both definitional and contextual knowledge; When people come into contact with a term more than once, they process the meanings of the new words just as well.

2.10.3 Teaching Word-Learning Strategies

According to Graves, August, and Jeannette (2013, p. 5), one of the crucial strategies for assisting students in expanding their vocabularies is providing word-learning strategies. Carlyle (2007) (in Graves, August, Jeannette, and Boland, 2005) cites Bauman, Fount, Edward, and 2013), one method that has received a lot of attention is the use of word parts to reveal the meaning of unfamiliar terms. Additionally, the number of words students need to learn may be decreased by their understanding of the use of affixes and the use of roots to grasp the various members of word families, such as indicate, indicates, indicated, indicating, indication, and indicator. A further recommended tactic is to deduce word meaning from context. Since most vocabulary is acquired from context, Stenberg (1987 in Graves, August, and Jeannette, 2013) made this point. Thus, if students' As their ability to deduce word meanings from circumstances grows, so will their vocabulary.

The use of dictionaries and other reference materials is the third recommended strategy. When it comes to using these instruments more efficiently, students need assistance (Graves, 2006; Stahl & Nagy, 2006 in Graves, August, Jeannette, 2013). ELLS also need to develop their ability to cope with word groups. Finally, learning to use cognate knowledge can be an effective wordlearning technique for Spanish speakers and others whose native language

shares etymological roots with English (August et al., 2005; Bravo, Hiebert, & Pearson, 2007; Carlo, August, & Snow, 2005, in Graves, et al., 2013).

2.10.4 Fostering Word Consciousness

Fostering word awareness, in the opinion of Grave et al. (2013, P. 5), is the final crucial strategy for aiding learners in expanding their vocabularies. so that students are motivated to acquire the words and their various meanings. (Graves & Watts-Taffe; 2008; Scoot) claims that According to Skobel and Wells (2008) (as cited in Graves et al. (2013, p. 3), the term "word consciousness" refers to a cognitive and effective attitude toward words that incorporates meta-cognition about words, motivation to learn words, and a profound and enduring interest in words.

Additionally, the four language abilities are used by the word-conscious students. These students recognize the importance of words, are able to understand why certain terms are used instead of others, and are knowledgeable about the meanings of words that could be used in place of the ones the author or speaker selected. When learners are aware of the words around them, Scott and Nagy (2004 in Graves, et al. 2013, p.3) claim that this indicates that they are aware of the communicative power of words, the distinctions between spoken and written language, and a desire to learn and use new words. In conclusion, students pick up a lot of terms through their reading and listening abilities. They develop a favorable attitude toward acquiring new words as a result of this. At many levels of complexity, word consciousness can arise, and it needs to be encouraged. between pupils.

Conclusion

The process of learning a foreign language entails memorizing many different phrases in that language. The development of students' vocabulary depends on teachers, who offer and

choose vocabulary exercises that expand students' vocabulary. Thus, if students acquire and employ words Accordingly, they will improve their reading comprehension skills. Furthermore, this inspires students to study more and more. They can come across strange words frequently in various contexts in this manner. Additionally, they will enhance their general language proficiency (grammar, pronunciation, and expansion of cultural features) as well as their reading comprehension in specific.

3. Chapter Three: Results and Discussion

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Introduction

This chapter opens with an outline of the rationale for the selection of the main components of this research inquiry. The methodology used in this study is briefly reviewed along with the research approach and design. It also outlines the methodology underlying data collecting and analysis as well as the population and sample techniques employed in this study. It also reports the study's findings along with its analysis. Finally, The results are summarised in relation to the research questions that this study aims to address.

3.1 Research Methods and Procedures

Research methodology enables consideration of the justification for the selected methods and processes utilized in the specific context of a research investigation. Likewise, Kaouthari (2016) makes the case that a rigorous and open research methodology is essential for the creation of research that is scientifically valid, reliable, and credible and that may inform and motivate present academics and policymakers as well as future ones. The following present the choices for the present study's methodology as well as the rationale behind these choices.

3.1.1 Research design

In accordance with the aim of this study, which is exploring and describing the reading comprehension difficulties relating to lexical deficiency among first-year licence students in the department of English at Biskra University, research design adopted and opted for this study is the qualitative design. According to the well known authors in the field of research methodology Cresswell & Cresswell (2018), Qualitative research design entails a systematic approach mainly used to explore, describe, and/or understand a phenomena from a subjective

viewpoint in order to gather in-depth, detailed insights of a given topic or phenomena. In this study, a qualitative

case study design was used for the research. In order to give comprehensive and thorough data regarding the specific phenomena or case of L1 students' reading comprehension issues, two data gathering tools were put into use. The findings of this study cannot therefore be generalized, and more research is required to explore the various facets of this phenomena.

3.1.2 Sampling

As mentioned earlier, the target population of this study is first-year license students as well as the reading comprehension teachers at the department of English, Biskra University. The researcher has witnessed and observed

as a former license student that the freshmen face numerous difficulties with regard to reading comprehension in general and lexical deficiency in particular. Oftentimes, the lack of vocabulary hinders the comprehension and understanding of a written text especially when the reader is not a seasoned reader (experienced reader).

The students were selected in line with the research questions that this study is attempting to address. First-year license students were selected because of their limited experience, their relatively intermediate language proficiency, and their beginner reading comprehension skills. Additionally, the reading comprehension module is a very recent addition to the English department at Biskra University. So, in addition to three professors of the reading comprehension module, 25 first-year license students made up the sample for the current research study.

As far as the sampling technique, the sampling technique used for this study is the purposive sampling which is a non-probability sampling technique largely used in qualitative

research for the selection of participants who possess valuable insights, knowledge, and/or experiences relevant to the research questions, aim, and overall topic (Creswell & Creswell, 2018).

