



The People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Mohamed Kheider University of Biskra  
Faculty of Arts and Foreign Languages  
Department of English



**The Role of Teaching Vocabulary in Improving  
Reading Comprehension .**

**The Case of first year English student at Mohamed  
Kheider, Biskra University.**

Dissertation Submitted in a Partial Fulfillment for the Requirements of the  
Master Degree in Science of the Language.

Submitted by

Djafer Samra

Supervised by

Segueni Lamri

**2013**

## **Dedication**

I dedicate this work:

To the light of my life, to my husband for his continuous encouragement and persistence to accomplish this work, my ultimate grateful for his love, moral support, and outstanding patience during this long journey. Ben chaira Larbi.

To the dearest parents : Ahmed and dalila.

To my father in law and to my mother in law:Abd elkadar and Rabia. who has encouraged me to follow my studies, I am forever grateful.

To all my family: my brothers and sisters who have supported me and encouraged me to go further,especially,my best sisters ,Rokia; Hakima,Mesouda and Dalal.

To the closest nieces:\*Amina and Alaa\* , the candles that have enlightened our family.

To the dearest friends :Fifi ,Rima ,Somaya,Meryem ,Rahma and Latifa.

Thank you

## **Acknowledgement**

This dissertation could not have been accomplished without the invaluable contribution of many people.

I would like to acknowledge the help I received from my supervisor ,Mr.Segueni Lamri, who provided me with many forms of assistance, encouragement and constructive guidance. But best of all always kept me in a good spirit through the completion of this project .

I am grateful to the teaching staff of the English department at the university of Biskra in particular to the head of department Mrs. Boudiaf Naima. we would like to thank all the teachers and students who participated in this research.

Last but not least, special thanks thank are due to our family members, our dear parents, sisters and brothers for their immense care, spiritual and financial support without forgetting our best friend.

## **Abstract**

This study aims at investigating the role of teaching vocabulary in improving reading comprehension. This study is important for EFL learners, especially for first year English students of Mohamed kheider university , in order to improve their vocabulary in order to help them to understand what they read and to decrease their difficulties to become efficient readers. Therefore, we hypothesize that if our EFL learners are taught vocabulary appropriately by using effective teaching techniques, their reading comprehension will improve . EFL students of first year face some major problems in reading comprehension because of their poor stock of vocabulary .They are unable to read and understand texts, books and articles especially when they encounter difficult lexical items. To reach such an aim, we administered a questionnaire to thirty eight participants at Mohamed Kheider University of Biskra .The results revealed that reading comprehension may be improved as a result of effective vocabulary teaching. We divided our dissertation into three main chapters: Chapter one covers pre-teaching vocabulary ,teaching vocabulary ,its definitions, its description ,its steps, its strategies ,its difficulties and its importance in reading comprehension, also this chapter covers the relationship between vocabulary strategies and reading. Chapter two covers the different views about reading comprehension and include its importance, its nature ,its components and ,its techniques . The last part of this dissertation is devoted to the field work which consists in the administration of two questionnaires for both teachers and students ,hence this chapter is devoted to describe and analyze the result of both questionnaires. Finally the results from both questionnaires were analyzed in order to confirm our main hypothesis.

## **List of Abbreviations**

**BD** Bilingual Dictionary.

**CLT** Communicative Language Learning.

**CBA** Competency Based Approach.

**EFL** English as a Foreign Language.

**ELLS** English language Learners.

**FL** Foreign Language.

**IPD** Internet Picture Dictionary.

**GTM** Grammar Translation Method.

**L1** First Language.

**%** Percentage.

**MD** Monolingual Dictionary..

**RRG** Reading Research Group.

**SMD** Standard Monolingual Dictionary.

**SEM** Structural Equation Modeling..

**TEL** Teaching English Language.

## List of Figures

<b>Figure 1:</b> Students' age distribution.....	51
<b>Figure2:</b> Students' gender .....	52
<b>Figure 3:</b> Students' attitude toward reading .....	53
<b>Figure4:</b> students' Reading habit.....	54
<b>Figure 5:</b> Students' enjoyment of reading .....	55
<b>Figure 6:</b> Preferred language for reading.....	56
<b>Figure 7:</b> Students' type of reading they like .....	57
<b>Figure8:</b> Teachers' encouragement to read in the class.....	58
<b>Figure 9:</b> Students' reasons of reading. ....	59
<b>Figure 10:</b> Students' favourite place for reading.....	60
<b>Figure 11:</b> Preferred time for reading .....	61
<b>Figure 12:</b> Reading outside the classroom.....	62
<b>Figure 13:</b> classmates encouragement.....	63
<b>Figure 14:</b> The useful activities for students .....	64
<b>Figure 15:</b> Students' expectation from reading. ....	65
<b>Figure 16:</b> Problems impair students' comprehension .....	67
<b>Figure 17:</b> Teachers' age distribution .....	69
<b>Figure 18:</b> Teachers 'experience. ....	70
<b>Figure 19:</b> Teachers' degree. ....	71
<b>Figure 20:</b> Teachers' encouragement to read in the class.....	72
<b>Figure 21:</b> Teachers as guiders for successful reading.....	73
<b>Figure 22:</b> Teachers' satisfaction of students level of reading.....	74
<b>Figure 23:</b> The contribution of teaching vocabulary in improving reading skill .....	75
<b>Figure 24:</b> The causes of students' failure to read in the classrooms.....	76

<b>Figure 25:</b> Reading as a crucial part in language teaching .....	77
<b>Figure 26:</b> Students' level concerning reading comprehension skill .....	78
<b>Figure 27:</b> Vocabulary and its importance in reading comprehension .....	79
<b>Figure 28:</b> The suitable technique that encourages students to read effectively .....	80
<b>Figure 29:</b> The importance of reading skill .....	81
<b>Figure30:</b> The most difficult type of vocabulary items to teach in the classroom .....	82

## List of Tables

<b>Table 1:</b> Levels of acquiring vocabulary .....	14
<b>Table 2:</b> Students' age distribution .....	51
<b>Table 3:</b> Students' gender .....	52
<b>Table 4:</b> students' attitude toward reading.....	53
<b>Table 5:</b> students' reading habit.....	54
<b>Table 6:</b> Students 'enjoyment of reading .....	55
<b>Table 7:</b> Preferred language for reading .....	56
<b>Table 8:</b> Students' type of reading they like .....	57
<b>Table 9:</b> Teachers' reading encouragement .....	58
<b>Table 10:</b> Students' reasons of reading .....	59
<b>Table 11:</b> Students' favourite place for reading .....	60
<b>Table 12:</b> Preferred time for reading .....	61
<b>Table 13:</b> Reading outside the classroom .....	62
<b>Table 14:</b> classmates' encouragement .....	63
<b>Table 15:</b> The useful activities for students .....	64
<b>Table 16:</b> Students' expectation from reading .....	65
<b>Table 17:</b> Problems impair students' comprehension.....	66
<b>Table18:</b> Teachers' age distribution .....	69
<b>Table 19:</b> Teachers' experience .....	70
<b>Table 20:</b> Teachers' degree.....	71
<b>Table 21:</b> Teachers' encouragement to read in the class. ....	72
<b>Table 22:</b> Teachers as guiders for successful reading. ....	73
<b>Table 23:</b> Teachers' satisfaction of students level of reading.....	74



<b>Table 24:</b> The contribution of teaching vocabulary in improving reading skill .....	75
<b>Table25:</b> The causes of students' failure to read in the classrooms .....	76
<b>Table 26:</b> Reading as a crucial part in language teaching .....	77
<b>Table27:</b> Students' level concerning reading comprehension skill .....	78
<b>Table28:</b> Vocabulary and its importance in reading comprehension .....	79
<b>Table29:</b> The suitable technique that encourage students to read effectively .....	80
<b>Table30:</b> The importance of reading skill.....	81
<b>Table 31:</b> The most difficult type of vocabulary items to teach in the classroom.....	82

## **Table of Contents**

Dedication.....	I
Acknowledgement .....	II
Abstract.....	III
List of abbreviations .....	IV
List of figures .....	V
List of tables .....	VI
Table of contents .....	VII

## **Introduction**

1. Statement of the problem.....	1
2. Aim of the study .....	1
3. Research questions .....	1
4. Hypothesis .....	2
5. Methodology.....	2
6. Research tools.....	3
7. Structure of the study.....	3
8. Research limitation .....	4

## **Chapter One**

### **Vocabulary**

Introduction .....	5
1. Pre -teaching vocabulary .....	5
2. Teaching vocabulary.....	6
3. Vocabulary definition. ....	6
4. Vocabulary description.....	8
4-1 Lexicology.....	9

4.1.1 Word category: Class .....	9
4.1.2- Word building .....	10
a-Affixation. ....	10
b-Compounding:.....	10
c-Conversion.....	10
4.2 Lexicography .....	11
4.3 The word meaning .....	11
5- Steps of teaching vocabulary.....	13
5.1 Selection. ....	13
5.2 Sequencing .....	14
5.3 Presentation .....	15
6. Strategies for teaching vocabulary .....	16
6.1. Unplanned vocabulary teaching.....	16
6.2. Planned vocabulary teaching .....	17
6.2.1. Dictionaries.....	18
6.2.3. Glossary.....	21
6.2.4. Translation .....	21
6.2.5. Focusing on word meaning.....	22
A. Synonymy .....	22
B. Antonymy .....	22
C .Hyponymy .....	23
7.Word difficulties.....	23

7.1. Idioms .....	23
7.2. Transfer of meaning.....	23
7.3. Words with several meanings.....	24
7.4. Sub-technical words .....	24
7.5. Super ordinates .....	24
7.6. Synonyms and antonyms .....	25
7.7. Irony .....	25
8. Relationship between vocabulary strategies and comprehension.....	26
9.Importance of vocabulary in reading comprehension .....	27
10- Develop a set of word-learning strategies .....	29
Conclusion.....	29

## **Chapter Two**

### **Reading Comprehension**

Introduction .....	31
1. Different views about reading .....	31
2. Components of reading comprehension .....	35
2.1 Background knowledge. ....	35
2.2. Inferencing.....	36
2.3 Strategies .....	36

2.4 Vocabulary .....	37
2.5 Word Reading.....	37
3. Techniques of reading comprehension .....	38
3.1. Predicting .....	38
3.2. Skimming .....	38
3.3. Scanning.....	39
4. The acquisition of reading skills.....	40
5. Factors enhancing reading .....	41
6. Typology of reading .....	41
7. Principles of the teaching of reading .....	42
8. The importance of reading.....	43
9. Reading strategies.....	44
10. Sources of reading comprehension difficulties .....	47
Conclusion.....	48

## **Chapter Three**

### **Field Work**

1. Description of students' questionnaire .....	50
2. Analysis of students' questionnaire .....	51

3.Description of teachers' questionnaire .....	68
4.Analysis of teachers' questionnaire .....	69
<b>General Conclusion .....</b>	<b>84</b>

## **References**

## **Appendices**

## **Résumé**

# **General Introduction**

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

One of the major obstacles EFL learners encounter in reading in general and reading comprehension in particular is their poor vocabulary stock .Therefore , we think that if we want to improve learners' reading skill , we should adopt a number of appropriate techniques in teaching vocabulary .We also have to try to initiate our learners on how to increase their vocabulary stock to become effective readers and thereby improve their reading comprehension.

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

No one can deny the importance of vocabulary in reading having a satisfactory stock of vocabulary in a guarantee for a full understanding of any piece of printed material be it a piece of literature like prose, articles from newspapers or magazines, or any usual simple text that we generally exploit in reading comprehension. The present research seeks to highlight the role of teaching vocabulary in the improvement of reading comprehension.

Throughout our study ,we will tackle the importance of vocabulary to help our EFL learners in what they read. However, language teachers are responsible for creating favorable conditions which encourage students in acquiring the necessary stock of vocabulary items. Thus, the main aim of this investigation is to establish a positive correlation between teaching vocabulary and reading comprehension.

## **3.Research Questions**

The present study is designed to answer these questions:

- What is the relationship between vocabulary and reading comprehension?
- Does the learner use suitable techniques during his reading?.

- What are the most sources of difficulties that face EFL learners?
- To what extent can vocabulary help in enhancing reading ?

#### **4.Hypothesis**

Reading and vocabulary are both important concepts within any written language, and they typically develop together for learners. Vocabulary is a vital part of language that students need to master in order to read effectively. EFL students, however, face serious problems regarding this aspect of language.

The reason behind this is probably due to the techniques teachers use to teach vocabulary, because the improvement of students knowledge of vocabulary depends on the teachers' techniques about how to transfer their knowledge to the students and the methods they use are very important. Hence, teachers should pay attention to the techniques for teaching vocabulary and decide which best suits their students.

So, We hypothesise that if EFL learners are taught vocabulary by using efficient techniques, their reading comprehension will improve.

#### **5.Methodology**

In our research ,we intend to use a descriptive interpretative method in order to gather data also to describe and evaluate students attitudes towards learning and teaching vocabulary .We opted for the use of this method because we believe that it is suitable for the subject under investigation.

We used this method in particular because we think it is especially well suited to the task of providing the most relevant information about students perceptions and about the techniques used.



## **6.Research Tools**

In order to test our hypothesis and to obtain the information required from our subjects and to meet the objectives of our study, we will administrate a questionnaire for our sample population that contains thirty eight of first year English students as well as a questionnaires for teachers.

First, a formal questionnaire will be addressed to students who are supposed to answer according to their knowledge in order to see their level and to see the most difficulties they face.Second, for our research, a questionnaire will be addressed to teachers of English Mohamed kheider University considering their experience and perception in teaching.

In this respect, the goal intended is to see the extent to which students are able to make a link between vocabulary and reading.. and also to measure the degree of using different items for the influencing of reading comprehension .

## **7.Structure of the Study**

Our research is divided into two main parts; a descriptive part which includes two main chapters about our subject, and the empirical part which includes one chapter; the situation analysis of the questionnaires of both teachers and students .

Chapter one will present pre-teaching vocabulary ,teaching vocabulary ,its definitions, its description ,its steps , its strategies, and also, its difficulties and its importance in reading comprehension. The same chapter involves the relationship between vocabulary strategies and reading.

In chapter two, we will shed light on the different views about reading comprehension and include its importance , its nature , then, we will try to give its components and ,its techniques.

In chapter Three, we will gather data concerning from the analysis of the teachers

questionnaire as well as the students questionnaire. The data obtained from both questionnaire will be analyzed, and interpreted so as to confirm or infirm our hypothesis

## **8. Research limitations**

The research will deliberately focus on:

1. Finding out the factor /causes leading to the learner's reading comprehension.
2. Finding and providing solutions to cater for learner's difficulties especially on vocabulary and reading comprehension.
3. Encouraging EFL learners to enhance their reading and to increase their vocabulary.

## **Introduction**

One of the main factors that hinder reading comprehension is the vocabulary issue. The teaching of vocabulary has long been neglected. It has not been a primary concern since it is assumed that vocabulary develops naturally through exposure to comprehensible input in meaningful context (Krashen, 1989, cited in Gridharam and Conlan, 2003, on\_line pages).

Vocabulary acquisition is considered as an integral and fundamental area of language teaching/learning. Whether the language is first, second or foreign, it would be impossible to learn a language without its lexis. Nevertheless, vocabulary instruction and learning has not been recognized as a priority in language teaching until the 1970's and early 1980's. Specialists had given high credit to grammar and phonology at the expense of vocabulary.

### **1.Pre-teaching vocabulary**

Preteaching vocabulary (Bamford and Day, 1997) is a proven method of enhancing knowledge before reading a new, as well as introducing cultural aspects of a text, using pictures, films, or a field trip. Previewing text in this way is sometimes called frontloading. Preteaching vocabulary through oral activities so that by the time it is found in the reading it is already familiar.

Also, learning new vocabulary involves learning about something, talking about it, wondering about it, and then reading and writing about it. If you think of vocabulary as a classroom resource that you can save ELLS, a lot of time.

## **2.Teaching vocabulary**

Psychologists, Linguists and Language teachers have tried to understand the paramount importance of the lexicon in language learning and communication. Accordingly, the increased attention to *vocabulary teaching* has become more important.

## **3.Vocabulary definitions**

In fact, the word vocabulary has been defined as follows: “the term vocabulary refers to the knowledge of words and their meaning Laufer(1989).Despite the fact that this definition is too limited, since words come in two forms: “oral and print”.

Oral vocabulary refers to the words recognized and used in listening and speaking. Print vocabulary includes those words that are recognized and used in reading and writing. Word knowledge also comes in two kinds: receptive and productive.By receptive vocabulary,we mean the words that we recognize when we hear or see them .

Productive vocabulary includes the words we use when we speak or write. In short terms, the term vocabulary refers to the knowledge of words and word meanings in both oral and print languages in productive and receptive forms.

Thornbury (1997) states that vocabulary or lexis in English is frequently used interchangeably. The definition of vocabulary relates to various views about the nature and use made of vocabulary in the Longman dictionary (1995); vocabulary is defined as all the words that someone knows, learns or uses.

The Oxford Dictionary (2002) defines vocabulary as the body of words used in a particular language or in a particular sphere. Todd (1987) argues that there is an orthographic, morphological, lexical and semantic aspect of the word. The orthographic word has a space on both sides of it.

A morphological word considers the form only. A lexical word considers all the forms a word can take and which are clearly related by meaning. A semantic word considers the distinction between items that may be morphologically identical but differ in meaning.

Harmer (2007) claims that in more recent years, interest has been given to vocabulary. In the 1990s, for example, there was considerable discussion about the lexical approach developed by Michael Lewis who suggested that we should structure our curriculum around lexical chunks rather than grammar functions or other units of organizations. The lexicon is seen as playing a much more central role in language organization, language learning and teaching.

Lewis (1993) suggested the following:

1. Lexis is the basic of language.
2. Lexis was misunderstood in the language teaching because the assumption that grammar is the basis of language and the mastery of grammatical system is a prerequisite for effective communication.
3. The key principle for lexical approach is that” language consists of grammaticalized lexis, not lexicalized grammar”.
4. One of the central organizing principles of any meaning-centred syllabus should be lexis.

All language methods have some common points. They see phonology and grammar as more serious candidates for successful language teaching. Theoretical priorities have changed throughout language teaching theory, and researchers started to claim the importance of vocabulary in foreign language learning.

It is taken for granted that it is impossible to learn a language without knowing its vocabulary, its words. Vocabulary is defined in Oxford Dictionary (2007) as the total number of words that make up a language. Longman Dictionary (1995) defines vocabulary as all the words that someone knows, learns or uses. It is vocabulary that leads learners to express themselves clearly and appropriately in a wide range of situations. Hatch and Brown (1995) consider vocabulary as a list or set of words of a particular language that individual speakers of a language might use.

According to Lehrer (2000: 4-15/16), the term vocabulary refers to the knowledge of words and their meanings. However, this definition is too limited because words come into oral and print forms. Oral vocabulary refers to the words we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize in reading and writing.

Word knowledge also comes into two kinds: receptive and productive. By receptive vocabulary, we mean the words that we recognize when we hear or see them. Productive vocabulary includes the words that we use when we speak or write. Thus, according to Lehrer (2000), the term vocabulary is defined as the knowledge of words and their meaning in both oral and print language in receptive and productive forms.

#### **4.Vocabulary description**

The two branches of linguistics that are concerned with the study of vocabulary and its different forms and uses are lexicology and lexicography. So as to depict and explore vocabulary in a good way, we must discuss both of them.

## **4.1. Lexicology**

Lexicology is one branch of linguistics that analyses the vocabulary items of a language. It is concerned with word classes (how they are formed by affixation or compounding), word formation, and word meaning.

### **4.1.1 Word category: Class**

Word class is a grammatical term to describe words that belong to the same part of speech. Harmer (2007) believes that the English language is classified in eight “parts of speech”: Noun, pronoun, adjective, verbs, adverb, preposition, determiner and conjunction.

\*A noun is a word (or group of words) that is a named of: a person, a place,

a thinker activity or idea; Rachel, New York, book, walking.

\*A pronoun is a word that is used in place of a noun or a noun phrase.

\*An adjective describes a person or thing: good, bad, happy , long.

\*A verb is a word (or group of words) which is used in describing: an action, experience, state: Sara resembles his sister.

\*An adverb is a word that describes a verb; slowly, badly.

\*A preposition is a little word or group of words which is used before a noun

or pronoun; on, in, by, at. Examples: Bring me two bottles of juice/ Put that

in the box/I think I put it on top of the cupboard.

\*A determiner is a word that qualifies the noun.

A determiner is a definite article "the"/- Indefinite article a / an.also ,it is a possessives my, your, etc.or it is demonstratives this, that, these, those.and it is quantifiers some, many, few, etc.

\*A conjunction is a word that connects sentences, phrase or clauses.

For example: Full of energy and ready to go.

#### **4.1.2. Word building**

Word building ,also, called word formation can takes three forms; affixation, compounding and conversion.

##### **➤ Affixation**

According to Bauer (1983),who said that affixation is considered as the operation of adding a letter or a group of letters to the base.and he divided the Affixes into prefixes, which are attached before a base .(im-irr-un-dis-.....)are the prefixes.He gave the example of dislike. Suffixes, which are attached after a base (as in freedom, where, done is a suffix), and infixes, which are attached inside a base.

##### **➤ Compounding**

Compounding or composition is the process of gathering two words and putting them together to form a word that have a different meaning. as in following examples:  
paper. Paperclip

##### **➤ Conversion or zero affixation**

It means here a different word without adding prefixes or suffixes. Even if we use different word classes without changing the word form; for example, the word "book" is a noun "a book" or a verb "to book" .



But in other cases of conversion, there are words that have the same form but their pronunciation is different such as, “present” / preznt/ (noun or adjective) and “present”/prizent/(verbs).but in these example, “advice”/ ad’vais / and “advise” /ad’vaiz/. pronunciation and spelling changed.

## **4.2. Lexicography**

Lexicography is defined as the practice of collecting dictionaries which considered as the fundamental element for students, because the dictionary helps them to comprehend the meaning of words. This later are alphabetically ordered, their main synonyms are given with some illustrations and with information about the spelling, the pronunciation.

A lot of researchers gave the importance to the dictionary which play a big role in the learning of second and foreign language vocabulary by understanding a word deeply. Dictionaries can provide helpful information about the history of a word and reinforce the interrelationships among words in the same meaning “families”.