3.1.3 Data Collection Tools

The instruments employed by the researcher to gather the pertinent and necessary data required to address and respond to the study's questions are referred to as data collection methods or tools. The ones used in this study were selected based on the qualitative nature of the research. With this regard, a semi-structured teacher questionnaire and semi-structured questionnaire served as the study's primary data gathering tools.

3.1.3.1 Students' Questionnaire

Questionnaires are one of the most largely used research data gathering tools. According to Rubbin & Babbie (2016), a questionnaire is a set of written (electronically) or printed (on paper) questions that consists of a set of questions (items) devised for the purpose of gathering relevant data from individuals. It is characterised with its standardised format that allows for the measurement and the analysis of the collected data efficiently. As far as the present study is concerned, a semi-structured questionnaire was administered via printed copies to first-year license students at the department of English of Biskra University.

The aim of the questionnaire is to gain an in-depth perspective on the students' main reading comprehension difficulties with regards to vocabulary deficiency. The questionnaire consists of three sections, and 14 items. Although some of the items consisted of follow-up questions in which the participants were asked to elaborate their answers, the majority did not answer them, which can be considered as one of the limitations of this study. Before its

administration, the questionnaire was sent via email to the supervisor who made some remarks which were taken into consideration.

3.1.3.2 Teachers' Questionnaire

In order to answer the study's two research questions, a semi-structured questionnaire was administered to three reading comprehension teachers at the same department of the same university for the purpose of gaining valuable insights from a different viewpoint on the topic at hand. The teachers' questionnaire consisted of three sections and 13 items/questions. The questions focused on exploring the teachers' takes on their students' reading comprehension difficulties inside the classroom with an emphasis on the issue of lack of vocabulary. Like the students' questionnaire, the teachers' questionnaire was validated by the supervisor before it was handed in a printed format to the respective teachers.

3.2 Data analysis and Interpretation

3.2.1 Results and Discussion

3.2.1.1 Students' Questionnaire

The questionnaire was designed in order to take a closer look into the participants' experiences, thoughts, opinions, and perspectives with regard to vocabulary deficiency and its underlying impact on reading comprehension. In other words, the questionnaire questions sought to reveal the challenges and the obstacles students face in reading comprehension due to lexical deficiency. It is important to state at the outset that lexical deficiency forms one of the various reading comprehension difficulties and is not considered by the researcher as the sole or the most significant of which; rather, due to the scope and the questions that the present study seek to answer, lexical deficiency is the the reading comprehension difficulty under the investigation.

Section one: General Information.

Item 1- What is your gender?

Table 3.1

Students' Gender Distribution

Option	Number	Percentage
Male	9	36%
Female	16	64%
Total	25	100%

As shown in Table 3.1, female respondents (64%) outnumber their male counterparts (36%). This reflects that females are more interested in learning foreign languages like English more than males.

Item 2- How old are you?

Table 3.2

Students' Age Distribution

Option	Number	Percentage
17	2	8%

18	9	36%
19	8	32%
20	5	20%
21	1	4%
Total	25	100%

As displayed in Table 3.2, the highest of the respondents' age range was 18 and 19 years old and the lowest was 17, 20, and 21 years old. However, the study did not include participants older than 21 years old.

Item 3- How did you choose English?

Table 3.3

Choosing the English major

Option	Number	Percentage
your own choice	19	76%
imposed on you	2	8%
accidently	4	16%

Total	25	100%
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As represented in the table above it shows that the majority of 76% reported that choosing the English major was their own choice whereas a minority of 8% expressed that the choice of field of study was imposed by them. Another 16% reported that their choice was a mere accident.

Item 4- Do you use English outside of the classroom?

If yes, how often?

Table 3.4

Students' Use of English Outside the Classroom

Option	Number	Percentage
Yes	24	96%
No	1	4%
Total	25	100%

It is made clear from Table 3.4 that out of 25 students, only 1 does not use the English language outside of the classroom. Regardless of the frequency with which they use the foreign language off-class, these results are an indicator that students are in one way or another open to express themselves and use the language in their day-to-day discourse.