The advantage of using the dictionary is to help learners to understand the exact meaning of words that can be very difficult .so, when they look for the meaning by themselves, they can remember these words as well as its sense for a long time ,especially when they use it in their every day life .Thus students need to be trained in the use of dictionaries.also teachers should advice learners and show them how to use it effectively.

## **4.3. The word meaning**

According to Newmark (1981) ,the primary meaning of word that found in any language is the first sense of word alone ,in which can find it in dictionary and out of the context.also, he argues that these words can not be exist in isolation.

In a description to the situation of words Kripke (1982:55) puts it: There can be no such thing as meaning any thing by any word. Each new application we make is a leap in the dark, any present intention could be interpreted so as to accord with any thing we may choose to do. Through out this statement, he claims that assigning meanings to words is based on an arbitrary ground.

However ,Kripke (1982) argued that any word has different meaning when put it in the context .according to his view ,the dictionary became useless .thus EFLlearners have to guess the possible meanings of words that can point to in a well formed context. Another view that relate to Cruse (1986:50) ,he writes :“the meaning of any word form is in some sense different in every distinct context in which it occurs”. Cruse also is speaking about guessing the meaning from given context .

According to Zaky (2000) a word meaning is best understood when it is used in a given sentence or phrase, in a particular context to achieve a particular effect. A word meaning can not only be known through an idea that this word is supposed to refer to. He goes further arguing that the first type of word meaning is the meaning of reference and he provides different names for this type of meaning: conceptual meaning, denotative meaning, lexical meaning, referential meaning, and it is sometimes referred to as a significance of a lexical item.

The other types of meaning are: connotative meaning, stylistic meaning, affective meaning, reflected meaning and collective types of meaning. The last five types of meaning can be classified under one general category which is “Associative meaning”. In her approach to the types of word meaning ,Mwihaki (2004:138) states that: Conceptual meaning is stable and invariable since it can be represented by means of a finite set of symbols, be they semantic features, semantic postulates or semantic rules.

In contrast, associative meaning is variable and therefore unstable, since it owes its validity to socio-psychological and contextual factors. She also claims that, the two categories of meaning, i.e., the conceptual meaning and associative meaning are related to grammatical and communicative competence respectively.

Grammatical competence, on the one hand, is the knowledge that enables the person to form and interpret the linguistic expression. Communicative competence, on the other hand, is the knowledge that enables the person to communicate in an effective way by verbal means. In order for the person to be communicatively competent, he needs knowledge of the language system and the skills to use this system in different social situations and communicative settings (Mwihaki, 2004).

## **5.Steps of teaching vocabulary**

According to Nation and Newton (In Coady. J, Huckin. 1997: 239) proposed that the teachers must select the vocabulary which consider it as the fundamental one for teaching .also they have take into consideration how it should be sequenced and how it should be presented.

### **5.1. Selection**

A lot of researchers draw a list of most useful words that learners at early stage of learning can acquire it .these researchers after their searching for the best vocabulary which can enhance lerners'learning ,they estimate 2000 words .

In addition ,they gave the importance to the range of words used in spoken language ,they do not focus just on frequency and range as principal factors ,but also they added other factors which help learners more in their learning such as combination, definition and substitution of words. West (1953) used these factors as frequency, range and replace

ability in his book

General Service List of English Words ,consists of 2000 words. The most appropriate learning strategy here is “selective attention” i.e. the teacher should draw the learners’ attention to the target word and he should ensure that he notices it. The teacher can do this through underlining, bold-facing and circling. (In Coady. J, Huckin. T .1997: 239).

## 5.2 Sequencing

Teaching vocabulary is based on two main sequences. The first one is levels of vocabulary; the second one is grouping and ordering of words. The table below is adapted from Nation (1990) shows the division of levels of vocabulary.

Levels	Number of Words	Text Coverage %
High frequency words	2000	87
Academic vocabulary	800	08
Technical vocabulary	2000	03
Low frequency words	123.200	02
Total	128000	100

**Table 1: Levels of acquiring vocabulary (In Coady. J, Huckin. T. 1997: 239)**

The use of English is based on 2000 high frequent words and its text coverage is 87%.The second level is the academic vocabulary that arrived to 800 words and text coverage is 8%. if the learner wants to continue his studies, she/he must learn some academic words.

However,text coverage of low frequency words is 2%. It cannot be read neither in academic texts nor in novels. They are learnt for the use of English for social purposes. Technical vocabulary has a very narrow range because each field has its own technical words. For instance, law, medicine and mathematics have different vocabularies and terminologies.

-Grouping items within a lesson is not established through learning items together that are synonyms, opposites, etc. It is easier to learn unrelated words than learning items that are near synonyms or opposites. For example, the learners mixed the forms and meanings of words such as “near” with the word “far” if they have been taught at the same time. After the lesson, learners cannot be sure if “hot” means “hot” or “cold”.

-Ordering is very important in teaching a foreign language. Different items should not be taught separately. In other words, there must be a kind of combination between these words for the sake of producing meaningful sentences. (To follow a specific order).

### **5.3 Presentation**

Vocabulary lists are the lists which contains vocabularies in order to facilitate them to the teachers as well as to the learner. To get more vocabularies is through more activities that concerned with vocabulary items ,or through individual learning,

This operation considered as a High frequency vocabulary ,it includes few numbers of frequent words. However, low-frequency words includes many numbers of frequent

words,. This later ,do not need the teachers“ attention. As Kelly (1990) has pointed out, guessing is not a substitute for systematic learning of lexis (adapted by Hatch. E, Brown. C, 1995: 240). Here the role of teachers is to develop more effective strategies., and the learners have to know how to use these strategies in their learning.

There are a lot of principles for dealing with high and low frequency vocabulary.which planned by a teachers and they put it into practice directly or indirectly. In a direct approach to vocabulary teaching the teachers have to simplify and explicit the exercises that contains different vocabularies to their learners in order to understand it very well.

These exercises may include word-building such as crossword activities , matching words with various types of definition, studying vocabulary in context, split information activities focusing on vocabulary. In an indirect approach to vocabulary teaching, the teachers“ concern for vocabulary learning will not be so explicit.

Vocabulary learning is related to communicative activities for instance ,when learners listen to stories, information gap activities, although vocabulary will not be the main goal of the activities.

## **6.Strategies for teaching vocabulary**

Any teacher supposed to adopt strategies and techniques to deal successfully with unfamiliar words. This includes unplanned and planned vocabulary teaching, and some techniques in teaching vocabulary.

### **6.1. Unplanned vocabulary teaching**

Seal (1991: 298) defines unplanned vocabulary teaching as the “teaching of problem vocabulary that comes up without warning in the course of a lesson”. Sometimes students find a problem during a lesson ,especially when they face difficult terms which considered

as an obstacle to understand and comprehend very well so they feel that they need to know the meaning of this vocabulary item ,thus the teacher has to give them clarification or an explanation.

Seal (1991: 298), suggests three stages in the unplanned vocabulary teaching: the stage of conveying meaning, the stage of checking the meaning, and the stage of consolidation. In the first stage the teacher tries to convey the meaning of the target word using different ways as miming, giving synonyms or an anecdote, using opposites, or translation.

In the second stage, he checks that the meaning of the unknown word is understood. This may be done through asking the learners questions, or clearly by doing some activities to guarantee or test their understanding, such as crossword puzzles. In the final stage of this kind of vocabulary teaching, the teacher tries to consolidate the information by asking students to use the word in other contexts.

## **6.2. Planned vocabulary teaching**

According to Hatch and Brown (1995: 415) planned vocabulary teaching is defined as “intentional vocabulary instruction ”It can be taught through activities such as reading (Stories), discussion, dialogues, listening (Songs), or recording..... It contribute in the development of the FL learners’ vocabulary, .

We can use the dictionary, the glossary; or translation as a techniques to be followed in teaching vocabulary of a foreign language.

Seal (1991: 298) defined planned vocabulary as “when the teacher goes into the classroom with an item or set of vocabulary items that he/she has decided before hand will be taught during the course of the lesson ’’. Here ,Seal meant that the teacher have to pay attention that he will face automatically students who will not understand some

vocabularies during introducing his lesson in the class, because these vocabulary items are not easy to comprehend. So, he must prepare how to teach them i.e. through his experience, he is able to provide students with what suits them.

### **6.2.1. Dictionaries**

No book about reading in English as a new language would be complete without some discussion about the key role of dictionaries in building reading skill. It is true that every classroom with ELLs should include multiple copies of good dictionaries.

Teachers should spend time examining dictionaries, not just reading about them in catalogues, before ordering them for the classroom. These might include: two-way bilingual Dictionaries; dictionaries for an ELL target audience; picture dictionaries; a “good old-fashioned” English dictionary, perhaps on a wooden stand, that include etymologies and multiple examples of words used in sentences; a content-area dictionary; a thesaurus; and a dictionary that includes the insights from corpus linguistics.

As Bouchard (1979) view : “the dictionary permits readers to obtain the meaning of a word as cannot be divided from the context or word form, as such it is an aid to vocabulary development” (Quoted in Boulmerka 2000: 131).

As wikipedia ‘s definition, dictionary (also called a word reference ,word book, lexicon, or vocabulary) is a collection of words in one or more specific languages.

The dictionary helps the learner to acquire new words as well as to have more vocabulary in order to be competent in communication, and to develop his skills. However, relying only on actual uses of words in all kinds of speech and writing, dictionaries can have a negative impact on the learner. It can interrupt his concentration; it can break down the author ‘s sequence of thoughts when he is reading.



The dictionary gives, in an alphabetical order, the meaning of words of language. It includes a word's spelling, syllables, pronunciation, origin, meaning, etc. Using a dictionary strengthen the learner's use of words. It helps them to build their vocabulary. In addition, it is a comprehensive source of general information.

There many categories of dictionaries which are used by learners to enhance a foreign language :

Dictionaries are an indispensable resource for ELLS but must be introduced and used properly for full effect.

. Bilingual dictionaries (BD) can be a great resource in a bilingual or dual-language classroom and can also scaffold students in a sheltered or grade-level classroom. They can help language development in both directions. However, after a certain point, the English language development of students will benefit if they transition to English-only dictionaries. English dictionaries can increase vocabulary acquisition.

.Overreliance on dictionaries is likely to be more common in those whose languages have a different orthography from English, such as Chinese learners. Word-by- word translation is not an effective long-term strategy for either reading or writing and may result in a failure to develop comprehension of longer chunks of text.

As students become more knowledgeable about English morphemes, word formation processes, and etymology, their probabilistic reasoning and guessing strategies will also develop. For students who have less experience with the Roman alphabet and English etymology, a corpus-based dictionary, either in paper form or on online, will help them develop probabilistic reasoning.

. Picture dictionaries are a great way to help ELLs learn a cluster of vocabulary words

around a chosen topic. Some of them arrange words and images on a page by theme or by topic. Others have small images for each word along the margin and are listed in alphabetical order.

A beginning-level classroom benefits from a picture dictionary in alphabetical order, whereas more advanced content-centered classes can benefit from thematically arranged picture dictionaries or a content-based dictionary such as *the Oxford Picture Dictionary for the Content Areas*. Probably each classroom should have both kinds.

Oxford University Press has an outstanding set of picture dictionaries that span the grade levels, from K–3 to the content picture dictionary for upper elementary to a high school–level picture dictionary all the way to an adult literacy picture dictionary. There are also Internet picture dictionaries available at no cost, including the Internet Picture Dictionary (*IPD*).

- Online dictionaries are handy, but some of the no-cost versions lack the editorial rigor of paper dictionaries. If you are allowing students to use them, preselect the dictionary sites you trust.

- Alphabetical order. Students need explicit instruction in dictionary use and regular practice in using them. Automaticity in sorting by alphabetical order is a must for word recognition and for study skills at the beginning of the year, fun “drills” can be created to help students develop speed in looking things up or filing them in folders.

Teachers can include pronunciation of new words that ELLs find in dictionaries by asking students to read sentences including the word. Many dictionaries now include a CD-ROM that pronounces all of the headwords (main entries) in the dictionary. Saying a word as part of a phrase also helps, since the sounds of English words may change depending on the sound coming before or after them.

. Dictionaries of idioms can also be found, and are good to have on hand. We recommend having multiple copies of English dictionaries that include word origins in the classroom. Our favorites include: The American Heritage Dictionary of the English Language, The Oxford English Dictionary, and the Longman Dictionary of Contemporary English, the Longman Advanced American Dictionary, and The Cambridge Advanced Learners Dictionary, which is built on corpus linguistics

Monolingual dictionary (MD) is another sort that helps the learner to enrich his vocabulary. It is usually directed for native language learners. The last one is the standard monolingual dictionary (SMD) which has been written with the native language learners in mind. It help students to acquire more vocabularies .

### **6.2.3. Glossary**

According to Oxford Advanced Learner's Dictionary, a glossary is a list of technical or special words, expressions, especially those in a particular text explaining its meaning. In other words ,it is a list of difficult and specialised words that have its brief definition. This list is usually found at the end of the reading passage. Students find that the glossary is one of the best ways of acquiring vocabulary particularly in literature.

### **6.2.4. Translation**

Translation is considered as the process in which learners translate words of any language and giving its equivalence of words in a target language. Its advantage is to acquire more vocabularies and do not need a long time; especially in explaining abstract conceptions such as happiness, freedom, etc.

However, its disadvantage is that this technique makes them always returning to easy way to explain the meaning ,Also , it decreases their capacities to guess the meaning

of words . In grammar translation method(GTM) in ELT provides students with detailed explanation of grammar in their native language and bilingual vocabulary lists ,then , they have to learn them by heart and translate these words from the FL or vice versa into very complicated sentences .

#### **6.2.5. Focusing on word meaning**

The meaning of any words means its semantic value, and to know the meaning of words ,learners should focus on synonymy,antonymy and hyponymy.

##### **A. Synonymy**

Synonyms are words or expressions which have the same or nearly the same meaning as another in same language. Dictionaries, traditionally, provide lists of words that are more or less synonymous in each country.

Hatch and Brown (1995) stated that synonyms could take form of single words. In this case, synonyms are interchangeable, as it is stated in our study, for example, the word “vaccinations” is the equivalent or synonym of “shots” However, native speakers can detect the difference between two synonyms in different ways. For example “to cease” is the synonym of “to stop” but “to cease” is most often selected in a discourse.

Furthermore, the mother is unlikely to say to her child “cease that”. Second, we may also use expressions to indicate synonyms, for instance “a level at school” is the equivalent of “stage” or “grade”.

##### **B. Autonymy**

Autonyms are words that mean the opposite of another word or words. They can be identified on bases of some features. For example, we explain the meaning of “to pass”

by saying that it the opposite of “to fail”, as it is stated in the empirical touch of our study. The same thing is true with “long” and “short”.

### **C.Hyponymy**

It means to know the meaning of a word through its family. For instance, from the following lists “baby, child, teen, doves, old, corpse ”, it is easy for the learner to recognize that the odd word is “doves”. The other words belong to the same family “stages of life” while the word “doves” belongs to another family “birds”. The relation of hyponymy refers to members of the same class (family). It includes the upper term which is called the super ordinate, and the lower term is called hyponym. The relation between hyponyms is called co-hyponyms,

## **7.Word difficulties**

Nuttall(1982:76-79),says that there are different factors that make words difficult to understand, she grouped them in seven types:

### **7.1.Idioms**

Idioms are composed of certain number of words whose meaning is not inferred from individual words but from the whole group of words. Thus, students have to be trained in the use of this kind of words. e.g.:1 ‘to feel under the weather’, means ‘to feel unwell’2 ‘bring something home to somebody’, means ‘make somebody understand something’

### **7.2.Transfer of meaning**

Metaphors and other similar kinds of transferred meanings cause serious problems for understanding word meaning. The main cause for this is that these items have a hidden meaning that requires to be inferred.

e.g.: 1\* 'he is a parrot', expresses the fact that this person just repeats things without thinking.

2\* 'have something at your fingertips' means to have something ready for easy use.

### **7.3.Words with several meanings**

Many words in English have more than one meaning. This reflects the flexibility of language. Writers use particular words that have specific meanings which might be obscure for ordinary readers. For example: the word 'fair' is a polysemous word that has got several meanings:

-this isn't *fair* on anyone, but it does happen.( quite large)

-we have a *fair* size garden and we may as well make use of it.( average)

-she was only a *fair* cook. pale /or-this *fair* city of ours...( pleasant)

-the sun's rays can be very harmful, beating on unprotected *fair* skin. (,beautiful)

-it will be *fair* and warm. ( dry)

### **7.4.Sub-technical words**

Some words have specific technical meanings related to a particular field of study that makes them difficult for readers. e.g.: legal English,( instances connected with crime and law:) .“Bill committed a crime when he robbed a bank. Someone witnessed the crime and told the police.

### **7.5.Super ordinates**

As Thornbury (1988: 10),super ordinates are words that have general meanings and related to other words which have specific meanings and are referred to by the more

general term. This is what is known as hyponyms that share the same ranking in a hierarchy: for example :hammer, saw, screwdrivers are all co-hyponyms; tool is the super ordinate term. But the saw also has a super ordinate relation to different kinds of saw: fretsaw, chainsaw,etc.

e.g.: A hammer is a kind of tool.

A kiwi is a kind of bird (and a kind of fruit.)

## **7.6. Synonyms and antonyms**

This kind of words may cause problems to learners since there is no exact synonym or antonym to another word.

e.g.: old, ancient, antique, aged, elderly are all synonyms in that they share the common meaning of not young/new.

-Hot is the opposite of cold, safe is the opposite of harmful and dangerous.

## **7.7.Irony**

Nuttal(1982:78) says ‘irony is probably the most difficult of all uses of language for the student to interpret’ .

As Nuttal ,a lot of students find the irony difficult in interpreting it seems so complex to them. This would be more obvious through the following information :

Words can have the same or similar meanings but be used in different situations (how to teach vocabulary Thornbury: 1988 -25). The same word can have a variety of forms. Also ,it can be grouped together to form units that behave as if they were single words. as well as these words may look and/or sound the same but have quite different meanings.

On one hand , one word may have a variety of overlapping meanings. but on the other hand , different words may share similar meanings or may have opposite meanings or commonly co-occur with other words.

In addition ,Some words can be defined in terms of their relationship with other words-whether, for instance, they belong to the same set, or co-occur in similar texts. and there are words that have different functions, some carrying mainly grammatical meanings, while others bear a greater informational load.

## **8.Relationship between vocabulary strategies and comprehension**

In order to measure the contribution of vocabulary to comprehension, we used a statistical method called Structural Equation Modeling (SEM).

SEM is a statistical technique for testing and estimating causal relationships using a combination of statistical data and qualitative causal assumptions. Among its strengths is the ability to model constructs as latent variables (variables which are not measured directly, but are estimated in the model from measured variables which are assumed to 'tap into' the latent variables).

There are usually two main parts to SEM: the *structural model* showing potential causal dependencies between “endogenous” variables which are effects of other exogenous variables and “exogenous” variables; that is independents with no prior causal variable , and the measurement model showing the relations between the latent variables and their indicators.

According to Hoover and Gough (2001), most of researchers agree on the fact that the reading process involves two separate but highly interrelated areas: word identification (decoding) and comprehension.



Decoding refers to the ability to recognize written representations of words, whereas comprehension refers to the ability to construct meaning from spoken representations of language. This means that reading is a multidimensional act which involves decoding alphabetic symbols and using strategies effectively to construct the meaning. So, to perform both tasks adequately, the reader is in need of developing both the decoding and the comprehension skills as well as strategies. 'Comprehension' means "understanding the message that the print conveys" (Nation, 2005: 41).

## **9.Importance of vocabulary in reading comprehension**

No language acquisition can take place in the absence of vocabulary of the language in question. Many researchers have claimed that vocabulary knowledge is the single most important factor in reading comprehension, and that once a reader has a good vocabulary background, the reading comprehension task will be facilitated since words are considered as the building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed.

When students are faced with an unfamiliar text in the foreign language, or a text with many new words, then, the first challenge that will face them is the vocabulary of that text. Thus, students will quickly despair, and will be discouraged.

Indeed, there exist a clear relationship between vocabulary knowledge and success in reading comprehension since when the vocabulary of the text is more familiar; students are more likely to continue with the reading task. That is why Coady and Huckin (1997) insist on the role of vocabulary.

Many researchers stressed on the importance of vocabulary knowledge in reading achievement, and that word knowledge is highly correlated with reading comprehension.

Thus comprehension is related to a high extent, to the knowledge of word meaning, and knowing word meaning is crucial in understanding reading texts. So the development of reading skills relies to a great extent on vocabulary knowledge, “as early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge”.

Laufer (1989), shows that foreign language learners are supposed to rely more on word meaning than on knowledge of the subject or syntax. This indicates that a learner has to know a certain size of vocabulary before approaching any text. Thus, (Nation, 1997) and Alderson (1984) argue that in order to understand a text, readers at any level, should be familiar at least with 95 percent of the words in the text.

From what has been said above, we can say that inferring the meaning of vocabulary items would not be always easy since there exist many factors that make words difficult, and this impairs comprehension.

According to (Anderson and Free body, 1981; Nagy, Anderson and Herman, 1987; in Pressley, 2000: 548) a lot of or more vocabulary in reader’s mind linked to his comprehension skills .

According to (Beck, Perfetti and McKeown, 1982; McKeown, Beck, Omanson and Perfetti; 1983; McKeown, Beck, Omanson and People, 1985; in Pressley, 2000: 548).. Experimental data focus on extensive vocabulary because it helps in promoting comprehension skills However, as skilled decoding tends to affect reading comprehension, it also relies much on understanding. That is to say, the more fluently letters are linked to their sounds, the less conscious effort is required for this, and the more capacity is left over for comprehension of words.

On the other hand, skilled deciphering of vocabulary depends partially on

comprehension; i.e., readers have to consider the context in order to determine if the words they read make sense. In like manner, readers are able to detect the misread lexicons if they do not match to the context in which they occur. (Pressley, 2000,547-548).

## **10.Develop a set of word-learning strategies**

According to Kristin Lens, Leah D. Miller and Tenena. M Soro, in their book “Teaching Reading to English Language Learners”, (2010 ,p 173-176), Because learners whether native speakers or ELLS, need to learn such a colossal amount of vocabulary during their academic lives , it is impossible to teach all of the words that they need to know .In addition , there is no consensus about a best method for teaching vocabulary to all learners .

However , vocabulary learning cannot be left to chance , therefore, a set of explicit vocabulary learning strategies are needed .Vocabulary learning is best when it is treated as cumulative process in which subsequent meanings of words so that they can reach a comfort level in trying them out .

The best way to ensure that ELLS will be vocabulary learners over the long haul is to help them master those strategies and skills that can be used throughout and beyond their years of schooling to achieve success in school and in life .All of the following vocabulary \_learning strategies can be used in an all English environment , but they can be powerfully used in referencing the L1 language resources of learners as well.

## **Conclusion**

The goal of vocabulary teaching must be more than simply covering a certain number of words on a word list. Ancient methods and approaches gives a great importance to the language structures and grammar rather than vocabulary.

In addition, these methods encourage rote learning i.e. learners are provided with a list of words to be learnt by heart even without understanding. Hence, it will be a necessity to look to how teaching techniques can help the learner realize what is meant by knowing a word. Now, vocabulary teaching/learning has developed especially with the more recent approach applied “Competency Based Approach”.

This approach puts the learner in the centre of the teaching/learning process. The role of the teacher is merely a guide who helps the learner develop some learning strategies.

## **Introduction**

Reading is considered as an interesting skill ,especially for EFL learners .It is essential to get success and that reading ability is highly valued and important for our personality, our social status, and being well economically. Also , reading skill gives more chance to people to gain new knowledge and to do things that exist in everyday life like reading newspaper ,maps ,job listening ,instruction manuals and so on.

We start this section by showing some different views of some researchers and psychologists about reading and reading comprehension, and how every one of them defines it. then we follow by speaking about its components . Also, we speak about the main techniques in reading comprehension the fourth point ,we speak about the acquisition of reading skills.

The fifth point is the factors that enhance reading skill. And the sixth point is about the typology of reading .in the seventh point ,we talk about the principles of teaching reading ,as well as, we speak about the importance of reading comprehension .Finally ,we conclude by speaking about the strategies and the sources of difficulty in reading comprehension .

### **1.Different views about reading**

The comprehension of the written inputs is different from different readers on different types of texts, at different purposes, because of that many researchers and psychologists defined reading comprehension in different ways.

Understanding is a an active process that entails as many definitions as reading; it is so mainly because comprehension is generally regarded as "the essence of reading "(Durkin, 1993; Tankersly, 2005: 108).

According to (Snow, 2002, p. 7) reading comprehension is :

*“the process of simultaneously extracting and constructing meaning through interaction, and involvement with written language. It consists of three elements: the reader, the text and the activity or purpose for reading”.*

According to Tankersley(2005), Comprehension is a process in which readers can understand through their motivation, knowledge, cognitive abilities and experiences. when they read they use their background knowledge and experiences to understand the text;also readers can understand when they make connections between what they read and their background knowledge.

Furthermore, Smith (1985) described reading comprehension as an active process a reader made to construct meaning from a text. This process which consists of using an interaction between a prior knowledge, and drawing inferences from the different words and expressions the writer uses, in order to comprehend information, ideas and viewpoints. He also believes that reading comprehension involves bringing a prior knowlege interacted with what s/he is reading, so that s/he can achieve comprehension.

For Dechant (1991:7),Reading is the combination of word identification and comprehension ,without each of them the act of reading is hampered .It is further supported by Pollatseek and Rayner(1989:23) who assume that reading is being able to obtain the visual data from the print and to assimilate the author's messages.

Smith(1985) also believes that reading comprehension involves bringing a prior knowledge interacted with what s/he is reading, so that s/he can achieve comprehension.

On the other hand, Discourse processing researchers define comprehension as the formation of an internally consistent mental representation of text, through the process that

combines information from text with the reader's prior knowledge. For instance, the Reading Research Group(RRG) (Snow, 2002: 11) defines reading comprehension as the process of getting meaning out of the written language. In considering reading comprehension, It emphasises the importance of three elements:

a) The reader who is doing the comprehending, including all the capacities, abilities, knowledge and experiences he brings to the act of reading.

b) the text is what to be comprehend and which include any printed text.

c) the activity in which comprehension is a part ,it involves purposes, processes, and consequences associated with the act of reading .Indeed, in the National Reading Panel which puts forward that "a reader reads a text to understand what is read, to construct memory representations of what is understood, and to put this understanding to use".

Alderson (2000: 3) totally agrees on the fact that comprehension is the ultimate goal of reading and he describes the process of reading from the time the students read the visual information until it is converted into meaning.

According to Schank (1982: 5), much of what is written is generally implied; it is left to our memories to find out what is missing. Unless the readers' background knowledge fits with the information met in the text, reading comprehension is hampered (Badrawi, 1992: 16).

Reading comprehension is what is printed in the text and what a reader generally knows bear on the meaning he constructs in his mutual interaction with the passage .

In this respect, as comprehension takes place, words are recognized and their meanings are accessed in the reader's memory. Phrases and sentences are quickly processed, so that their meanings do not fade before the next ones are handled.

In addition, as a reader attempts to get the message conveyed by the writer, some obstacles may hinder him from understanding a specific point or from constructing the

general meaning. His engagement in identifying these problems, reflecting upon them and finding their solutions is part of the comprehension process.

All these processes in which a reader partakes either consciously or unconsciously render comprehension an active process, and engage readers' interaction with a text seeking at 'constructing' or 'making meaning' (Kruidenier, 2002: 77) rather than merely getting it from the text. Furthermore, Pang et al (2003) described reading comprehension as an active process a reader made to construct meaning from a text.

This process which consists of using an interaction between a prior knowledge, and drawing inferences from the different words and expressions the writer uses, in order to comprehend information, ideas and viewpoints.

Mcnamara et al,(1991)explained that :

*“A reading comprehension strategy is a cognitive or behavioural action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Consider a very simple-minded strategy for purposes of illustration”.*

\*What is reading comprehension ?

According to Françoise Grellet,(1981.03), “understanding a written text means extracting the required information from it as efficiently as possible” he also gave the purpose of reading that a reader achieved , first , he will reject unimportant information quickly second , he has to comprehend detailed necessary inform at therefore, a competent reader has to take into his consideration these important element.

What does he read? Here Françoise suggested a lot of main text types as : Novels ,short stories ,play ,peons, newspapers, magazines, essays, reports ,business letters, puzzles.....

Why does he read?

The writer gives us four main ways of reading provided as follow :



1. skimming “quickly running one’s eyes over a text to get the gist of it ”
2. Scanning “quickly going through a text to find a particular piece of information”
3. Extensive reading “ reading longer texts ; usually for ones own pleasure .this is a fluency activity , mainly involving global understanding ”
4. Intensive reading:”reading shorter texts, to extract specific information .This is more an accuracy activity involving reading for detail “

Also, he defined reading as follows :

“ reading is a constant process of guessing , and what one bring to the text is often more important than what one finds in it. Another definition “reading is an active skill”.

as we mentioned earlier ,it constantly involves guessing, choosing, predicting checking and asking oneself questions” here any reader can make a lot of questions that help him to understand what he read ,as well as guessing predicting what a topic will be about from the beginning of reading he can predict what a topic is about from a title or from reading the introduction of a text or book .

## **2. Components of reading comprehension**

Reading comprehension has five components:

### **2.1. Background knowledge**

According to (Alexender and Judy;1988. Kintch ,1988) background knowledge is all the world knowledge that the reader uses during reading. It includes school-based knowledge and personal knowledge, episodic (events), declarative (facts) and procedural (how-to) knowledge.

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

Another view made by (Wray, 2004: 14) If there is sufficient schematic knowledge during reading , understanding will take place. The opposite is true. When background knowledge of a topic is restricted or not activated, breakdown of comprehension will take place . Because of that, (Baker and Brown, 2002: 375).said that teaching students to build their knowledge and engage them before and during reading is an important issue that deserves a lot of time and energy of teachers and students.

## **2.2. Inferencing**

According to (Baumann et.al,2003), It is the logical process of combining information within sentences in text, or between prior knowledge and text. For example, in order to understand who the word “he” is referring to in text, the reader must combine information in that sentence with information in a previous sentence that referred to a male. Readers also use inference processes to get the meaning of an unknown vocabulary word . Likewise, readers constantly add information from background knowledge to what they read in order to understand it. However, readers are often not aware of these processes.

## **2.3. Strategies**

Proficient readers use reading strategies such as setting goals before they begin to read, asking themselves questions and answering them while reading, summarising, and reflecting on what they read. Alexander and Judy (1988: 376) define strategies as “goal-directed procedures that are plan fully or intentionally evoked . . . . [that] aid in the regulation, execution, or evaluation of a task.”.

Strategies help proficient readers understand better what they read. Readers are not necessarily aware of using these strategies, although they are able to verbalise many of them when asked to think aloud during reading, and are able to identify some of them on questionnaires. Some research suggests, however, that while good readers can accurately

self-report strategies, Strategies can be taught to children who struggle with comprehension, which improves their understanding of texts.

## **2.4 .Vocabulary**

Knowledge of a word's meaning is considered often vocabulary. However, there are many aspects of word knowledge, most of which have received little attention from researchers. Nagy and Scott (2000) assumed that knowledge about any single word is multidimensional (e.g., giving a definition, knowing the part of speech, being able to use the word correctly, incremental (not all-or-nothing), polysemous (many words have more than one meaning), interrelated (e.g., understanding a definition requires understanding other words in the definition), and heterogeneous (e.g., the knowledge one can have about function words, technical terms, and concrete nouns varies).

In addition, the word knowledge (vocabulary knowledge) includes knowing the meanings of affixes (prefixes and suffixes), understanding relationships between words, and strategies for figuring out new words. The majority of research on vocabulary and reading comprehension focuses on meanings of single words.

## **2.5. Word reading**

(Anderson et al,1993 said that word reading includes both a reader's sight words (stored in long-term memory) and word attack skills. The latter include decoding, analogy, and morphological strategies (e.g., using prefixes and suffixes). Measures of word reading often include real words and nonsense words or pseudo words (e.g., blum or grame) that follow regular spelling-sound patterns in English , especially with older students, nonsense words are thought to reveal students' true word attack skills, since any real word could already be a sight word for the student.

Word reading is differ from vocabulary knowledge because a reader may be able to

read a word but not know its meaning, or may know the meaning of a word if it is spoken out loud but may not be able to pronounce the word in its written form.

### **3. Techniques of reading comprehension**

In order to reach one of the reading purposes; the reader has to use a given type of reading that he/she thinks-would be-the most appropriate one:

#### **3.1. Predicting**

Predicting is very effective technique to promote readers' activation of their prior knowledge, which plays a very important role in reading process , which most of researchers focused on. It is used by readers to achieve comprehension when they read. Because of that it is considered as an essential one ,Smith (1985) is one of those researchers who talk about the importance of predicting, and who claimed that it is the core of reading comprehension.

A lot of researchers and psychologists have a common notion about prediction . They almost agree that prediction refers to the use of prior knowledge about a topic, and combine it with new material in the text ,it means that readers use their previous knowledge , and relate it to what they have at hand. In their words, Smith assumed that before reading any passage, readers usually sub-consciously ask themselves what they know about the text, which makes it easier to see what information they already know about the time they read the text.

#### **3.2. Skimming**

It is a quick selective reading, may the reader use to get the gist of a selection. Here the reader glances at the text to find out what it is about, for this reason, he moves his eyes rapidly throughout the page selecting only few parts to read .It is the most useful technique, used by readers to make a quick assessment.

It is defined as glancing through written materials quickly, in order to get an overview

of the content or, the intention of the writer or, how a material is organized (Grellet ,1981:84). For instance, when someone doesn't want to read the whole newspaper therefore, s/he makes a quick glance to get the main information.

### **3.3. Scanning**

It is a quick reading, it occurs when a reader searches for specific information or a particular detail such as a date, a name, a number.....etc ;

Both skimming and scanning are specific reading techniques necessary for quick and efficient reading, they are similar in the sense that the reader is going through a selection, and different since in the first, i-e, skimming the information needed is general, and in the second, i-e scanning the information required is very specific.

Like skimming, scanning also requires a quick glance through a text. However, in this case the search is more focused. To scan, is to read quickly in order to look for a specific information or idea.

In most cases, readers know what they are looking for therefore, they concentrate mainly on finding a particular idea or an answer that serve their needs. Scanning involves moving eyes quickly across the text, seeking a specific words and phrases.

According to (Wallace, 1980: 27),Scanning is a quick unfocused reading where the reader searches for a particular detail such as a name, a date, a number ...etc Baudoin et .al , 22) advise to follow some steps when scanning a text for a specific bit of information and are as follow:

\*The reader limits the targeted datum clearly, before starting looking for it .

\*He uses an appropriate source ,he lets his eyes run over the print skipping all unnecessary words, and Scanning a text to locate a detail versus its meticulous reading for criticism exemplify the adjustment of one's rate according to the intended goal (Carrell and Grabe, 2002: 234).

\*He stops only at the information needed and picking it up without going beyond.

Also ,(Grellet,1996,p.19)said :

*“when scanning , we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or a less specific piece of information.”*

#### **4.The acquisition of reading skills**

According to Jeremy Harmer in his book “How to Teach English” (1998, p69) any student who reads a text need to be able to do a number of things .for example ,they need to be able to scan the text in order to get a specific information . because by scanning they do not need to read every word of the text. However ,sometimes ,they need to skim to extract the general information .

Whether readers scan or skim depends on what kind of text they are reading and what they want to get out of it they may scan a computer manual to find the one piece of information they need to use their machine and they may skim newspaper article to get general idea of what’s happening but we would expect them to be less utilitarian with a literacy work where “Reading for pleasure” will be able a slower, closer kind of activity.

Reading for detailed comprehension whether looking for detailed information as language must be seen by students as something very different from the reading skills mentioned above when looking for details, we expect students to concentrate on the minutiae of what they are reading.

One of the teacher’s main functions when training students to read is not only to persuade them of the advantages of skimming and scanning but also to make them see that the way they read is vitally important.

## **5.Factors enhancing reading**

According to Kristin Lens, Leah D. Miller and Tenena. M Soro, in their book “Teaching Reading to English Language Learners”, (2010, p 158), The rate at which people read in a second language is slower than that of their first language and below a certain rate.

It is impossible for readers to keep up an academic curriculum “Rasinski; 2000” ELLs benefit from the opportunities to learn techniques to increase their reading rate so that they can function successfully academically. These might involve timed repeated readings “ Oral or Silent” charting progress on a graph, or repeating reading until reaching a certain target rate “ Anderson, 1999”.

## **6.Typology of reading**

According to( Harmer, p68), there has been frequent discussion about what kinds of reading text are suitable for English language students. The greatest controversy has centered on whether the texts should be “authentic” or not that is because people have worried about more traditional language-teaching materials which tended to look artificial and to use over-simplified language which any native speaker would find comical and untypical.

However if you give low-level students a copy of the time or the guardian (which are certainly authentic for native speaker) they will probably not be able to understand them at all. There will be far too many words they have never seen before the grammatical be (for them) convoluted and the style will finish them off .

A balance has to be struck between real life on the one hand and the students capabilities and interests on the other . There are some degree, menus, timetables, signs and basic instructions, for example, and, where appropriate, we can use these. But for

longer prose we may want to offer our students' texts which, while being like English, are nevertheless written or adopted especially for their level the important thing is that such text area much like real English possible

The topics and types of reading text are worth considering too should own students always read factual encyclopedia-type text or should we expose them to novels and short stories? Should they only read timetables and menus or can we offer them business, letters newspaper and articles?.

## **7.Principles of teaching reading**

He states that teaching of reading has many principles :

Concerning the first principle, reading is not a passive skill because reading is considered as an active occupation. So we have to understand what the words mean, see the pictures the words are painting, also we have to understand the argument, and work out if they agree with them. If they do not do these things ,they only just scratch the surface of the text and they quickly forget it.

Concerning the second principle, students need to be engaged with what they are reading, students who are not engaged as well as interested with the reading text they will not benefit from it. When they really fired-up by the topic or the task, they get much more from what is in front of them.

Concerning the third principle, students should be encouraged to respond to the content of a reading text, not just to the language, it is important to study reading text for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the message of the text, it is so important .So , we must give students a chance to respond to that message in some way. They should be allowed to express their feelings about the topic-thus provoking personal engagement with it and the language.



Concerning the fourth principle ,prediction is a major factor in reading,it means that a lot of texts have a hidden message and we can find it when we read it, we frequently have a good idea of the content before we actually read-book covers give us a hint of what's in the book, paragraphs and headlines hint at what article are about and reports look like reports before we read a single word.

Concerning the fifth principle ,Harmer states that we could give students “Hamlet’s famous soliloquy” ‘To be or not to be’ and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask to list the ingredients alphabetically there might be reasons for both tasks, but, the face of it, they look a bit silly

We will probably be more interested in what Hamlet means and what the menu foods actually are. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks-the right kind of questions, engaging and useful puzzles...etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most common-place passage can be made really exciting with imaginative and challenging tasks .

## **6.The importance of reading**

According to. Hoover,W.A and Gough,P.B.(2001) :

- Reading helps students to become better writers, through reading students have incidental with the rules of grammar. Students develop a sense for structure of the language and grammar and increase their vocabulary.
- Reading enables students to have these interactions and form our own thought.

When reading, we need to be able to:

- Recognize different formats such as headlines or faxes and different styles and genre.
- Know letters, words and phrases

- Understand implication and style
- Skim, scan, predict, guess and remember
- Relate what we have read to our own experience, mentally agree or disagree, criticize or commend; physically turn the page from right to left, and read the lines from left to right
- Survey books; speed read
- Read aloud-pore over whatever word means or read for pleasure and general idea

## **7. Reading strategies**

**7.1. Predicting :** In predicting strategy the readers have to use the text to decide what will happen next. Readers confirm or deny prediction with support from the text.

**7.2. Inferring:** It is to give a logical guess based on the facts or evidence presented. Use prior knowledge to help the reader figure out more than the words say.

Take a sentence from the text..

**7.3. Visualizing:** It is the use of mental image that emerges from reading the text to aid in understanding .The teachers have to read aloud a descriptive passage while students close their eyes and imagine how it looks. Students then draw or write what they see and justify how the text supports their image.

**7.4. Making connection:** It means to connect events from the text to something that is already know from real life or other reading materials.

The teachers have to read aloud a passage and ask their students to connect the events to something they already know about.

For example:

This reminds me for a nature hike I took last summer.

We also got stuck in the rain.

**7.5. Questioning:** Allows the reader to ask questions about what they are reading.

The students to ask questions periodically while reading to set a purpose for reading on.

The students have to develop questions about a text for others to answer.

**7.6.Summarizing:** Guide the reader to organize and restate information, often in written form.

-Specific summarizing skills include deleting non-essential, repetitive information and choosing topic/main idea sentences

The students have to create similes about summarizing to understand what it looks like, such as, "Summaries are like condensed milk"

The students have to complete graphic organizers or write summaries focusing on the beginning, middle, or end of text.

**7.7.Skimming/Scanning-**Assist the reader in getting specific information from the text.

Skimming is reading quickly to get the general idea or *gist* of a section however ,Scanning is reading quickly to locate specific information

-Assist the reader in getting specific information from the text.

-Brainstorm a list of textual clues that will aid in Skimming / scanning, such as boldfaced type, capital letters, dates, key words ,etc

-Practice skimming and scanning with short passage.

**7.8. Rereading:** Give the reader more than chance to make Sense of challenging text.

The students have to practice rereading a passage to check for understanding and identify when rereading is helpful.

**7.9. Analyze:** To examine closely and methodically, as a way of looking at the parts of something in order to understand the whole.

-Provide students with a short passage of text. Ask students to read the passage, paying particular attention to words highlighted in bold print.

-Use the words to determine the setting of the passage or the author's viewpoint,

**7.10.Organize** Put information, ideas, or procedures(steps) together in an orderly or functional pattern.

-Provide students with a list of steps to perform a task,

\_Ask students to arrange the steps in chronological order.

**7.11. Explain(Explanation):** The readers have to explain how they got their answer.Also they have to justify how they performed a process and to show how they got your answer.

**7.12.Describe:** Make understand by defining, justifying, or giving reasons for or causes of. Mathematically, identify the procedures or steps involved in solving a problem.

**7.13.Justify/Prove/Verify:** To make an argument using evidence and to establish truth or validity.

To test the accuracy through comparison or investigation.

- You have to use the results of your experiments, prove that your hypothesis is correct or incorrect. Also you can use the results of your equation, prove that your solution is correct or incorrect

- You have to use the textual evidence prove that a character exhibits a specific trait.

**7.14.Compare/Contrast :** To examine closely in order to point out the similarities and differences between two things.

-Compare/Contrast two characters in a text./-Compare/Contrast the outcomes of two historical events.or Compare/ Contrast the results of two science experiments

**7.15.Emphasize :** To pay special attention to or direct particular attention toward something.

Write a persuasive letter proposing a positive change in your community.

-Emphasize the benefits to your community that will result from your plan.

**7.16.Brainstorm :** Think of several ideas.

-General a list that includes all possible ideas or solution

- Brainstorm ways to solve a problem.

- Make a list of related terms.

**7.17.Revise :** To look at a piece of work again for the purpose of changing or modifying.  
To prepare a newly corrected or edited version .

-Ask students to use teacher feedback to revise written work.

- Ask students to revise their hypotheses based on the results of an experiment.

(<http://www.google /HML/56juy-reading> strategies.com)

## **8.Sources of reading comprehension difficulties**

Virtually, all the contributing elements in comprehension construction may become sources of its impairment (Cornoldi, et. al., 1996: 140). Two components, considered by verbal efficiency theory' (Perfetti, 1985; in Sthothard and Hulme, 1996; 98) inescapable sources of comprehension difficulty, are the limited capacity of working memory , and lexical processes limitation such as inefficient decoding processes and failure in accessing words' meaning.

In this context, if readers do not recognize words rapidly enough, this will place heavy demands on short-term memory whose capacity is very limited and minimize the

cognitive energy available for comprehension. Hence, even though the decoding of words is accurate, it tends to consume the cognitive processes necessary for comprehension because it is slow and effortful.