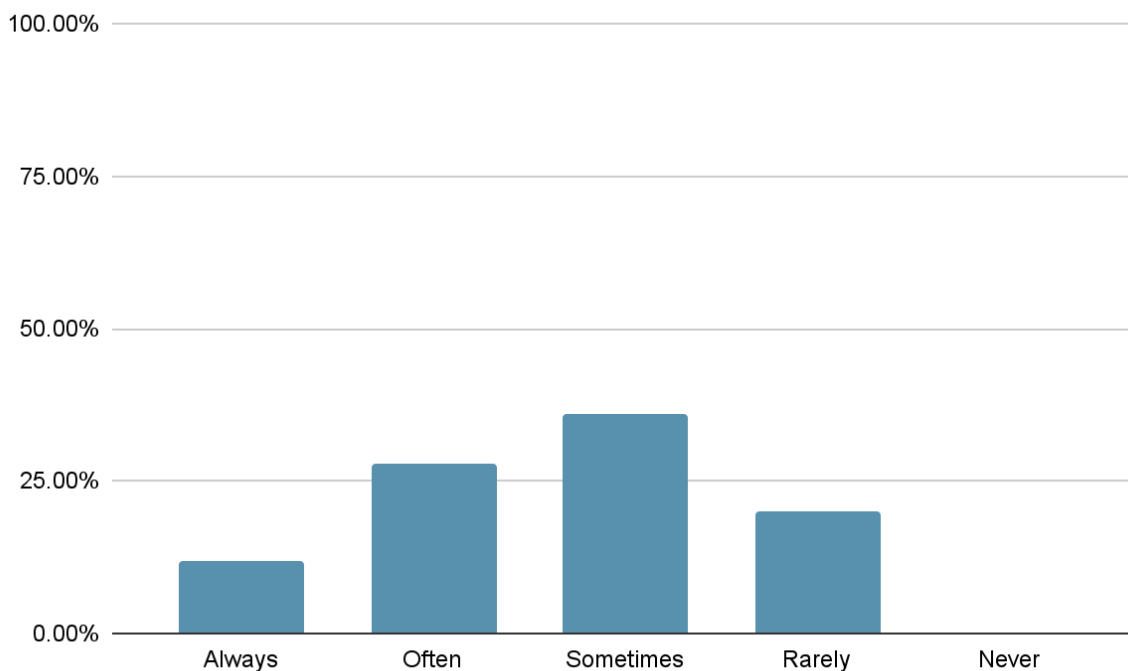
Table 3.5

The Frequency in which Students Use English Outside of the Classroom

Option	Number	Percentage
Always	3	12%
Often	9	36%
Sometimes	7	28%
Rarely	5	20%
Never	0	0%
Total	25	100%

Figure 3.1

The Frequency in which Students Use English Outside of the Classroom



Using English inside of the classroom is oftentimes not sufficient for the students to enrich their vocabulary repertoire nor is it ample to develop their language proficiency. For this reason, students were asked to declare how often do they practice reading in English outside of the classroom. As Displayed in Table 3.4 and Figure 3.1, 36% of the respondents often use English outside the classroom, 28% sometimes use it, 20% rarely use it, and only 12% always use English outside the classroom.

These results portray the frequency of off-class English Language use of a small percentage of first-year license English students at Biskra University which could be described as positive, however, more use of the language outside of the classroom is primordial to sharpen their language proficiency alongside their vocabulary acquisition.

Section Two: Reading Comprehension

Item 1- Do you read in English?

Table 3.6

Students' English Reading Habits

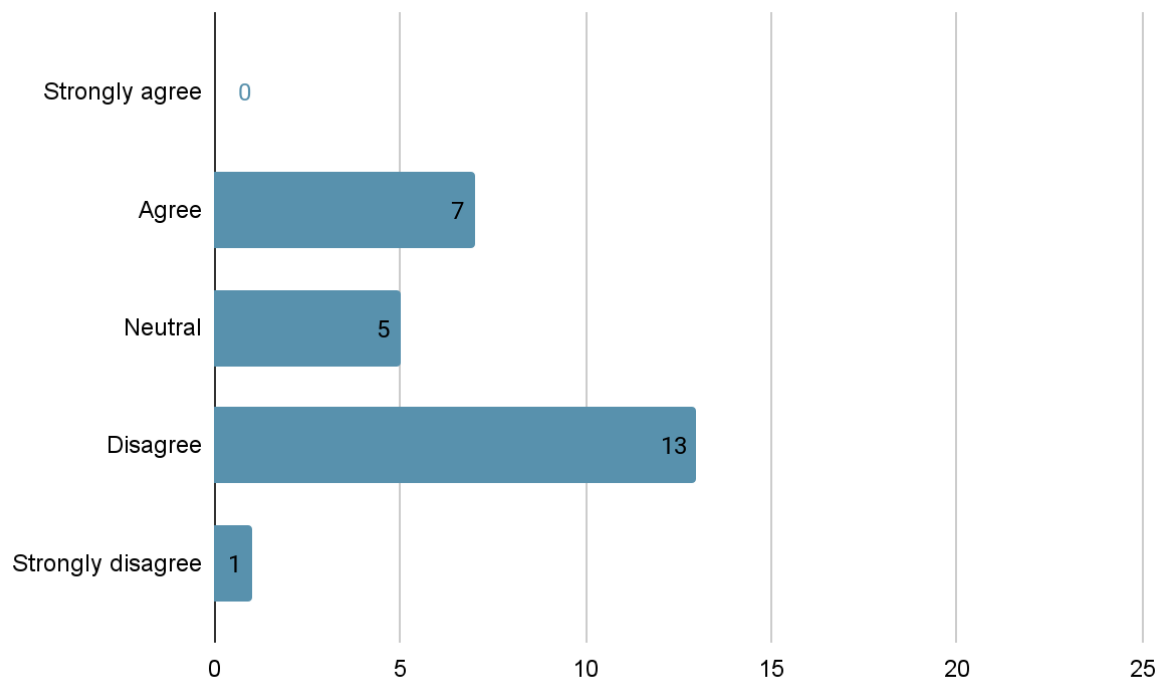
Option	Number	Percentage
Yes	23	92%
No	2	8%
Total	25	100%

The table above displays that the overwhelming majority of respondents (92%) proclaimed that they do in fact read in English while a total minority of 8% admitted that they do not read in English. It is most unlikely to not read in English given the fact that the respondents of this questionnaire are EFL students pursuing higher education and majoring in English; therefore, these results appear logical.

Item 2- Reading books in English is difficult

Figure 3.2

Degree of English Books Reading Difficulty According to the Students



As displayed in Figure 3.2, 13 out of 25 students stated that they disagree with the statement ‘reading books in English is difficult’ which indicates that these students do not find reading in English intimidating as much as, say, writing or speaking in English. Another 5 respondents kept a neutral position with regard to how much they agree or disagree with the statement and a total 7 out of 25 students reported that they do agree that reading in English is difficult in some way or another.

Due to the small sample size we cannot be sure whether the population of this sample, which is freshman English major students at Biskra University, find reading in English challenging and difficult. However, as far as the sample of this study is concerned, the majority disagree with the said statement.