Other causes of comprehension hindrance, for Cornoldi , involve readers' inability to make inferences (understand implied information) and their inefficiency in monitoring their comprehension; that is to say, as readers are unaware of their comprehension pitfalls, they are unable to follow the necessary steps to repair them.

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

## **Conclusion**

As a conclusion of this section , Almost ,all researchers and teachers in the field of reading agree upon the fact that the purpose of reading is comprehension, or to get meaning from a written text. Without comprehension, reading is a frustrating, or reading becomes less important. There is no exaggeration when we say that when learners develop the ability to comprehend what they read very well ,it has a good effect on their entire daily life .

In fact reading is seen as a dynamic activity , reading is based on the reader's background knowledge about what s/he is reading, as well as knowledge about the linguistic dimension of the text. It was assumed that meaning is not directly represented in the surface structure of language. Thus, readers must bring meaning deeply.

This section attempts to aid readers in identifying both strengths and weaknesses in reading comprehension. It is note worthy that the use of even one of the techniques described in this chapter is shown to improve students' comprehension of text. Equally important, comprehension instruction is best when it focuses on a few well-taught, well-learned strategies. It is possible to point to a litany of effective techniques; however, this does not mean that using a litany of techniques will be effective. Moreover ,it has been stated that comprehension should be regarded as a basis for successful reading instead of being its logical outcome.

## **Description of the Students' Questionnaire**

The population that we included in our study are thirty eight (38) first year students from the department of English .This population consists of 26 females and the rest i.e.12 are male . The objective of this questionnaires is to provide us with insights about pupils' reading attitudes. We also wanted to gathering information about students knowledge about the relationship between vocabulary and reading skill.

The students questionnaire contains seventeen questions which are divided into seventeen items. Item one covers the age distribution of our sample . In the second item we discuss the gender of our population. Through the third item ,we want to know if those students like reading and how much they like it. The fourth item is about students' reading habit .The fifth item covers students' enjoyment of reading. The sixth item we discuss the language preference to read.

Concerning the seventh item ,it covers the students' type of reading. The eighth item covers how often the teacher encourages those students to read in order to improve their reading comprehension as well as their vocabulary. Concerning the ninth item, it covers the students' reasons of reading a particular text in particular field

The tenth item talk about the students' favourite place for reading. The eleventh item covers the time that students read in and each one of them has a special time for reading .The twelve item deals with how students often read outside the classroom .The thirteen item covers the students' classmates encouragement to read .

The fourteenth item is concerned with the activities which our students think are useful for them and the result shows that they see that to perform comprehension is the useful one when they deal with a text .The fifteenth item covers what the students



expect to get from a text or a book when they read it outside the classroom. The last item of our questionnaire talks about the students' problem that impair their reading comprehension especially when they read a text related to their field of study such as Islamic History.

## Analysis of the Student's Questionnaire

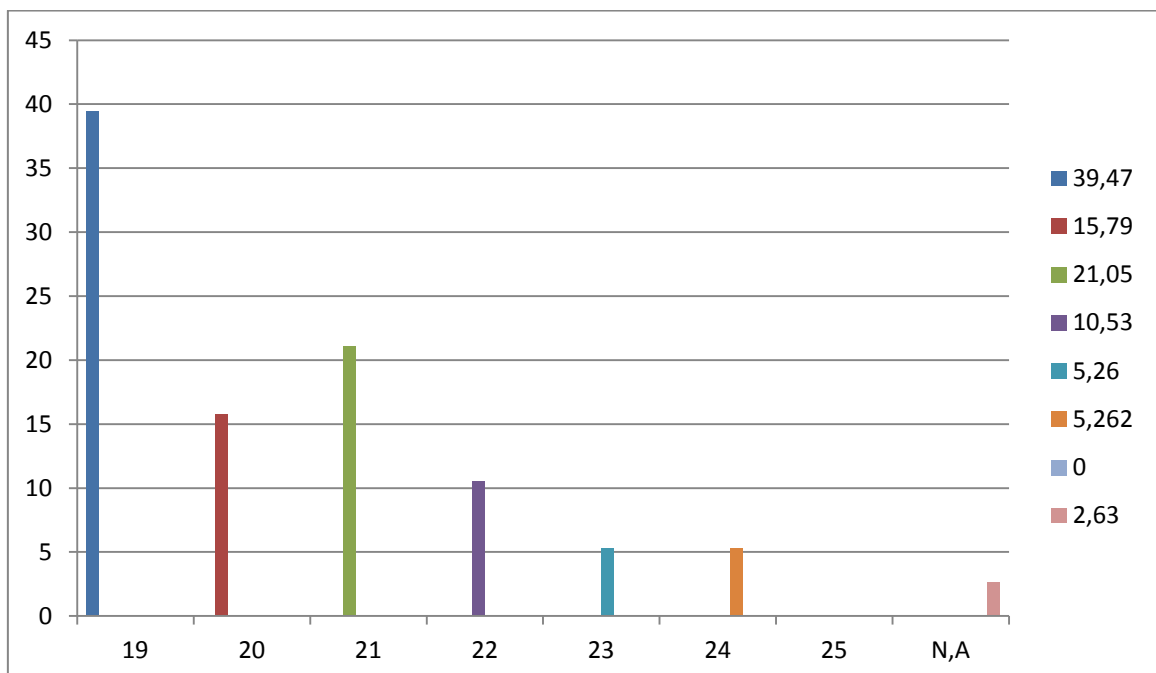
### Section one :Background Information

#### Item 01 :Age distribution

The questionnaire resulted in the following age categories:

R	19	20	21	22	23	24	25	N.A
Ps	15	6	8	4	2	2	0	1
%	39,47	15,79	21,05	10,53	5,26	5,26	0	2,63

**Table 02:** Students' age distribution



**Figure 1:** Students' age distribution

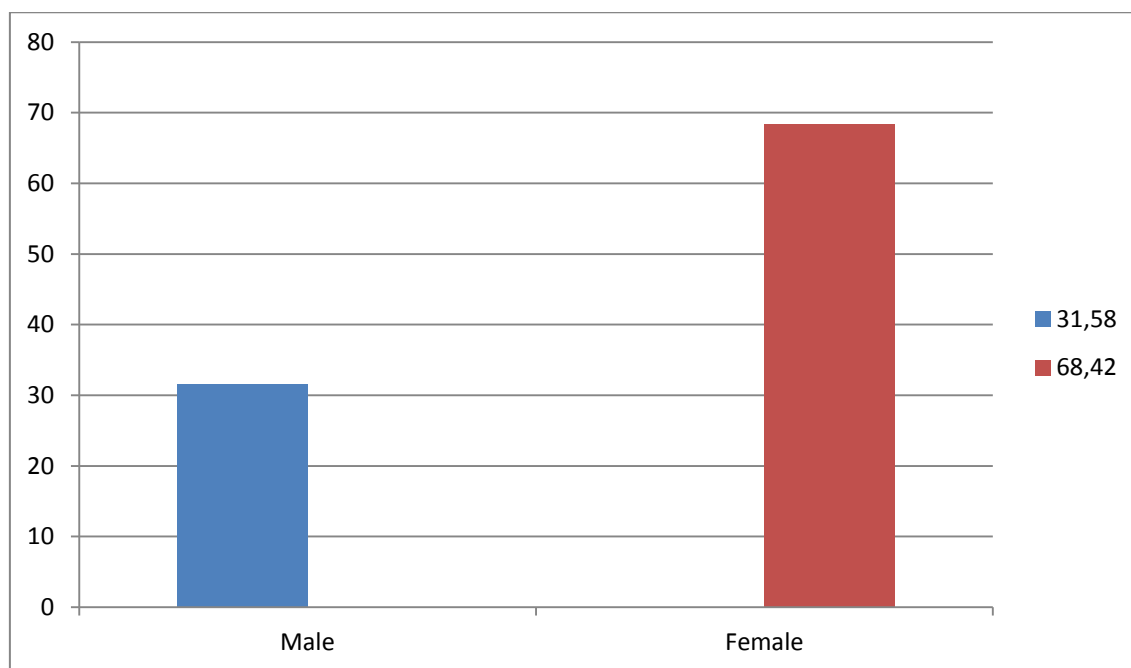
According to the result displayed on table 2, we noticed that the scope of first year students' age ranges between nineteen i.e. a percentage of 15 (39,47%) and thirty-eight i.e. a percentage of 2 (5,26%). Concerning the percentage of students aged twenty i.e. 6 (15,79%) and students who aged twenty-one their percentage is (21;05%). For the students aged twenty-two, the percentage is 4 (10,53%). Students aged twenty three and twenty four, have the same percentage (5,26%). But for unknown reasons, one student i.e. a percentage of (2,63%) did not mention her age.

#### **Item 02: Students' gender**

The statistics gathered in the following gender categories :

Gender	N	%
Male	12	31.58%
Female	26	68.42%

**Table03:** Students' gender.



**Figure 2:** Students' gender.

Table 03 reveals the fact of female over male:

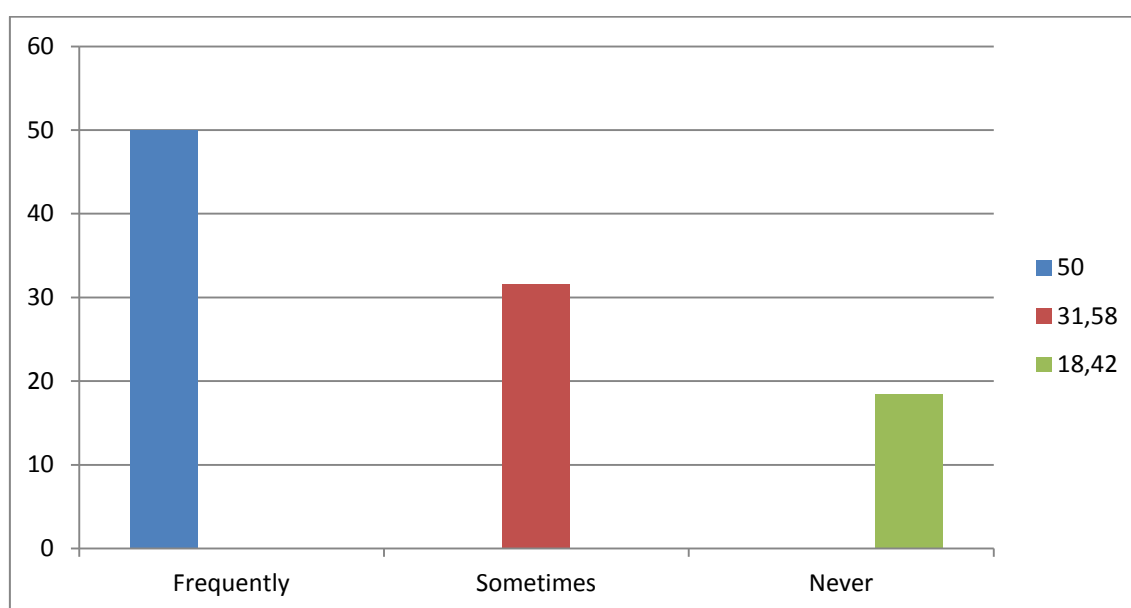
Out of 38 participants, 26 (68.42%) are females enrolled in the department of Biskra. This proves the common belief that females have more tendency towards studying foreign languages and English in particular. It is a mean to hunt a profession as language teacher or interpreter which are commonly considered as feminine jobs in this country. Males in general tend to prefer scientific and technical branches (computing, technology, mechanics...).

## Section two :Students' reading habits.

**Item03:**How much do you like reading?

	N	%
Frequently	19	50
Sometimes	12	31.58
Never	7	18.42

**Table 04:** students' attitude toward reading.



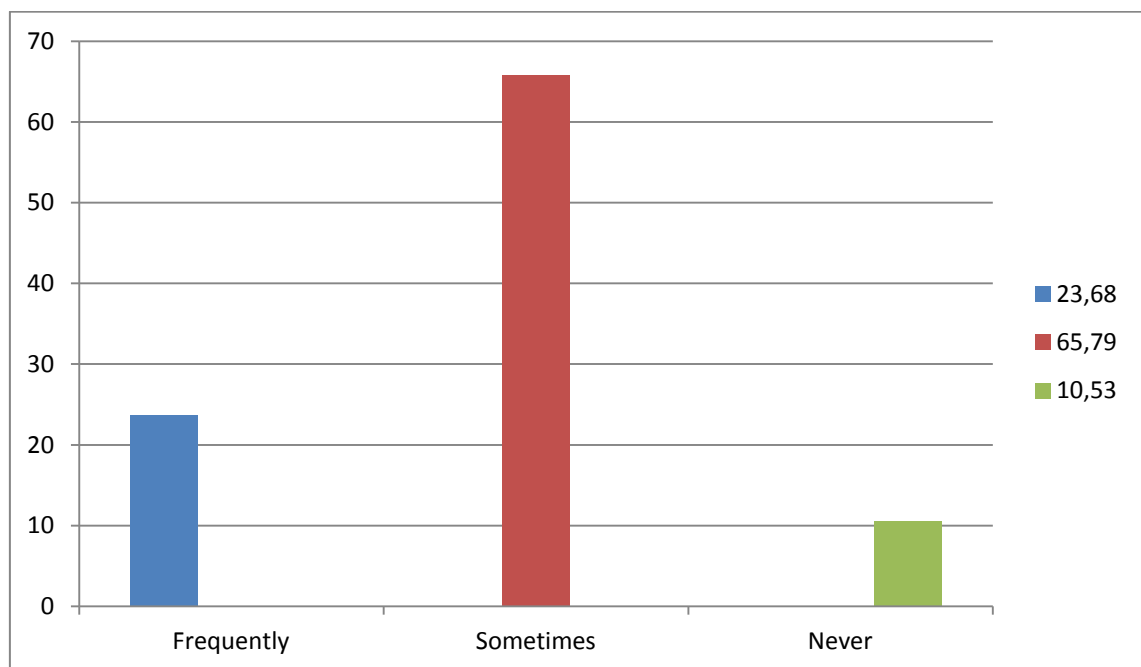
**Figure 03:** Students' attitude toward reading.

There are different views about the extent they like reading or not. We found that there are diverse views about students like or dislike of reading. A high rate of students 19 about (50%) like reading and 12 (31,58%) of them have a neutral attitude towards reading. However seven students i.e. 7 (18.42%) have a negative view that they do not like reading at all .

**Item 04:** How often do you read in English?

	N	%
Frequently	09	23.68%
Sometimes	25	65.79%
Rarely	04	10.53%

**Table 05:**Students' Reading habits.



**Figure 04 :** Students' Reading habit.

Twenty five of our informants i.e. about 25 (65,79%) said that sometimes they like reading in English .A big number of them prefer reading in English when they

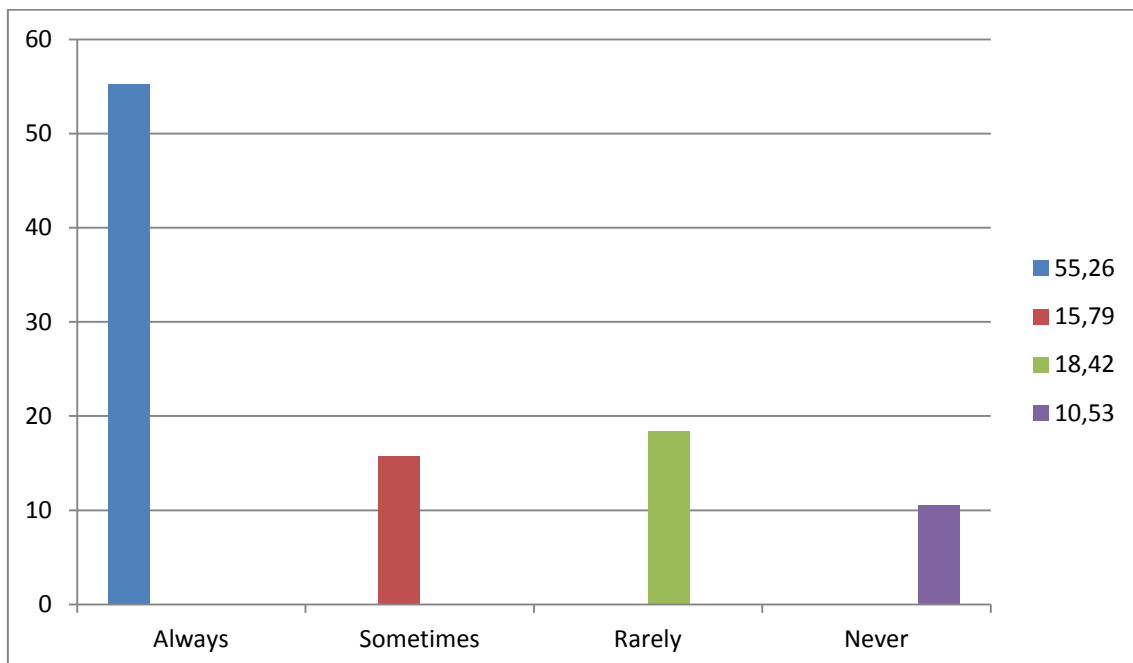
want , but 9 (23,68%)of students prefer to read frequently which is considered as a good way to improve their reading .Finally7 (10,53%) of students are rarely read .

Here ,we notice the lack of practice in reading , therefore, those students have to read more to master reading skills.

**Item05:**Do you enjoy the time you spend on reading ?

	N	%
Always	21	55.26
Sometimes	06	15.79
Rarely	07	18.42
Never	04	10.52

**Table 06:**Students' enjoyment of reading .



**Figure 05:** Students' enjoyment of reading .

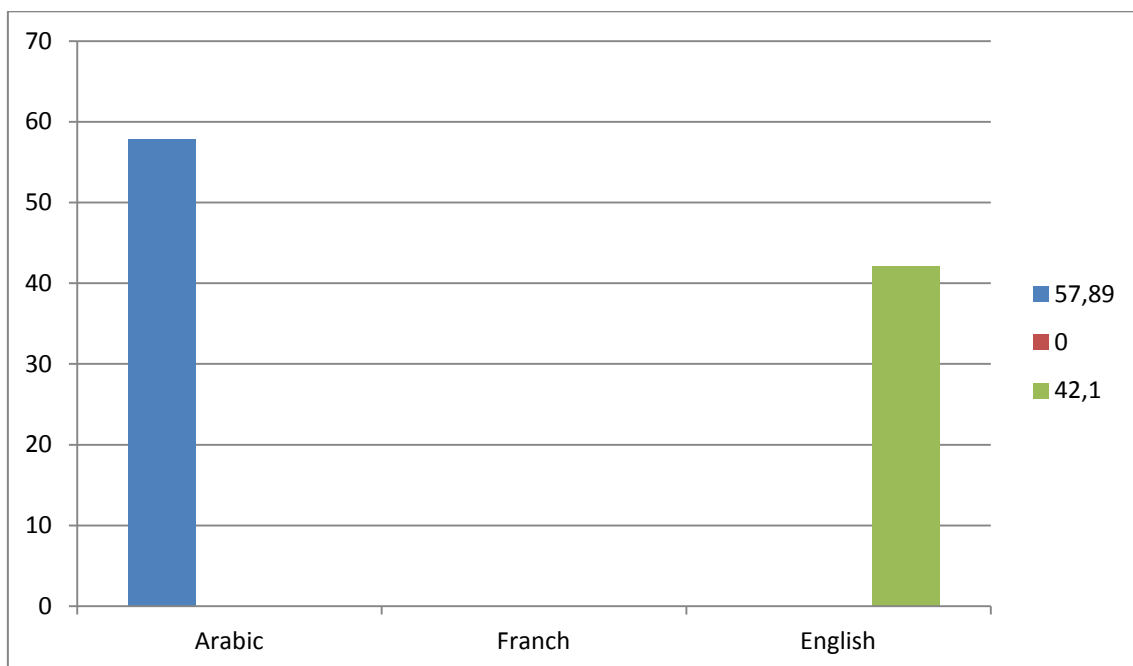
We noticed that more than half of our informants 21 (55.26%)enjoy their time when they read .Those students like what they read. 6(15.79%)of students said when they read ,

sometimes they find themselves enjoying their time and the other times they do not. 7(18.42%) of them rarely enjoy what they read, may be because of bad choice of book or anything he chose. whereas 4 (10.52%) of them said that they do not enjoy what they read. They hate reading they just when they obliged in the classroom.

**Item 06:** In which language do you prefer to read ?

	N	%
Arabic	22	57.89%
French	00	00%
English	16	42.10%

**Table 07:** Students' Preferred language .



**Figure 06:** Students Preferred language .

Preferring to read in Arabic refers to the fact that this language is considered as the mother tongue and it is understandable and easy to read more than English.

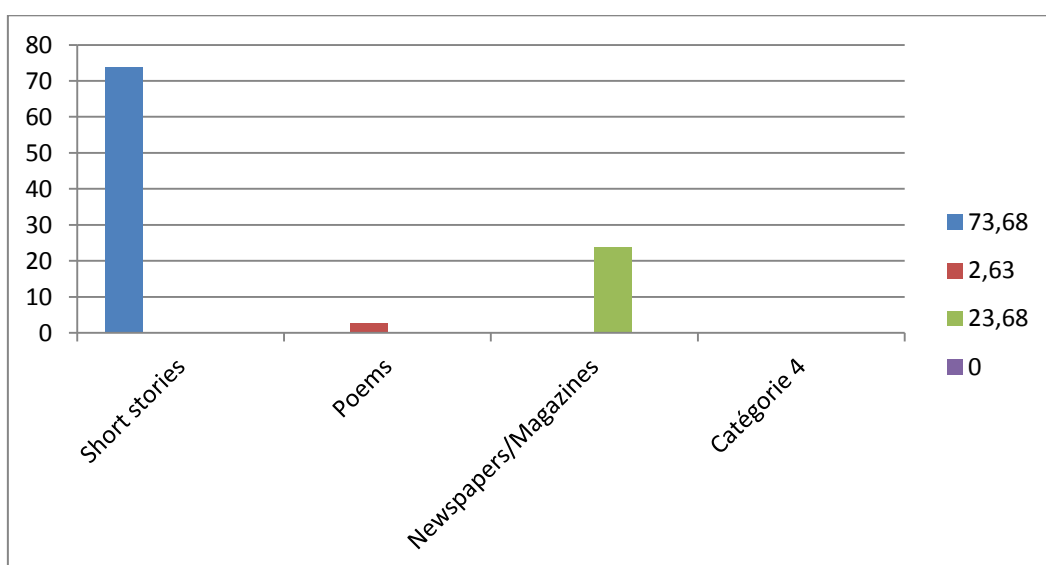
On the other hand , English language seems somehow difficult to our learners because they face key terms that breaks down their comprehension, and this takes time to be simplified. Therefore, we notice that 16 (42,10 %) of the students prefer to read in English because they are influenced by the English culture and they regard this language as an international language .