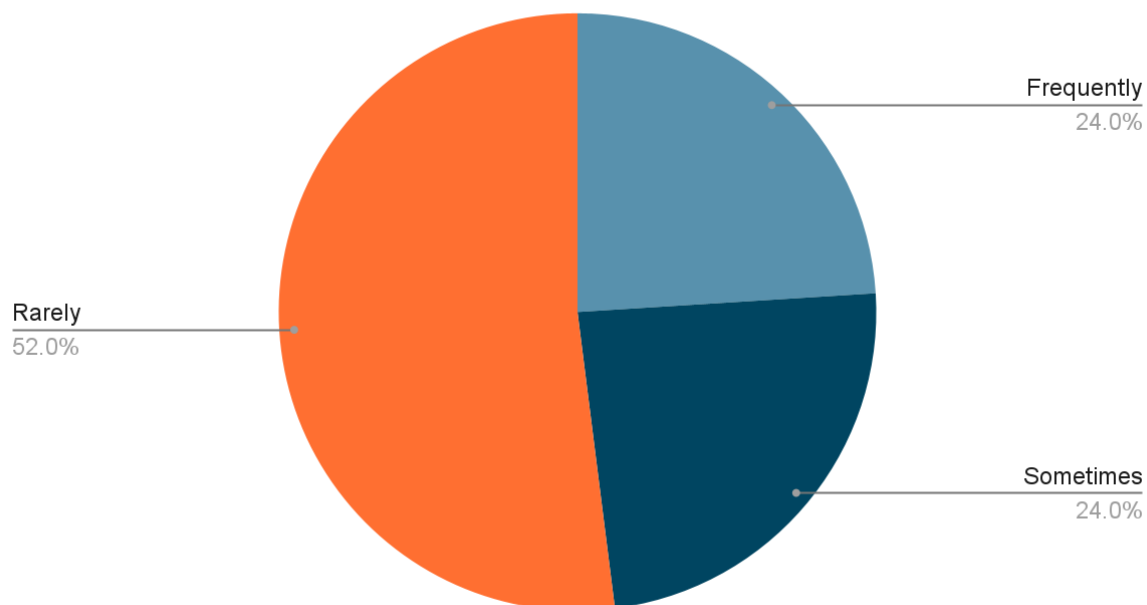
Item 3- How often do you have reading sessions in class?

Table 3.7

The Frequency of Reading Sessions Taken by the Students

Option	Number	Percentage
Frequently	6	24%
Sometimes	6	24%
Rarely	13	52%
Never	0	0%
Total	25	100%

Figure 3.3*The Frequency of Reading Sessions Taken by the Students*



The table and the figure The Frequency of Reading Sessions Taken by the Students show the frequency of reading sessions students have. Roughly, half of the students reported that they rarely do have reading sessions whereas 24% reported that they take reading sessions frequently and another 24% declared that they only sometimes have reading sessions. Regardless of the outside of the classroom readings, the results of this question showcase the need for more reading sessions inside the classroom.

Item 4- In general, when reading a text/book, do you find it: easy to understand, difficult to understand, somehow difficult.

Table 3.8

The Degree of Reading Difficulty

Option	Number	Percentage
Easy to comprehend	9	36%
Difficult to comprehend	1	4%
Somehow difficult	15	60%
Total	25	100%

This question was posed in order to find out whether students find reading texts in English difficult or not. This question will be later followed up by another one in which students are asked to identify the areas of difficulty with regard to comprehending reading texts/books.

Table 3.8 displays that only 4% (1 student out of 25) find reading a written text and/or book inherently difficult to understand whereas 60% find it somehow difficult. This may be due to many factors such as familiarity with the subject of the text, the students' language proficiency and motivation, to mention a few. On the other hand, 36% of the students reported that they find reading English books easy to comprehend.

Item 5- In case you have difficulties to understand the text, is it because of: difficult vocabulary, intended meaning, the use of idioms, other reasons

Table 3.9

Areas of reading comprehension difficulty

Option	Number	Percentage
Difficult vocabulary	16	64%
Intended meaning	4	16%
Use of idioms and metaphors	5	20%
Other reasons	0	0%
Total	25	100%

In parallel with the literature on reading comprehension difficulties, table 3.9 confirms that the majority (64% of the respondents) of the students find that reading comprehension difficulties stems from the difficulty of the vocabulary of the written texts. In other words, the vocabulary repertoire of the students does not meet the breadth and depth of the vocabulary of the reading texts consequently causing reading comprehension difficulties.

On the other hand, 16% reported that they face difficulties with inferring the intended meaning of the texts whereas 20% reported that the use of metaphoric and idiomatic expression hinders them from comprehending the written texts.

Despite the fact that the researcher has provided the student with the option of citing other sources of reading comprehension difficulties, none of the 25 respondents cared to elaborate more on the matter, which is a common issue related to the used data gathering tool, the questionnaire.

Section three: Vocabulary Deficiency

Item 1- How often does your teacher introduce new vocabulary in class?

Table 3.10

The Frequency with which Teachers Introduce New Vocabulary to the Students

Option	Number	Frequency
Always	1	4%
Often	8	32%
Sometimes	15	60%
Rarely	1	4%
Never	0	0%
Total	25	100%

This question was posed in order to find out how often do teachers expose and introduce new vocabulary to students inside of the classroom. As mentioned in the theoretic section of this research, vocabulary is very important in developing learners' language proficiency in general and their reading comprehension in particular. Exposing students to a wide range of vocabulary in a variety of contexts may increase students' reading

comprehension and decrease reading comprehension difficulties, at least those related to lexical deficiency.

As shown in table 3.9, the majority of the answers range between often and sometimes which indicate the teachers' efforts to supply the students with new vocabulary. Whether these new chunks of language are internalised in the students' minds to be passively (through reading and listening) or actively (through writing and speaking) used remains a question for further future investigation.

Item 2- When reading, do you think it is necessary to understand all the vocabulary in order to comprehend the whole text? Please explain.

20 out of 25 respondents responded that they need not to understand all the vocabulary in order to comprehend the entire text, whereas 5 responded that they do need to know all the vocabulary in order for comprehension to occur. Much to the researcher's dismay, only one of the 25 respondents provided further explanation. This respondent added that "we can understand the meaning through context and contextual clues".

Item 3- What kind of difficulties do you face when learning new vocabulary?

Figure 3.4

Types of Difficulties when Learning New Vocabulary

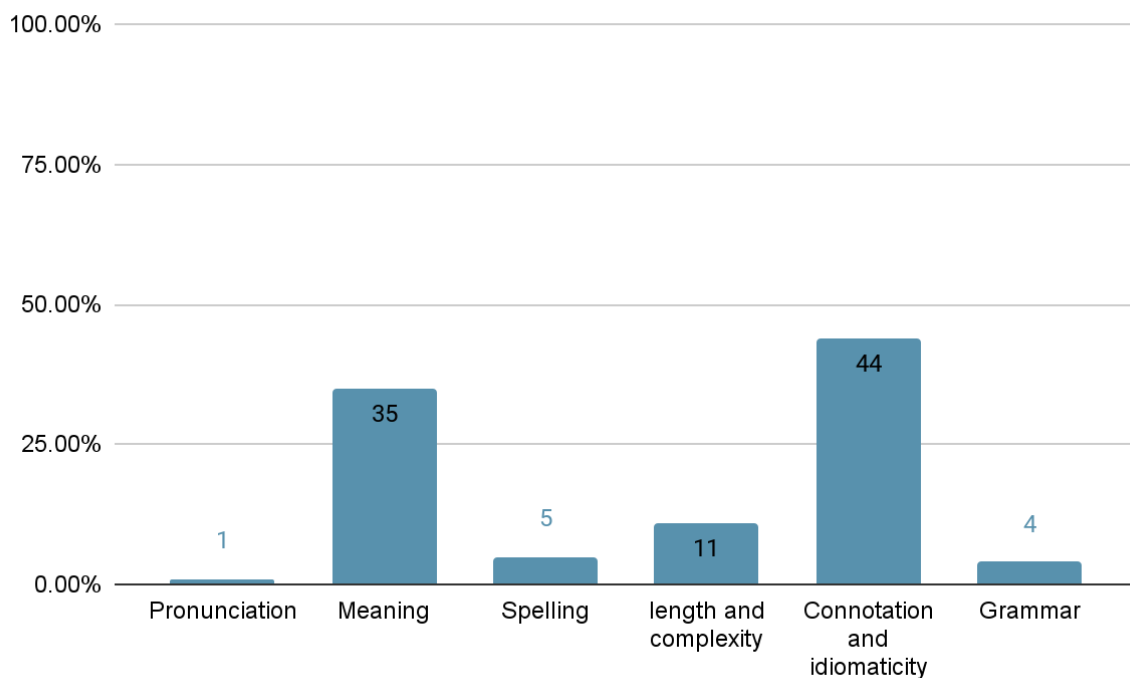


Figure 3.4 Displays the types of difficulties facing students when learning new vocabulary. This question was asked in order to uncover the challenges experienced by EFL students when learning new lexical items which fall within the scope of the study's aim: discovering and describing EFL students reading comprehension difficulties with regards to lexical deficiency.

35% of the respondents declared that they experience difficulties with learning meaning or meanings of the new vocabulary whereas 44% stated that connotation and idiomaticity of the lexical items are the major areas of vocabulary acquisition difficulty. Meaning, connotation, and idiomaticity are common areas of difficulty in relation to vocabulary acquisition and learning; therefore, these results align with those of the literature.

Item 4- Which of the following language skills do you focus on when learning vocabulary?
(more than one answer is acceptable)

Table 3.11

 Learning Vocabulary through Language Skills

Option	Number	Percentage
Listening	12	13%
Reading	46	49%
Writing	36	38%
Total	94	100%

The aim behind this question was to depict how the EFL students of this study learn new vocabulary, whether through the listening skill, the reading skill or the writing skill. Table 3.11 illustrates that 49% of the respondents' responses were: learning vocabulary through reading whereas 38% of the responses suggested that writing was the medium of their vocabulary learning.

These responses highlight the importance of reading and writing skills in developing and learning the vocabulary of the English language and, therefore, reciprocally, developing the language proficiency, the reading comprehension, and the writing skill.

Item 5- When you face problems in learning new vocabulary, how do you usually solve them?

Unfortunately, this open ended question received no answer from the 25 students who participated in this study. Therefore, the researcher suggests undertaking focus groups and interviews for future research in order to get richer, more elaborated answers.

3.2.1.2 Teachers' Questionnaire

The Teachers' questionnaire sought to find answers to the research questions which are mainly related to highlighting students' reading comprehension difficulties in relation to lexical deficiency as well as depicting teachers' perspective on the matter. Much like the students questionnaire, the teachers' questionnaire was sectioned into three sections: general information, reading comprehension, and vocabulary deficiency. In light of this, three reading comprehension teachers were asked to fill in the questionnaire form.

Section One: General Information

The first question was concerned with the years of experience of the investigated teachers. These teachers have been teaching English, respectively, for 9, 10, and 13 years. Two of the teachers were reading comprehension teachers whereas one teaches written and oral expression.