But in our analysis no one of those students preferred to read in French because they deal with French just as module and it is so difficult to read and this reflects their weak level at French..

**Item07:** What type of reading do you like?

	N	%
Short stories	28	73.68
Poems	01	2.63
Newspaper/Magazines	09	23.68
Others	00	00

**Table 08:** Students' type of reading they like.



**Figure 07:** Students' type of reading they like.

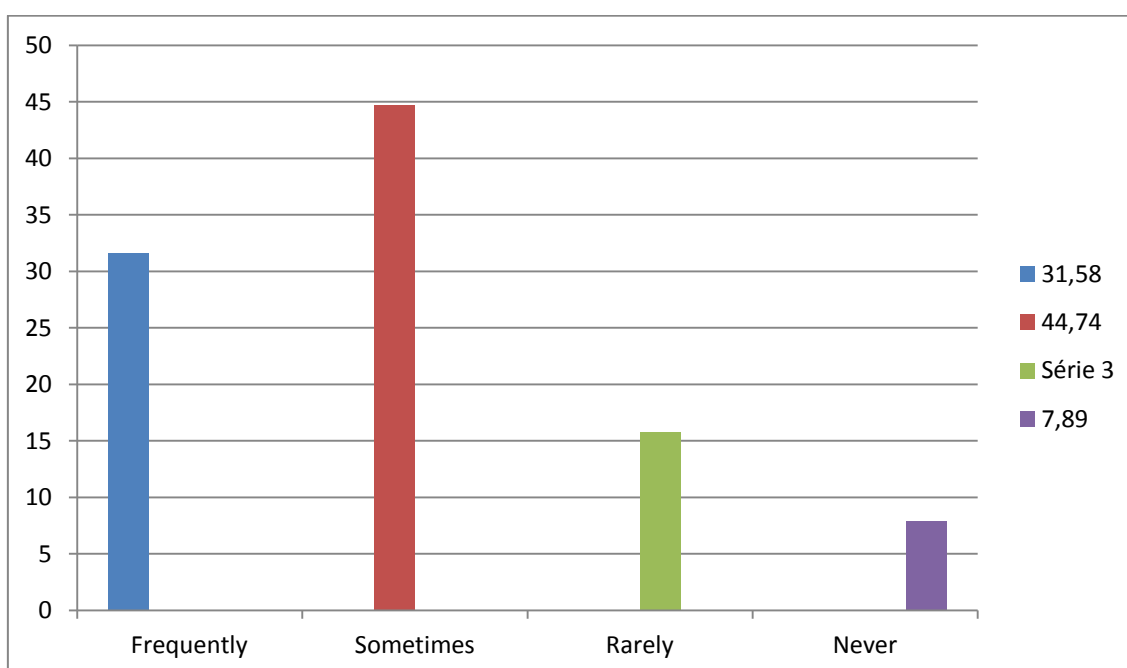
According to our results ,28(73.68%) of Students of first year like reading short stories. The respondents seem to involve themselves with stories, for enjoyment. This proves that people may read for the sake of enjoyment rather than looking for information. Students feel like being friends to the stories' characters.

It is assumed that reading short stories saves time and energy on the one hand, and helps in the learning of vocabulary on the other however,09(23.68%) students like reading newspapers and magazines to know the daily lives of other people or just for the entertainment.

**Item 08:**How often does your teacher encourage you to read?

	N	%
Frequently	12	31.58
Sometimes	17	44.74
Rarely	06	15.79
Never	03	7.89

**Table 09:**Teachers' encouragements.



**Figure 08:** Teachers' Encouragement.



Of our 38 informants ,17 (44,74%) said that their teachers encourage them from time to time .However the percentage of students who said that their teachers encourage them frequently in the class to read is12 (31,58%),and this represents the role of those teachers as a motivators to first year students.

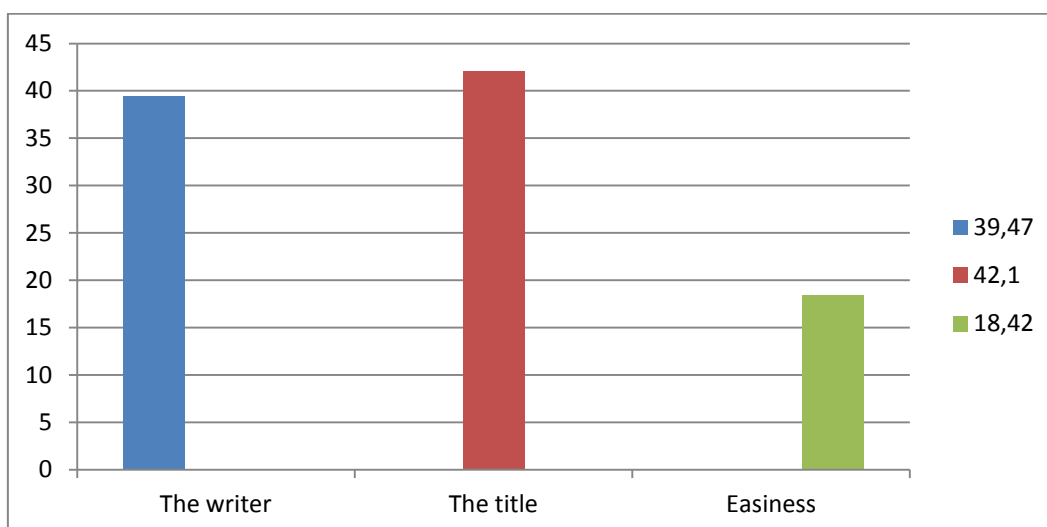
Whereas 6 of students 06(15,79%)said that teachers rarely encourage them to read .But 03(07,89%) of them said that they never got any encouragement in reading. The results determine the important role of the teacher plays in motivating and encouraging the students to read.

Also, the teacher plays a great and important role in initiating learners to read.

**Item 09:** What makes you read a particular text/ in a particular field?

	N	%
The writer	15	39.47
The title	16	42.10
Easiness	07	18.42

**Table 10:** Students' reasons of reading.



**Figure 09:** Students' reasons of reading.

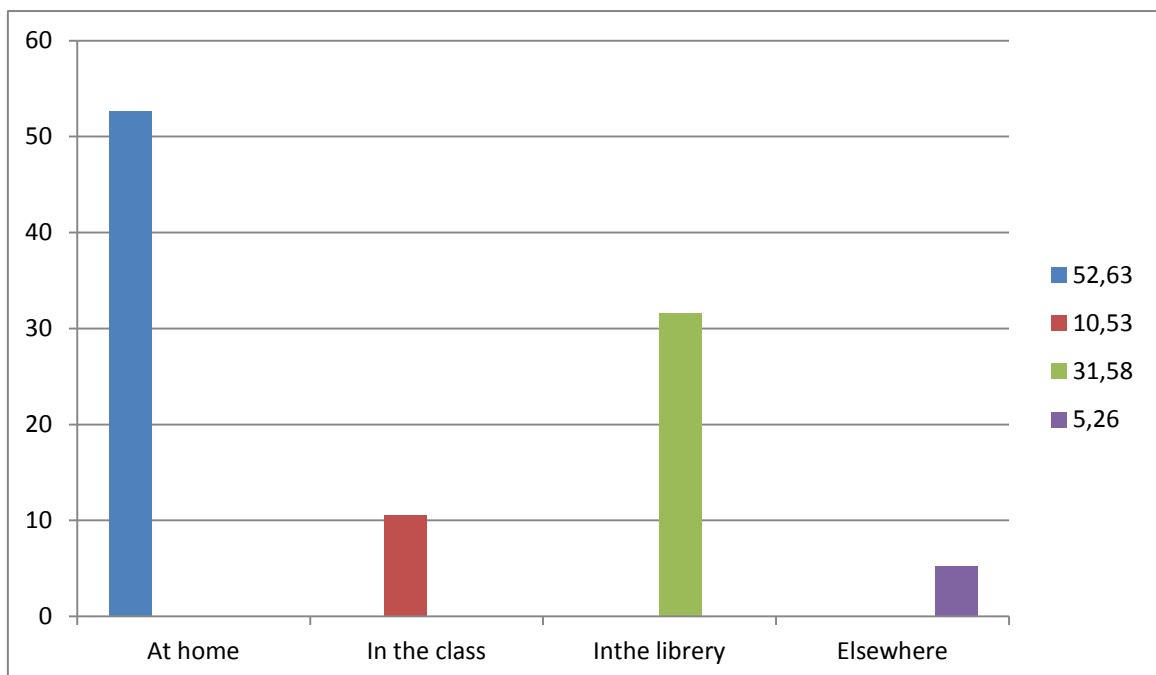
Among our respondents about 15 (39,47%) said that the author of the book was the main reason for them to read however,16(42.10%) read some books because the title attracts them and only 7(18,42%) of them read a for any material for its easiness .

The result shows that the students read a particular material in a particular field because of the title or the writer who makes them interested in reading.

**Item 10:** Where do you prefer to read?

	N	%
At home	20	52.63
In the class	04	10.53
In the library	12	31.58
Elsewhere	02	5.26

**Table 11:**Students' favourite place for reading.



**Figure 10:**Students' favourite place for reading .

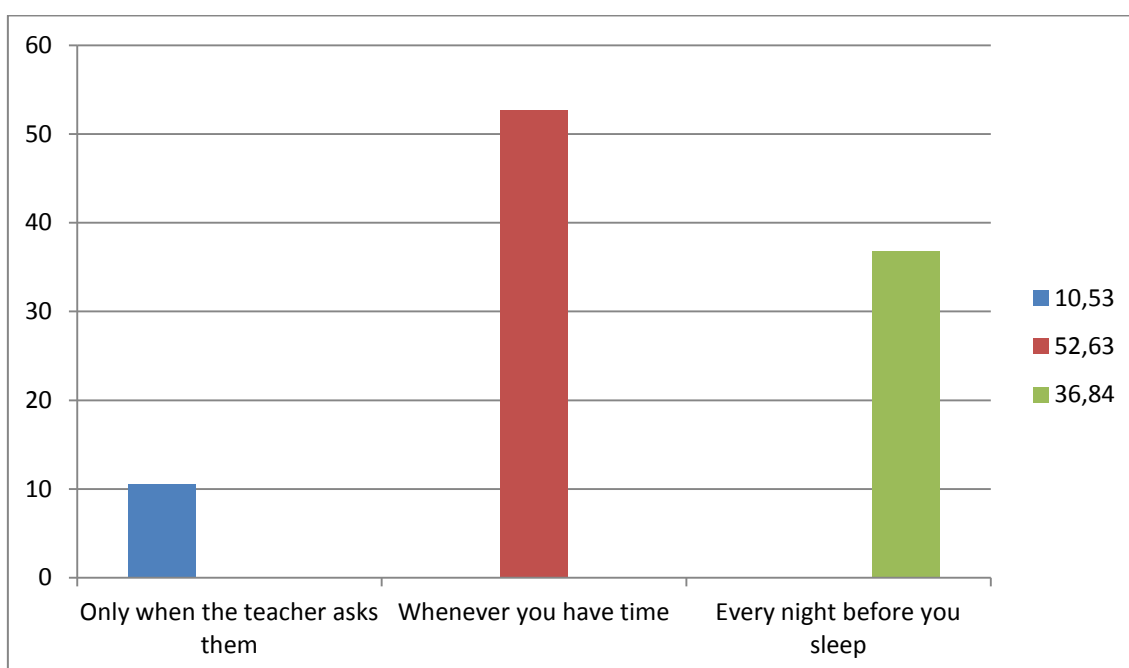
The table 11 shows that 20 (52,63%) of our informants prefer reading at home to avoid embarrassment and noises. 12 (31,58%) of them prefer to read in the library because they like reading in the place where they find other students read to motivate them.

The students who prefer to read in the classroom are 4 (10,53%). and 2 (5,26%) of them prefer to read where they find their comfort and according to their moods and to use the language without hesitation or boredom.

**Item 11:** When do you prefer to read?

	N	%
a-Only when the teacher asks you	04	10,53
c-Whenever you have time	20	52,63
d-Every night before you sleep	14	36,84

**Table 12:** Preferred time for reading.



**Figure 11:** Preferred time for reading.

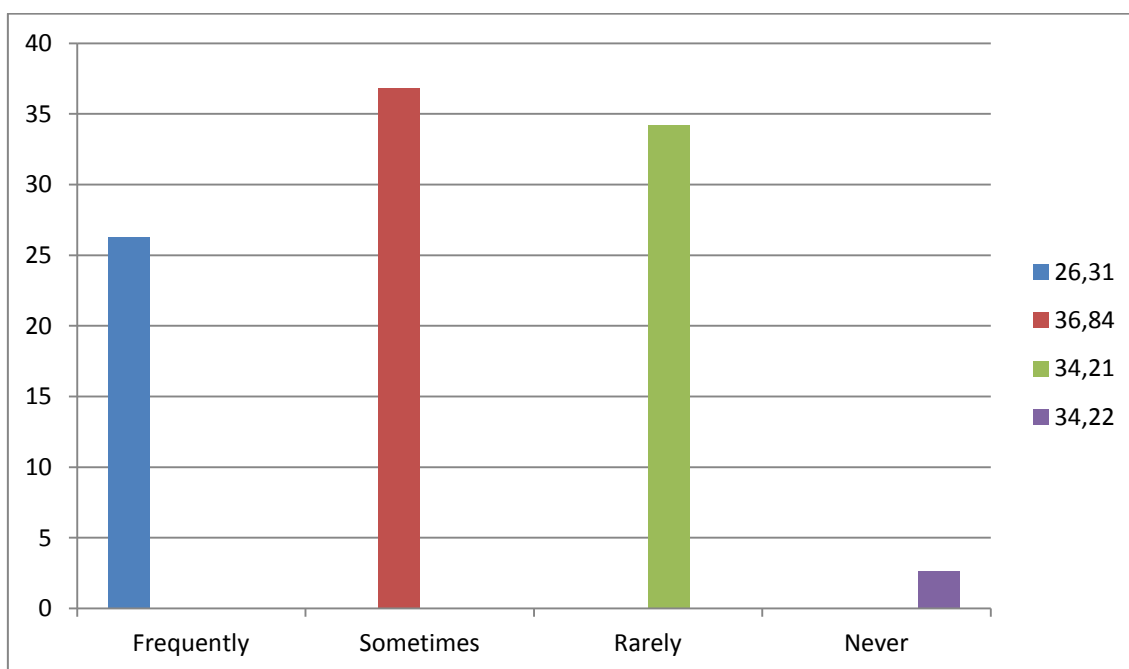
As far time is concerned, 20(52,63%)of the students preferred to read whenever they have time., They generally read according to their mood and desire of reading.

According to Nuttal(1982) ,the most typical use of reading in a foreign language is to ameliorate the language, and to keep up to date with new information. However 14(36,84%) preferred reading every night before sleeping ,because they feel with the entertainment and they enjoy reading at this time for a pleasure.wheras 04(10,53%) of them read just when the teacher asks them to read .

**Item12:** How often do you read outside the classroom?

	N	%
a-Frequently	10	26,31
b-Sometimes	14	36,84
c-Rarely	13	34,21
d-Never	01	2,63

**Table 13:** Reading outside the classroom.



**Figure 12:** Reading outside the classroom.

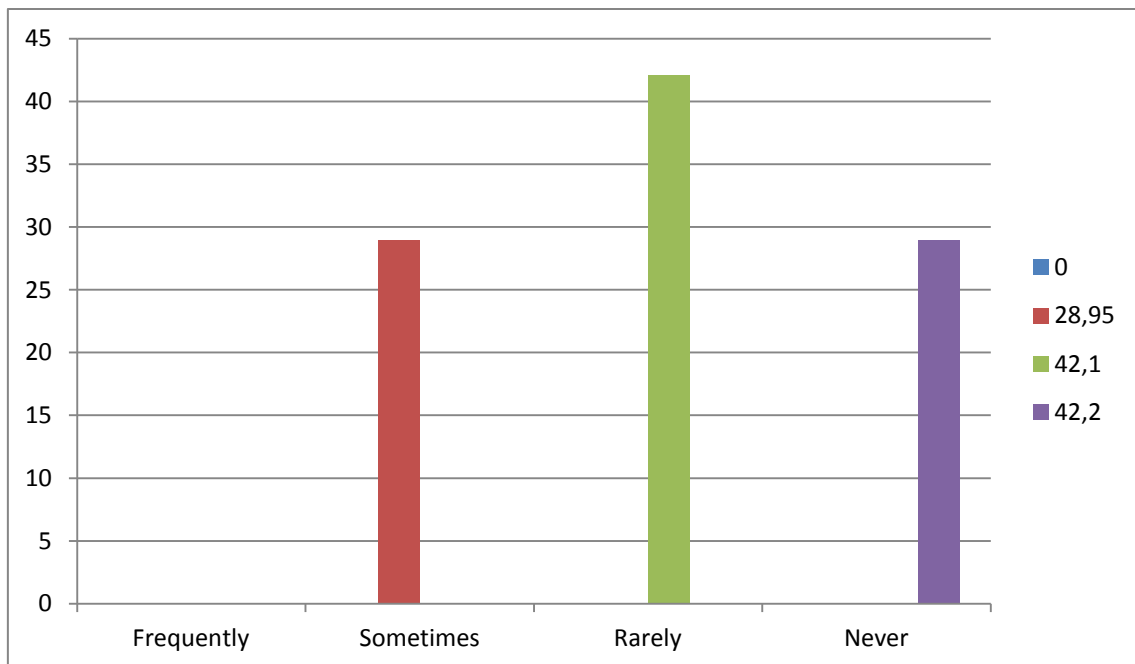
About 14 (36,84%) of students read outside the classroom and 13(34,21%) of them said that they rarely read outside the classroom, just read when they are in the library. 10(26,31%)of them always read outside the classroom to avoid noise.

Whereas .01(2,63%)student ,who said that he do not read outside the classroom because he prefers the classroom and among friends.

**Item 13:** How often do your friends/classmates encourage you to read?

	N	%
a-Frequently	00	00
b-Sometimes	11	28,95
c-Rarely	16	42,10
d-Never	11	28,95

**Table 14:**classmates' encouragement.



**Figure 13:** Classmates' encouragement.

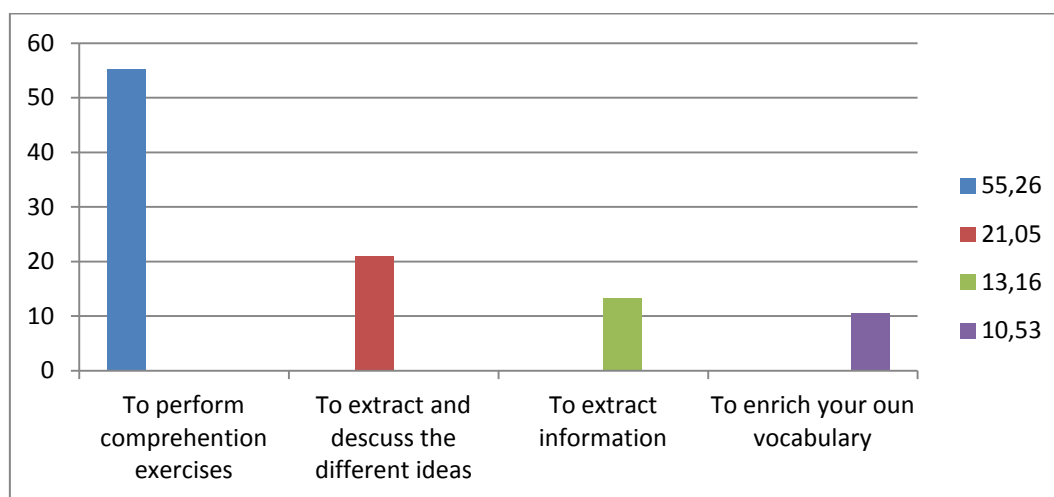
In the table above ,16(28,95%)of students said that their classmates rarely encourage them to read and only 11(28,95%)of them said that their classmates sometimes encourage and motivate them to read. The same percentage said they are never encouraged by their classmates.

The results here shows that students classmates and friends neither read nor regard reading as important as it should be .Besides, their friends neither read nor consider reading an important activities to be carried out.

**Item 14:** When dealing with a text, which activities you think is useful for you?

	N	%
a-To perform comprehension exercises.	21	55,26
b-To extract and discuss the different ideas.	08	21,05
c-To extract information .	05	13,16
d-to enrich your own vocabulary	04	10,53

**Table 15:**The useful activities for students .



**Figure 14:** The useful activities for students .

In the table above, 21(55,26%) of students think that the useful activities when dealing with a text are the activities in which they perform comprehension and 08(21,05%)

of them say that the exercises in which they extract and discuss the different ideas and information are the most useful ones .Only 5(13,16%) say that the activities from which they extract information are the useful one .