Section Two: Reading Comprehension

Q1- How often do you encourage your students to read?

External motivation is important especially when it comes from someone regarded as more experienced, more influential, and more knowledgeable. All three teachers proclaimed that they usually encourage their students to read, whether inside or outside the classroom.

Q2- Do you introduce reading sessions in the module(s) you teach?

As mentioned in the first section, some of the teachers teach other modules in addition to reading comprehension. All three teachers declared that they do in fact introduce reading to the other modules they teach. This illustrates that they give a significant importance to this language skill.

Q3- How do you find the level of your students' reading comprehension skill?

Similarly, all three teachers agreed that students' level of reading comprehension is average. One of the teachers stated "the general level of a classroom is average with some exceptions from the two extremes". Another teacher added "You have a minority of students who are advanced in language proficiency and reading comprehension, but then the majority fall within the average level".

Q4- Do you think some students' failure in reading comprehension is due to: the difficulty of reading tasks, the difficulty of lexical items, the nature (genre) of the reading material, the students' weak vocabulary background, other(s).

As far as the reasons behind students reading comprehension failure, two teachers declared that students' weak vocabulary to be the factor, and the third teacher attributed reading comprehension failure to the difficulty of the lexical items of the written texts. While these two factors appear similar, the difference between the former and the latter is that the latter refers to the difficulty of the vocabulary regardless of the level of students' language proficiency, be it beginner, intermediate, or advanced.

In this matter, teacher one commented that vocabulary knowledge as well as background knowledge are "influential factors which shape our understanding of a text.. without sufficient lexis, comprehension is impaired". In the same matter, teacher three added, "You notice when the student does not understand a word, he tries to look for contextual clues, and if the latter are ambiguous, the student feels intimidated and proper reading comprehension is not attained".

Q5- While dealing with reading in class, do you explain the difficult words in the text? If yes, is it done before, during or after reading?

All three teachers confirmed that they do explain the difficult or unfamiliar words in the text after reading because, as one of them declares, “ it gives room for the students to try to guess and infer the meaning of the difficult words from context”.

Section Three: Vocabulary Deficiency

Q6- How often do you present new words in class?

This question was posed in order to determine whether or not students are exposed to new vocabulary from the part of the instructors. Teacher one and two stated that they usually provide new lexical items to students; on the other hand, teacher three stated that he sometimes presents his/her students with new vocabulary.

Q7- When you teach new vocabulary, what strategy do you use?

Translation, pictures, definition, word in context, synonym and antonym?

Teacher one stated that he uses both definitions and synonyms and antonyms. Similarly, teacher two used the same strategies as teacher one plus explaining through context. Additionally, teacher three added translation as a strategy to teaching new vocabulary. It is worth noting, then, that all three teachers use similar vocabulary teaching strategies.

Q8- Do you students find problems with vocabulary mastery?

From the teachers' point of view, students do find problems with attaining an advanced-level vocabulary mastery. On this matter, teacher two suggests that vocabulary mastery is not easy and thus requires “lots of reading and practice”.

Q9- When students cannot understand some vocabulary in a text, do you?

Give them meaning directly, ask learners to guess the meaning from context, ask them to check in the dictionary, ask them to discuss it with a peer.

In order to describe the strategies adopted by the reading comprehension teachers in dealing with students' lack of understanding, this question was posed. Teacher one and three stated that asking learners to guess the meaning from the context is the standard strategy they oftentimes use. Conversely, teacher three reported that he asks the students to use the dictionary whenever they encounter a difficult word.

Q10- Do you think that students' difficulty with understanding vocabulary reflects their reading comprehension skill?

All three teachers agreed that vocabulary deficiency is, in fact, a major factor influencing and reflecting a student's reading comprehension level and skill. This emphasises the role of vocabulary knowledge in uplifting or compromising reading comprehension.

Q11- Does teaching vocabulary contribute to the improvement of students' reading comprehension?

The researcher, through this question, sought to discover the relevance of vocabulary instruction in relation to reading comprehension, all from the EFL instructors' point of view. Accordingly, Teacher one, two, and three were of the same mind that vocabulary instruction is relevant in promoting the reading comprehension level of the learners.

Q12- If you have further suggestions or comments concerning the effect of teaching vocabulary in improving reading comprehension, please indicate them.

Of all the teachers, teacher three was the only one to add a comment on the topic at hand, he commented, "The comprehension of text is processing vocabulary knowledge, as students encounter content-related vocabulary without knowing the meaning, their ability to comprehend the context may be compromised"

To attain the objective and aims of this study, two data gathering tools were employed in an attempt to answer the two research questions. We can conclude that both students and teachers recognise the underlying importance of vocabulary knowledge in shaping our understanding of written texts. In other words, without sufficient vocabulary, meaning is compromised and understanding is unachievable.

3.3 Discussion and summary of the results

The primary aim of this section is the discussion and synthesis of the results obtained in the previous section. This research was initiated in an attempt to describe and identify the main reading comprehension difficulties relating to lexical deficiency facing the EFL students at the English Department at Biskra University. In addition, the research sought to capture the reading comprehension teachers' perspectives on the issue of students' lexical deficiency in relation to reading comprehension.

In parallel with the nature and aim of the study, two data collection tools were adopted in reading comprehension?

order to answer the two research questions. We presented the results in connection to their corresponding research questions in order to emphasise the main findings of the qualitative data gathered.

Research Question one: What are the difficulties that EFL students may face in reading comprehension due to lexical deficiency at the level of the English Department at Biskra University?

This question was mainly posed in order to capture the main and most recurrent reading comprehension difficulties rooting from lexical or vocabulary deficiency. To answer this

question and gain a thorough perspective on the issue, a students' questionnaire as well as a teachers' questionnaire were employed for the investigation.

The collected data reveals that both the EFL students and the reading comprehension instructors recognise that reading comprehension and vocabulary knowledge are closely related. In other words, they both openly acknowledge that lexical deficiency may impair and compromise the readers' comprehension and understanding of a written text.

As far as reading comprehension difficulties, the majority of students declared that the area of reading comprehension usually lies within the areas of: difficult vocabulary of these texts, as well the limited repertoire of the students' vocabulary. They also expressed that the different layers of meaning that a lexicon has and the different connotation a lexicon may have creates further challenges for students' reading comprehension, thus leading to misinterpretation and misunderstanding of the written texts. In this concern, students recommend adding more reading comprehension sessions per-week since they find one session per-week to be insufficient to improve their reading comprehension skills.

Question Two: What are the teachers' perspectives on the issue of lexical deficiency in As mentioned in the results section, two of the three teachers were reading comprehension teachers and one was a written and oral expression teacher. The results of the teachers' questionnaire revealed that:

A- The teachers recognise the value of vocabulary knowledge in reading comprehension.

B- The teachers agree that the reading comprehension level of the students' is average and that students face a multifold of reading comprehension difficulties.

C- The teachers attributed a high percentage of the reading comprehension difficulties to the difficulty of vocabulary of some content-based written texts as well as the limited vocabulary repertoire of the majority of L1 students.

D- The teachers recommended that some vocabulary instruction should be added to the reading comprehension sessions in order to help students improve their reading comprehension skills.

In summary, the teachers' questionnaire results demonstrate that all the teachers agree that reading is an important language skill and that vocabulary knowledge is a determining factor which shapes the readers' understanding of a written-text, especially those with content-related vocabulary. In other words, lexical deficiency may lead to misunderstanding and misinterpretation of reading texts therefore resulting in comprehension impairment. The results also show that the teachers are well aware of the reading comprehension difficulties their students' face and that they use strategies in order to help them learn and overcome these difficulties.

Conclusion

This chapter's goal was to present, outline, summarise, and analyse the data obtained using the previously mentioned data collection methods. First, the methodological choices employed in the present study were described and justified. The findings of the two data collecting methods employed in the research investigation were then thoroughly explained and analyzed. Finally, in order to arrive at the final conclusions, these findings were reviewed and synthesized in connection with the suggested research questions.

General Conclusion

It might be challenging to improve reading comprehension among students of foreign languages. It is necessary to draw teachers' attention to a crucial emotive aspect, namely "vocabulary," and the part it plays in helping students to better understand. text. The current study has focused on the close connection between vocabulary and reading comprehension. Our study's major goal was to determine whether or not vocabulary instruction improves students' comprehension. Three chapters made up the current study. The first gave a comprehensive summary of reading comprehension, its key traits, and how important it is for learning in general and for improving reading ability in particular. The following chapter looked into vocabulary; it highlighted a few definitions and a number of vocabulary-building techniques that aid students in overcoming their reading comprehension weaknesses. The connection between vocabulary and reading comprehension was then the main topic. Last but not least, the third chapter was devoted to the examination of the information gleaned from the teachers' and students' questionnaire. In fact, research shows that vocabulary is a key component in assisting students with their issues with reading comprehension. After the questionnaire from first-year LMD students and teachers was analyzed, this was confirmed. The

The majority of students exhibit a great deal of enthusiasm and readiness to participate in reading assignments in class in order to advance and strengthen their reading comprehension, according to discussion of the survey findings from the students. Learners are more actively involved and enjoy their activities when they have a strong vocabulary. Vocabulary so greatly influences their ability to succeed in reading. Since they are eager to learn and exhibit drive and willingness to contribute, they have better comprehension than others. They will have more chances to utilize and practice the language as a result. The examination of the teachers' questionnaire revealed that teachers are aware of the importance

of vocabulary in overcoming students' comprehension barriers by giving them opportunities to read and understand. As a result, we think that students will be inspired to read aloud their ideas and improve their reading comprehension.

Implications and Recommendations

Our case study intends to shed light on the impact of vocabulary as a strategy to improve EFL learners' reading comprehension because vocabulary is undoubtedly a vital component of a language. Therefore, in the present study, we proposed that in order to improve students' reading comprehension, it is crucial to concentrate on enhancing students' vocabulary proficiency in order to learn the language more effectively, as well as engaging in a variety of activities and conducting research to increase their vocabulary stock. Teachers should pay more attention to pupils' vocabulary issues since these issues may impede their progress in learning English.

- They need to assume the roles of controller and guide, encouraging people to participate in their lectures.
- In order to ensure that their students' vocabulary grows, teachers must ensure that they conduct more vocabulary-building exercises with their pupils. They will be able to perceive concepts more clearly as a result of this.
- Time should be set out for reading lessons by teachers.
- To increase comprehension, teachers must encourage students to read more.
- Different vocabulary exercises that aid students in developing their vocabulary competency must be prepared by teachers.
- Students are supposed to have a strong word recognition through reading.

- Reading should be regarded as a crucial component. By including reading sessions in the curriculum, it should be given greater thought, paving the way further language instruction for the students.

Overall, teachers require assistance from the administration as well as their pupils because they cannot shoulder all the duty on their own. Therefore, it would be beneficial if teachers and administration collaborated to improve student learning throughout the course. For instance, teachers assist in planning efficient vocabulary and reading courses as well as managing students and classrooms. The university administration can also assist by offering helpful resources and various materials. The students' final responsibility is to respect the professors' policies and be inspired to learn and teach more effectively.