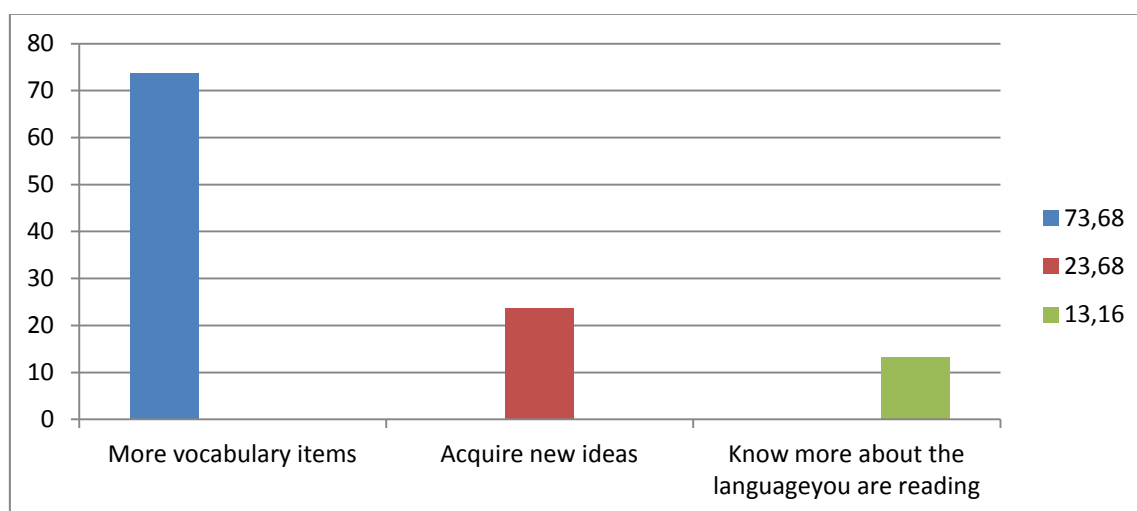
The last result shows that only four students (10,53%) said that the most useful activities were the ones from which they enrich their own vocabulary.

A contradiction can be noticed in this answer, since the previous answer reveals the student's eagerness towards vocabulary learning. It seems that the most of students are not aware of their real needs, or may be they are giving answers at random.

**Item 16:** When you read a text or a book outside the class, what do you expect to get from It?.

	N	%
a- More vocabulary items.	28	73,68
b. Acquire new ideas.	09	23,68
c. Know more about the language you are reading	05	13,16

**Table 16:**Students' expectation from reading



**Figure 15:** Students' expectation from reading.

The table above shows that 28(73,68%)of students said that when they read a text or a book outside the class ,they expected to get from it as many vocabulary items as they can.09(23,68%)of them said that they expect to acquire new ideas from reading a text however, 05(13,16%) of them expected to know more about the language they read .

The results show that reading is seen as an effective way for vocabulary getting. This reminds us of Krashen(1689) who suggest that light reading has its impact on language literature review in relation to vocabulary expansion via reading; that was determined once by Zimmerman,( 1997), Paribakhat and Wesche,( 1997), confirmed that second language learners can acquire and expand their vocabulary knowledge through reading.

In the same respect, Grabe and Stoller(1997:50) point out that “extensive reading exposes learners to large quantities of material within their linguistic competence.

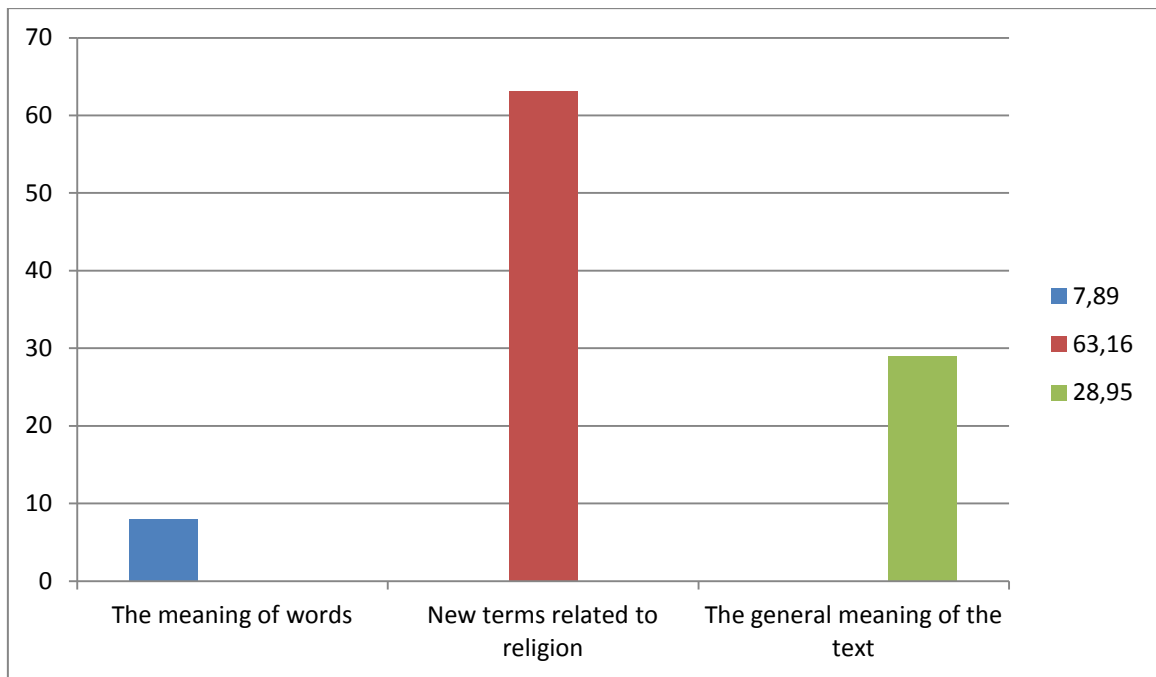
The choice of acquiring new words in the second position, reveals the student’s eagerness toward vocabulary learning.

**Item16:** During the English courses, when you read a text related to your field of study ,what are the main problems that impair your comprehension ?.

	N	%
a-The meaning of words.	03	7,89
b-New terms related to religion.	24	63,16
c. The general meaning of the text	11	28,95
.		

**Table 17:** Problems impair students’ comprehension.





**Figure 16:** Problems that impair students' comprehension.

Twenty four (63,16%) of students said that the problem that impair their comprehension is the meaning of the words .11(28,95%) of them said that new terms related to their subject of study which impair their comprehension however 03(7,89%) of them said that it was the general meaning of the text which impair their comprehension.

The results emphasize the importance of vocabulary knowledge in reading comprehension, as Oakhill(1994) insist that word knowledge is highly correlated with reading comprehension ability. This latter is related to the knowledge of word meaning, and to know word meaning is essential in understanding reading texts. We conclude that without vocabulary nothing can be conveyed.

The results reflect the student's awareness about the fact that there is a difference between common English vocabulary and the vocabulary related to their field of study. Then, items seem new for them on the one hand and difficult only for them remains a matter of level on the other.

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

The teachers to whom we addressed our questionnaire are nine teachers of the department of English who taught different modules. The question's main objective is to survey the teachers' methods and techniques that they follow in teaching vocabulary as well as their contribution in improving students' reading comprehension. Moreover, it seeks to recognize teachers' attitudes toward learners' difficulties in both reading and vocabulary. The teachers' questions contain thirteen questions which are divided into two sections:

Section one contains four questions (from question one to four). This first section contains questions about the general background of teachers' age and their experience in teaching English as a second language as well as their degree.

Section two contains twelve questions (from the fourth question to the fifteenth one). This section includes questions about the teachers' opinion about reading comprehension and its steps in order to improve the students' reading skill and its relationship with vocabulary.

The main aim of this section is to know how the teachers evaluate the level of first year students concerning the difficulties they face in the reading skill or in acquiring and understanding the meaning of vocabulary. Our questionnaire also aims to investigate the role of teachers in encouraging their students to read in the class and to direct their attention to the importance of vocabulary in improving reading skill.

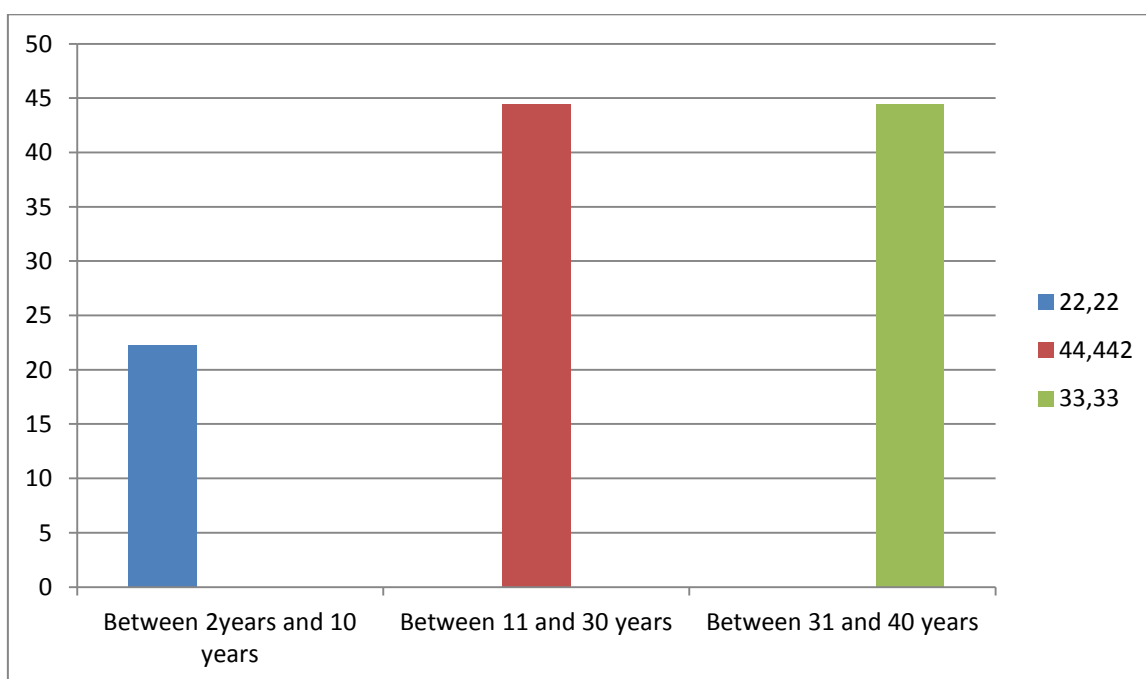
## Analysis of the Teachers' Questionnaire

### Section one :Background Information

**Question 01 :**Age distribution.

Age	Number	%
Between 24 and 30 years.	02	22,22%
Between 31 and 40 years	03	33,33%
Between 41 and 60 years	04	44,44%

**Table 18:**Teachers' age distribution .



**Figure 17:** Teachers' age distribution.

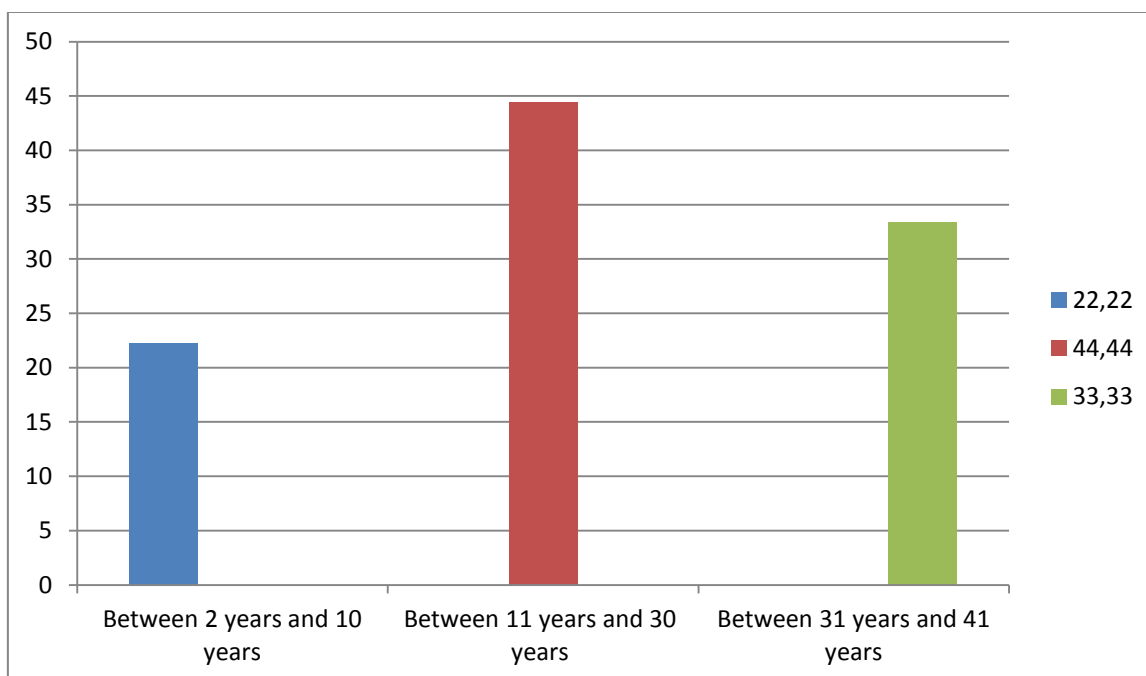
From our results, we found that 04(44,44%) of teachers aged between 41 and 60 years and 03(33,33%)of them aged between 31 and 40 years. Whereas 02(22,22%)of them

aged between 24 and 30 years .The table shows that the big rate of our sample of teachers aged between 41 and 60 years and this indicates the importance of teachers' age in teaching English language .

**Question 02 :**How long have you been teaching (your experience)?.

Experience	Number	(%)
Between 2 years and 10 years	02	22,22
Between 11 and 30 years	04	44,44
Between 31 and 40 years	03	33,33

**Table 19:** Teachers' experience .



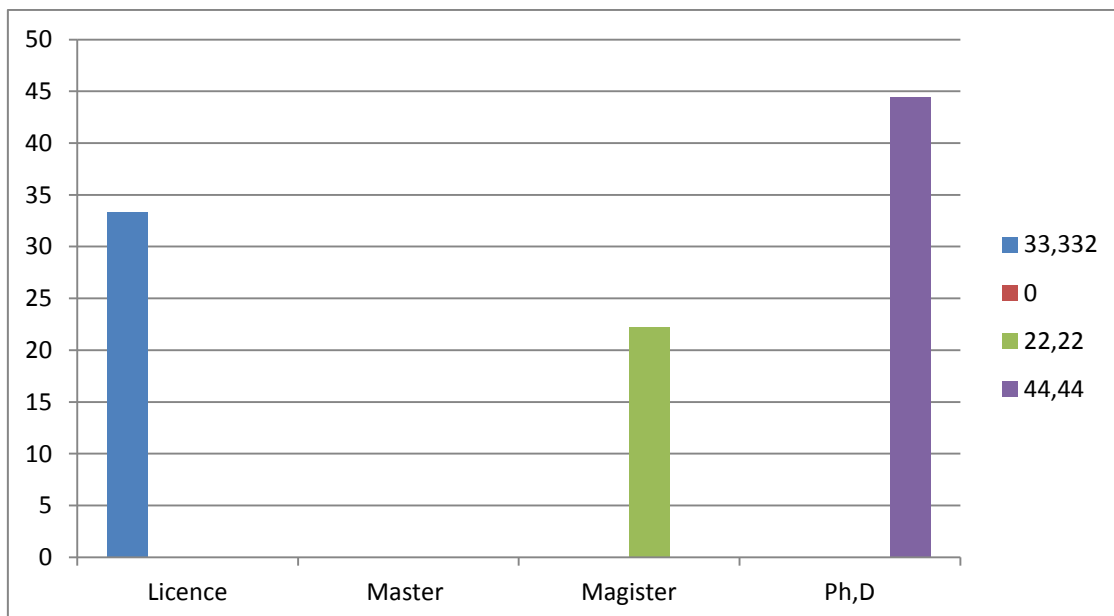
**Figure 18 :** Teachers' experience.

On this table ,we observe that the number of teachers who have been teaching English Language between two years and ten years are two teachers (22,22%) of the whole population. This rate reflects the small experience time when it comes to compare with the other rate 3(33,33%) for the teachers who have been teaching between 31 and 40years which seems to be an acceptable experience period of time .But the teachers who have more experience are between eleven and thirty years .

**Question03 :Teachers' degree.**

Degree	Number	(%)
a-BA(Licence)	03	33,33
b.MA(Master).	00	00
c.MA(Magister).	02	22,22
d-Ph.D	04	44,44

**Table 20:**Teachers' degree.



**Figure 19:** Teachers' degree.

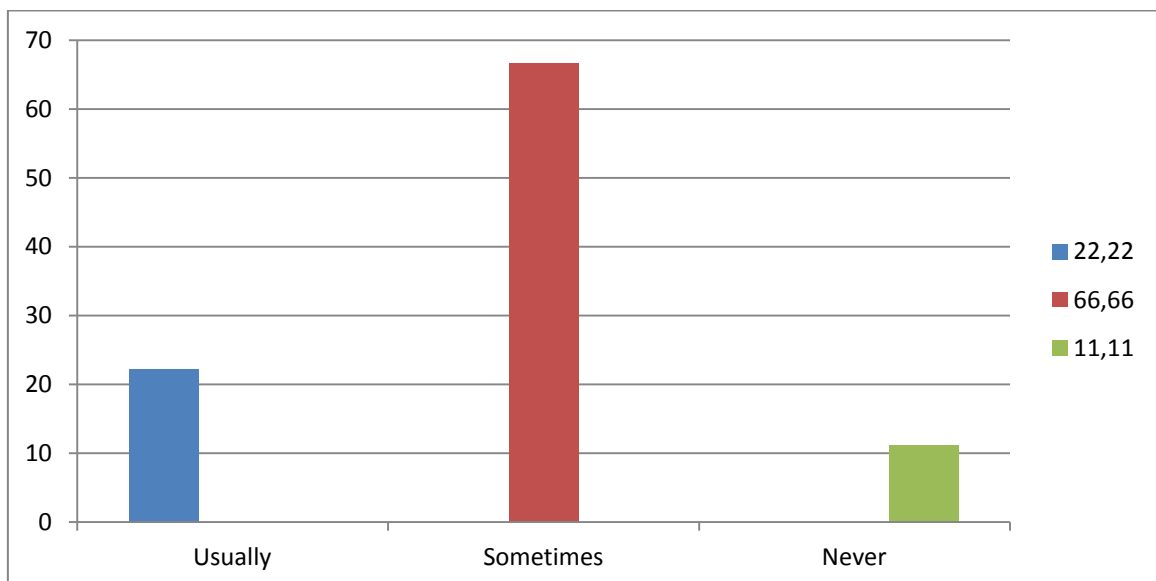
Concerning teachers' degree ,we observed that 03(33,33%) of our sample have BA degree and 02(22,22%) of them have MA (Magister degree )however, 04(44,44%) of them have PH.D(Doctorate).This shows that our university have experienced teachers and it is so important rate in order to create a better and cultivate students.

## Section two : Reading skill in relation with vocabulary.

**Question 04 :** How often do you encourage your students to read in the class?

	Number	(%)
a. Usually	02	22,22
b.Sometimes	06	66,66
c. Never	01	11,11

**Table21:** Teachers' encouragement to read in the class.



**Figure 20:** Teachers' encouragement to read in the class.

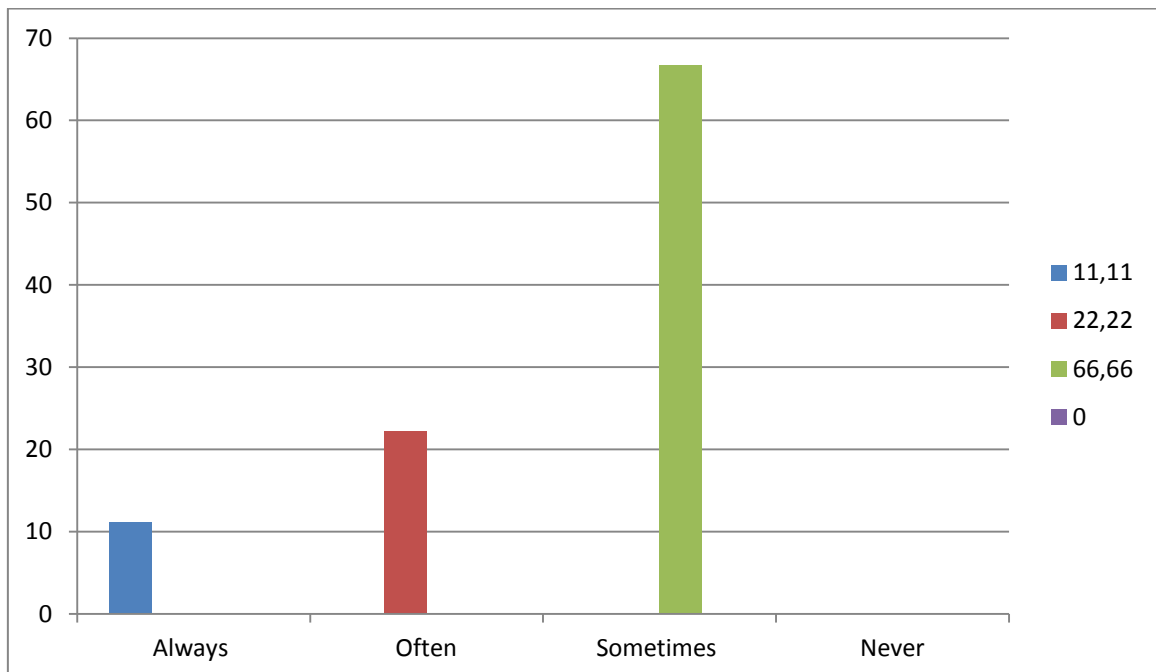
The table above shows that 22,22% of teachers encourage their students to read in the class and about 66,66% of them push their students to read in the class .

This indicates that the teachers are considered as essential motivators to improve students' reading skill. But one teacher said that she never encourage her students to read ,may be because she is a teacher of oral expression as well as she do not have more experience in teaching.

**Question 05:** . Have you ever directed your students' attention toward the significance of vocabulary for successful reading,?