Limitations of the Study

During the time of conducting our research, some problems have been arisen and caused difficulties for us. These limitations are as follow:

- The sample of teachers (only three teachers).
- Time constraint was one of the major faced problems, especially when it comes to the practical part student were in exams and particularly the analysis of students'questionnaire, it was very timeconsuming.
- The lack of primary resources in our library was another problem that has been faced throughout the course of conducting our study.

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Appendices

Appendix A: Students' Questionnaire

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 Impact of vocabulary Deficiency on Reading Comprehension** . 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.

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

Section two: Reading comprehension

Item 1: Do you read in English? No Yes

Item 2: Reading books in English is difficult. Agree

Strongly agree neutral

Disagree strongly disagree

Item 3 : How often do you have reading sessions in class ? Frequently

Sometimes Rarely Never

Item 4: In general, when reading a written text / book do you find it : Easy to understand / comprehend Difficult to understand / comprehend Somehow difficult

Item 5 : In case you have difficulties to understand the text , is it because of :

Difficult vocabulary

Intended meaning (the meaning is not clear; you have to read between lines)

The use of idioms / slangs/ metaphors (you do not know their meaning/use)

other reason(s):

.....

Section three: Vocabulary deficiency :

Item 1 : How often does your teacher introduce new vocabulary in class ? Always

Often

Sometimes

Rarely

Never

Item 2 : When reading, do you think it is necessary to understand all the vocabulary in order to comprehend the whole text? Yes No

-Please explain:

.....

Item 3: What kind of difficulties do you face when learning new vocabulary? (more than one answer is acceptable) Pronunciation Meaning

Spelling

Length and complexity

Range of connotation and idiomaticity

Grammar

Other :

Item 4 : Which of the following languages skills do you focus on when learning vocabulary?

(More than one answer is acceptable)

Listening

Reading

Writing

Item 5: When you face problems in learning new vocabularies how do you usually solve them? —

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Appendix B: Teachers' Questionnaire

Teacher's questionnaire

Dear Teacher, You are kindly invited to fill in the following questionnaire as part of a master dissertation entitled « Exploring the impact of vocabulary deficiency on Reading Comprehension of English as a Foreign Language ». Your answers and opinions will be a great help to accomplish this research project . Please put a tick (√) for the appropriate choice or full answer whenever it is necessary . Thank you for your collaboration

Section One: General Information

1. How long have you been teaching English ?years

2. What are the modules that you have taught during this period?

2. What degree do you have?
 - b. Magister/ Master

 - c. Doctorate

Section Two: Reading Comprehension

3. How often do you encourage your students to read ?
 - a. Usually

 - b. Sometimes

c. Rarely

d. Never

4. Do you introduce reading sessions in the module(s) you teach?

a. Yes

b. No

5. How do you find the level of your students' reading comprehension skill?

a. Good

b. average

c. low

you may check more than one answer .

6. Do you think that some students' failure in reading comprehension is due to:

a. The difficulty of the reading task(s)

b. The Difficulty of lexical items

c. The nature (genre) of the reading material

d. The student's weak vocabulary background

e. other(s):

.....

7. While dealing with reading in class, do you explain the difficult words in the text?

a. Yes

b. No

- If "Yes", is this done: a. Before reading

b. During reading

c. After reading

Section three: Vocabulary deficiency

8. How often do you present new words in class ?

- a. Usually
- b. Sometimes
- c. Rarely
- d. Never

8. When you teach new vocabulary, what strategy do you use ?

- a. Translation
- b. Pictures
- c. Definition
- d. Word in context
- e. Synonym and opposite

you may check more than one answer .

9. Do your learners have difficulties with vocabulary mastery ?

- a. Yes
- b. No
- e. Other:

10. When students cannot understand some vocabulary in a text, do you?

- a. Give the meaning directly and systematically.
- b. Ask learners to guess the meaning from the context.
- c. Ask them to check in the dictionary.
- d. Ask them to discuss it with a peer.
- e. Other:

11. Do you think that students' difficulty with understanding vocabulary affects their reading comprehension skill?

- a. Yes
- b. No

12. Does teaching vocabulary contribute to the improvement of students' reading comprehension?

a. Yes

b. No

13. If you have further suggestions or comments concerning the effect of teaching vocabulary in improving reading comprehension, please indicate them.

.....

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.....

.....

.....

We thank you for your participation in filling this questionnaire.

ملخص الدراسة

يمكن أن يكون لنقص المفردات تأثير كبير على فهم المقروء . قد يعاني الأفراد ذوو المفردات المحدودة لفهم معنى الكلمات غير المألوفة ، مما يؤدي إلى صعوبة في فهم النصوص المكتوبة . يمكن أن يؤدي هذا إلى انخفاض مستويات القراءة وضعف الأداء الأكاديمي . أظهرت الأبحاث أن هناك علاقة قوية بين معرفة المفردات وفهم القراءة . يمكن أن يؤدي تعليم المفردات الفعال إلى تحسين فهم القراءة من خلال تزويد الطلاب بالأدوات التي يحتاجونها لفك رموز الكلمات غير المألوفة وفهم معنى النص . تستخدم الدراسة أيضًا تحليل البيانات النوعية لاستكشاف تأثير نقص المفردات على الفهم القرائي . من المتوقع أن تقدم نتائج الدراسة نظرة ثاقبة حول أهمية معرفة المفردات في فهم القراءة وإبلاغ تطوير استراتيجيات فعالة لتحسين مهارات القراءة والكتابة . لذلك ، من الضروري للمعلمين وأولياء الأمور إعطاء الأولوية لتطوير المفردات لضمان فهم القراءة الناجحة