	Number	%
a-Always	01	11,11
b-Often	02	22,22
c-Sometimes	06	66,66
d-Never	00	00

**Table 22:** Teachers as guiders for successful reading.



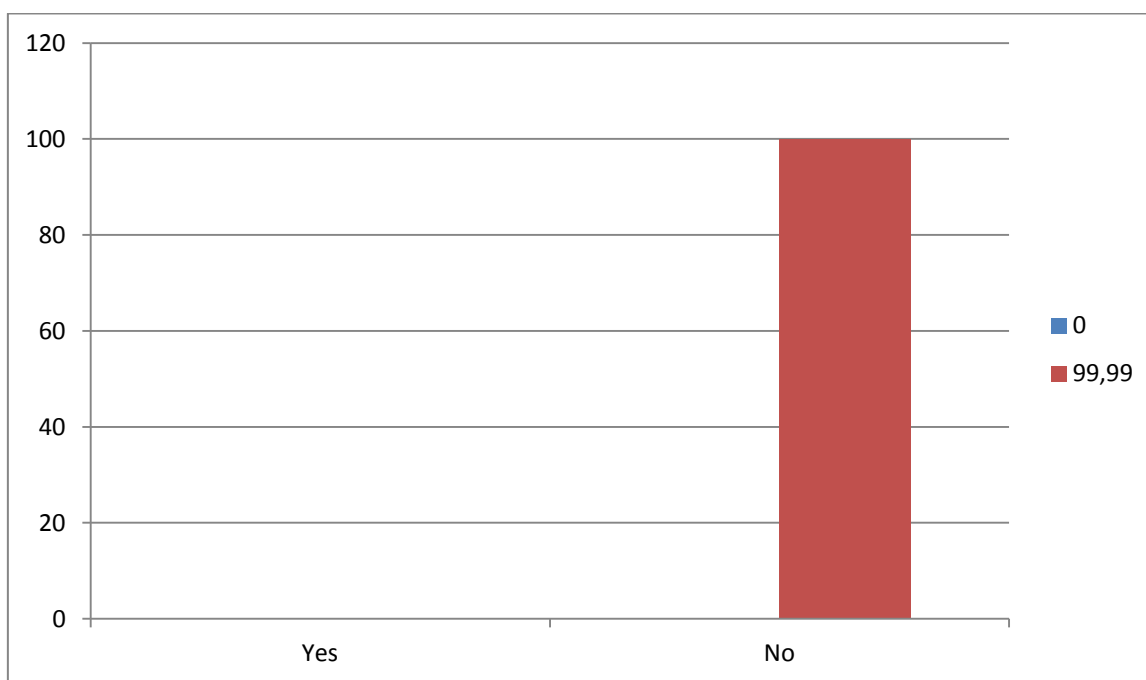
**Figure 21:** Teachers as guiders for successful reading.

On this table ,we notice that the teachers work as a directors in paying the students ‘attention towards the significance of vocabulary with the rate of 66,66 % .This IS considered as an interesting factor for succesful reading.

**Question 06:** Are you satisfied with your students’ level of reading.

	Number	%
a- Yes	00	00
b-No	09	99 ,99

**Table 23:**Teachers’ satisfaction of students level of reading.



**Figure 22:**Teachers’ satisfaction of students level of reading.

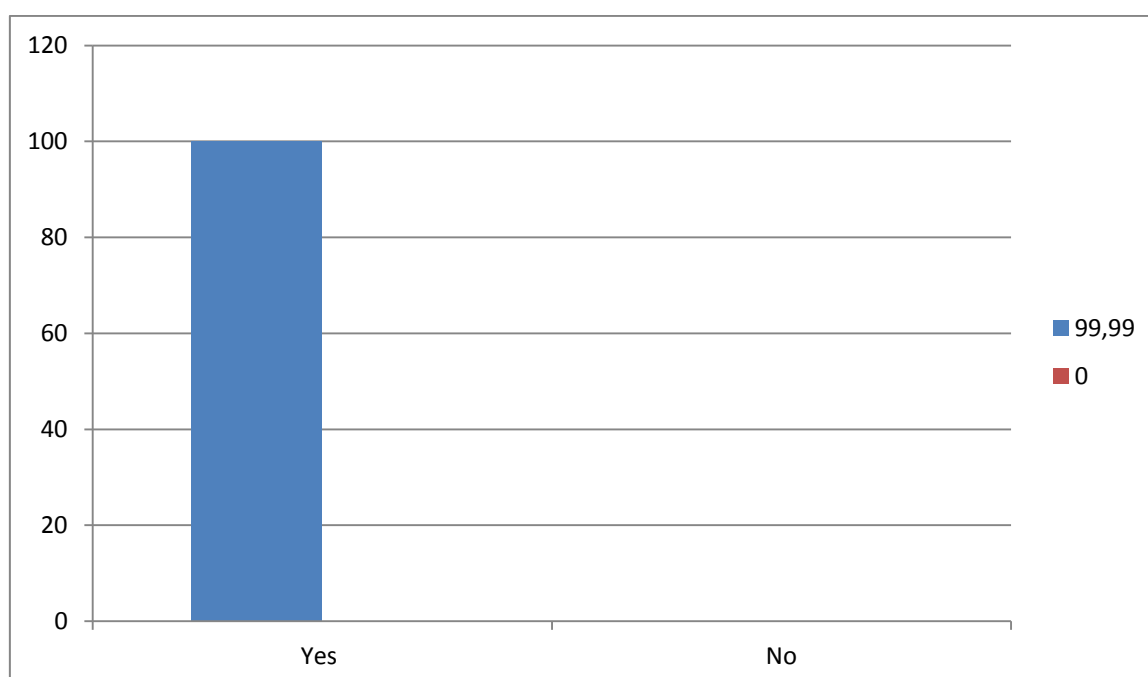
On the table above ,9( 99,99%) of our teachers said that they are not satisfied of students’ level of reading and this indicates that the students of Mohamed kheider university did not master the reading skill and fail totally on it . This is due to many reasons.



**Question 07:** Does teaching vocabulary contribute in the improvement of the reading skill?

	Number	%
Yes	09	99,99
No	00	00

**Table 24:**The contribution of teaching vocabulary in improving reading skill



**Figure 23:**The contribution of teaching vocabulary in improving reading skill.

The answers above show that all the teachers said that the teaching vocabulary contribute in the improvement of reading skill .

\_If yes ,explain why?.

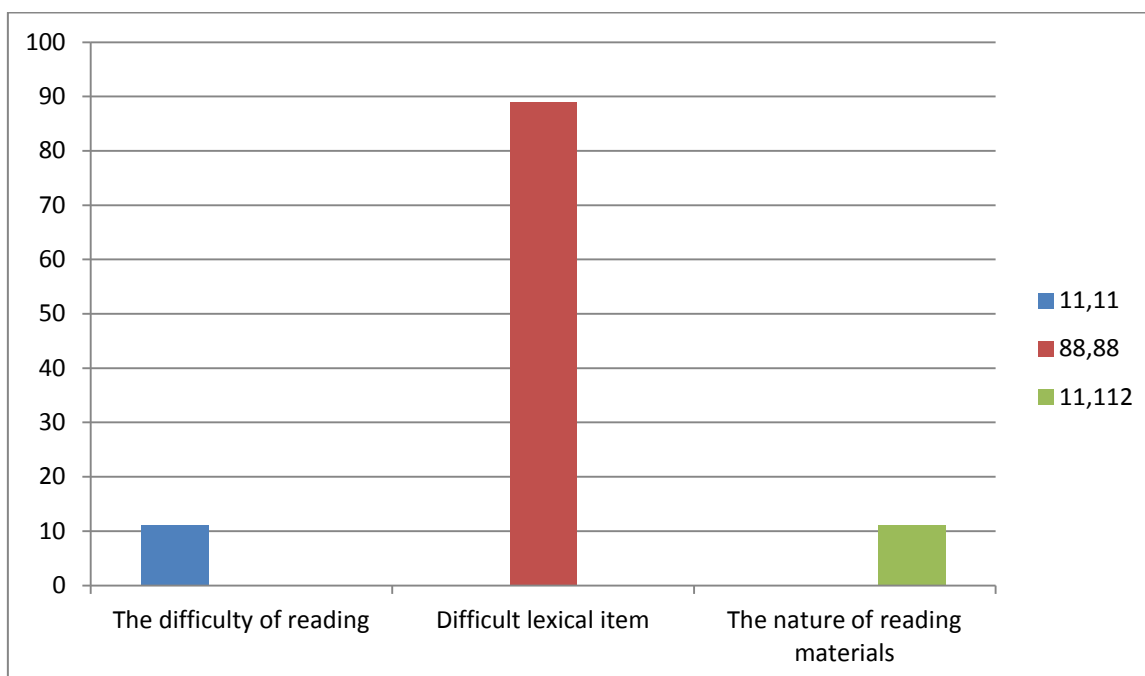
According to their explanations ,we found that they agreed about that reading enriches the students' lexicon, because, those students have to enrich their input in order to express themselves. One of them added that the mastery of vocabulary increases the reading comprehension proficiency of the students and increases his or her motivation.

Another teacher said that teaching vocabulary enriches the learners 'lexical repertoire and provides him/her with a systematic strategies to cope with any register. It means that the vocabulary is crucial to the improvement of the reading skill in the sense that it forms part of the linguistic context and register.

**Question08:** Do you think that students' failure to read in the classrooms?

	N	%
a. The difficulty of reading tasks	01	11,11
b.Difficult lexical items.	08	88,88
c- The nature of reading materials	01	11,11

**Table25:** The causes of students' failure to read in the classrooms.



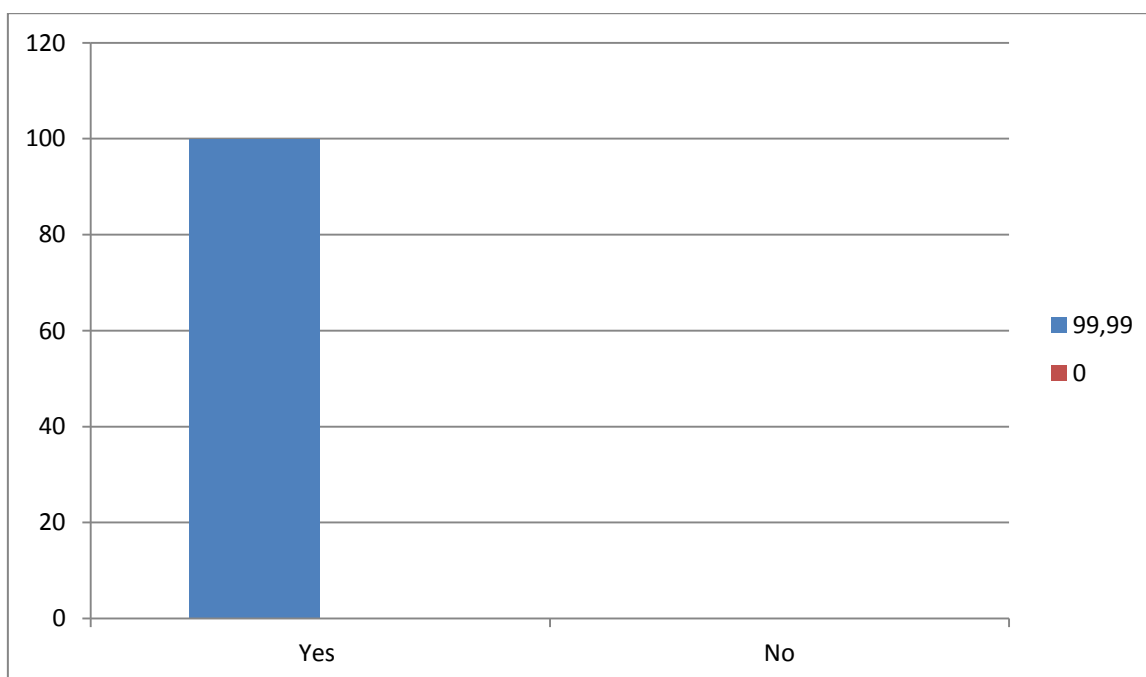
**Figure 24:** The causes of students' failure to read in the classrooms.

On this table , we notice that 88,88% of our teachers said that the primary reason of students failure to read in the class is because they face difficult items and this related to their poor vocabulary. But one of them 11(11,11%) said that the cause of students failure in reading is due to the difficulty of reading tasks. The other teacher 11(11,11%) Said that students' failure is related to the nature of reading materials as well as to the difficult lexical items.

**Question09:** Does reading play a crucial part in language teaching ?

	N	%
Yes	09	99,99
No	00	00

**Table 26:**Reading as a crucial part in language teaching.



**Figure 25:**Reading as a crucial part in language teaching.

From the results, we noticed that all of the teachers agreed on the point that reading play a crucial part in language teaching. They all stressed the fact that reading skill is interesting for all the students.

If yes ;say why?

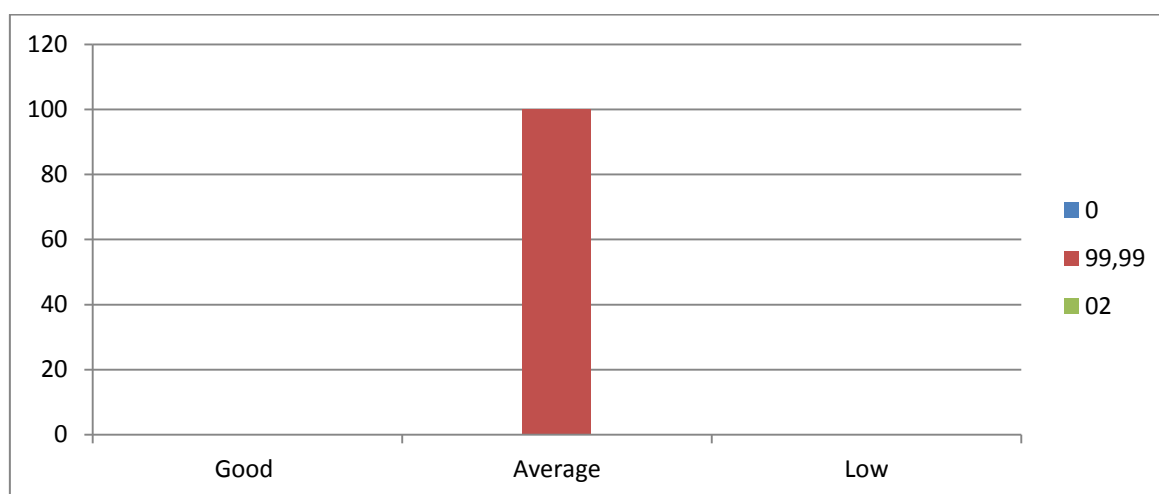
Some of our teachers said that through reading , students will get a lot of knowledge and they will enrich their vocabulary .

One of the teachers ,said that Learners' autonomy in modern teaching was so important ,which requires a high level of reading comprehension (research investication ;group work depends on learners' readings).

**Question 10:** How do you find the level of your students concerning reading comprehension skill?

	Number	%
a- Good	00	00
b-Average	09	99,99%
c-Low	00	00

**Table27 :**Students' level concerning reading comprehension skill.



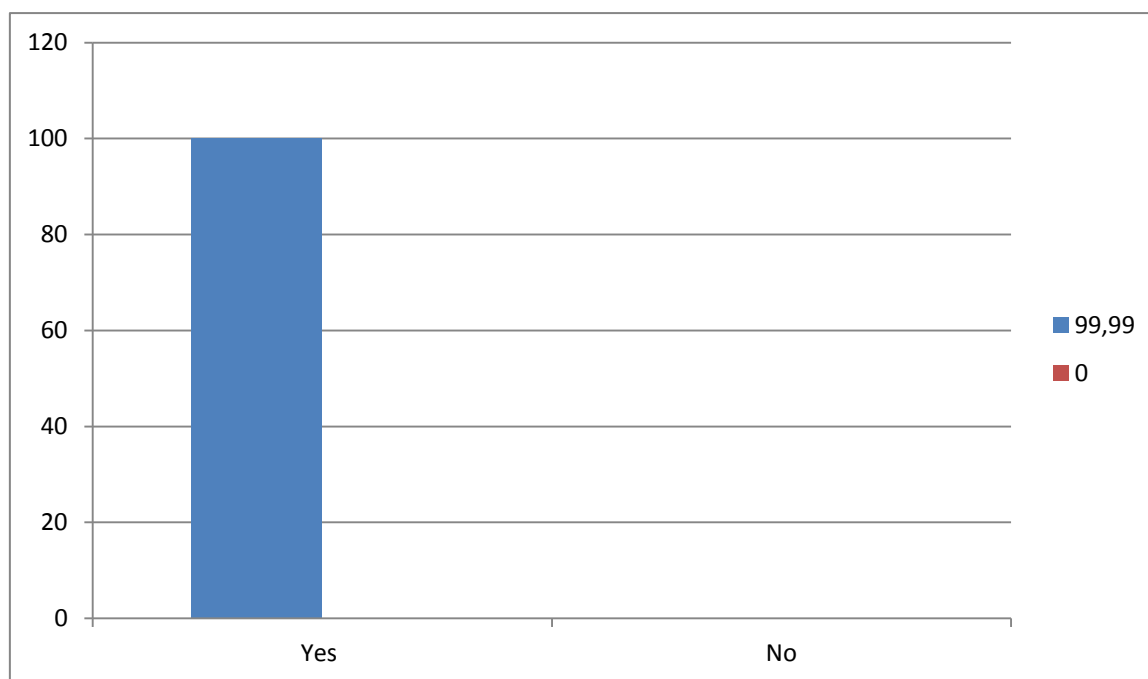
**Figure 26:**Students' level concerning reading comprehension skill.

On table above , we notice that 9(99,99%) of the teachers say that the level of first year students concerning reading comprehension skill is average .It is pointed to their need of more reading in order to ameliorate their reading skill as well as their vocabulary.

**Question11:** Is vocabulary an important factor in reading comprehension skill?

	N	%
Yes	09	99,99
No	00	00

**Table 28:**Vocabulary and its importance in reading comprehension.



**Figure 27:** Vocabulary and its importance in reading comprehension.

From the table 28 ,(99,99%) of teachers said that vocabulary is considered as an important factor in reading comprehension skill.

-In both cases ,say why?

One of teacher said that a high level of reading comprehension necessitates the mastery of vocabulary. If the student does not understand the meaning of words ,it becomes so difficult to grasp the ideas and opinions in the text.

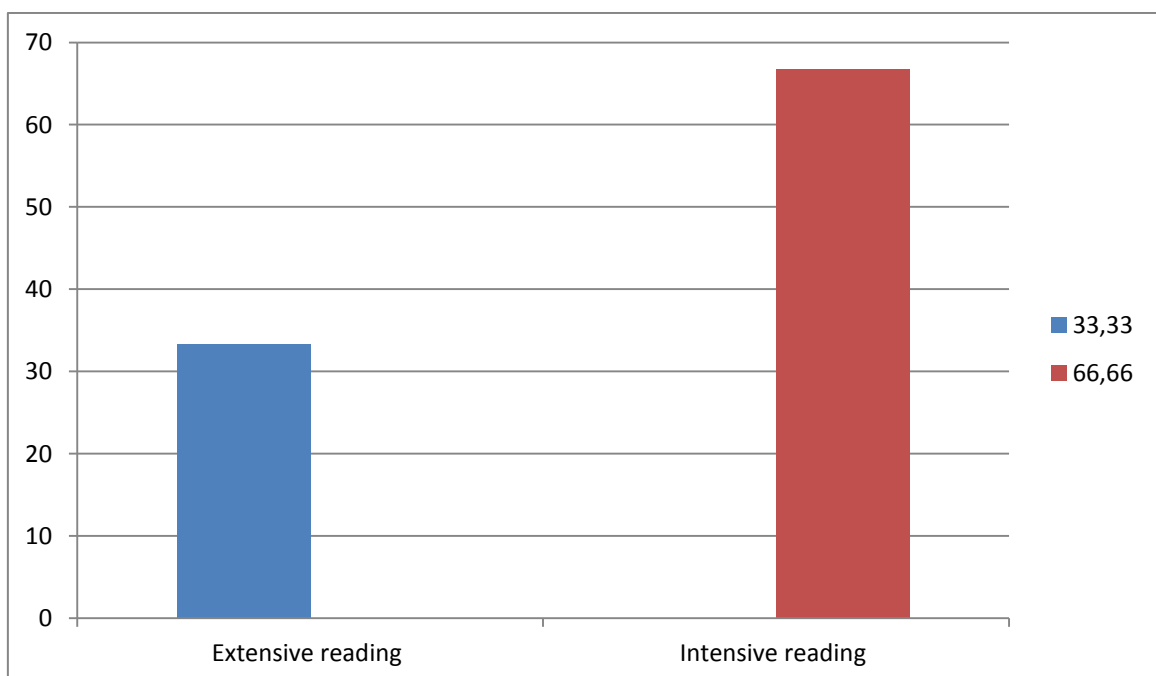
The other teacher said that if the students do not know the words ,they can not understand what they read it means that the vocabulary is the key in reading comprehension.

Another teacher said that the vocabulary enriches the students' awareness about the language. The other teachers did not say why.

**Question 10:** What is the suitable technique you think would encourage your students to read effectively in English?.

	N	%
a-Extensive reading.	03	33,33
b-Intensive reading.	06	66 ,66

**Table 29:**The suitable technique that encourage students to read effectively.



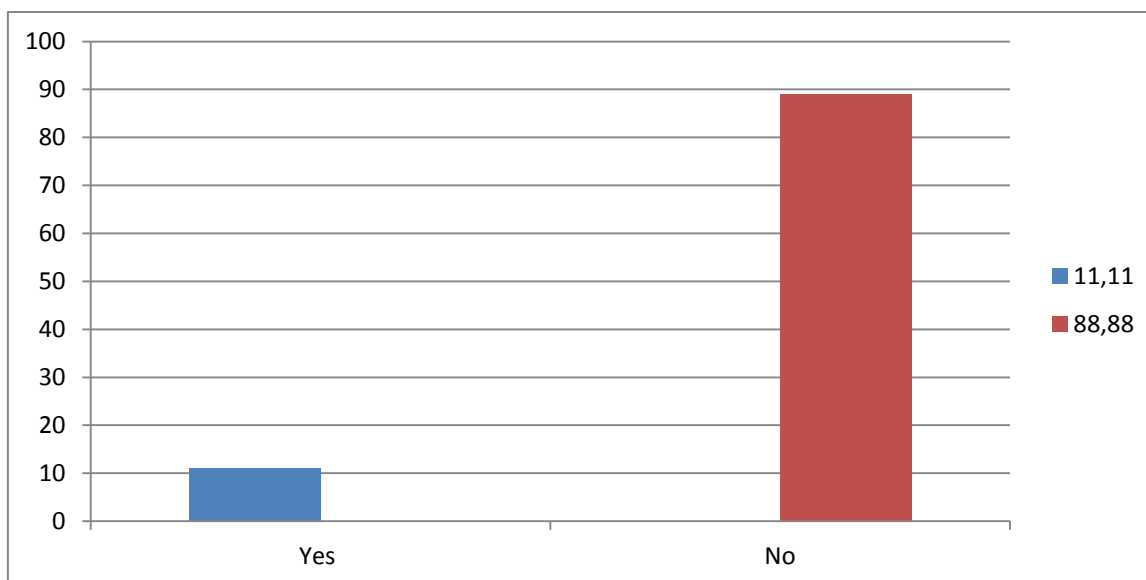
**Figure 28:**The suitable technique that encourages students to read effectively.

Through the results displayed on the table above , we notice that 6(66,66%) of teachers considered intensive reading as a suitable technique to encourage the students to read effectively in English. They think that it is better to them for reading .3(33,33%) of the teachers said that the extensive reading is the suitable technique that encourages the students to read.

**Question 11:** Do you think that the reading skill has more importance than other skills?

	N	%
Yes	01	11,11
No	08	88,88

**Table 30:**The importance of reading skill.



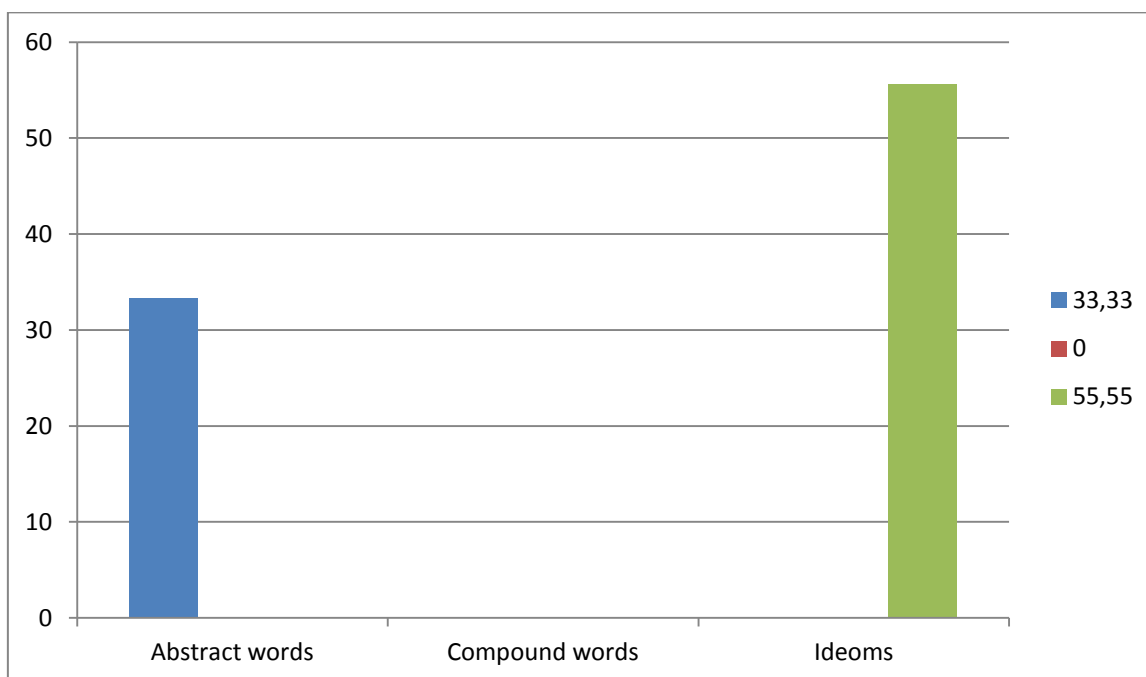
**Figure 29:**The importance of reading skill.

On the table above ,we notice that the majority of teachers 8(88,88%) said that the reading skill is not more important than the other skills and this answer confirms that the four skills are so important .Only one who said that reading is more important .this may be due to the closest relationship between reading skill and teaching vocabulary

**Question 12:** What type of vocabulary items do you find most difficult to teach in the classroom.

	N	%
a-Scientific words	03	33,33
b-Abstract words	03	33,33
c-Compound words.	00	00
d-Idioms	05	55,55

**Table 31:**The most difficult type of vocabulary items to teach in the classroom.



**Figure 30:**The most difficult type of vocabulary items to teach in the classroom.

Through the statistics of the table above , we notice that a lot of teachers chose more than one answer .5(55,55%) of them say that idioms is the most difficult type of vocabulary ,because of its ambiguity meaning to teach in the classroom.



However, 3(33,33%) of them say that they find difficulties to teach their students scientific words; because it need long time as well as more materials in order to gave them the exact meaning. Also , the same rate 3(33,33%) have the difficulties with abstract words to teach .It is so complicated.

**Question 13:** Do you have any suggestions as far as the teaching of vocabulary is concerned?.

One of the teacher said that the teaching vocabulary is certainly an effective component in FL mastery, consequently it should be given more time and space in TEFL(Teaching English As a Foreign Language) programmes.

Some of teachers asked the other teachers to pay attention to the main techniques in teaching vocabularies. They should encourage students to read ( especially novels).

The other teachers say that they need to devote a great deal of time for teaching vocabulary, because it is really serious issue in teaching languages.

## **Conclusion**

During the two months of descriptive treatment and from the results obtained from the administrated questionnaire of both teachers and students. We have found that the teachers who have participated in this study believe that the techniques used in teaching vocabulary has a great impact on improving EFL learners reading skill .In addition to that, the analysis revealed that the majority of the questioned students benefit from teachers who adopt such kind of effective strategies concerning the reading comprehension phase.

## General Conclusion

Reading is not a straight –forward process of lifting the words off the page. It is a complex problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences. Although at first glance reading may seem to be passive, solitary and simple, it is in truth active populated by a rich mix of voices and views, those of the author, of the reader has heard, read about and otherwise encountered throughout life

The development of individual vocabulary through teaching enhances the development of reading comprehension .It means the exposure to words enhances students ability to read . Words are defined as the tools that used for reading and the majority of words that enter on vocabulary come from reading a lot of books or newspapers...etc.

Wilkins (1972) posits that: “without grammar very little can be conveyed; without vocabulary nothing can be converged”. This is evidence that in learning a language, grammar is not sufficient and it is the right time to cast light upon *lexis*. Vocabulary has been the object of scientific studies, namely lexicology and lexicography and the concern of development in methods investigating how it can be best taught; also, vocabulary strategies that were the central field of investigation for years.

## References

- Alderson, Charles J. 2000. *Assessing Reading*. Cambridge: CUP.
- Alderson, J.C.(1984).*Assessing Reading*. New York: Longman INC.
- Anderson, Neil J. 1999. "Improving Reading Speed Activities for the Classroom", *English Teaching Forum*. 37/2: 2-5.
- Alexander, P. A.; and Judy, J. E. (1988). The Interaction of Domain-Specific and Strategic Knowledge in Academic Performance. *Review of Educational Research*, 58 (4),375-404.
- Badraoui, Nazli. 1992. "The Reading Dilemma: Meeting Individual Needs". *English Teaching Forum*, 30/3: 16-19.
- Baker, L.; and Brown, A.L. (2002). "Metacognitive Skills and Reading." In P.D.
- Baudoin,E.M.,Bober,E.S.,Clarke,M.A.,Dobson,B.K.,&Silberstein,S.(1994).
- Bauer, Laurie. (1983). *English Word-formation*. Cambridge University Press.
- Bauserman, K.L. (2005). "Metacognitive Processes Inventory: An Informal Instrument to Assess a Student's Developmental Level of Metacognition." In S.E.
- Boulmarka, S. (2000). *The Reading Difficulties Encountered by the Students of the Institute of Sports and Physical Education*.
- Cambridge Advanced Learner's Dictionary. (2005). Cambridge University Press.
- Carell, P.L; and Grabe, W. (2002). "Reading." In N. Schmitt (eds.), *An Introduction to Applied Linguistics*, (pp. 233-251). London: Arnold, Hadder Headline Group.
- Coady, J&Huckin, T.(1997).*Second Language Vocabulary Acquisition*. Cambridge : Cambridge University Press.

- Cornoldi, Cesare; De Beni, Rossane and Pazzaglia, Francesca. 1996. "Profiles of Reading Comprehension Difficulties. An Analysis of Single Cases". In C. Cornoldi and Day, Richard R. & Julian Bamford (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: CUP.
- Cruse, D. A. (1986). *Lexical Semantics*. Cambridge University Press.
- Dechant, Emerald. 1991. *Understanding and Teaching Reading: An Interactive Model*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Durkin, D.(1993), Reading comprehension instruction in five basal reading series; in Langenberg.(2000).
- Freebody, P. and Anderson, R.C. (1983). 'Effects of Vocabulary Difficulty, Text Cohesion, and Schema Availability on Reading Comprehension'. *Reading Research Quarterly*. XVIII (3), 277-294.
- Grabe, W.&Stoller, F.L(1997).Reading and Vocabulary Development in a Second Language .InCoady,J&Huckin,T,(Eds), Second Language Vocabulary Acquisition. Cambridge: Cambridge University Press,98-122.
- Grellet, Françoise. 1981. *Developing Reading Skills*. Cambridge: CUP.
- Harmer, J. (2009). *How to Teach English*. London: Longman.
- Hoover,W.A and Gough,P.B.(2001)." The Reading Acquisition Frame work: An Overview". In *The Cognitive Foundation of Learning to Read :A Framework*.
- Hutch, E. and Brown, C. (1995). *Vocabulary, Semantics, and Language Education*.Cambridge: Cambridge University Press. By South Educational Development Laboratory.(13-17).
- J.Oakhill (eds.), *Reading Comprehension Difficulties: Processes and Intervention*, (pp. 113-137).

- Kintsch, W. (1988). The Role of Knowledge in Discourse Comprehension: A Construction Integration Model. *Psychological Review*, 95(2), 163-182.
- Krashen, (a:1989); Cited in Ginidharan and Conlan, 2003, On -line Pages.
- Kripke, S. (1982). *On Rules and Private Languages*. Oxford: Basil Blackwell.
- Kristin Lems, Leah D. Miller and M. Soro (2009). *Teaching Reading to English language Learners*. The Guilford Press.
- Kruidenier, John. 2002. *Research-Based Principles for Adult Basic Education: Reading Instruction*. Portsmouth, New Hampshire: RMC Research Corporation.
- Laufer, B. (1989 a), "A Factor of Difficulty in Vocabulary Learning Deceptive Transparency" AILA Review, Vocabulary Acquisition, 10-20.
- Lehrer, K. (2000). *Theory of Knowledge*. 2nd Edition. Boulder: Westview Press
- Lewis, M. (1993). *The lexical approach: the state of ELT and ways forward*. Hove, England: Language Teaching Publications..
- Longman Dictionary of Contemporary English (1995). Third Edition. Longman Group Ltd.
- McNamara, Timothy P. Miller, Diana L. and Bransford, John D. 1991. "Mental Models and Reading Comprehension". In R. Barr; M. L. Kamil; P. B. Mosenthal and P. D. Pearson (eds.), *Handbook of Reading Research*, (Vol. 2, pp. 490-512). Mahwah, NJ: Lawrence Erlbaum Associates.
- Nagy, W. E.; and Scott, J. A. (2000). Vocabulary Processes. In M. L. Kamil P. B.
- Nation, Kate. 2005. "Connections between Language and Reading in Children with Poor Reading Comprehension". In H. W. Catts and A. G. Kamhi (eds.), *The Connections between Language and Reading Disabilities*, (pp. 41-55). Mahwah, NJ: Lawrence Erlbaum Associates.

- Newmark, P. (1981). *Approaches to Translations*. Oxford: Pergamon.
- Newmark, P. (1988). *A Text Book of Translation*. New York, London: Prentice Hall.
- Nuttall, Christine 1982. *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemam International.
- *Oxford Student's Dictionary*. (2007). New Edition. Oxford University Press.
- Oxford Dictionary (2002). Tenth Edition. Oxford University Press.
- Paribachat, T.S & Wesche, M.(1997). "Vocabulary Enhancement Activities and Reading for Meaning in Second Language Vocabulary Acquisition". In Coady&Huckin, T.(Eds), 174-200.
- Pearson, M. Kamil, and P. Mosenthal (eds.), *Handbook of Reading Research*, (pp.353-395). Hillsdale: Lawrence Erlbaum Associates, Inc.
- Perfetti, C. A. (1985). *Reading Ability*. New York: Oxford University Press.
- Reader's Choice International Edition, 4th ED, Michigan University Press.
- Pollatsek, Alexander and Rayner, Keith. 1989. *The Psychology of Reading*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Pressley, Michael. 2000. "What Should Comprehension Instruction Be the Instruction of?" In R. Barr; M. L. Kamil; P. B. Mosenthal and D. Pearson (eds.), *Handbook of Reading Research*, (Vol. 3, pp. 525-545). Mahwah, N J: Lawrence Erlbaum Associates.
- Rasinski, Timothy V. 2000. Speed Does Matter in Reading. *The Reading Teacher*, 54/2: 146. Lawrence Erlbaum.
- Seal, B. (1991). *Vocabulary Learning and Teaching*. In M. Celce-Murcia (Ed), *Teaching English as a second or Foreign Language*, Boston MA: Newbury House. Heinle and Heinle Publishers).

- Schank, Roger C. 1982. *Reading and Understanding: Teaching from the Perspective of Artificial Intelligence*. Hillsdale, N.J: Lawrance Erlbaum Associates.
- Smith, Frank. 1985. *Reading*. Cambridge: : Cambridge University Press.
- Snow,C.E(2002),Reading for Understanding:toward a R &D Program in Reading Comprehension .Santamonica,CA:RAND.Retrieved 20 March from HTTP: “WWW.RAND.Org/pides/Monograph reports/MR1465.PDF.
- Stanovich, Keith E.; West, Richard F.; Cunningham, Anne E.; Cipielewski, Jim and Siddiqui,Stothard, Susan E. and Hulme, Charles. 1996. "A Comparison of Reading Comprehension and Decoding Difficulties in Children". In C. Cornoldi and J.Oakhill (eds.), *Reading Comprehension Difficulties: Processes and Intervention*, (pp. 93-113). Mahwah, NJ: Lawrance Erlbaum Associates.
- Tenkersley, Karen. 2005. *Literacy Strategies for Grades 4-12. Reinforcing the Threads of Reading*. Virginia: Association For Supervision and Curriculum Development (ASCD).
- Thoronbury , J.(1988).How to Teach Vocabulary? U.S.A.(20-21-22).
- Todd, L.(1987). An Introduction to Linguistics. Longman. New York Press.
- Wallace, M.J. (1980). *Study Skills in English*. Cambridge: C.U.P.
- Wesche, Marjorie Bingham & T. Sima Paribakht (2000). “Reading-Based Exercises in Second Language Vocabulary Learning: An Introspective Study”. *The Modern Language Journal*, 84, pp.196-213.
- Wilkins, D.(1972). Linguistics in Language Teaching. Edward Arnold.
- Wray, D. (2004) *Teaching Library: Tests to enhance Learning*. London: David Fulton Publishers, Ltd.

- Zimmerman, C.(1997). Do Reading and Interactive Vocabulary Instruction Make a difference? An Empirical Study. TESOL Quarterly, 31, 121-140.

**Electronic sources:** viewed at 16 march 2013

- [http:// WWW. Vocabulary. Co. il.](http://WWW.Vocabulary.Co.il)
- [http:// WWW.Wikipedia. Org.](http://WWW.Wikipedia.Org)
- [http://www.google /HML/56juy-reading](http://www.google/HML/56juy-reading) strategies.com
- Mwihaki, A. (2004). Meaning as Use: A Functional View of Semantics and Pragmatics. *Electronic version*, 11, 127-139. From: <[http://www.ifeas.uni-mainz.de/SwaF/SF11 Mwihaki.pdf](http://www.ifeas.uni-mainz.de/SwaF/SF11Mwihaki.pdf)>.
- Zaky, M. (2000). Translation and Meaning. *Translation Journal and the Author*. Retrieved March 10th , 2013. From:  
<[http://www. accurapid. com/ Journal/ 14theory.htm](http://www.accurapid.com/Journal/14theory.htm)>



## Appendix One

### Students' Questionnaire

#### Introduction

The present study is designed to investigate the importance and the role of teaching vocabulary in improving learners' reading comprehension .Therefore, we found it necessary to involve our first year students of Mohamed kheider University in this study in order to include their opinions concerning the subject under investigation. Learners' opinions were gathered in the form of questionnaire administered to them to determine students barriers in vocabulary as well as in reading . I would appreciate your collaboration if you could fill in this questionnaire.

Please, tick (×) the appropriate answer .

Thank you for your collaboration

#### Section one: Background Information

1.Age:

2. Gender: a- Male ☐ b- Female ☐

#### Section two :Students' reading habits.

3.How much do you like reading ?

a-A lot ☐ b-A little ☐ c-Not at all ☐

4. How often do you read in English?

a-Frequently ☐

b-Sometimes ☐

c-Rarely ☐

5.Do you enjoy the time you spend on reading?

a-Always ☐ b-Sometimes ☐

c-Rarely ☐ d-Never ☐

6.In which language do you prefer to read?

a-Arabic ☐

b-French ☐

c-English ☐

7.What type of reading do you like?

a-Short stories ☐ b-Poems ☐

c-Newspaper/ magazine article ☐ d-Others. ☐

8.How often does your teacher encourage you to read?

a-Frequently ☐ b-Sometimes ☐

c-Rarely ☐ d-Never. ☐

9.What makes you read a particular text/ in a particular field?

a-the writer ☐

b-the title ☐

c-easiness ☐

10.Where do you prefer to read?

a-at home ☐ b-in the class ☐

c-The library ☐ d -Elsewhere ☐

11. When do you read?

a-Only when the teacher asks you ☐

b-Only during weekends and holidays ☐

c-Whenever you have time ☐

d-Every night before you sleep ☐

12. How often do you read outside the classroom?

a-Frequently ☐

b-Sometimes ☐

c-Rarely ☐

d-Never ☐

13. How often do your friends/classmates encourage you to read?

a-Frequently ☐

b-Sometimes ☐

c-Rarely ☐

d-Never ☐

14. When dealing with a text, which activities you think is not useful for you?

a-To perform comprehension exercises ☐

b-To extract and discuss the different ideas ☐

c-To extract information ☐

d-to enrich your own vocabulary. ☐

15. When you read a text or a book outside the class, what do you expect to get from it ?

a- more vocabulary items. ☐

b. Acquire new ideas. ☐

c. Know more about the language you are reading. ☐

d. Get pleasure. ☐

16. During the English courses, when you read a text related to your field of study (Islamic History), what are the main problems that impair your comprehension ?:

a- The meaning of words. ☐

b- New terms related to religion. ☐

c- The general meaning of the text ☐

## Appendix Two

### Teacher's Questionnaire

Dear teachers,

This questionnaire is a part of master degree dissertation entitled “the role of teaching vocabulary in improving reading comprehension ”. It aims at finding out the teachers’ awareness about what vocabulary teaching can improve the students comprehension in reading .

I would appreciate your collaboration if you could fill in this questionnaire.

Please, tick (×) the appropriate answer or make a full statement when necessary

Thank you in advance for your collaboration.

#### Section one : Background information:

- 1.Age : a- Between 24and 30years. ☐
- b-Between31 and40 years. ☐
- c-Between41 and 60 years. ☐
- 2.Experience: a- Between 2 years and 10years. ☐
- b-Between11 and30 years. ☐
- c-Between31 and 40 years. ☐
- 3.Degree : a-BA(Licence). ☐
- b-MA(Master). ☐
- c-MA(Magister). ☐
- d-PH.D. ☐

**Section two:** Reading skill in relation with vocabulary:

4. How often do you encourage your students to read in the class?

a. Usually ☐                      b. Sometimes ☐                      c. Never ☐

5. Does teaching vocabulary contribute in the improvement of reading skill?

a- Yes ☐    b- No ☐

. If "Yes", please explain how.

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

6. Have you ever directed your students' attention toward the significance of vocabulary for successful reading,?

a- Always ☐    b- Often ☐

c- Sometimes ☐    c- Never ☐

7. Are you satisfied with your students' level of reading?

Yes ☐    b- No ☐

8. Do you think that students' failure to read in the classrooms is due to ?

a- The difficulty of reading tasks ☐

b- Difficult lexical items. ☐

c- The nature of reading materials ☐

9.Does reading play a crucial part in language teaching ?

Yes ☐

No ☐

-If yes ,say why?.

.....

.....

.....

10.How do you find the level of your students concerning reading comprehension skill?

a- Good ☐

b-Average ☐

c-Low ☐

11.Is vocabulary an important factor in reading comprehension skill?

Yes ☐

No ☐

-In both cases ,say why?

.....

.....

.....

12.What is the suitable technique you think would encourage students to read effectively in English?.

a-Extensive reading. ☐

b-Intensive reading. ☐

13.Do you think that the reading skill has more importance than other skills?

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

14.What type of vocabulary items you find the most difficult to teach in the classroom? .

a-Scientific words ☐

b-Abstract words ☐

c-Compound words ☐

d-Idioms. ☐

15-Do you have any suggestions as far as the teaching of vocabulary is concerned?.

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



## Résumé

Ce travail de recherche a pour but essentiel démontrer le rôle principal que joue le vocabulaire dans le développement des compétences de la lecture et la compréhension de l'écrit. Cette étude est particulièrement importante pour les apprenants de l'Anglais en tant que langue étrangère et vise les étudiants de la première année d'Anglais à l'université Mohamed Khieder de Biskra. La principale hypothèse de cette recherche postule que si le vocabulaire est soigneusement enseigné à nos apprenants en utilisant des techniques appropriées, leur compréhension de l'écrit s'améliorera. Tout en sachant que le plus grand handicap chez ces étudiants est leur déficience en matière de vocabulaire. Pour atteindre notre objectif est confirmer notre hypothèse nous nous sommes adressés aux étudiants et aux enseignants à travers des questionnaires. L'analyse des résultats obtenus réellement confirme la relation entre la compréhension de l'écrit et le vocabulaire. En outre, notre travail est constitué de trois chapitres. Le premier et le deuxième chapitre sont consacrés à la partie théorique. Ces deux chapitres couvrent la nature, l'importance ainsi que les stratégies adoptées dans l'enseignement de vocabulaire. Le dernier chapitre est réservé à la description et l'analyse du questionnaire.